How to Build A Successful Mentoring Program Using the *Elements of Effective Practice*™

A STEP-BY-STEP TOOL KIT FOR PROGRAM MANAGERS

MENTOR
NATIONAL MENTORING PARTNERSHIP

Don’t Forget the Free Tools!

Please note that this PDF does *not* include all of the tools available on the CD-ROM. You can review and download the tools you want directly from the web site:

Tools for Designing and Planning

http://www.mentoring.org/find_resources/tool_kit/design/

Tools to Manage a Program for Success

http://www.mentoring.org/find_resources/tool_kit/management/

Tools to Structure Effective Program Operations

http://www.mentoring.org/find_resources/tool_kit/operations/

Tools to Establish Evaluation Criteria and Methods

http://www.mentoring.org/find_resources/tool_kit/eval/

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Online version of the tool kit: *www.mentoring.org/eeptoolkit*

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DISCLAIMER

Tools and resources submitted for inclusion in this tool kit have been edited or condensed from their original version in order to accommodate the design and intent of this publication.

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FOREWORD

You have in your hands *How to Build a Successful Mentoring Program Using the Elements of Effective Practice,* the latest and perhaps most important work in years to advance quality mentoring. This comprehensive tool kit includes tools, templates and advice for implementing and adhering to the second edition of the *Elements of Effective Practice*—rigorous guidelines that, when followed, will help to ensure quality mentoring.

The tool kit was made possible by a generous grant from the Charles Stewart Mott Foundation and is the latest offering from MENTOR/National Mentoring Partnership and the vital network of State *Mentoring Partnerships*. For more than a decade, we have been leading the movement to connect America's young people with caring adult mentors. We serve as the "mentor's mentor," providing a wide range of resources and technical assistance to more than 4,300 mentoring programs across the nation.

In 1990, we joined with United Way of America to convene a blue-ribbon panel of mentoring experts to produce the nation's first set of rigorous mentoring guidelines, the first edition of the *Elements of Effective Practice.* Those *Elements* served as the gold standard for quality mentoring for more than a decade.

Since then, the world of mentoring has changed. New types of mentoring have taken hold, requiring new guidelines. In 2003, through the generosity of the Charles Stewart Mott Foundation, we again convened a blue-ribbon panel of mentoring experts to produce the second edition of the *Elements of Effective Practice,* which reflects the latest mentoring research, experience and practices. Among the experts contributing to the effort were two of the nation's top mentoring researchers: Dr. Jean Rhodes of the University of Massachusetts, Boston, and Dr. David DuBois of the University of Illinois at Chicago.

Whether you are new to mentoring or an old hand, this tool kit will save you time and effort, because it contains materials and information you need to start or maintain a quality mentoring program. The tool kit is written to follow the format of the *Elements*—but it allows you to take portions of the tool kit in a different order, depending on where you are in starting or strengthening your mentoring program.

We hope you will use the tool kit with great success. For further assistance, we encourage you to reach out to your State *Mentoring Partnership* or visit Mentoring.org, to find the latest resources for the mentoring field. And, as always, we very much welcome your feedback.

In Partnership,

Gail Manza
Executive Director

Tonya Wiley
Vice-President

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State and Local *Mentoring Partnerships*

We would like to thank our network of State and Local *Mentoring Partnerships* for their support of this tool kit. We extend our sincere appreciation to the following *Mentoring Partnerships* that shared resources and ideas:

California Governor's Mentoring Partnership

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The Maryland Mentoring Partnership

Mass Mentoring Partnership

Memphis Mentoring Partnership

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Friends for Youth

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icouldbe.org inc.

iMentor.org

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Editor's note: All tools and resources submitted for inclusion have been edited and customized to accommodate the needs of the tool kit.

Section I.

About MENTOR/National Mentoring Partnership

MENTOR/National Mentoring Partnership (MENTOR), founded in 1990, is leading the movement to connect America's young people with caring adult mentors, because all children deserve the opportunity to achieve their potential. As a result of certain life circumstances, 17.6 million young Americans today are in special need of mentors. Of that number, 2.5 million already are in mentoring relationships. The remaining 15.1 million young people constitute what we call the nation's "mentoring gap." MENTOR exists to close that gap. To that end, MENTOR serves as the nation's premier advocate and resource for expanding quality mentoring initiatives. Working with a strong network of *Mentoring Partnerships* located across the United States, MENTOR leverages resources and provides the technical expertise, tools and innovation that mentoring programs need to serve young people in their communities effectively.

OUR STATE AND LOCAL *MENTORING PARTNERSHIPS*

A list of State and Local *Mentoring Partnerships* is located at the end of this section.

To meet the demand of providing mentors to the estimated 17.6 million young people in the United States who want or need them, hundreds of new mentoring programs are started every year. But as existing mentoring programs are already painfully aware, the resources to fund and staff these ventures are scarce.

There is an answer: State *Mentoring Partnerships.* By bringing together public and private sector leaders across the state, eliminating duplication of efforts and offering centralized services, State *Mentoring Partnerships* can help mentoring programs make the most of limited resources.

State and Local *Mentoring Partnerships* serve as "mentoring central" for their states or communities, providing leadership, resources and a rallying point for mentoring providers in their area. State *Mentoring Partnerships* serve a unique role as a clearinghouse for information and resources. *They do not provide direct mentoring services.* Instead, they work to enable direct-service mentoring organizations to:

- Increase the number of young people with mentors in the state;
- Increase resources in the state dedicated to mentoring;
- Promote quality standards for mentoring programs; and
- Expand mentoring programming and opportunities tailored to the needs and circumstances of young people.

The result is better service, greater collaboration, smarter use of resources and more youth in quality mentoring relationships.

To find a State or Local *Mentoring Partnership* in your community to assist you with training, technical assistance and implementing the *Elements of Effective Practice,* see the appendix at the end of this section or visit Mentoring.org.

RESOURCES

- State and Local *Mentoring Partnerships*
- National Mentoring Institute

State and Local *Mentoring Partnerships*

Alabama
- Mentor Alabama
  www.ago.state.al.us/mentor/

Arizona
- Volunteer Center of Southern Arizona: The Mentoring Partnership
  www.volunteertucson.org

California
- Governor's Mentoring Partnership
  www.mentoring.ca.gov
- The Los Angeles Mentoring Partnership
  www.mentoring.org/los_angeles/

Colorado
- Colorado Mentoring
  www.mentoringcolorado.org

Connecticut
- The Connecticut Mentoring Partnership
  www.preventionworksct.org

Delaware
- Delaware Mentoring Council
  www.delawarementoring.org

Florida
- Florida Mentoring Partnership
  www.volunteerfloridafoundation.org
- Mentor Center of Palm Beach County
  www.mentoringpbc.org

Georgia
- Georgia Mentoring Partnership
  www.georgiamentoring.org

Iowa
- Iowa Mentoring Partnership
  www.iowamentoring.org

Maine
- Maine Mentoring Partnership
  www.mainementoring.org

Maryland
- The Maryland Mentoring Partnership
  www.marylandmentors.org

Massachusetts
- Mass Mentoring Partnership
  www.mentoring.org/mass/

Michigan
- Mentor Michigan
  www.michigan.gov/mentormichigan

Minnesota
- Mentoring Partnership of Minnesota
  www.mentoringworks.org

Nebraska
- All Our Kids, Inc.: The Midlands Mentoring Partnership
  www.allourkids.org

New York
- The Mentoring Partnership of New York
  www.mentoring.org/newyork/
- Mentoring Partnership of Long Island
  www.mentorkids.com

North Carolina
- North Carolina Mentoring Partnership
  www.volunteernc.org/code/mentor.htm

Ohio
- The Mentoring Center of Central Ohio
  www.firstlink.org/public/mentoring/mentoring.php

Oregon
- Oregon Mentors
  www.ormentors.org

Pennsylvania
- United Way's Campaign for Mentors (Philadelphia)
  www.uwsepa.org
- The Mentoring Partnership of Southwestern Pennsylvania
  www.mentoringpittsburgh.org

Rhode Island
- Rhode Island Mentoring Partnership
  www.rimentor.org

Tennessee
- The Memphis Mentoring Partnership
  www.memphismentors.org

Texas
- Governor's Mentoring Initiative
  www.onestarfoundation.org
- San Antonio: Making Mentoring a Partnership
  www.utsa.edu/mentoring/

Utah
- Utah Mentoring Partnership
  www.utahmentors.org

Vermont
- Vermont Mentoring Partnership
  www.vtmentoring.org

Virginia
- Virginia Mentoring Partnership
  www.mentoring.org/virginia/
- Fairfax Mentoring Partnership
  www.mentorfairfax.org

Washington
- Washington State Mentoring Partnership
  www.washingtonmentoring.org

NATIONAL MENTORING INSTITUTE

The National Mentoring Institute serves as the education, research and training arm for MENTOR/ National Mentoring Partnership, offering a wealth of products and services to the entire mentoring field. The Institute's menu of resources and services includes the following:

ONLINE SERVICES

- **Mentoring.org:** The nation's most comprehensive source for mentoring information and resources, focusing on the needs of mentors, caring adults, community leaders and mentoring program staff. Includes a Research Corner, with analysis of the latest research in the mentoring field; information on how to advocate for mentoring and secure funding; referrals to online and print resources; an E-mentoring Clearinghouse; and tools for starting, managing, sustaining and evaluating mentoring programs.

- **National Mentoring Database:** Includes over 4,300 youth mentoring programs and serves as a volunteer referral service, enabling prospective mentors to search for a local mentoring program and express an interest in learning more. Mentoring programs that agree to adhere to the *Elements of Effective Practice* are invited to register for this free service at Mentoring.org/register.

- **After-school Program Clearinghouse:** Devoted to after-school programs that may or may not have a mentoring component. Features information on how to implement or strengthen a mentoring program, as well as an inclusive list of resources for activities, collaboration, curricula, research and evaluation materials for after-school programs at Mentoring.org/afterschool.

- **Online Community:** Offers free, online discussions on a variety of issues related to mentoring—mentor recruitment and retention, marketing, e-mentoring and risk management. Designed to exchange ideas and best practices and to pose questions to experts from the field. Visit the Online Community at Mentoring.org/community.

PRODUCT DEVELOPMENT

- ***Elements of Effective Practice:*** MENTOR's hallmark product, which provides research and field-tested guidelines on how to run safe and effective mentoring programs. Key components include Program Design and Planning, Program Management, Program Operations and Program Evaluation. Available to download at Mentoring.org/elements.

- ***How to Build a Succcessful Mentoring Program Using the Elements of Effective Practice:*** A comprehensive tool kit with customizable tools and templates on how to implement and adhere to the *Elements.*

RESEARCH AND EVALUATION

- **Research Summit:** In 2003, MENTOR convened 35 leading researchers in the field for a National Research Summit on Mentoring. Summit participants reviewed the current state of mentoring research and then articulated where mentoring research should be headed in the coming years. Their work was translated into several priority areas for future research. For more information about the *National Research Agenda* for Mentoring, visit Mentoring.org/researchagenda.

- **State-by-State Trends in Mentoring Survey:** Bi-annual survey that identifies national and state trends in mentoring as reported from our network of mentoring programs.

TRAINING AND TECHNICAL ASSISTANCE

- **Online Training:** Self-guided training for both mentors and mentees involved in either traditional face-to-face mentoring (Mentoring.org/mentor_training) or e-mentoring (Mentoring.org/emc).
- **Technical Assistance:** Information, resources and support for MENTOR's network of State and Local *Mentoring Partnerships,* which provide training and technical assistance to direct service mentoring programs. In addition, advisory services are provided on a contractual basis to corporations and other organizations interested in starting, expanding or strengthening a large-scale mentoring initiative.

MENTOR is leading the movement to connect America's young people with caring adult mentors.

For more information, please visit Mentoring.org.

Section II.
About the Tool Kit

Congratulations! You've chosen to make a tremendous difference—or already are making that difference—in the lives of young people who can benefit greatly from the guidance and encouragement of a nurturing mentor. Few endeavors do more to shape young people's aspirations and help them realize their potential. In return, few endeavors reap more profound rewards for all who become involved in the mentoring process—because mentoring works.

Mentoring is not a new concept; it has its roots in ancient Greece. And throughout the millennia, mentoring—providing guidance and counsel to a younger individual—has occurred spontaneously as informal relationships: a supervisor at work who takes an interest in a young person's upward mobility; a teacher who takes extra time with a struggling or promising student; an older family member who provides a shoulder to lean on when needed.

In recent years, as growing numbers of people have recognized the tremendous power of mentoring, formal mentoring programs like yours have been cropping up throughout the public and private sectors. More and more community organizations, businesses and governments are launching formal mentoring initiatives. Consequently, we have seen a growing need for skilled mentors and effective mentoring programs that adhere to sound management and operation practices.

WHY CREATE A TOOL KIT?

Building a successful mentoring program is challenging. There are a myriad of components to establish and oversee: the actual mentoring process; mentor recruitment and training; day-to-day operations; public relations efforts; fundraising activities; budget allocations; evaluative data collection and tracking; and more. It may seem a bit daunting: "Where do I begin?" "What should I focus on first?" "How do I do all these things effectively?"

The simple fact is, youth mentoring programs are far more successful when they follow proven, effective mentoring practices and strategies. This tool kit places at your fingertips a single source of mentoring best practices and tools that you can implement from the start. The materials it contains build on the practices established in the *Elements of Effective Practice,* guidelines for running safe and effective mentoring programs, first published in 1990 and revised and updated in the second edition in 2003.

The appendices for Sections IV-VII include a Checklist of Program Progress for each section of the *Elements*.

GUIDELINES FOR NEW—AND EXISTING—PROGRAMS

Not only does this tool kit outline the *Elements of Effective Practice,* it also is your guide to implementing them. It is structured to aid both those who are starting a new program and those who seek to improve specific elements of an ongoing program. Let's take a look at how this tool kit can fill the particular needs of your program.

- **Building a Program:** Begin by asking yourself some questions, such as: What do I need to budget for and how do I get it funded? Is there a "best" way to mentor; if so, what is it? How do I recruit mentors and ensure that they're sufficiently trained? How do I reach out to the community for support? How do I engage young people in the program? Where will the mentoring meetings take place? How will I know that the mentoring relationships are working?

These are just some of the questions that you should attempt to answer before you establish a mentoring program. If you're at a loss as to what to do first, don't panic. The tool kit will help you find the answers and make solid decisions. When you follow the tool kit sections, step-by-step, a solid program will emerge from the ground up. Each of the components of your mentoring initiative will function in ways that support the others to facilitate a well-focused, cohesive program.

- **Improving on Current Practices:** The desire for continuous improvement is the hallmark of every successful endeavor. The tool kit is designed so that you don't need to go through the entire kit for help in improving a specific element of your program. Do you need guidance in constructing an evaluation process that accurately measures your results, or benchmarks your procedures against similar programs? This tool kit can help. Perhaps you're not receiving the support you'd like from other community organizations or your mentor volunteer base is falling below your needs. Maybe you wish to raise the profile of your mentoring program. Or you may wish to ensure that the type of mentoring you're offering is the most effective for the youth you're serving.

Not to worry. Just keep the tool kit within easy reach. When you're ready to make improvements in a particular area of your program, simply turn to the appropriate section. Remember, too, that the tool kit is available online at Mentoring.org/eeptoolkit, where you can download it and customize the tools to fit your needs.

By carrying out the strategies detailed in this tool kit, you can be confident that your program is offering the best mentoring possible. At the same time, we recognize that the *Elements* outlined in the tool kit are vast and detailed (this is to ensure the best mentoring possible for our youth). Initially, not all mentoring programs will have the resources to implement and adhere to every component of the *Elements* in their entirety. If that is the case with your program, we recommend that you work toward integrating the *Elements* into your program incrementally. It will take time, but will be more than worth the effort.

ELEMENTS OF EFFECTIVE PRACTICE

The first edition of *Elements* was developed in 1990 by a panel of mentoring experts brought together by MENTOR/National Mentoring Partnership and United Way of America. It was based on solid research that affirms the importance of accountability and responsibility in meeting young people's needs. For more than a decade, the initial *Elements* served as the gold standard for mentoring.

The second edition of *Elements*—developed by a newly formed group of many of the nation's foremost authorities on mentoring—updates the original version. It offers new ideas and practices that reflect the latest in mentoring policies, practices, experience and research. The tool kit is an excellent companion to the *Elements*. A copy of the *Elements* is included with this tool kit, and you can download additional copies at Mentoring.org/elements.

WHAT YOU'LL FIND IN THE TOOL KIT

As noted earlier, this tool kit builds on the *Elements of Effective Practice,* which address four major components of a safe and effective mentoring program:

- Program Design and Planning;
- Program Management;
- Program Operations; and
- Program Evaluation.

The tool kit dedicates a section to each of these components. In each section, you'll find step-by-step information on how to implement a specific component, using proven practices that help ensure a strong overall program. Of course, how you initially plan and design your program will affect the other components. Therefore, in each section you'll find the following information:

- What constitutes the program component and how it relates to the other components;
- A Checklist of Program Progress against which to measure your program practices;
- Customizable tools—such as forms, checklists and related sample documents on CD—to help you. (Select tools are also included in the **print version** of the tool kit.); and
- Additional resources for further research and reference.

Throughout the tool kit, you will find "mentoring tool" boxes that reference specific tools and resources.

Boxes with a CD icon indicate that a tool can be found on the CD

Boxes with a Book icon indicate that the tool is in the print version of the tool kit as well as on the CD.

For your convenience, we have included a glossary to help you understand how we use different terms in this tool kit.

GLOSSARY OF TERMS[1]

Mentoring: Mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

Types of Mentoring: Responsible mentoring can occur in these forms:

- **Traditional mentoring:** One adult to one young person.
- **Group mentoring:** One adult to up to four young people.
- **Team mentoring:** Several adults working with small groups of young people in which the adult-to-youth ratio is not greater than 1:4.
- **Peer mentoring:** Caring youth mentoring other youth.
- **E-mentoring:** Mentoring via e-mail and the Internet.

Locations of Mentoring: Mentoring can take place in a wide array of settings, such as these:

- Workplace;
- School;
- Faith-based organization;
- Juvenile corrections facility;
- Community setting; and
- "Virtual community," where e-mentoring takes place.

Duration of Mentoring: Because relationships and a sense of bonding occur over time between mentors and mentees, the duration and consistency of each mentoring relationship is very important. At a minimum, mentors and mentees should meet regularly at least four hours per month for at least a year. There are exceptions, such as school-based mentoring, which coincide with the school year, and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last, so they can adjust their expectations accordingly.

LET'S GET STARTED!

It's an exciting venture to build a new mentoring program or fine-tune a current one, as both will result in better opportunities for young people. With this tool kit, you have an invaluable resource that can facilitate your efforts. Remember, too, that you never have to struggle with mentoring issues on your own. Many useful resources are available to you, including online training and community forums at Mentoring.org; mentor training and recruitment resources, as well as technical assistance, training and guidance, from MENTOR's State and Local *Mentoring Partnerships;* and even practical advice from your mentoring colleagues. Take advantage of these resources.

Visit Mentoring.org often to find the latest resources and research for improving your program. For example, a copy of this tool kit is available online at Mentoring.org/eeptoolkit to allow you to customize the tools to your own needs. **In addition, we encourage you to provide us with feedback on the tool kit, by filling out the Evaluation Form at the end of the tool kit.** Your feedback will allow us to enhance the online version of the tool kit and respond to emerging mentoring trends.

Now, roll up your sleeves and let's get started.

Section III.

Introduction to Mentoring and Program-Building

WHAT IS MENTORING TODAY?

Mentoring is a time-proven strategy that can help young people of all circumstances achieve their potential. Mentors are caring individuals who, along with parents or guardians, provide young people with support, counsel, friendship, reinforcement and a constructive example.

But mentoring is not a one-size-fits-all proposition. Every young person who would benefit from a mentoring relationship has individual needs. Effective mentoring programs offer enough flexibility to help meet each mentee's personal needs, yet allow mentoring relationships to flourish within a safe structure.

Read "What Makes Mentoring Work," by Dr. Rhodes, in the Research Corner at Mentoring.org/research_corner.

WHAT MAKES A SUCCESSFUL MENTORING RELATIONSHIP?

According to Dr. Jean Rhodes, professor of psychology at the University of Massachusetts, Boston, the most significant predictor of positive mentoring results is whether mentors and mentees share a close, trusting relationship. Such relationships do not just happen. They need ongoing support and monitoring, particularly during the early stages, to ensure that the relationships do not terminate prematurely. As Dr. Rhodes notes, when the tool of change is a close relationship—as is the case with mentoring— everyone should proceed with care.

In an article entitled "What Makes Mentoring Work?," written for the Research Corner at Mentoring.org, Dr. Rhodes described four program practices that are essential for strong and effective mentoring relationships. Those practices are as follows:

- Conducting reasonably intensive screening of potential mentors;
- Making matches based on interests that both the mentor and the mentee share;
- Providing more than six hours of training for mentors; and
- Offering post-match training and support.

These four practices can help ensure successful mentoring relationships that endure over time. More detailed information on how to implement or adhere to these practices is outlined in Section V, How to Manage a Program for Success, and Section VI, How to Structure Effective Program Operations.

There are other ways mentors can sustain effective mentoring relationships, including these:

- Maintain a steady presence in the mentee's life. That means showing up for scheduled meetings or, when that is not possible, telling the mentee in advance, in order to avoid any disappointment. A phone call, e-mail or fax can help when a face-to-face meeting isn't possible.
- Focus on the mentee's needs—not the mentor's own wants and needs. Mentors should look to improve the mentee's prospects while respecting the young person's life circumstances and perspective. This includes not trying to transform the mentee or impose the mentor's own values on the mentee.
- Pay attention to the mentee's need for fun.
- Get to know the mentee's family without getting over involved. Mentors need to understand that they are not substitutes for parents.
- Seek out and use the help and support of mentoring program staff.

By contrast, less effective mentors:

- Do not meet regularly with the mentee;
- Adopt an authoritative tone;
- Put more emphasis on changing the mentee's behavior than on developing a warm relationship based on trust and respect; and
- Try to transform the mentee by imposing a set of values inconsistent with the mentee's life circumstances.

THE FIVE TYPES OF MENTORING

The type of mentoring program you offer will shape your program's structure and operation—including the goals you want your mentoring program to achieve; the length and frequency of mentor commitment you require; and the kinds of activities that take place.

The following definitions of mentoring types are based on those in the second edition of the *Elements of Effective Practice*. (A brief overview of what each type of mentoring relationship might look like appears in the "Informational Overview of Types of Mentoring Programs" in the appendix of Section IV.)

- **Traditional One-to-One Mentoring.** One-to-one mentoring places one adult in a relationship with one youth. At a minimum, the mentor and mentee should meet regularly at least four hours per month for at least a year. There are exceptions—such as in school-based mentoring, which coincides with the school year—and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.

- **Group Mentoring.** Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring program might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities. Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun.

- **Team Mentoring.** Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than one to four.

- **Peer Mentoring.** Peer mentoring provides an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. Usually the mentoring program specifies activities that are curriculum-based. For example, a high school student might tutor an elementary school student in reading or engage in other skill-building activities on site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently over the course of a semester or an entire school year.

- **E-mentoring (also known as online mentoring, or telementoring).** E-mentoring connects one adult with one youth. The pair communicate via the Internet at least once a week over a period of six months to a year. Some programs arrange two or three face-to-face meetings, one of which is a kick-off event. Often the mentor serves as a guide or advisor in school- or career-related areas; for example, helping the mentee complete a school project or discussing future education and career options. During the summer months, e-mentoring can serve as a bridge for mentors and mentees in traditional one-to-one relationships.

WHAT ELEMENTS CONSTITUTE A SAFE AND EFFECTIVE MENTORING PROGRAM?

Incorporating all the *Elements of Effective Practice* is the way to ensure that you build a high-quality mentoring program. But we understand that implementing the *Elements* in their entirety may take time, depending on your program's staffing and funding. Also, it can be helpful to start small in order to pay careful attention to the nuances and needs of your program—as a rule of thumb, it is recommended that new mentoring programs start off with only 15 to 25 matches in the pilot year.

MENTORING TOOL

Refer to the "Tips on the Five Types of Mentoring" in the appendix of Section IV.

This tool kit organizes the *Elements* into four categories, with a section devoted to each category. Here's a brief introduction to the *Elements*.

1. **Program Design and Planning.** This is the first—and the key—element in building your program, because the design is the blueprint you will follow to carry out all other aspects of the program. When you have completed the design and planning, you will have made the following decisions:

   - The youth population you will serve, the type of mentoring your program will offer and the nature of the mentoring sessions;
   - The types of individuals you will recruit as mentors (e.g., senior citizens, corporate employees, college students);
   - Your program goals and expected outcomes for mentors, mentees and sponsoring organizations;
   - When and how often mentors and mentees will meet;
   - How long you expect mentoring matches to endure;
   - The purposes of your mentoring program (e.g., socialization, academic support, job/career guidance);
   - The setting of your mentoring program (e.g., faith-based site, community organization, school/university, workplace);
   - The program's stakeholders;
   - How to promote your program;
   - The best way to evaluate the progress and success of your program; and
   - A protocol to ensure that your program staff regularly contact mentors and mentees to discuss how their relationships are going.

2. **Program Management.** Ensuring that your mentoring program is well managed is crucial. A well-managed program promotes accuracy and efficiency; establishes credibility; and enables you to gauge progress effectively and identify areas that need improvement. If you follow the guidelines in Section V, you will build a solid plan for managing your program—one that includes the following elements:

   - An advisory group;
   - A comprehensive system for managing program information;
   - A resource development plan that allows for diversified fundraising;
   - A system to monitor the program;
   - Strategies for staff development;
   - Strong pro-mentoring advocacy efforts in both the public and private sectors; and
   - Effective public relations and communications efforts.

3. **Program Operations.** Efficient, consistent everyday operations are important to the success of any mentoring program. How well the people involved in your program fulfill their responsibilities can mean the difference between chaos and stability, confusion and clear-cut expectations, motivation and passivity. Section VI offers proven strategies for the following operational functions:

   - Recruiting mentors, mentees and other volunteers;
   - Screening potential mentors and mentees;

- Providing orientation and training for mentors, mentees and parents/caregivers;
- Matching mentors and mentees;
- Bringing mentors and mentees together for activities and sessions that fall within established program parameters;
- Supporting, supervising and monitoring mentoring relationships;
- Recognizing the contributions of all program participants; and
- Helping mentors and mentees reach closure.

4. **Program Evaluation.** Ongoing quality improvement is a hallmark of effective mentoring programs. How well you serve young people depends on how accurately you assess your program's success and identify areas that need improvement. Section VII will help you establish the following:

   - A plan to measure your program process accurately;
   - A process for measuring whether expected outcomes have occurred; and
   - A process that reflects on evaluation findings and disseminates them to appropriate parties.

WHAT'S THE NEXT STEP?

Now that you're equipped with an overview of the essential elements of a mentoring program and an understanding of the five types of mentoring, you're ready to embark on creating a vision for your program. Section IV, How to Design and Plan a Mentoring Program, will guide you through the design and planning phase. As you've seen, the *Elements* of this initial phase are intricately related to the type of mentoring your program will offer.

While the same design and planning guidelines apply for all mentoring programs, how you implement them may vary according to the type of mentoring.

Section IV.

How to Design and Plan a Mentoring Program

You're ready to embark on the very important work of designing and planning the who, what, when, where and how of your mentoring program. By taking time to carefully think through all aspects of your program, you will ensure that you're able to serve young people most effectively and sustain your efforts over the long term.

The program design and planning stage enables you to create a roadmap of how you will manage, implement and evaluate your mentoring program. Keep in mind that you can modify your plan as you go along, as circumstances and experiences dictate. For example, many of the decisions you make during this phase will be affected if you are partnering with another agency or group. However, by planning in advance how you will select your management team, establish policies and procedures, develop a financial plan and implement and evaluate your program, you can be sure that your program adheres to the second edition of the *Elements of Effective Practice.* Sections V, VI and VII will provide more detailed information and resources on how to put your plan into action.

START WITH THE NEED

Your decision to start a mentoring program stems from your belief that a need exists for such a program. But before you can amass the support you will need to launch a program, you must verify that the need does, in fact, exist. How do you go about determining the need?

Begin with your local government or a community-wide organization, such as United Way, that conducts periodic, comprehensive community needs assessments. Or you might elect to conduct your own environmental scan, a process that allows you to identify state and local priorities, needs and opportunities in the context of the current economic environment. Whichever method you decide on, use the information you glean to confirm that your proposed mentoring initiative can answer a clear need among youth in your community.

Next, you'll need to confirm that people are ready and willing to invest in your program (with financial help, human resources, in-kind gifts, etc.) and that demand and support for your program services will be ongoing. Finally, you will need to determine whether your organization has the capacity, commitment and capability to run a quality mentoring program.

DESIGN THE PARAMETERS FOR YOUR PROGRAM

The program design phase will help you determine the following:

- Which youth populations your program will serve;
- What specific type of mentoring you will offer;
- Where mentoring pairs will meet;
- Whom you will partner with (e.g., a school, corporation, faith-based community); and
- Whom you will involve as advisors, staff and participants.

MENTORING TOOL

See the "Informational Overview of the Types of Mentoring" in the appendix at the end of this section.

Begin designing your program using the 12 parameters outlined in the *Elements of Effective Practice.* Let's look briefly at each parameter and how it will help shape your program. Use the tools at the end of this section to help you further.

1. **Define the youth population that the program will serve.** Based on the results of your needs assessment, you'll be able to identify certain characteristics about the youth you want your program

to serve. Ask yourself, "Who needs the program?" "Who's already being served by other programs or agencies?" and "Who are the young people our program is capable of serving?"

The following are other factors to consider:

- ***Age.*** Do you wish to serve elementary, middle or high school youth?
- ***Gender.*** Do you intend to serve boys or girls, or both?
- ***Mentoring need.*** Do you want to help youth improve their reading or academics? Or are you looking to help them improve their social skills and relationships with others? Or are you focusing on helping them learn about the world of work, potential career paths and the skills they will need to succeed?
- ***Common characteristics.*** Are you working with a specific audience—for example, youth with disabilities or from a certain income bracket? If you are starting a workplace mentoring program, are you looking to include youth of a certain age group? If yours is a faith-based program, will you look to recruit youth from a specific congregation or of a particular faith?

2. **Identify the types of individuals you will recruit as mentors.** Once you have decided on your target youth population, you can refine your criteria for the type of people you wish to recruit as mentors. For instance, if you are targeting elementary school children who could benefit from improved social skills, perhaps senior citizens would be a good match. If you are looking to help young people improve their reading or academic skills, college students might be particularly appealing. If helping young people learn about the world of work or possible career options is your focus, you might want to recruit employees from the public, private and nonprofit sectors.

   Your sources for mentors are almost limitless: corporations; civic organizations; faith-based institutions (such as churches, mosques or synagogues); government agencies; police and fire stations; senior citizen groups; colleges; sorority/fraternity alumni; and labor groups, among others.

   While your sources for mentors may be plentiful, actually recruiting mentors can be challenging because you are asking people to volunteer a precious commodity: their time. By offering flexible options, you can help overcome their reservations. In fact, according to MENTOR's 2002 National Poll, *57 million Americans would seriously consider mentoring* if they had flexible options that matched their schedules and interests. This tool kit contains detailed information and tools you need to explore those options and recruit effectively.

3. **Determine the type of mentoring the program will offer.** After you define the youth population you want to serve and the kinds of individuals you intend to recruit as mentors, you must determine the type of mentoring you'll offer. Responsible mentoring can take many forms: traditional mentoring (one adult to one young person); group mentoring (one adult to up to four young people); team mentoring (several adults working with small groups of young people, with an adult-to-youth ratio not greater than 1:4); peer mentoring (caring youth mentoring other youth); and e-mentoring (mentoring via e-mail and the Internet). (See Section III for a brief overview of each type of mentoring.) The following are some issues you might consider: One-to-one and peer mentoring will require more mentors than the other types of programs; group and team mentoring will allow you to reach more young people with fewer mentors; and e-mentoring will be the least restrictive in terms of bridging geographic and time differences, because people can e-mail 24 hours a day, seven days a week, no matter where they are, as long as they have access to a computer.

4. **Structure the mentoring program as a stand-alone program or as part of an existing organization.** Many factors will help you determine whether to structure your program to stand alone or as part of another organization. Cost is a major factor. The cost of starting a stand-alone program will probably be more than the cost of partnering with another organization. Duplication of services is another factor to consider. You will want to do some research to ensure that you are not duplicat-

ing a service that exists. A third factor is legal liability. Do you want to assume liability and the related costs for insurance against risk? Or do you want your program to be part of a larger organization that will be legally accountable? A fourth factor to consider is organizational infrastructure. Programs that plan to stand alone have to build organizational infrastructure, such as personnel, financial and technology systems. Most freestanding programs go through the process to become a nonprofit 501 (c)(3) so they may accept charitable contributions. Talk with your State or Local *Mentoring Partnership,* United Way or Volunteer Center to find out what mentoring programs are already in your area and to identify resources to help you become a 501 (c)(3) if needed. If you find that a similar mentoring organization exists, contact the head of that organization to talk about your plans and about a possible partnership. If, after that conversation, you still want to pursue a stand-alone program, you will need to line up your leadership, financial backing and other forms of support. Once again, your State or Local *Mentoring Partnership,* United Way or Volunteer Center can help you with this process.

MENTORING TOOL

For tips on building relationships, see the training and support tools in Section VI on the CD.

5. **Define the nature of the mentoring sessions[1].** In parameter 1, when deciding which population you want to serve, you touched on the type of need your program will address. Now is the time to make a definitive decision about the nature of your mentoring sessions. Regardless of the nature of the mentoring sessions (i.e., character, social or leadership development; school-to-career; or academic success), the core activity of mentoring is the development of relationships that will, in turn, enable you to achieve other program goals. While all mentoring programs aim to promote positive youth outcomes, each program has its own specific goals. Some programs have broad youth-development goals, while others focus on improving academic performance, learning how to succeed in the world of work or reducing risky behaviors. The following are the three most common models for mentoring programs.

- ***Character, social and leadership development.*** This model focuses primarily on building a relationship between a young person and a caring adult who can serve as a role model and life coach. In this model, the mentor and the mentee decide the types of activities they will do together. Their main interest is just to spend time together, talking or playing games, visiting museums, and so on. While some of their activities may be academic in nature (e.g., reading together), there are no defined expectations for improving the mentee's academic skills or acquiring new skills and knowledge. The focus is on building the relationship.

- ***School-to-career.*** This model, which incorporates a more intentional effort to help young people explore a career direction, is most frequently used at the middle school and high school levels. It is particularly effective for high school students, who tend to drop out of traditional mentoring programs.

  The activities between the mentor and the mentee in this model may include the following:

  – *Career exploration.* A young person follows one or more adult employees on the job over the long term to learn more about a particular occupation. Career exploration is a more in-depth process than just job shadowing.

  – *Job/life skills.* Mentors help youth develop the skills they need to get a job and succeed in the workplace. Youth learn skills, such as how to prepare a resumé, manage time and resolve workplace conflicts.

  – *Postsecondary education/internships.* Mentors provide information related to postsecondary education, including internship opportunities that may or may not be paid.

- ***Academic success.*** This model incorporates a more intentional effort to exert a positive influence on a child's academic success. The activities between the mentor and the mentee are determined jointly by the school and the mentor (the school may provide an activity guide to mentors). In this type of program, mentors help youth with class work and/or special projects on a regular basis, either in the classroom or at the workplace. The mentoring pairs read together, do homework, talk about being successful in school, and so on.

  An academically focused mentoring program is different from a program focused strictly on tutoring or reading. The academically focused mentoring program puts more emphasis on building a relationship between a mentor and a mentee. It also gives mentors more flexibility to spend time talking with their mentees about both academic and nonacademic issues. Reading and tutoring programs can be modified to include a mentoring component that provides mentor training to adult volunteers.

6. **Determine what the program will accomplish and what outcomes will result.** The nature of your mentoring sessions (parameter 5) will help determine the types of outcomes you want to achieve for the overall program and for all the participants: mentors, mentees and sponsoring organizations.

7. **Determine when the mentoring will take place.** The nature of your mentoring sessions will also help determine when the mentoring takes place. If academic support is your focus, mentoring will probably take place during or immediately after school. (One exception would be e-mentoring, which can take place any time.) If career guidance is your focus, mentoring will probably take place during or after school, but during the mentors' work hours. If socialization is your focus, mentoring could take place any time, including weekends.

8. **Determine how often mentors and mentees will meet and how long the mentoring matches should endure.** Ensure that the amount of time you require for mentoring sessions will be adequate to accomplish the outcomes you set in parameter 6. The success of mentoring lies in mentors and mentees developing and sustaining close personal relationships. Because it takes time to develop a relationship, the duration and consistency of a mentoring relationship is very important. At a minimum, mentors and mentees should meet regularly at least four hours per month for at least a year. (There are exceptions. Mentors and mentees in school-based mentoring, for example, will meet during the school year rather than during the full calendar year. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly. It should be noted that research has shown that school-based mentoring programs with a summer component develop stronger mentoring relationships than those without this component.)

9. **Decide where the mentoring matches will meet.** Once again, the nature of your mentoring sessions will help determine where they take place. You have many options to choose from: workplace, school, faith-based organization, juvenile corrections facility, community setting or the virtual community. Here are some guidelines.

   - ***Workplace-based mentoring.*** Takes place at the business. At the elementary level, a class or group of children is transported to the business, where they meet with their mentors. At the secondary level, workplace-based programs may include internships and job shadowing. School personnel and the company coordinator supervise the program. The following characteristics are common to workplace mentoring programs:

     – Offer young people the chance to develop a relationship with one or more employees who become friends, role models and advocates for them;

– Typically take place at the workplace, either during or after school hours;

– May take various forms, including tutoring, job shadowing, career exploration and game playing;

– Typically ask the mentor for a commitment of at least one year; and

– Require mentor screening and ongoing support and supervision.

- ***School-based mentoring.*** Takes place at the school. The mentor comes to the school to meet with the child, typically for an hour a week. School personnel supervise the program. The following characteristics are common to school-based mentoring programs:

  – Offer students the chance to develop a relationship with one or more adults, other than parents and teachers, who become friends, role models and advocates for them;

  – Typically take place at school, either during or immediately after school hours;

  – May take various forms, including tutoring, game playing and sports;

  – Typically ask the mentor for a commitment of at least one school year; and

  – Require mentor screening and ongoing support and supervision.

- ***Faith-based mentoring.*** Congregations of all faiths are fertile places to develop mentoring programs. They have a long tradition of instilling spiritual values and moral strength. As part of a faith-based institution that can draw freely on the talents and time of committed volunteers, mentoring puts faith into practice, and everyone benefits. When considering faith-based mentoring, determine whether the mentoring will simply take place in a faith-based setting without religious overtones or will strive to transmit religious values. If the latter, you'll want to recruit mentors of a particular faith. The following characteristics are common to faith-based mentoring programs:

  – Offer young people the chance to develop a relationship with one or more adults who become friends, role models and advocates for them;

  – Are based in a house of worship and reflect the values and beliefs of that religion;

  – Typically occur after school hours and/or on weekends;

  – May take various forms, including career exploration, life skills development, game playing and going to sports, entertainment or cultural events;

  – May serve young people from the congregation or from the local community; and

  – Require mentor screening and ongoing support and supervision.

- ***Mentoring through juvenile corrections.*** Takes place at a corrections facility. Mentors come to the site to meet with the youth, typically for one to two hours a week. The following characteristics are common to mentoring programs at a juvenile corrections facility or post-release:

  – Offer young people the chance to develop a relationship with one or more adults who become friends, role models and advocates for them;

  – Increase a youth's awareness of educational, cultural, recreational and career opportunities;

  – Focus on helping youth accept their responsibilities and realize their potential;

  – Typically ask the mentor for a commitment of at least one year;

  – May ask mentors to assist the youth in transitioning out of the residential setting;

– Have a caseworker on site to supervise mentoring meetings; and

– Require mentor screening and ongoing support and supervision.

- ***Community-based mentoring.*** In community-based mentoring, the mentor and the mentee decide where and when mentoring activities will take place. The following characteristics are common to community-based mentoring programs:

  – Offer young people the chance to develop a relationship with one or more adults, other than parents and teachers, who become friends, role models and advocates for them;

  – Often take place outside of specific sites, as when mentors and mentees plan activities such as going to the movies or going to a park;

  – May take various forms, including tutoring, career exploration, life skills development, game playing and going to sports, entertainment or cultural events;

  – Typically ask the mentor for a commitment of at least one year;

  – Involve a higher level of risk management, because activities take place in the community without outside supervision; and

  – Require mentor screening and ongoing support and supervision.

- ***Agency-based mentoring.*** Takes place at a community site, such as an after-school program or Boys and Girls Club. Mentors meet with youth at the program site, and agency staff members supervise the activities. The following characteristics are common to agency-based mentoring programs:

  – Offer young people the chance to develop a relationship with one or more adults, other than parents and teachers, who become friends, role models and advocates for them;

  – May take various forms, including tutoring, career exploration, life skills development, game playing and going to sports, entertainment or cultural events;

  – Typically ask the mentor for a commitment of at least one year;

  – Require mentor screening and ongoing support and supervision.

- ***E-mentoring.*** E-mentoring—also known as online mentoring, telementoring or teletutoring—describes a mentoring relationship that is conducted via the Internet. The primary goal of e-mentoring is the same as that of face-to-face mentoring: establishing a trusting, nurturing, positive relationship between a mentor and a young person.

Visit our E-mentoring Clearinghouse at Mentoring.org/emc.

Programs may use any of the electronic communications available, including e-mail, secure Web sites or custom communications software, such as *Mentors Online: The E-mentoring Tool Kit.* The major benefit of this form of mentoring is that it can overcome some challenges associated with traditional, face-to-face mentoring, especially the time constraints that prevent many adults from mentoring.

The following characteristics are common to e-mentoring programs:

– May take various forms including career exploration, life skills development and academic success;

– May help young people deepen their understanding of the positive potential of online communications;

– May be the exclusive vehicle for young people and mentors to connect or may serve as an additional communication tool for those who ordinarily meet in person;

– Typically ask the mentor for a commitment of at least one year; and

– Require mentor screening and ongoing support and supervision.

10. **Identify your program stakeholders and determine how you will promote your program.** No matter what type of mentoring program you build, your stakeholders will include your advisory group (see Section V for information on developing an advisory group), your management team, mentors, mentees and parents/caregivers. Depending on the nature of the mentoring your program offers, stakeholders could also include organizations with which you partner, such as schools, faith communities, juvenile facilities, community groups, the media and the general public.

11. **Decide how to evaluate the program's success.** We have a number of tools that can help you evaluate whether you have succeeded in accomplishing what you set out to do. Section VII describes program evaluation in detail.

12. **Establish a case management protocol to ensure that the program has regular contact with both mentors and mentees about their relationship.** For mentoring relationships in your program to flourish and endure, your staff will need to be in touch with mentors and mentees on an ongoing basis. That way, they can assess how well each relationship is progressing and offer guidance and advice along the way. Regular contact between program staff and mentors and mentees can help avoid conflict, get relationships back on track and help you accomplish your program goals.

PLAN HOW THE PROGRAM WILL BE MANAGED

Select the Management Team

The size of your staff will depend on the size and scope of your program. At the very least, you will need a program coordinator. (Larger programs may need more than one coordinator. Some programs have one paid staff member and designate other program responsibilities to a team of committed volunteers or, in the case of a school-based program, a group of teachers or guidance counselor staff.)

MENTORING TOOL

See job descriptions for program coordinators and other staff in Section IV on the CD.

Choose someone with strong leadership abilities and management skills who can manage a wide range of responsibilities, including:

- Managing the overall program;
- Developing consistent procedures for recruiting and referring young people;
- Overseeing development and implementation of all promotional and educational efforts;
- Cultivating and maintaining all necessary external contacts and relationships for implementing and maintaining the mentor program (e.g., with partner organizations);
- Recruiting, screening, training and supervising mentors;
- Matching mentor pairs;
- Developing and maintaining all records, policies and procedures;
- Coordinating mentoring activities;
- Checking in regularly with mentors and offering ongoing support;
- Developing a plan to recognize program participants;
- Developing a plan to evaluate the program, including soliciting participant feedback;
- Tracking program statistics, including budgetary costs, hours and so forth; and
- Documenting development of the mentor program.

Your program coordinator will need at least 8 to 10 hours of training to carry out these responsibilities. We have included sample position descriptions for program coordinators, which you can use as a guide, on the CD. For additional training and technical assistance, contact your State or Local *Mentoring Partnership* or local Volunteer Center.

Establish Policies and Procedures

In addition to selecting a management team, you will need to establish policies and procedures that reflect your program decisions and practices that everyone will follow. Establish policies and procedures in these areas:

See Section V for additional information on policies and procedures.

- Where and when mentoring takes place;
- How mentors are oriented, trained and screened;
- How mentors and mentees are matched;
- Who supervises mentoring pairs and how often that individual is in contact with each mentor/mentee pair;
- Whom a mentor or a mentee should contact when problems arise;
- How to handle complaints;
- How to resolve problems in relationships or bring relationships to closure; and
- How to evaluate your success.

Section V offers more detail and tools on this subject.

Implement Ongoing Staff Training and Professional Development

As you select your management team, remember that you will need to plan and design an ongoing staff training and professional development process. In Section V, we offer a training agenda you can use in this process. At this stage, you will need to consider who will carry out the training, how often, where and when. You'll also need to estimate how much you should allot for training and professional development. Contact your State or Local *Mentoring Partnership*, local United Way or Volunteer Center to see if they offer such training. Also use them as a resource to help you design your staff development plan.

Develop a Financial Plan

During the design and planning stage, you'll want to develop a financial plan that includes a budget for your program, along with an estimate of how much funding you will need to start and sustain the program. You will need to identify and secure a diversified stream of funding so you do not rely too heavily on one source. As part of your plan, you'll need to determine how long you can expect to receive funding from each source so you can develop new sources before funding runs out. And you will need to establish controls and auditing requirements, as well as a system for managing your program finances. To get you started, we have included several tools on the CD related to this section:

MENTORING TOOL

See resource development tools in Section V on the CD.

- "Budget Items for a Mentoring Program," lays out the many types of expenses you may incur as you establish and run your program.
- "Program Liability and Risk Management," helps you assess your potential liability and risk so you can shop around for adequate insurance and add those costs to your budget projections.
- "Financial Internal Controls Checklist," provides a list of procedures you will need to follow to keep your program financially healthy.

Section V will take you through the actual process of managing program finances and designing a resource development plan for diversified funding.

Implement the Program

The design and planning phase is a good time to think through all aspects of dealing with program participants, from recruitment, screening, orientation, training, to matching and supporting mentoring pairs. It is also the time to think about how you will recognize the contributions of program participants and help mentors and mentees reach closure. The "Sample Program Implementation Timeline" at the end of this section will help get you started; Section VI offers more tools and resources for implementing your program.

Plan How to Evaluate the Program

At this planning and design stage, think about how you intend to evaluate your program's effectiveness, including the type of data you'll collect, how you will collect it and from which sources. Section VII takes you through the evaluation process step-by-step.

Checklist of Program Progress: PROGRAM DESIGN AND PLANNING

As your program starts to build a solid foundation based on implementing the *Elements of Effective Practice,* use the checklist below to gauge your progress. Checking off items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

PRE-IMPLEMENTATION OF THE *ELEMENTS OF EFFECTIVE PRACTICE:*

- ❑ Our program conducted a community needs assessment or environmental scan.
- ❑ The results of the needs assessment are incorporated into our program planning and design, especially in the identification of target populations and potential community partnerships.

1. Design the Parameters for the Program

- ❑ Our program clearly identified the youth population to be served and the youth needs and opportunities to be addressed by the program.
- ❑ If the youth population is higher risk (e.g., involved in the juvenile justice system, placed with the state child welfare agency, drug involved), our program has identified appropriate services to address their needs.
- ❑ Our program identified the types of individuals to recruit as mentors.
- ❑ Our program determined the type of mentoring to be offered (one-to-one, group, team, peer, or e-mentoring).
- ❑ Our program defined the nature of the mentoring sessions (career involvement, academic support or socialization).
- ❑ Our program determined what the program will accomplish and its intended outcomes.
- ❑ Our program determined when the mentoring will take place (after school, lunch time, etc.).
- ❑ Our program determined how often the mentors and mentees will meet and how long the mentoring matches should endure.
- ❑ Our program decided where the mentoring matches will primarily meet (workplace, school, faith-based organization, juvenile corrections facility, community setting or virtual community).
- ❑ Our program developed a clear, appropriate mission statement to be communicated to all stakeholders.
- ❑ Our program used our mission statement to guide the development of policies and program practices.

2. Plan How the Program Will Be Managed

Select the management team

- ❑ We have determined who will make up our management team.

Strong knowledge of mentoring and youth development research

- ❑ Our staff has a solid understanding of youth mentoring research and best practices.

- ❑ We have used mentoring research and other supporting literature in the design and implementation of our program.
- ❑ Our staff has a solid understanding of youth development principles.

Written policy and procedure manual

- ❑ Our program has established a policy and procedure manual.
- ❑ Our policy and procedure manual covers all aspects of program operation and provides guidance to staff on how to handle particular situations.
- ❑ Our program's policies have been approved by our board of directors and/or advisory group.
- ❑ Our program provides an orientation for new staff on contents of the policy and procedure manual.
- ❑ Copies of our policy and procedure manual reside in central locations and are easily accessible for all program staff.
- ❑ Our program has a process in place to regularly review and revise the policy and procedure manual.

3. Develop a Financial Plan

- ❑ We have developed a program budget and determined the amount of funding needed to start and sustain the mentoring program.
- ❑ We have identified and secured a diversified funding stream to start and sustain the mentoring program.
- ❑ We have determined the amount of time each funding source can be expected to provide resources.
- ❑ We have established internal controls and auditing requirements.
- ❑ We have established a system for managing program finances.

4. Implement the Program

See the Program Operations Checklist for additional information.

5. Plan How to Evaluate the Program

- ❑ We have decided on the evaluation design.
- ❑ We have determined what data will be collected and the sources of the data.

See the Program Evaluation Checklist for additional information.

Adapted from *Checklist of Program Progress,* Oregon Mentors, *Youth Mentoring: A Primer for Funders,* The Connecticut Mentoring Partnership and *Elements of Effective Practice,* second edition, MENTOR/National Mentoring Partnership.

Additional Resources

Advisory Group

- *Boards That Make a Difference, A New Design for Leadership in Nonprofit and Public Organizations,* John Carver, 1997; second edition

Mentoring

- *Stand by Me: The Risks and Rewards of Mentoring Today's Youth,* Dr. Jean E. Rhodes, 2002
  www.mentoring.org/research_corner

Group Mentoring

- *Group Mentoring: A Study of Mentoring Groups in Three Programs,* Carla Herrera, Zoua Vang and Lisa Y. Gale (Philadelphia: Public/Private Ventures; Alexandria, VA; MENTOR/National Mentoring Partnership, 2002).
  www.ppv.org/ppv/publications/assets/153_publication.pdf

Peer Mentoring

- Peer Resources
  www.peer.ca/mentor.html
- National Peer Helpers Association
  www.peerhelping.org/
- Teen Trendsetters™, Reading Mentors Program, Florida Governor's Mentoring Initiative
  www.floridanext.com/trendsetters/

E-mentoring

- E-mentoring Clearinghouse, MENTOR/National Mentoring Partnership
  www.mentoring.org/emc
- Starting an E-mentoring Program
  www.mentoring.org/starting_an_ementoring_program
- *Mentors Online: The E-mentoring Toolkit*
  www.mentoring.org/mentorsonline

Additional resources for group, peer and e-mentoring, as well as one-to-one and team mentoring, can be found throughout the tool kit.

Faith-Based Mentoring

- *Amachi: Mentoring Children of Prisoners in Philadelphia,* Linda Jucovy, (Philadelphia: Public/Private Ventures; The Center for Research on Religion and Urban Civil Society, 2003).
  www.ppv.org/ppv/publications/assets/21_publication.pdf

- *Church-Based Mentoring: A Program Manual for Mentoring Ministries,* United Way of Southeastern Pennsylvania's Volunteer Centers, 1994; Contact MENTOR/National Mentoring Partnership, phone: 703-224-2200
  Cost $9.95 plus S&H

- *Church Mentoring Network: A Program Manual for Linking and Supporting Mentoring Ministries,* MENTOR/National Mentoring Partnership, 1999; Contact MENTOR/National Mentoring Partnership, phone: 703-224-2200

- *People of Faith Mentoring Children of Promise: A Model Partnership Based on Service and Community,* National Crime Prevention Council, 2004
  www.ncpc.org

SECTION IV TOOLS ON CD

* Select tools denoted with an asterisk also appear in the print version of the tool kit.

Program Planning

- Diagnostic Tool*..... 29
- Informational Overview of Types of Mentoring Programs*..... 33
- Tips from the Experts*..... 41

Program Parameters

- Program Implementation Timeline*.... 45
- 12-Month Activity Calendar
- Writing a Mission Statement
- Establishing Goals and Objectives and Worksheet
- Mentoring Program Outline and Worksheet
- Program Outline (RBS/The First Tee)

Program Planning and Management

- Job Descriptions and Duties of Mentoring Program Staff
- Program Coordinator Position Description
- Workplace Mentoring Program Liaison (For community-based mentoring)
- School Liaison Responsibilities

Policies and Procedures

- Program Liability and Risk Management*..... 47

Financial Planning

- Budget Items for a Mentoring Program
- Financial Internal Controls Checklist

E-mentoring

- E-mentoring Program Fact Sheet (Digital Heroes Campaign)
- E-mentoring Program Implementation Timeline
- E-mentoring Program Coordinator Roles and Responsibilities
- Sign-Up Form for Mentors
- Parent/Guardian Permission Form
- Congratulations/Matched E-mail
- E-mentee Profile Form
- E-mentor Profile Form
- Mentee Conversation Tip Sheet
- Conversation Starters for Mentees
- E-mentee Writing Lesson

PROGRAM DESIGN AND PLANNING TOOLS

DIAGNOSTIC TOOL

PRIMARY QUESTIONS TO DETERMINE THE TYPE OF MENTORING PROGRAM THAT BEST MEETS YOUNG PEOPLE'S NEEDS:

1. What is the youth population that your program will serve?

   By Age:
   - ❑ 8–10
   - ❑ 11–14
   - ❑ 15–18
   - ❑ Other _____

   By other characteristics (geography, special needs, etc.):

2. What potential sources of mentors will you recruit from (alumni, local businesses, faith communities, students, etc.)?

   Type of Mentors:
   - ❑ Senior Citizens
   - ❑ Corporate Employees
   - ❑ College Students
   - ❑ High School Students
   - ❑ General Public
   - ❑ Other _____

3. What is the nature of the mentoring sessions? (What is the problem that you are trying to address or the outcome you are trying to achieve?)

   - ❑ Education/Academic Support
   - ❑ Friendship/Socialization
   - ❑ Job Placement/Performance
   - ❑ Reduce Recidivism
   - ❑ Healthy Behaviors
   - ❑ Career Exploration
   - ❑ Other _____

4. Where will the mentoring occur?

   Site Based:
   - ❑ Workplace
   - ❑ School
   - ❑ Faith-based Organization
   - ❑ Juvenile Corrections Facility
   - ❑ After-school Program
   - ❑ Agency-based

   In the Community:
   - ❑ Out in the Community

   Online:
   - ❑ Online (Virtual Community)

   Other:
   - ❑ Other _____

5. When will the mentoring sessions take place (e.g., during school, after school, on weekends)?

6. How often will mentors/mentees meet (once per week for an hour, two-hour meetings twice per month, etc.) and how long will the mentoring matches endure (one year, six months, etc.)?

TYPES OF PROGRAMS

Select a type of mentoring program you wish to design and implement on the basis of your answers to the diagnostic tool.

One-to-One Mentoring:

Mentee Ages:	8–18
Prospective Mentors:	Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions:	Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet:	Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based, Online

E-mentoring:

Mentee Ages:	12–18
Prospective Mentors:	Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions:	Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet:	Online or in combination with face-to-face mentoring

Peer Mentoring:

Mentee Ages:	8–18
Prospective Mentors:	High School Students and College Students
Nature of Sessions:	Academic Support and Friendship
Where Matches Meet:	School, Agency-based, After-school Program

Team Mentoring:

Mentee Ages:	8–18
Prospective Mentors:	Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions:	Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet:	Workplace, Faith-based Organization, Juvenile Corrections Facility, After-school Program, School, In the Community, Agency-based, Online

Group Mentoring:

Mentee Ages:	8–18
Prospective Mentors:	Senior Citizens, Corporate Employees, College Students and General Public
Nature of Sessions:	Education/Academic Support, Job Placement/Performance, Healthy Behaviors, Friendship/Socialization, Reduce Recidivism, Career Exploration
Where Matches Meet:	Workplace, Faith-based Organization, Juvenile Corrections Facility, Afterschool Program, School, In the Community, Agency-based, Online

Courtesy of MENTOR/National Mentoring Partnership.

INFORMATIONAL OVERVIEW OF TYPES OF MENTORING PROGRAMS

Source: Compiled from *Mentoring School Age Children* (1999) by Public/Private Ventures and MENTOR/National Mentoring Partnership, *Understanding Mentoring Relationships* (1992) by the Search Institute, *Elements of Effective Practice*, second edition (2003), MENTOR/National Mentoring Partnership, and The Connecticut Mentoring Partnership, *Business Guide to Youth Mentoring*.

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
DESCRIPTION	One adult to one young person.	Mentoring via e-mail and the Internet.	Caring youth mentoring other youth.	Several adults working with small groups of young people, in which the adult-to-youth ratio is not greater than 1:4.	One adult to up to four young people.
WHERE MENTORING TAKES PLACE	**Agency-based:** At a community agency, typically an after-school program, Boys and Girls Club, etc. **Community-based:** The mentor and mentee can meet anywhere, including attending events, going to museums, etc. This is typical of the Big Brothers Big Sisters model. **Faith-based:** Mentoring pairs usually meet in a house of worship or adjoining building. **Online:** E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. **School-based:** At the mentee's school (elementary, middle, high school), on school grounds, in full view of school officials. Mentors and mentees should have a designated meeting place	The mentoring relationship is conducted via the Internet, as an independent program or added component of existing programs. E-mail or Web-based programs need to have technology in place that provides a safe and secure environment for communication exchanges, archives all messages and enables the tracking of communications between mentoring pairs.	**School-based:** At the mentee's school (elementary, middle, high school), on school grounds, in full view of school officials. Mentors and mentees should have a designated meeting place within the building and/or use of school facilities (open classroom, computer lab, gym, art room, library) if available.	**Agency-based:** At a community agency, typically an after-school program, Boys and Girls Club, etc. **Community-based:** The mentors and mentees can meet anywhere, attend events, go to museums, etc. This is typical of the Big Brothers Big Sisters model. **Faith-based:** Mentoring teams usually meet in a house of worship or adjoining building. **Online:** E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. **School-based:** At the mentees' school (elementary, middle, high school), on school grounds, in full view of school officials. Mentors and mentees should have a designated meeting place	**Agency-based:** At a community agency, typically an after-school program, Boys and Girls Club, etc. **Community-based:** The mentor and mentees can meet anywhere, attend events, go to museums, etc. **Faith-based:** Mentoring groups usually meet in a house of worship or adjoining building. **Online:** E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. **School-based:** At the mentees' school (elementary, middle, high school), on school grounds, in full view of school officials. Mentor and mentees should have a designated meeting place within the building and/or use of school facilities (open

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
WHERE MENTORING TAKES PLACE (CONT.)	within the building and/or use of school facilities (open classroom, computer lab, gym, art room, library) if available. **Workplace-based:** At the mentor's workplace. Students are typically bussed to the site. Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.			within the building and/or use of school facilities (open classroom, computer lab, gym, art room, library) if available. **Workplace-based:** At the mentors' workplace. Students are typically bussed to the site. Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.	classroom, computer lab, gym, art room, library) if available. **Workplace-based:** At the mentors' workplace. Students are typically bussed to the site. Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.
SELECTION OF MENTEES	School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program. Criteria should be aligned with goals of the program (e.g., if a goal is to improve academics, selected students would have reading or other academic difficulties). However, it is important to select a cross-section of youth so the program can reach a wide range of students while also reducing any perceived stigma attached to participation in the program. Referrals for youth participation should be solicited from teachers, guidance counselors, student assistance team members, youth workers, parents/guardians, etc.	Same as One-to-One. In addition, young people will need access to a computer that has e-mail or Internet access. The age and literacy level of the young people will need to be considered, as their mentoring relationship will develop through written communication. It is recommended that students take part in an interview to determine their suitability for e-mentoring.	School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program. Criteria should be aligned with goals of the program (e.g., if a goal is to improve academics, selected students would have reading or other academic difficulties). However, it is important to select a cross-section of youth so the program can reach a wide range of students while also reducing any perceived stigma attached to participation in the program. Referrals for youth participation should be solicited from teachers, guidance counselors, student assistance team members, youth workers, parents/guardians, etc.	School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program. Criteria should be aligned with goals of the program (e.g., if a goal is to improve academics, selected students would have reading or other academic difficulties). However, it is important to select a cross-section of youth so the program can reach a wide range of students while also reducing any perceived stigma attached to participation in the program. Referrals for youth participation should be solicited from teachers, guidance counselors, student assistance team members, youth workers, parents/guardians, etc.	School/agency or mentoring program personnel determine criteria for selecting youth to participate in the program. Criteria should be aligned with goals of the program (e.g., if a goal is to improve academics, selected students would have reading or other academic difficulties). However, it is important to select a cross-section of youth so the program can reach a wide range of students while also reducing any perceived stigma attached to participation in the program. Referrals for youth participation should be solicited from teachers, guidance counselors, student assistance team members, youth workers, parents/guardians, etc.

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
PARENT/ GUARDIAN PERMISSION	Parent/Guardian permission is required for participation in the program.	Parent/Guardian permission is required for participation in the program.	Parent/Guardian permission is required for participation in the program.	Parent/Guardian permission is required for participation in the program.	Parent/Guardian permission is required for participation in the program.
RECRUITMENT OF MENTORS	Promote the program via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session is held to provide more information. Application forms and a training schedule are available at this session.	Same as One-to One. In addition, e-mentoring programs can develop an e-mail or intranet-based recruitment package for prospective mentors. Such a package should include a brief overview of the program, a mentor job description, an application and a statement of confidentiality.	Promote the program via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session is held to provide more information. Application forms and a training schedule are available at this session.	Promote the program via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session is held to provide more information. Application forms and a training schedule are available at this session.	Promote the program via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session is held to provide more information. Application forms and a training schedule are available at this session.
MENTOR SCREENING	All mentors must undergo a comprehensive screening process. The screening should include completion of an application, personal interview, personal and professional reference checks and criminal background checks. Other checks, such as child abuse and sexual offender registries and motor vehicle records, may also be used.	All mentors must undergo a comprehensive screening process. The screening should include completion of an application, personal interview, personal and professional reference checks and criminal background checks. Other checks, such as child abuse and sexual offender registries and motor vehicle records, may also be used.	Screening for youth mentors includes an interview, character reference checks and permission from a teacher or school administrator.	All mentors must undergo a comprehensive screening process. The screening should include completion of an application, personal interview, personal and professional reference checks and criminal background checks. Other checks, such as child abuse and sexual offender registries and motor vehicle records, may also be used.	All mentors must undergo a comprehensive screening process. The screening should include completion of an application, personal interview, personal and professional reference checks and criminal background checks. Other checks, such as of child abuse and sexual offender registries and motor vehicle records, may also be used.
MENTOR TRAINING AND SUPPORT	All mentors must complete training to prepare them to work with their mentees. Ongoing training of mentors should be provided throughout the year to assist mentors with issues and concerns that may come up throughout the course of their relationship.	Same as One-to-One. Online training can be used in conjunction with the face-to-face training. The training should also focus on the program goals and the activities or projects mentors will complete online with mentees.	Same as One-to-One. Mentors may also receive specialized training to assist them in meeting program goals (e.g., training on teaching literacy).	All mentors must complete training to prepare them to work with their mentees. Ongoing training of mentors should be provided throughout the year to assist mentors with issues and concerns that may come up throughout the course of their relationship.	Same as One-to-One. Group mentors may also receive additional training related to working with students in a group and specific career-oriented content.

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
MENTOR TRAINING AND SUPPORT (CONT.)	Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.			Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.	
OVERVIEW OF PROGRAM PROCESSES	The application, screening and matching are extensive and comprehensive. Training is essential. Matching, support and supervision are essential.	The application, screening and matching are extensive and comprehensive. Training is essential. Programs need to assess their technical readiness to implement e-mentoring.	The application, screening and matching are extensive and comprehensive. Training is essential.	The application, screening and matching are extensive and comprehensive. Training is essential.	The application, screening and matching are extensive and comprehensive. Training is essential.
Program Processes to include screening, training and ongoing support	All	All	All	All	All
MENTOR COMMITMENT	At a minimum, mentors and mentees should meet regularly at least four hours per month for at least a year. There are exceptions, such as school-based mentoring, which coincide with the school year, and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly. In school programs, the mentor commits to one school year (ideally October through May). Mentors should be	At least six months to a year commitment with regular communication at least once a week.	Varies. Mentor commitment can be short term or long term* (e.g., semester or year-long program).	The relationship is long term and involves frequent contact (at least two to four hours every week).	Mentor makes a long-term commitment to meet regularly with the group as a leader or co-leader.

* Long-term mentor commitment = requires at least one year of commitment; Short-term mentor commitment = requires less than one year of commitment.

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
MENTOR COMMITMENT (CONT.)	asked at the end of the school year if they would like to continue mentoring during the next school year. Continuity from year to year is desirable wherever possible.				
NATURE OF RELATIONSHIP	Focus can be social, career, employability skills and/or academic.	The relationship varies. Mentors offer support and advice with school- or career-related issues and develop a supportive nurturing relationship with the young person.	Mentors work with youth often on skill-building activities on-site. Youth mentors are viewed as positive peer role models.	Most of the interaction is guided by the session structure, which includes time for personal sharing and team activities.	Most of the interaction is guided by the session structure, which includes time for personal sharing and group activities.
MEETING TIMES	**School-based, Agency-based:** Mentors meet with mentees for one hour per week throughout the school year. Time may be set by the school/agency or be variable. **Workplace-based:** Because of bussing and other logistics, mentees will usually come all at once at a specific day and time each week. The actual mentoring period is 45 minutes to an hour. *Note: Meeting times vary according to program; some meet weekly or bi-weekly.*	Many programs set a minimum of at least once a week for communication. Mentoring pairs can communicate more than once a week if they wish to.	Mentors and mentees meet at a set time each week.	Mentors and mentees meet at a set time each week.	Mentor and mentees meet at a set time each week.
ACTIVITIES	Activities vary. Pairs do everyday things and just hang out together. **Elementary School:** Mentoring typically focuses on activities that promote character development, academic success and reading ability.	Activities are specified by the program content. Programs may be structured around a project or curriculum. Mentor and young person can also determine the topics they want to discuss. Some programs incorporate a face-to-face component to	Activities are specified by the program content and may be curriculum based. Group activities work well under this format to build a sense of community and supervision for mentoring relationships.	Mentors are encouraged to do everyday things with mentees.	Specific activities may or may not be outlined by the program. Group activities work well under this format to build a sense of community and supervise mentoring relationships.

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
ACTIVITIES (CONT.)	**Middle School:** Mentoring activities continue to promote character development and academic success and begin to introduce a career development focus. **High School:** Mentoring activities continue to focus on character development and academic success and emphasize school-to-career preparation. *Note: Activity books for mentors at all grade levels are available through the Mentor Consulting Group at www.mentorconsultinggroup.com.*	include two to three meetings, including a kick-off event.			Group mentoring tends to be more formal and often involves predetermined activities in which the group participates. These activities often have a specific focus such as community service or career development.
EFFECT ON MENTOR	Mentors feel satisfaction in doing something worthwhile, having fun, and building a good friendship.	Mentors feel satisfaction in doing something worthwhile, building a good friendship, and helping young people feel good about themselves.	Mentors feel satisfaction in doing something worthwhile, building a good friendship, and helping young people feel good about themselves.	Time with children, team structure, and training are all seen as beneficial and meaningful.	Time with children, group structure, and training are all seen as beneficial and meaningful.
SITE OR COMMUNITY BASED	Both	Online and an adjunct to existing face-to-face program.	Site	Both	Both
STAFFING	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school or business should have a coordinator to serve as the liaison	Same as One-to-One. This person is responsible for monitoring the e-mail activity, providing ongoing support and coordinating mentor–mentee get-togethers if applicable.	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school should have a coordinator to conduct the program	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school or business should have a coordinator to serve as the liaison	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school or business should have a coordinator to serve as the liaison

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
STAFFING (CONT.)	between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.		evaluation and support and recognize mentors.	between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.	between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.

TIPS FROM THE EXPERTS

Many aspects of the design and planning of different types of mentoring programs are similar. Other aspects are unique to a certain type of mentoring. To help you think through the unique aspects of your program, we asked several mentoring program experts to offer tips. Refer to these tips as you plan and design your program.

TRADITIONAL (ONE-TO-ONE) MENTORING:

- **Remember that your overarching goal with traditional mentoring is to achieve a close bond between a young person and an adult.** Thus, socialization and friendship are your primary objectives.

- **Set aside a certain amount of your budget for unexpected materials and activities.** As your program gets under way, you can observe the types of activities your mentoring pairs enjoy most (painting, for example) and use the set-aside funds to buy appropriate materials.

- **Consider the young person's needs and screen mentees, as well as mentors.** Sometimes, the tendency is to put the most challenging youngsters into a traditional one-to-one mentoring program. However, some of those young people can't handle an intense relationship with an adult and simply are not ready for traditional mentoring.

- **Ensure that your mentor screening is complete, rigorous, intense and documented.** And make sure all potential mentors understand, at the outset, that they will undergo intensive screening.

- **Arrange for mandatory mentor training six to eight weeks into the mentoring relationship.** And plan to hold regular meetings with mentors; offer additional, more in-depth training about youth development issues; and guide mentors to other resources, such as Mentoring.org.

- **Clearly define and reinforce ground rules.** Because one-to-one relationships are intense, you need to ensure that all participants, including mentors, mentees and parents, understand boundaries in terms of what is allowed and what is not, regarding such things as spending extra time together or giving gifts.

- **Provide ongoing supervision of the match.** Supplementing existing screening of mentors serves as an additional mechanism to mitigate risk in your program. Processes for ongoing monitoring and supervision enhance oversight of mentors and mentees.

GROUP MENTORING:

- **Work with the school (or youth-serving agency where the mentoring takes place) to establish your program goals.** With group mentoring, the goals are often socialization, academic support, building self-esteem, goal setting and bonding with peers.

- **Involve only participants who can benefit from this type of mentoring.** Recruit mentors who can handle the dynamics of working with groups of young people and young people who can benefit from a group setting.

- **Take special care in designing a termination policy.** With group mentoring, if a mentor or young person decides to leave the relationship, that decision will affect everyone else in the group.

- **Offer additional mentor training to help adults understand group dynamics.** Examples of training topics include team building.

- **Have patience in achieving goals.** With group mentoring, it takes time for all members of the group to get to know one another and gain a level of trust. A group will move more slowly, so goals will take more time to achieve.

TEAM MENTORING:

- **Help participants understand how to work in teams with diverse personalities and styles.** One of the main goals of team mentoring is teaching young people how to work together to achieve goals.

- **Consider setting a wide range of goals,** including building self-esteem and confidence and helping young people understand their commitment to community, learn to set and achieve goals and develop positive peer relationships.

- **Make sure the mentors on a team are as diverse in background as the young people they are mentoring.** With diversity, the chances are greater that young people can find mentors they can relate to.

PEER-TO-PEER MENTORING:

- **Work with teachers to develop or adapt training for peer mentors.** The way you train young people to be mentors—as well as what topics you cover—will differ from the way you train adults. Teachers can help you design effective training that takes into account how young people interact with one another and what peer mentors can do to keep the mentoring relationship on track.

- **Ask school district personnel to help you develop a curriculum and activities for your peer-to-peer mentoring effort.** Assess what support participants really need and provide it.

- **Provide structure so that peer mentoring pairs are not tempted to lose focus.** Adolescents are more compliant than adults in attending trainings and in taking part and cooperating, so take advantage of every opportunity to provide supervision and training.

- **Make sure you have a diverse group of mentees and mentors according to risk status.** You need to have a balance of kids who are easy to deal with and those who are difficult to deal with. You don't want negative behaviors to take over.

- **Get parents' consent to take part in the program.** Make sure the mentee's parents consent to let their child be mentored by a peer. And get the parents of the peer mentor to consent to let their son or daughter mentor another youngster.

- **Try to recruit freshmen or sophomores as mentors.** While you don't want to turn down a good mentor of any high school grade, by concentrating on recruiting younger high schoolers, you can help encourage long-term relationships.

E-MENTORING:

- **Be realistic about what you can achieve.** Because there is no face-to-face component to e-mentoring, many relationships do not evolve into the intense relationships characteristic of one-to-one mentoring. Consequently, set goals that seem achievable, such as making sure e-mentoring pairs connect on a regular basis to share ideas, talk about topics of importance to the mentees and seek guidance.

- **Protect participants' confidentiality and privacy.** Use tools such as *Mentors Online: The E-mentoring Tool Kit* to provide a safe, secure e-mentoring environment.

- **Make sure your e-mentoring program is all technology based.** Automate everything from the application to the matching process. Develop a database that works with your e-mentoring software.

- **Make sure you have resources, initially and later on, for Web and technology development.** You will need a lot of program oversight, human resources and time to make your e-mentoring program work.

- **Establish a policy for how often mentors and mentees connect with each other via e-mail.** To build a strong bond, mentor pairs should e-mail each other once a week.

- **Consider serving middle or high school students.** E-mentoring works better with older kids because they can concentrate better and are more apt to keep a relationship going.

- **Offer structured activities that encourage mentees to open up and write more.** Because most e-mentors and e-mentees meet through e-mail, they may find it hard to open up, especially when writing is not a young person's strong suit.

- **Recruit mentors who are technologically savvy and like to work with computers.** Such people will be more likely to go the distance.

Adapted from mentoring program interviews conducted by MENTOR/National Mentoring Partnership.

PROGRAM IMPLEMENTATION TIMELINE

(This timeline is designed to serve as a guide, as many mentoring programs take six to nine months to begin operating.)

Task	Description	Time Period
PLANNING:		Months One to Three
Pre-Planning	Conduct Needs Assessment.	Varies by Program
Pre-Program Development	Review the *Elements of Effective Practice.*	
Structure the Mentoring Program	Determine the purpose, type of youth/student needs, goals, mentoring model and structure of the program as outlined in the *Elements*.	
	Assign/hire program coordinator.	
	Form an advisory committee.	
	Develop/select forms and determine budget.	
MENTOR/MENTEE RECRUITMENT AND SELECTION:		Month Four
Mentor Recruitment	Identify potential sources for recruitment.	
	Develop public relations materials.	
	Make contacts and mail marketing/public relations information.	
	Follow up on all sources.	
Mentee Recruitment	Develop criteria for mentee selection.	
	Determine if prospective mentees meet criteria.	
Mentor/Mentee Selection	Select only those who fit the established criteria.	
Document Data about Mentees	Choose data to document on the basis of the outcomes you wish to accomplish. Also, disseminate a pre-mentoring survey to mentees.	
ORIENTATION AND TRAINING:		Months Five and Six
Pre-Orientation and Training	Identify trainers.	
	Conduct staff training.	
Mentor Orientation	Orient potential mentors to the program. Potential mentors complete application form and consent to a background check.	
Mentee Orientation	Orient interested youth to the program. Expectations should be clearly communicated. Potential mentees complete an application form. Parent permission is granted.	
Mentor Training	Mentors can attend a mentor training held by one of MENTOR's State or Local *Mentoring Partnerships*, or programs can conduct their own training.	
Mentor Application Review, Screening and Selection	Applications are reviewed and screening/ background checks are completed.	

Task	Description	Time Period
MATCHING:		
Pre-Matching	Develop criteria for matching.	Prior to orientation
	Match students and mentors on the basis of information from application (gender, interests, career interest, skills).	
Kick-Off	Formal opening of the program that allows for the first mentor/mentee meeting and "getting to know you" activities. Parents may be invited.	Varies according to program
Mentor/Mentee Activities	Arrange for group activities on a regular basis.	Could be held monthly, but should be held at least quarterly
	Assist mentors/mentees with activity ideas.	Regularly
ONGOING MAINTENANCE AND SUPPORT:		
Feedback from Mentors and Mentees	Determine a mechanism for getting regular feedback from the mentors and mentees.	Prior to mentor training
Additional Mentor Training and Support Sessions	Conduct regular mentor support meetings.	Varies according to the program
	Monitor mentor/mentee relationships.	Monthly
RECOGNITION:	Celebrate and recognize the accomplishments of the program and mentors'/mentees' contributions. Invite stakeholders.	Annually at a minimum
EVALUATION:		
	Determine what outcomes to measure and evaluate.	During planning phase
	Collect data on participants and mentors related to your outcomes.	Monthly
	Measure outcomes and conduct evaluation.	Annually
	Review program progress and refine as needed.	Annually
	Reflect on and disseminate findings.	Annually

Courtesy of and adapted from The Maryland Mentoring Partnership, *Vision to Reality: Mentoring Program Development Guide*, and Mentoring Partnership of Long Island, *The ABC's of Mentoring*.

PROGRAM LIABILITY AND RISK MANAGEMENT

Note: These guidelines are geared toward workplace mentoring programs and can be used as a guide in designing other types of mentoring programs.

The Nonprofit Risk Management Center (www.nonprofitrisk.org) defines risk management as a "discipline for dealing with uncertainty." The area of greatest uncertainty, or risk, in a mentoring program involves the potential for harm to the young person being mentored. A growing body of research and information on mentoring best practices provides a framework for designing a prudent risk management system.

The following information is adapted in part from *More Than A Matter of Trust: Managing The Risks of Mentoring* by the Nonprofit Risk Management Center, from "Program Liability: Sixteen Steps To Ensure Maximum Protection For Your Program" by Dr. Susan G. Weinberger and from *Elements of Effective Practice* by MENTOR/National Mentoring Partnership.

None of the following information is intended to provide, nor should it be construed as, legal advice. Mentoring programs and businesses should always involve their own legal counsel as they take on a youth mentoring role.

Businesses involved in youth mentoring need to be particularly concerned about two aspects of risk management: (1) program structure, policies, and practices of the school or community organization where their employees will mentor and (2) appropriate screening, training and supervision/support of employees who volunteer as mentors.

PROGRAM DESIGN, PARAMETERS AND POLICIES AND PRACTICES

Before agreeing to involve their employees in a youth mentoring program, businesses should consider, and ask their legal department to review, each of the following factors. The business should also ask about the school or community organization's liability insurance as well as examine its own liability insurance and review all applicable local and state laws and regulations (e.g., tuberculin tests required for school volunteers). Some larger programs establish a risk management committee involving legal and insurance expertise.

Program Design

The school or community organization should be clear about its definition of mentoring and its program design (i.e., school-based vs. community-based; one-to-one vs. group mentoring, etc.) Because the term *mentoring* is often used loosely to describe youth–adult contacts such as tutoring and job shadowing, which usually do not involve any volunteer screening, supervision, or observance of effective mentoring practices, businesses should make sure that the program actually *is* a mentoring program and, as such, meets the *Elements of Effective Practice* as defined.

The program design should also reflect special needs and circumstances of the youth being mentored. For example, the program design would be quite different for youth who just need extra attention and support at school vs. youth with disabilities vs. youth who are involved in the juvenile justice system vs. youth who are interested in pursuing a technology career and so on.

Partnership/Collaboration Parameters

Businesses should make sure that the conditions and expectations for their involvement with a school or community organization are clearly defined. This includes issues such as where and when mentoring will occur; who is responsible for transportation if applicable; who will keep program records; who will screen, select and supervise the mentors; and who will enforce program policies. A process to respond to and resolve conflicts should also be

defined. Roles and responsibilities of the school or community organization and its mentoring coordinator, and the roles and responsibilities of the business, its coordinator and employees who volunteer as mentors, should be clearly defined.

Program Policies and Practices

Program policies and practices should be defined in writing. In addition to reflecting an appropriate program design and core quality standards, these policies and procedures should take into consideration special needs and circumstances of the youth being mentored. These policies and procedures should also explicitly address issues such as the following:

- **The mentoring site should be clearly defined.** Site-based mentoring occurs only at a specified location or at off-site locations (such as a field trip) and involves all the children in the program. Site-based programs always have program staff at the site. Community-based programs occur anywhere the mentor and mentee choose and require more intensive screening and supervision.

- **Contact between the mentor and mentee** outside the program should be prohibited in school-based or other site-based programs. Prohibited outside contact includes, especially, overnight stays at the mentor's home.

- **Safety measures** should be clearly defined, and all mentors should receive appropriate training to understand them. Training should address basic information about site safety and emergency evacuation procedures, use of seatbelts if mentors will be transporting youth, guidelines for bringing health or mental health issues to the program coordinator's attention, reporting of suspected child abuse to the program coordinator and so on.

- **The time commitment** should be clear up front to all volunteers. A minimum time commitment of one year or school year is recommended; premature relationship termination may be harmful to the youth. Most programs involve an hour-per-week commitment.

- **Conflict resolution, grievance, and relationship termination** policies and practices should be defined and agreed to by both the business and program site and should be explained to all mentors.

- **Mentoring activities** should reflect the goals of the program and special needs of the youth. The program may be prescriptive in defining activities or leave them up to the discretion of the mentors.

- **Transportation** needs of the program and mentors' roles should be defined. For example, a business might transport youth to its site, a school may include field trips in its program, or a church-based program for children of prisoners may want to take youth and mentors to visit the incarcerated parent. The program site and the business should determine in advance who will provide, pay for and be responsible for transportation liability issues. If the mentor will be expected to help provide transportation, the screening procedures should address this and include additional motor vehicle and insurance checks. Parent or guardian permission must also be obtained.

- **Participation of family members** should be decided as part of the program design, and parent permission should always be secured for youth participation. Some level of parent involvement is encouraged though special events during the program year; however, if siblings are going to be involved, they should be enrolled in the program.

- **Gifts** between the mentor and mentee are discouraged, especially in site-based programs where youth can readily see what others are getting. The business and program may decide to provide a gift from the program to each young person for a holiday or at the end of the year. A related area is the expectations regarding mentors' use of their own money for activity-related costs. Generally this is strongly discouraged, but in some cases mentors are provided a small stipend to cover such costs.

VOLUNTEER SCREENING, TRAINING AND SUPERVISION AND SUPPORT

This is the area of greatest potential liability for all involved in a youth mentoring program. Following are issues the business should particularly pay attention to.

Volunteer Screening

Businesses can use the application and screening processes outlined in the Tool Kit with their potential school or community partner to ensure that appropriate screening practices are used. The screening should be appropriate to the program design. From a risk management perspective, it is always better to err on the side of more rather than less screening, and background checks are strongly recommended. The business should take into consideration the fact that employees do not always observe program policies. More than one business has learned that its employees are taking youth to their homes against program policies.

Most programs refuse to accept volunteers who have a history of child sexual abuse, convictions for a crime involving children or a history of violent or sexually exploitive behavior, even though they may now be rehabilitated. Other volunteer opportunities not involving direct contact with youth may be offered if available. It should be noted that there are no studies documenting a relationship between sexual orientation and child molestation.

Mentor Orientation and Training

Adequate mentor preparation is an important risk management issue to ensure that safe, appropriate mentoring relationships develop. The minimum recommended initial training is two hours.

After the initial training that covers the role and responsibilities of the program and the mentor, basics of effective mentoring, program policies and logistics, statutory requirements, confidentiality and accident/emergency procedures and special needs of the children, additional training should be available on topics of mentor concern such as cultural competency, conflict resolution, understanding child development and career mentoring strategies. Given the constraints of releasing employees to attend training, businesses may negotiate with the program site to develop a training schedule that fits their needs.

Mentor Supervision and Support

The primary responsibility for this function lies with the program site coordinator; however, it is recommended that the business coordinator inquire about and monitor how employees are being supervised and supported. The Nonprofit Risk Management Center cautions that the standard of care is defined by the activity, so supervision should be appropriate to the level of activity involved. Being a reading mentor to a third grader requires less supervision than mentoring an at-risk high school student.

Following are some supervision practices recommended by the Nonprofit Risk Management Center:

- **General supervision** should include sign-in/out procedures, monitoring drop-off and pick-up activities, monitoring the program facilities and parking lots and oversight of mentoring activities.

- **Specific supervision** involves oversight of specific mentoring activities and monitoring of mentoring relationships. Such supervision should include the site coordinator being present during mentoring activities, weekly check-ins and minimum monthly meetings during the first few months of the relationship. If the relationship is going well, monthly check-ins should occur and may be by telephone if meetings are not feasible. Monitoring the relationship during the early stages is particularly important so any problems can be detected and resolved and termination processes, if necessary, can be initiated earlier rather than later to minimize harm to the young person. Each supervision contact, any mentor or coordinator concerns and follow-up action should be documented.

Employees should also be told to contact their company program coordinator in case of concerns, conflicts or questions that are not being addressed. The company coordinator can then address them with the program site coordinator. As noted earlier, the business and program site should have defined conflict resolution and grievance procedures that include steps to terminate a relationship if necessary.

Finally, businesses should inquire about the supervision process for the site coordinator to ensure that he or she is performing effectively.

Courtesy of The Connecticut Mentoring Partnership, *Business Guide to Youth Mentoring*.

NOTES

NOTES

Section V.

How to Manage a Program for Success

To ensure that your program is well-managed:

- Form an advisory group;
- Develop a comprehensive system for managing program information;
- Design a resource development plan that allows for diversified fundraising;
- Design a system to monitor the program;
- Create a professional staff development plan;
- Advocate for mentoring; and
- Establish a public relations/communications effort.

This section will provide a brief overview of each task, along with the tools to help you accomplish them.

FORM AN ADVISORY GROUP

The decision to have a formal advisory structure, such as a board of directors or a less formal advisory group, will be based on your decision during the program design phase about whether you will be a freestanding program, partner with another organization or be part of a larger organization. In any case, your advisory group will provide vision and leadership for your program.

If you decided to become a 501 (c)(3), you will need a formal board of directors. The board will have legal and fiduciary responsibility for your organization, so the selection of directors is very important and should reflect key areas of expertise you need, including legal, financial, organizational and program management. Many boards also include members who represent the constituency that is being served.

If, on the other hand, your mentoring program is part of a larger, established organization or you will partner with another established organization, a board of directors is already in place. If you already have a board of directors, you can create your advisory structure in a number of ways, such as:

- Add people with interest and experience in mentoring to the board of your organization; and/or
- Create a standing committee within the current board structure with specific responsibilities for your mentoring program.

FUNCTIONS OF AN ADVISORY GROUP

- Clarify the organization's mission or vision;
- Resolve key strategic or policy issues;
- Develop the financial resources needed to support the strategy;
- Provide expertise or access to policymakers;
- Build the reputation of the organization with key stakeholders;
- Oversee financial performance;
- Ensure adequate risk management;
- Assess the organization's performance with regard to its priorities; and
- Improve board performance.

SOURCE: DR. SUSAN G. WEINBERGER, PRESIDENT
MENTOR CONSULTING GROUP INC.

If you will be forming an advisory group that is less formal than a board, you will want to include mentoring experts and stakeholders from your community, as well as program volunteers and representatives, such as family members of the population you will serve.

MENTORING TOOL

See advisory group tools in Section V on the CD.

An informal committee or advisory group provides support and guidance to the program coordinator by providing a sense of community for building the program and helping to expand the mentoring program by promoting it to various networks.

Define the Advisory Group's Roles and Responsibilities

In general, a board of directors will have the following primary areas of responsibility:[1]

1. **Setting policy and approving practices** for your mentoring program;
2. **Assuming legal responsibility** for all the affairs of your organization, including incorporation, bylaws, liability and insurance;
3. **Serving as the fiduciary body** for your organization, overseeing accounting, auditing, fundraising, budgeting, investing and financial procedures;
4. **Providing connections to potential funders** and hands-on support to help your program raise funds; and
5. **Providing legal, financial and other expertise as needed.**

An advisory group will do the following:

1. Offer advice on how to design, manage, evaluate and fund your mentoring program;
2. Set and approve program policies and practices; and
3. Provide hands-on operating support.

No matter which model you choose to follow, your advisory group will have one of the most significant tasks in building your program: agreeing on and clearly spelling out, in writing, your program's philosophy, mission, policies and approved practices. This written document should clarify the following areas:

- The population your program intends to serve (e.g., young people from the surrounding neighborhood, students in a particular school);
- How you will identify, recruit and match mentors and young people;
- How often mentors and young people will meet and how long the relationships will last;
- Types of activities mentors and mentees will take part in (e.g., group activities, one-to-one mentoring, e-mentoring);
- Non-mentoring roles (such as fundraising, public relations and special events) available to volunteers, with job descriptions for each;
- Risk management and liability issues;
- The amount of funding you will need and how your program intends to raise it; and
- Financial management policies and practices.

Recruit People with Diverse Backgrounds to Serve on the Group

In seeking individuals to serve on your advisory group, look for people who reflect the diversity of your community and who are committed to your program's mission. In addition, look for individuals who represent the "three Ws" so important to sustaining a program: work, wisdom and/or wealth.[2] Seek out parents, mentors, youth, community members, proven volunteers, educators, clergy, doctors, foundation representatives, corporate leaders, financial experts and philanthropists. All prospective advisory group members should be willing and able to provide personal financial support to your program at the level most appropriate for them. Their strong commitment is important because prospective funders will ask if your advisory group members support the mentoring program.

Facilitate the Advisory Group Meetings to Improve Programming and Management

Structure your meetings to capitalize on the skills, expertise and resources of your advisory group and to address program needs. If you have a formal board of directors, consult your United Way or other board management resources listed at the end of this section for information on best practices for board management.

DEVELOP A COMPREHENSIVE SYSTEM FOR MANAGING PROGRAM INFORMATION[3]

MENTORING TOOL

See tools to track program activity in Section V on the CD.

Because you'll be working with young people, much of the information you collect and use will be of a very sensitive nature. You'll need to develop a comprehensive system for managing, maintaining and safeguarding all types of data—from information about program finances, personnel records, program activity and mentor/mentee matches to the data you compile on risk and liability and program evaluation outcomes.

Manage Program Finances

During the program design and planning phase, you should have established a financial plan and budget. Now you need to develop a system for managing your financial information. Whether you are a freestanding nonprofit or part of another nonprofit organization, you must be able to verify to the IRS and any funding organizations all revenue received and expenditures made. As part of that responsibility, you need to keep accurate records of funding sources, including grants, cash and in-kind contributions. You'll also need to record expenditures accurately and develop a system for documenting the actual costs of running your program. In addition to satisfying IRS and funding requirements, accurate records will help you estimate costs for future budgets.

Even if your program is fortunate enough to have all staff, administration, space and equipment donated, you still must document the costs of items such as these:

- Recruitment and training materials (e.g., folders, pens, photocopying);
- Volunteer expenses (e.g., gas, refreshments, tickets);
- Special events (e.g., refreshments, certificates, special awards and prizes);
- Items needed by participants (e.g., bus fare, school supplies);
- Screening mentors (criminal background checks); and
- Extra liability coverage.

You should also establish a system of internal controls to protect against theft or fraud. Each year, have an audit performed by an independent outside auditor.

Maintain Accepted Personnel Practices and Records

It is essential that your personnel policies and practices meet federal, state and funder requirements and that you maintain accurate personnel records for all staff and volunteers. Personnel records should include the following:

MENTORING TOOL

See tools for keeping mentor records in Section V on the CD.

- *An I-9 master file.* All employees must complete an I-9 form and provide the proper IDs/documentation showing evidence of authorization to work in the United States. All I-9s must be kept out of the individual's personnel file, to prevent discrimination.
- *Employee personnel file.* Each employee's file should include original copies of his or her resumé, job description, application, W-4 form, signed offer letter, emergency contact information, professional references and so forth.

Follow standard human resources practices on forms and information that must be kept in employees' records, and ensure the confidentiality of all personnel records. Additionally, all health-care-related applications and information must be kept in a separate file to avoid discrimination. For mentors, it is important that programs maintain copies of their application, references, results of their background check, mentor agreement and so on.

MENTORING TOOL

See tools to track program activity in Section V on the CD.

Track Program Information and Activity

Other information you should track to manage your program more effectively includes the following:

- Demographic data of mentors and mentees;
- Status of screening process for prospective mentors, mentees and staff;
- Hours of pre-service training for mentors;
- Hours of ongoing training and support sessions;
- Attendance and participation records for group activities;
- Monthly program coordinator contact with participants;
- Number of volunteer hours or contacts between pairs; and
- Time lapse between various stages of the application process (e.g. average time between a mentor's initial expression of interest and training, or between training and matching).

Document Mentor/Mentee Matches

To succeed, a mentoring program must foster strong mentor/mentee relationships. Good relationships don't just happen, they require ongoing support and supervision from the program coordinator. For details, see Section VI, How to Structure Effective Program Operations. To obtain this knowledge, you should track the following:

- Mentor and mentee application, intake or preference forms;
- Status of the matching process;
- Program caseload and waitlist;
- Frequency, type and quality of mentor/mentee contact; and
- Duration of relationships.

Manage Risk

MENTORING TOOL

See tools to manage risk in the appendix of Section VI and on the CD.

A risk-management system is vital to the safety and sustainability of your program. You must establish clear risk-management policies and procedures and maintain detailed and accurate records. Keep all results from your volunteer and staff screening process (background checks, references and interview notes) in a secure location. Create clear guidelines to document unusual incidents and any follow-up action taken.

Document Program Evaluation Efforts

To ensure the quality and effectiveness of your program, periodically evaluate your program processes and outcomes. Be sure to maintain copies of your evaluation tools, results and the overall analysis. For more information, see Section VII, How to Establish Evaluation Criteria and Methods.

DESIGN A RESOURCE DEVELOPMENT PLAN THAT ALLOWS FOR DIVERSIFIED FUNDRAISING

Running an effective mentoring program costs money. During the program design and planning phase, you should have determined what kind of program you wanted to develop. If you have not developed your program model, stop and do it now. Without clear goals and a program mission, you may be tempted to "follow the money" and change your program goals to suit a particular funding source. The result will be a program that lacks vision and clarity and is ineffective in serving its target audience. Once you have developed a concrete program model, you can create a program budget and determine the amount of funding you need to start and sustain your program. Next you'll need a plan for raising that funding.

In developing your fundraising plan, avoid one of the most common mistakes: relying too heavily on one funding source. In fact, some experts say if 30 percent of your program funding comes from one source, you should consider yourself in a crisis. Instead, plan to tap into a variety of funding streams:

- Seek in-kind gifts;
- Hold special events;
- Solicit individual donors;
- Seek corporate donations;
- Apply for government funding (local, state and federal); and
- Seek foundation grants.

Tips for Seeking Funds[4]

Research a variety of funding prospects. The following are some potentially good sources of funding:

- City, county, state and federal governments;
- Chambers of commerce;
- Community and private or corporate foundations;
- Individual philanthropies;
- Major corporations; and
- United Way.

MENTORING TOOL

See "How to Develop Relationships with Funders," donor thank you letters and more in the appendix.

Search "foundations" on the Web to see which foundation grants align with your mentoring program goals. If you need to learn more about fundraising or do not have Internet access, go to your state's nonprofit resource center (each state has one). Your local United Way can usually tell you how to get access to this resource. Also consider getting a subscription to publications, such as the *Chronicle of Philanthropy,* or visit your library and look at current issues of those periodicals.

Once you have identified potential funders you want to pursue, go to their respective Web sites to find out whether your program qualifies for funding. Then follow the guidelines for submitting a letter of intent or a brief proposal. (Many potential funders prefer not to meet with you in person when you are beginning the process.)

In general, most prospective funders will ask for the following:

- A clear statement about the purpose of your proposal;
- The rationale or need for the project;
- Goals/outcomes you expect to achieve and how you will measure your success against those expectations;
- Your strategy for carrying out your proposal;
- A brief review of your organization's background and past successes;
- A budget that outlines how you will use the funds and how you plan to sustain your program in the future; and
- Information on how you will evaluate the program.

Fundraising and proposal writing require solid skills, experience and a network of contacts. If no one in your organization has these skills, you can do the following:

- Educate yourself by reading books and attending seminars;
- Contact your State or Local *Mentoring Partnership* or United Way for help;
- Hire professional fundraisers or proposal writers; and/or
- Scale down your mentoring project.

Check the Additional Resources at the end of this section for resources to help you strengthen your fundraising and proposal writing skills.

DESIGN A SYSTEM TO MONITOR THE PROGRAM

It's critical to monitor your program to make sure it is on track, that you are meeting your program goals and that your programmatic work aligns with your mission. If your work is not furthering your mission, you need to ask yourself why you are doing it.

Review Policies, Procedures and Operations on a Regular Basis

Review your policies, procedures and operations on a regular basis to ensure that they remain relevant to your mentoring program or to determine if you need to create new ones to better meet your program's needs.

Your mentoring program should have policies and procedures for hiring and retaining employees; communicating and safeguarding the rights of employees and volunteers; managing risk; managing crises; following general regulations (on such issues as volunteer records or health and safety); interviewing and selecting mentors; and monitoring mentoring relationships.

Collect Program Information from Mentors, Mentees and Other Participants

MENTORING TOOL

See participant applications and agreements in Section VI on the CD.

The structure of your program will determine what specific information you need to collect to monitor success. The following are some of the records management and program evaluation forms you want to maintain:

- *Mentor application*—provides the program coordinator with demographic data, information for screening and matching, reasons for participating, available hours and references.
- *Mentee application*—states potential participants' reasons and goals for enrolling in the mentoring program and the qualities they would like in a mentor.
- *Mentor/mentee agreement*—spells out the purpose and expectations of the mentoring program, its duration and expected participation, and secures commitment in writing from both mentor and mentee. These forms also give program staff permission to disclose relevant information about the mentee to the mentor.

- *Program participation log*—tracks hours and types of interaction between mentors and mentees. This log records weekly contact, including telephone calls (or attempts), attendance of mentor and mentee at scheduled events and independent meetings or outings.
- *Attendance and participation records*—track attendance at group activities.
- *Volunteers' expense forms*—detail the nature and amount of expenses, if mentors are to be reimbursed for costs.
- *Action plan*—outlines specific program and mentor/mentee goals and documents each participant's progress toward them.

Continually Assess Customer Service

Monitoring participant feedback is one way to measure your customer service, checking to see if you are meeting the needs of your participants, providing adequate training and support and adhering to the mission and goals of your program. Remember, your program is only as good as the customer service you provide.

CREATE A PROFESSIONAL STAFF DEVELOPMENT PLAN[5]

MENTORING TOOL

See various job descriptions in Section V on the CD.

When you are recruiting staff and volunteers for your mentoring program, it's important to ensure that they are qualified and supportive of your program's mission. (Many mentoring programs have a small core staff and use volunteers for some administrative duties.) Because your staff members interact regularly with program participants and stakeholders, they are key to providing quality program support.

Look for individuals with experience in youth development and volunteer management. In addition, seek out people who have solid communication and listening skills and, in the case of those who will be working with matches, who are skilled at resolving conflicts. To reduce risk and liability, make sure you fully screen all prospective staff members, including conducting criminal background checks.

Once your staff members are on board, your program coordinator will need to provide an initial orientation and training about the following:

- Your program's mission, purpose and expectations;
- Staff roles versus volunteer roles;
- How to work with a wide range of program participants, including mentors, mentees and their parents/caregivers, school administrators and corporate liaisons; and
- How to recruit, screen, train, match and monitor mentors and mentees.

Provide Ongoing Staff Training

MENTORING TOOL

See a list of staff training topics in Section V on the CD.

The initial orientation and training is only part of a professional staff development plan. Make sure your staff members stay up-to-date on the latest mentoring-related research and products. Encourage them to visit Mentoring.org and to read the Research Corner regularly. Consider holding an annual staff retreat—it's a great forum for talking about program goals, building a sense of community and keeping employees well informed about happenings in your program. Finally, make sure you recognize staff for their contributions and achievements.

Build on Staff Members' Skills and Knowledge

Your ongoing staff development should build on staff members' skills and knowledge. For example, offer workshops on adolescent development, special needs of at-risk youth and gang involvement. (Your State or Local *Mentoring Partnership* is an excellent resource for ideas and assistance in creating a solid staff development plan.)

ADVOCATE FOR MENTORING

MENTOR/National Mentoring Partnership's Public Policy Council is the public advocacy voice of the youth mentoring movement. The council's mission is to ensure greater support for quality mentoring by federal, state and local governments and to expand the favorable attention given mentoring by the public policy community.

Advocate for Pro-mentoring Public Policies and Funding

To sustain momentum for the mentoring movement, every mentoring program should serve as an advocate for mentoring at the local, state and federal levels. Your first step is to join MENTOR's Advocacy Network, which provides regular e-mail alerts containing public policy updates and advocacy requests on mentoring-related legislative issues. You can sign up by visiting Mentoring.org/take_action. To assist you in your advocacy efforts, MENTOR's "Take Action" section includes a media guide, federal resources on how to contact your legislators, a tool to monitor bills of interest, state government Web sites and more.

Don't be afraid to talk with your legislators about your mentoring program. You may have heard the saying, "All politics is local." It's true—legislators need votes, so they are usually willing to become informed on issues that are important to their constituents.

MENTORING TOOL

See advocacy tools in Section V on the CD.

Build relationships with your legislators and their key staff members by familiarizing them with your program, its impact on the community and the challenges you face. You will benefit, and your legislators will appreciate becoming more informed and having a trusted resource on mentoring. Use the following methods to build relationships with legislators at the federal, state and local levels:

- Send letters to your legislators on issues of concern, and thank them if they help out;
- Attend town hall meetings and other events where your legislators will be present and introduce yourself;
- Meet with staff in legislators' district offices;
- Send updates on your program to legislators; and
- Invite legislators to events that showcase your program and how it affects the community.

When possible, partner with your State and Local *Mentoring Partnership* on their advocacy efforts, as one of their primary roles is to encourage decision makers to adopt pro-mentoring policies and legislation. A strong advocacy effort will pay off in mentoring friendly public policies and more public funding for mentoring.

Encourage Private Sector Leaders to Adopt Pro-mentoring Policies and Provide Funding

Remember to enlist the private sector in your advocacy efforts and engage private sector representatives in your work with legislators. Support from the private sector is essential to the continued growth of the mentoring movement. The private sector can provide resources, including funding and mentors, that will sustain your program. Encourage workplaces to institutionalize a culture of mentoring and to reward employees who mentor.

ESTABLISH A PUBLIC RELATIONS/ COMMUNICATIONS EFFORT

Your public relations efforts should be ongoing and designed to send a message about the need for mentoring and the value of your program 365 days a year. This message should not only educate those outside your program but also keep everyone in your organization on the same page. Everyone who is affiliated with your mentoring program should understand the goals of the program and be able to communicate those goals to outside groups. Establishing and implementing an effective public relations/communications effort is important to ensure that you can recruit and retain mentors, increase public awareness of and support for mentoring and raise sufficient funds to keep your program running. Funders, policy makers, community leaders and the general public all need to know about your program's mission, goals and successes. Your long-term public relations/communications plan should be reviewed on a regular basis to ensure that it reflects your program's changing needs.

Identify Target Markets

Identifying a specific target market is extremely important in recruiting mentors. Examples of target markets are college students, young professionals, members of a current volunteer's school or fraternity/sorority or local businesses that have management training programs. As you develop your marketing plan, it's important to define and understand your target audience. What age range, income level, educational background, employment positions, hobbies and interests and other community involvements are characteristic of this group? Even if your demographics are so broad you can't identify a particular group, it's helpful to be able to "segment" a sample of the population so you can target your marketing efforts to a few distinctive groups.

Start with what and whom you know. Ask current mentors what groups they belong to and how best to target your message to those groups. Your mentors may even take it upon themselves to market the program to their peers and colleagues. Identify the groups that are most likely to respond positively to your message and develop a realistic timeline for contacting and following up with each group. Highest priority should be groups with which you or your mentors already have a relationship. Second, reach out to groups where you have a contact. Be realistic with your marketing timeline—remember that the goal is not only to recruit new mentors but also to develop a relationship with the group so that the group is always aware of your program as a volunteer opportunity in the community.

After you've identified your target audience, ensure that your marketing efforts match the identified "needs" of this audience. One way to do this is to test market the "product" with a few members of the audience. If you have money, hold a series of focus groups. If not, identify several target audience members and market your program to them. Listen and respond to comments from your focus groups or test market participants.

Develop a Marketing Plan[6]

A marketing plan is an organized program of activities that promotes your organization for one or more purposes, usually to build community recognition, recruit volunteers and obtain funding. Generally, a plan incorporates several marketing elements, such as printed promotional materials, advertisements, radio announcements, public presentations and other events. The thread holding these activities together is a common goal with common communication messages.

MENTORING TOOL

See "Marketing Plan," "Tips for Working with the Media" and public service announcements in Section V on the CD.

A marketing plan builds awareness and informs your target audience about what you are trying to do and why. Most important, it asks people to do something: be a mentor, donate time or money for your organization's cause, or participate in an event.

In practical terms, basic marketing includes the following:

- Defining and understanding each audience you want to reach;
- Defining the "offer" you want to make—what it is you want from each audience and what they can expect in return;
- Communicating the offer to each audience;
- Creating the mechanisms for making the "transaction"; and
- Implementing procedures and practices that foster positive relationships and build loyalty.

Effective planning for marketing is one of the most critical activities your mentoring program can do to ensure its success. Two key components of this activity are developing an annual plan and conducting quarterly planning reviews, which enable you to incorporate input from key staff, board or advisory group members and other stakeholders:

1. **Develop an annual plan** that includes goals and objectives of the overall program and its various components (e.g., number of calls received asking for information, number of new mentors, number of invitations to speak, number of mentors who stay active after the first year, number of new donors, increased average gift amounts); strategies to achieve those goals; a timeline of activities; and allocation of people and money to achieve the plan. Don't forget to plan high-profile marketing efforts around National Mentoring Month in January.

2. **Conduct quarterly planning reviews** that include adjustments based on evaluation of recent activities, new opportunities in your local community and current resources.

Put together a marketing plan that addresses each audience you identified earlier. If you're reaching out to young professionals, distribute marketing materials to local businesses such as fitness clubs and coffee shops. Reach out to professional and networking groups to advertise your program in their newsletters, and offer to give presentations at their meetings. Be sure to close the deal. If you give a presentation to a local group, follow up with attendees by inviting them to attend your next mentor orientation. If they are not available, keep them on your prospect list and continue to send them information about your program throughout the year.

NATIONAL MENTORING MONTH

Since 2002, January has been designated as National Mentoring Month. Led by the Harvard Mentoring Project and MENTOR/National Mentoring Partnership, National Mentoring Month and its activities focus attention on how mentoring benefits the child, the adult and society as a whole, and provide an opportunity to thank mentors and encourage others to share the experience and become a mentor.

National Mentoring Month celebrates mentoring and the positive effect it can have on young lives. Its goals are to:

- Raise awareness of mentoring in its various forms;
- Recruit individuals to mentor, especially in programs that have a waiting list of young people; and
- Promote the rapid growth of mentoring by recruiting organizations to engage their constituents in mentoring.

Visit Mentoring.org for information on how to participate in National Mentoring Month.

A final tip for effective marketing is to develop a strong, focused message. Everyone in your organization and every piece of program literature should follow the same message. A clear mission statement will lead the way toward developing a catchy program slogan, a strong, concise program description and core messages targeted at your chosen audience. In communications, "reach" and "frequency" are important terms. *Reach* is ensuring that your message gets to your target audience—the people you want to inform about your program. *Frequency* means that people may have to hear your message a number of times before they become aware of your program and take action.

Gather Feedback from All Constituents

Earlier in this section, under "Design a System to Monitor the Program," we outlined the importance of having a system in place to collect feedback from mentors and mentees. In addition to participant feedback, you need to hear from all the stakeholders in your organization, including board or advisory group members, donors, staff, partners and the general public. To gather participant feedback, ask questions during your monthly contact with participants, conduct focus groups or send out a survey. Another easy way to solicit feedback is to add a link on your program's Web site.

Recognize Program Participants and Sponsors

It's extremely important for your program to recognize the contributions and achievements of all participants. By incorporating recognition into your public relations efforts, you can accomplish two goals at once: recognizing participants and publicizing the program. For example, by publicizing the story of a particular mentor/mentee pair, you not only acknowledge their success but also use their example to highlight the overall accomplishments of your program and generate additional interest and publicity. For more information on recognition, see Section VI, How to Structure Effective Program Operations.

PARTNER AND COLLABORATE WITH OTHER ORGANIZATIONS[7]

MENTORING TOOL

See "Seven Keys to Successful Collaborations" in the appendix of Section V.

Whenever possible, collaborate with organizations in your community that share a similar mission. If there is an overriding mission for all partnering groups to focus on when times get tough, it will make the collaborative effort much more successful. Mentoring programs that develop partnerships with other organizations enjoy many benefits, including the ability to:

- Expand services to reach a wider audience;
- Develop a greater understanding of client needs;
- Improve communication with other youth-serving organizations;
- Increase knowledge of resources and services available to mentees, mentors and mentoring program staff;
- Ensure the sustainability of the mentoring program;
- Increase visibility with the media and public;
- Reduce costs; and
- Conserve resources.

For a collaborative effort to succeed, all participating organizations must jointly resolve the following issues:

- Establish a clearly defined mission;
- Establish goals, objectives and activities;
- Create clearly defined operating procedures and member roles;
- Develop a public relations/communications plan; and
- Ensure that the collaborative efforts are valued by all.

MENTORING TOOL

See a list of State and Local *Mentoring Partnerships* in Section I.

Collaboration with other community organizations can have a wide range of benefits for your program—and for the entire community. Before you approach a potential partner, take the time to think about collaboration from the partner's perspective. Is it worth their time, money and effort to work with your program? How will their organization (or company) benefit from the partnership? Be prepared to explain these benefits in terms that will help them understand the value of working with you.

If you follow the *Elements* outlined in this section and customize the sample tools to address your program's needs, your program will be well managed. We also encourage you to contact your State or Local *Mentoring Partnership* for assistance in adhering to the *Elements* described under Program Management.

Checklist of Program Progress: PROGRAM MANAGEMENT

As you work to ensure that your program is well managed as outlined in the *Elements of Effective Practice,* use the checklist below to gauge your progress. Checking off items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

1. Form an Advisory Group

- ❑ Our program has a diverse advisory group and/or board of directors that are representative of the community that we serve with clearly defined roles and responsibilities.
- ❑ We have invited representatives from other youth service agencies to be on our advisory group and/or board of directors.
- ❑ Our advisory group meets on a regular basis.

2. Develop a Comprehensive System for Managing Program Information

- ❑ Our program maintains financial records and follows accepted accounting practices.
- ❑ Our program maintains appropriate personnel and volunteer records.
- ❑ Our program uses written work plans with defined targets and benchmarks to monitor mentor/mentee matches and assess progress in meeting program goals.
- ❑ Our program maintains records of mentor/mentee matches and program activities.
- ❑ Our program provides for confidentiality of records as needed.
- ❑ Our program documents situations that are relevant to our risk management plan.
- ❑ Our program documents program evaluation efforts.

3. Design a Resource Development Plan that Allows for Diversified Fundraising

Established resource development committee

- ❑ Our program has formed a resource development committee composed of members of our board, with volunteers, advisory group members and program staff serving as needed.
- ❑ Our committee has taken ownership of planning and conducting our resource development and established a regular schedule for meeting.

Assessment of external resources

- ❑ Our resource development committee has mapped out both current and potential external resources.
- ❑ We have a solid understanding of the support from foundations, government agencies, individuals, local businesses and special events that we currently receive and that may be available to us in the future.
- ❑ Our assessment of external resources included such things as in-kind donations, volunteers' time and other non-financial support.

Written resource development plan

- ❑ We have an established, written resource development plan based on an assessment of current and potential resources.

- ❑ Our plan has clear goals, objectives, strategies and timelines that are reasonable and appropriate for our program.
- ❑ Our plan assigns clear roles and responsibilities related to resource development.
- ❑ Our resource development committee members have the necessary skills and experience.
- ❑ Our program has implemented a system to track the progress of the plan and to revise it as needed.
- ❑ We have a contingency plan that provides how best practices would be maintained if funding were cut or lost.

4. Design a System to Monitor the Program

- ❑ We review our policies, procedures and operations on a regular basis.
- ❑ Our program regularly updates our board of directors/advisory group on the program's progress.
- ❑ We use written work plans with defined targets and benchmarks to monitor mentor/mentee matches and assess progress in meeting program goals.
- ❑ We collect program information from mentors, mentees and other participants.
- ❑ We continually assess customer service.

5. Create a Professional Staff Development Plan

- ❑ Our program regularly conducts staff training to ensure that our staff has sufficient competency.
- ❑ We build on staff members' skills and knowledge by ensuring that they are aware of outside training and resources.

Qualified and trained staff

- ❑ Our program has developed job descriptions for all positions, which include information about minimum background knowledge, skills, prior experience and other qualifications.
- ❑ Our program screens applicants for both suitability to the position and issues of safety and liability.
- ❑ Our program supports our staff by:
  - ❑ Orienting and training new staff members;
  - ❑ Offering staff development opportunities; and
  - ❑ Checking in regularly with key staff members.
- ❑ Our program incorporates mentoring research and best practices into our training of volunteers and youth.
- ❑ Our program encourages staff to take the time to review new mentoring research as part of ongoing professional development.

Access to training and technical assistance services

- ❑ Our program is aware of local, state and national training and technical assistance resources.
- ❑ Our program has developed a small in-house resource collection of mentoring research, how-to guides and other relevant resources.
- ❑ Our program encourages staff to network with other mentoring professionals and receive necessary training as part of ongoing staff development.

6. Advocate for Mentoring

- ❑ We advocate for pro-mentoring public policies and funding at the local, state and federal levels.
- ❑ We have joined MENTOR's Advocacy Network.
- ❑ We encourage private-sector leaders to adopt pro-mentoring policies and provide funding.

7. Establish a Public Relations/Communications Effort

- ❑ Our program has inclusive language and images in all marketing materials (brochures, website, posters, flyers, public service announcements, etc.)

Community awareness of the program

- ❑ Our program understands the connection between our reputation in the community and the achievement of our goals.
- ❑ We have developed a process for gauging our community's perceptions and awareness of our program.
- ❑ Our program has identified target markets.
- ❑ Our program utilizes community partnerships and contacts to increase awareness of the program.
- ❑ We have developed a marketing plan that increases community awareness through:
  - ❑ Print/radio/television/Web media;
  - ❑ Newsletters to partners and key community members;
  - ❑ Flyers and brochures;
  - ❑ Appearances and presentations at local events;
  - ❑ Testimonies from current mentors and mentees;
  - ❑ Other methods of inviting the community to be part of our program;
  - ❑ Networking through key community contacts;
  - ❑ Use of evaluation results to highlight program successes; and
  - ❑ An assessment tool that examines the effectiveness of our outreach efforts.
- ❑ We gather feedback on our program from all constituents.

Effective partnerships and collaborations with other organizations

- ❑ Our program has a written Memorandum of Understanding (MOU) that documents our partner agencies' roles and responsibilities.
- ❑ Our program has developed a process to ensure that the obligations of the MOU are met when staff turnover occurs at partner organizations and among our own personnel.
- ❑ We have identified a designated contact person at each partner organization.
- ❑ We have developed a process for handling situations in which a partner agency is not fulfilling the obligations agreed upon in the MOU.
- ❑ Our program regularly updates partners as to the progress of the program and the fulfillment of roles and responsibilities.

Collaboration and networking with other local youth-service organizations

- ❑ We have a clear understanding of the services available to youth and families in our community based on our initial needs assessment survey.
- ❑ Our program has established partnerships and collaborations with other youth service providers in the community.
- ❑ We regularly refer youth and their families to other services in the community for assistance with needs that are outside the scope of our program.

Recognize program participants and sponsors

- ❑ We have recognition events and opportunities scheduled throughout the year for mentors, mentees, other program participants, funders and organizations that sponsor our mentoring program.

Adapted from *Checklist of Program Progress,* Oregon Mentors, *Youth Mentoring: A Primer for Funders,* The Connecticut Mentoring Partnership and *Elements of Effective Practice,* second edition, MENTOR/National Mentoring Partnership.

Additional Resources

Advisory Group

- Board Development
  www.boarddevelopment.org
- BoardSource
  http://boardsource.org
- **Corporation for National & Community Service, National Service Resource Center:**
  - Recruiting for an Advisory Council
    http://snipurl.com/NSRC_advisoryrecruit
  - Training Advisory Councils
    http://snipurl.com/NSRC_advisorytrain
  - Nurturing Positive Relationships with an Advisory Council
    http://snipurl.com/NSRC_advisorynurture

Program Information Management

Risk Management

- **Nonprofit Risk Management Center (NPRMC):**
  www.nonprofitrisk.org
  - Newsletter (free to nonprofits and government agencies)
    http://nonprofitrisk.org/nwsltr/newsltr.htm
  - Nonprofit CARES (online assessment tool)
    http://nonprofitrisk.org/cares/cares.htm
  - *No Surprises,* Volunteer Risk Management Tutorial
    www.nonprofitrisk.org/tutorials/ns_tutorial/intro/1.htm
  - Risk Management Tutorial for Nonprofit Managers
    www94311.temp.w1.com/tutorials/rm_tutorial/1.htm
  - "Strategic Risk Management: Looking at Both Sides Now," By Melanie L. Herman and George L. Head, Ph.D. *http://nonprofitrisk.org/tools/archive/strategy09272002-w.htm*
  - *Insurance Basics for Community-Serving Programs (1994)* by Charles Tremper and Pamela Rypkema
    *http://nonprofitrisk.org/csb/csb_ins.htm - insto*p
  - State Liability Laws for Charitable Organizations and Volunteers
    www.nonprofitrisk.org/pubs/PDFs/ssl_01rev.pdf

- Risk Management Resource Center
  www.eriskcenter.org
- Public Risk Management Association
  www.primacentral.org
- Risk Management Library, Management Assistance Program (MAP) for Nonprofits, Assembled by Carter McNamara, MBA, PhD, Authenticity Consulting, LLC
  www.managementhelp.org/risk_mng/risk_mng.htm
- MENTOR/National Mentoring Partnership's Online Community Forum on Risk Management
  www.mentoring.org/community

Articles and Books on Risk and Liability

- *Mentoring Essentials: Risk Management for Mentoring Programs,* Dustianne North, MSW, and Jerry Sherk, MA, 2002
  www.emt.org/userfiles/RiskManagement.pdf
- *More Than a Matter of Trust: Managing the Risks of Mentoring,* Nonprofit Risk Management Center, 1998
  www94311.temp.w1.com/pubs/mentor.htm
- *Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations,* National Collaboration for Youth, 1997
  www.nydic.org/nydic/library/publications/pub_detail.cfm?pub_id=148&mode=view

Resource Development

- Association of Fundraising Professionals
  www.afpnet.org
- Council on Foundations
  www.cof.org
- Department of Education (sample proposal)
  www.ed.gov/about/inits/list/fbci/mentoring.doc
- Forum of Regional Associations of Grantmakers
  http://givingforum.org
- GrantStation
  www.grantstation.com
- The Foundation Center
  www.fdncenter.org
- The Grantsmanship Center
  www.tgci.com/

- Nonprofit Genie (free series of fundraising questions and answers, written by fundraiser Kim Klein) *www.genie.org* (click on "FAQs," then "Fundraising")
- *Fundraising for the Long Haul,* Kim Klein, May 2000

Advocacy

- Independent Sector *www.independentsector.org/programs/gr/advocacy_lobbying.htm*
- *Library Advocate's Handbook,* American Library Association, 2000 *www.ala.org/ala/advocacybucket/libraryadvocateshandbook.pdf*
- *Nonprofit Lobbying Guide,* Charity Lobbying in the Public Interest *www.clpi.org/*
- Take Action Section, MENTOR/National Mentoring Partnership *www.mentoring.org/take_action/*

Public Relations/Communications

- *A Guide to Working with the Media,* Corporation for National and Community Service *www.nationalservice.org/pdf/media_guide.pdf*
- "Mentoring, Marketing, and the Media: Working Effectively with Local News Outlets," Susan G. Weinberger, February 2004, *National Mentoring Center Bulletin* 2(1):*1–9. www.nwrel.org/mentoring/pdf/v2n1.pdf*
- *Mentoring: A Guide for Local Broadcasters,* National Association of Broadcasters in partnership with the Harvard Mentoring Project *www.mentoring.org/mentoring_month/files/nab_guidebook.pdf*
- "Working with the Media," *Office of Juvenile Justice and Delinquency Prevention, Bulletin,* U.S. Department of Justice, National Network for Youth, March 2000 *www.ncjrs.org/pdffiles1/ojjdp/178998.pdf*

Marketing

- *Developing Media Messages for Volunteer Programs,* Points of Light Foundation, 2002 *www.jjhill.org/pol/showInd.cfm?lngID=1389*

Collaboration

- *The Community Collaboration Manual,* National Assembly of National Health and Social Welfare Organizations, January 1991 *www.nassembly.org/nassembly*
- *Collaboration: What Makes It Work,* 2nd Edition, Wilder Foundation, 2001 *www.nassembly.org/nassembly/spotlight.htm*

SECTION V TOOLS ON CD

* Select tools denoted with an asterisk also appear in the print version of the tool kit.

Advisory Group

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- Board of Directors Roles and Responsibilities
- Responsibilities of Board Officers

Program Information Management

- Mentoring Activity Log
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Resource Development

- Tips for Developing Relationships with Funders* 75
- Diversify Fundraising Strategies: Ensure Long-Term Program Sustainability
- Foundation Letter
- Donor Thank You Letter
- Donation Thank You Letter with Mentee Insert
- Donation Thank You Letter with Mentor Insert

Professional Staff Development

- Training Topics for Staff Outline

Advocacy

- Mentoring Advocacy Letter
- Hosting Events with Legislators

Public Relations/Communications and Marketing

- Fulfillment Information for Mentoring Programs
- Marketing Plan* 77
- Planning the Marketing of Your Mentoring Program* 79
- Marketing Your Mentoring Program Online
- Working with the Media
- Tips on Developing a Positive Relationship with the Media
- Special Considerations for the Mentoring Trade
- Mentoring Vignettes
- Mentor Program Flyer
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- Radio Public Service Announcement Scripts
- Corporate Letter
- School Superintendent Letter
- Mentor Fact Sheet
- Double Omega Standards of Use
- Ideas for Mentoring Related Events

Collaboration

- Seven Keys to Successful Collaborations* 85

PROGRAM MANAGEMENT TOOLS

MEMBER, BOARD OF DIRECTORS JOB DESCRIPTION

POSITION

Member, Board of Directors

GENERAL STATEMENT OF DUTIES

The primary responsibilities of the (*name of program*) Board of Directors include setting policy; hiring, firing and evaluating the Executive Director; evaluating the program; representing (*name of program*) in the community; and giving and raising money. The Board works closely with the Executive Director to ensure program effectiveness, quality, and integrity.

EXAMPLES OF DUTIES

- Develop and implement plans for fundraising;
- Review and approve budgets to ensure financial solvency;
- Approve program plans and authorize implementation of new or modified programs;
- Develop short- and long-range plans;
- Evaluate the effectiveness of the organization in fulfilling its mission;
- Provide guidance to the Executive Director;
- Establish Board objectives and monitor degree of achievement;
- Represent our program to the public, including sources of financial support;
- Communicate public needs and interests to our program;
- Fulfill legal responsibilities by adhering to applicable federal, state and local laws in governance of our program;
- Establish and update required policies;
- Actively serve on at least one committee and participate in decision making by attending Board meetings;
- Nominate and elect new Board members;
- Meet minimum financial commitments set by the Board;
- Assist with special program projects; and
- Participate in all fundraising events.

HOURS

Meetings are held on (*day*) from (*timeframe*). They are held at (*meeting location*).

QUALIFICATIONS

Our Agency strives to maintain a variety of skills and talents on the Board. Examples of qualifications sought include excellent organizational skills, management background, knowledge of local community and resources, outstanding communication skills, ability to work well with a wide spectrum of people, creative thinker, self-starter, budget/financial/fundraising experience, public relations background and human resources expertise.

Courtesy of Friends for Youth, *Document Kit*, 2003; available at www.friendsforyouth.org.

TIPS FOR DEVELOPING RELATIONSHIPS WITH FUNDERS

Fundraising begins at home:

- Remember that fundraising is not only the job of the executive director or program director—get your board and volunteers involved as well.
- When you recruit board members, be sure to let them know they or their company/organization will be expected to make a contribution.
- Conduct feasibility studies to determine the potential for board giving.
- Ask board members to write a personal check; stress to them how other funders look for 100% board participation in giving.
- Involve your board in developing a balanced fund development plan.
- Remember, "friend raising is just if not more important than fundraising."

Assess your current and future fundraising potential:

- Develop a clear picture of your current sources of funding.
- Determine your future needs, both short term and long term.
- Determine what funding sources you can target—public funding, foundations, individuals, corporations, etc.
- Project when each funding source will end so you can plan ahead to engage new funders.
- Develop a three- to five-year plan; it often takes this long to cultivate and engage a new funder.
- Monitor the plan regularly.

Develop a fundraising plan:

- Assess your needs.
- Assess your current fundraising plan and determine how well it meets your current needs.
- Set your goals.
- Plan your strategy—make sure it's well diversified.
- Develop a one-year calendar.
- Assign roles and responsibilities to board or advisory group, volunteers and staff.
- Implement the plan.
- Evaluate the plan regularly.
- Reassess and revise the plan.
- Determine how you fundraise now.

Your fund development plan should include the following:

- Face-to-face solicitation with individuals;
- Direct mail solicitation of your volunteers and stakeholders as well as the general public;
- Grant writing (federal grants, foundations, corporate foundations);
- Special events such as an annual dinner with auction;
- Telemarketing *(Note: Be sure to find out what percentage of funds raised you will actually receive. Consult your State Attorney General's office regarding applicable state laws)*;
- Sponsorships—for example, ads purchased during National Mentoring Month for which you get a percentage of the price;
- Door-to-door solicitation; and
- Online solicitation—it helps to have the capability to accept charge cards.

Your fund development plan should include the following:

- Matching gifts;
- Product sales; and
- Planned giving.

Why should you diversify?

- A single source could dry up easily.
- You should never wait for a crisis.
- Building a stable, diversified base will give you breathing room.
- Prospective donors and funders will be impressed. They won't invest until they know you're financially stable.

Tips on how to solicit corporate giving:

- Research the corporation to determine its giving priorities, grant guidelines, and when its fiscal year begins.
- On the basis of the subject matter, geographic focus, type of support, and grant range, decide if your needs can be met by the corporation's grant making program.
- If your program fits corporate giving priorities, call six months before the fiscal year begins and ask to meet with the person who oversees this function.
- Send supplementary information about your program (i.e., articles, newsletters) to familiarize the decision makers with your organization.
- Cultivate employees by making efforts to integrate them into your volunteer base as mentors.
- Submit proposals during the first two quarters of the corporation's fiscal year (funding can run out in the second half of the fiscal year).
- Call to invite the contributions manager or appropriate designee to visit the program to be funded.
- Ask for an appointment to present your request in person (e.g., to Human Resources, Corporate Contributions, Community Relations).

What if, in spite of all your efforts, the proposal is rejected?

- Call to find out what could have been improved.
- Ask about a potential date to resubmit the proposal.
- Continue to touch base with the funder, informing it of your organization's milestones.
- Do not give in to their potential requests to alter your focus.

Courtesy of Dr. Susan G. Weinberger, president, Mentor Consulting Group.

MARKETING PLAN

1. Set goals for the following:
   - Public awareness;
   - Funding; and
   - Mentors.

2. Assign one person to coordinate and oversee efforts.

3. Engage the Board (Advisory Group):
   - Provide information;
   - Elicit approval; and
   - Allow Board members to become active marketers soliciting mentors and/or donors.

4. Create marketing materials:
   - Flyers;
   - Brochures;
   - Press releases;
   - Short bulletins suitable for newsletters, religious organizations, civic associations and companies;
   - Draft an introductory letter; and
   - Compile materials into a program packet.

5. Make assignments:
   - Group 1—schools, libraries;
   - Group 2—chamber of commerce, Rotary, Kiwanis and so on;
   - Group 3—religious organizations;
   - Group 4—civic associations, women's clubs;
   - Group 5—police, fire department, municipal officials; and
   - Group 6—large companies.

6. Report the following to the marketing coordinator:
   - Interim status;
   - Problems; and
   - Follow-up action needed.

Courtesy of Mentoring Partnership of Long Island, *The ABC's of Mentoring*.

PLANNING THE MARKETING OF YOUR MENTORING PROGRAM

Strategy: You can greatly simplify recruitment and public relations tasks, as well as achieve better results, if you identify the benefits for your audience, earmark a budget and devise a month-by-month plan.

MARKETING OBJECTIVES

You must develop clear objectives before proceeding with community outreach and marketing efforts. These objectives are as follows:

- Obtain support for the mentoring concept;
- Obtain funding for the mentoring program; and
- Recruit volunteer mentors and program participants.

The next step is to develop an effective communications strategy, which includes choosing your most important audiences and deciding on the best ways to communicate with them. Marketing your mentoring program is an ongoing process that must be incorporated into the marketing plan for the entire organization.

COMMUNICATIONS STRATEGY

Four basic components of the communications strategy should be included in all materials or presentations promoting your mentoring program:

1. Establish the need for mentoring to enhance support services available for at-risk populations:
   - Include statistics on the client populations. (These numbers are specific to your community.); and
   - Tie your message into your organization's mission and history.

2. Describe program components and activities.

3. List benefits of mentoring program for:
   - Program participants (clients);
   - Mentors; and
   - Community at large (emphasize those groups most important to you).

4. Include an example or case study of a mentoring success story (if possible).

The communications strategy should include different forms of promotion. It is important to choose a form of promotion that is practical and appropriate for each audience. By highlighting specific benefits to specific audiences, you can tailor your message.

The examples that follow provide options for communicating with each audience using specific forms of promotion and highlighting specific benefits.

COMMUNICATING WITH AN AUDIENCE

Audience #1: Business Community – corporations, small business, labor, professional associations.

Objective: To generate mentors, internships/jobs, funding.

Forms of Promotion:

- Mentoring program articles in corporate newsletters and trade magazines;
- Presentations to corporate volunteer councils and private industry councils; and
- Information packet/brochure and letter to community affairs/public relations departments. (Requires telephone follow-up.)

Benefits of Involvement:

- Publicity as an active, positive corporate citizen;
- An increase in the number of self-sufficient individuals and a better educated/trained workforce; and
- More highly motivated employees who are proud to work for an involved, caring organization.

Audience #2: Local Media – TV, radio, newspapers.

Objectives: To position the mentoring program as a new, exciting way of enhancing community support services. To assist in recruitment and funding assistance for general public. To provide mentors, guest speakers and internships/jobs.

Forms of Promotion:

- Send press releases and information packets to community affairs/public relations departments, news departments, columnists and producers of special features (columns or talk shows).
- Position mentoring program as a newsworthy item. Prepare news releases from a variety of perspectives:
  - Unique collaboration among a variety of agencies;
  - Human interest focus on the volunteer mentor (can be tied into volunteer recognition themes);
  - Issue focus on ultimate goal of mentoring program, such as increased job retention, decreased school dropouts, prevention of substance abuse, reduced welfare dependency or career development (can be tied into media's interest in covering a particular issue); and
  - Mentoring relationship, the impact of a one-to-one relationship (can be tied into national service, "points of light" volunteerism angle).
- Develop public service announcements. Work with a TV station to tie into theme of existing media (e.g., Volunteer Connection, Time to Care, Youth Plus; check with your local PBS station, many of which are involved with special features on mentoring).

Benefits of Involvement:

- Less work for media to research news stories; and
- Media organization positioned as concerned corporate citizen and community partner.

Audience #3: Fraternal/Civic Volunteer Organizations – Kiwanis, Lions, Jaycees, Chamber of Commerce, Junior League and so forth.

Objective: To recruit mentors and generate in-kind support.

Forms of Promotion:

- Articles in organizational newsletters/magazines;
- Presentations to members; and
- Letter and information packet to organization's public relations/community affairs person.

Benefits of Involvement:

- Increased opportunity for civic involvement; and
- Recognition of volunteer efforts of members.

Audience #4: Local Government – department of human services, social service, state/city offices of volunteerism, welfare offices.

Objectives: To recruit mentors. To encourage word-of-mouth promotion. To generate awareness among possible mentees.

Forms of Promotion:

- Articles in government newsletters;
- Presentations; and
- Literature/posters in local client offices of welfare/social services.

Benefits of Involvement:

- Expanded network of service;
- Alternative to one-to-one support for clients, which overburdened government offices cannot provide;
- Opportunity to link clients with comprehensive services; and
- New volunteer opportunities for government employees.

Audience #5: Schools/Universities.

Objective: To recruit mentors/program participants.

Forms of Promotion:

- Presentations to board of education, PTAs, university student associations and faculty;
- Articles/feature stories in newsletters and students newspapers; and
- Special events to bring mentors/students/parents together.

Benefits of Involvement:

- Motivated, informed students; and
- Recognition as an active institution responsive to community needs.

Audience #6: Health/Human Services Agencies.

Objectives: To obtain cooperation of the health and human services agencies in the community. To recruit program participants.

Forms of Promotion:

- Articles in nonprofit newsletters/publications;
- Information packet for organization's volunteer coordinator, public relations head, executive director; and
- Task force of service providers convenes to look at impact of mentoring.

Benefits of Involvement:

- Enhanced network of social services;
- Visibility and recognition highlighting cooperative efforts; and
- Increased opportunities for client referral.

Audience #7: Churches.

Objectives: To recruit mentors. To generate awareness among possible mentees.

Forms of Promotion:
- Informal networks of various denominations to publicize need for mentors;
- Church bulletins; and
- Articles in regional religious newspapers.

Benefits of Involvement:
- Opportunity for expanded outreach and ministry; and
- Recognition of church members' efforts.

Audience #8: Community Foundations/Other Funding Sources.

Objective: To generate contributions and in-kind support.

Focus of Promotion:
- Formal proposal focusing on the interests and mission of the foundation.

Benefits of Involvement:
- Visibility; and
- Tangible enhancement of their missions.

Your marketing plan should be detailed but flexible. You will want to take advantage of marketing opportunities. Nearly always, your best opportunities stem from individual success stories and positive program outcomes. Keep a file of success stories—the media love them. They're valuable for recruitment, too.

Plan, too, to develop promotional materials that help achieve your goal. At a minimum, you will probably want

- A mentor outreach brochure;
- A participant outreach brochure;
- A fact sheet about your organization and your mentoring partner; and
- Mentoring program letterhead.

Avoid the temptation to combine the mentor and participant brochures to save money. The benefits are different for each group. A combined brochure will waste money in the long run.

Courtesy of United Way of America and The Enterprise Foundation, *Partnerships for Success: A Mentoring Program Manual* (1990).

I became a **mentor** because I wanted to give.

The thing I didn't realize is how **much** I'd get.

Bill Sanza Photography

Give a little time, get a lot in return. It only takes a few hours a month to make a huge difference in the life of a child. Mentoring helps keep kids off drugs, out of gangs and in school so they can fulfill their dreams. And the best part is, you'll not only see what it does for them, you'll feel what it does for you.

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SEVEN KEYS TO SUCCESSFUL COLLABORATIONS

1. SHARED VISION

Collaboration means that participants are willing to act together to meet a mutually identified need and that they believe the collaboration is useful. It also implies that the participants are willing to trust each other to carry out the mission of the collaboration, while understanding that each participant may bring a different agenda to the effort. Developing a shared vision starts with understanding these different agendas and finding ways to meet the needs of the participants whenever possible. The process continues with participants reaching consensus around the definition of the need or problem and developing a mission statement that guides the group in its decision making and activities. The founding participants must collectively discuss and support the final mission statement. New participants must understand the vision of the collaboration and support the mission.

2. SKILLED LEADERSHIP

Collaborations usually begin with a small group of interested individuals brought together by a catalyst event or by common needs or values. All participants in this initial group have a stake in leadership and in the outcomes. As the collaboration grows, new participants need to feel a sense of responsibility for the success of the group, even if they choose not to take a leadership role.

As the group further evolves, however, new leaders need to be cultivated to ensure that a few individuals are not overburdened and are not perceived as too controlling or monopolizing. Continuity and orderly transitions of leadership are essential.

Here are some characteristics and skills that good collaboration leaders might possess:

- Ability to guide the group toward meeting the collaboration's goals, while seeking to include and explore all points of view;
- Comfort with consensus building and small-group process;
- Respect in the community and knowledge about the issues the collaboration will address;
- Skill to negotiate turf issues;
- Belief in the process of collaboration;
- Knowledge about the community and organizations in the community;
- Skill and persuasiveness in oral and written communication; and
- Time to commit to leadership.

It is also a good idea to find out whether any participants have had experience in starting collaborations or other forms of cooperative action and seek to involve them as leaders or advisors.

3. PROCESS ORIENTATION

While collaborations live by their results, the process of collaborating is itself an end worth pursuing. Attention always needs to be focused on the process of including people in the shared decision making of the collaboration. Many groups strive for consensus. This ensures the opportunity for all participants to have input and gives minority opinions a full hearing.

Because participants always "come to the table" with their own agendas, it is important to maintain the focus on the agreed-on mission, while simultaneously striving to meet participants' needs.

Some form of conflict is natural as various parties engage in collaborative efforts. Change brings about a certain degree of discomfort and disagreements over turf. The key is to manage the conflict and channel it into useful solutions. When conflict occurs, it must be addressed sensitively, using effective communication skills.

4. CULTURAL DIVERSITY

The collaboration must be open to the richness that comes from including members of different cultural, racial, ethnic and income groups. It must recognize the commonality of all human beings, while treasuring the unique aspects that various cultures bring. Understanding differences in language, customs and values is vital.

If there were no differences among groups, life would be less exciting—and there would be little need for collaborations. Members of each culture need to examine their own assumptions about other cultures and act to correct misunderstandings. Collaborations provide the "common ground" for this to occur. Participants need to devote the necessary time and energy to ensuring that they communicate clearly with members of other cultural groups. Often the effort needed to communicate successfully with someone from another culture results in a new perspective on the topic and creative solutions to problems.

5. MEMBERSHIP-DRIVEN AGENDA

Groups join collaborations to meet organizational needs. Participants must acknowledge and clarify their needs to allow as many individual needs to be met as possible. People need to feel important and included. Ongoing assessment on how well the collaboration is meeting the needs of its members enhances the viability of the group.

All participants should contribute resources to the collaboration. Many successful collaborations, especially at first, receive most of their resources from their members. These resources may include time, space, contacts, in-kind resources or financial resources. When members contribute resources, their sense of ownership in the collaboration is increased. But there should be a balance in the relative level of contributions from various participants. Sometimes, organizations that contribute large amounts of resources accrue a disproportionate amount of power. While this is sometimes unavoidable, it can prevent other members from feeling included.

6. MULTIPLE SECTORS

Successful collaborations seek to include as many segments of the community as are compatible with the mission of the collaboration. Collaborations exist to represent certain viewpoints or stands on issues or they seek to bring together organizations in a particular endeavor. They establish the criteria for participation to guide them in making appropriate matches between new members and the mission of the group.

Some collaborations purposely limit participation to ensure that members' goals are consistent with the group's mission. Advocacy groups generally include only those organizations that share consistent values or positions on the group's issue(s). Others limit participation because they focus on a particular problem area, such as increasing communication between schools and government organizations that investigate and prosecute child abuse cases.

Some collaborations involve only two or three organizations and are kept small intentionally. These are more properly called "partnerships" and are a viable means of encouraging collaborative efforts.

Other collaborations attempt to mobilize an entire community around an issue or set of issues. For these groups, it is important to be as inclusive as possible. Organizations not likely to be represented need to be brought into the process. Depending on the traditions of the particular community, these often-forgotten groups may include

businesses, grassroots groups, minority and ethnic groups, government, youth and service clubs. One of the strengths of collaborations is that they bring together different segments of the community around a particular need or concern and attempt to forge a new style of working together.

Strength comes from the diversity of the collaboration. Encouraging as much diversity as appropriate for the collaboration is important. Diversity can result in creativity, increased understanding and enhanced political clout. However, tokenism should be avoided! The group must be open to authentically involving all members in the process.

7. ACCOUNTABILITY

Collaborations exist to achieve certain specified results and outcomes. The process of developing a shared vision with appropriate goals and objectives should aim toward these clearly stated results. Accountability means specifying results anticipated at the outset, and then continuously monitoring progress so mid-course corrections can be made. An evaluation of collaboration efforts and results should be planned from the outset to help collaborators decide how various efforts should be modified, expanded or dropped. Attention to accountability in the early stages of building the collaboration helps avoid the temptation to over-promise and helps to set realistic expectations for the collaborators and those the collaboration seeks to serve.

Courtesy of The National Assembly of National Voluntary Health and Social Welfare Organizations, *The Community Collaboration Manual* (January 1991).

NOTES

NOTES

Section VI.

How to Structure Effective Program Operations

Now that you have ensured that your program will be well managed, as outlined in Section V, How to Manage a Program for Success, it's time to focus on the eight processes identified in the *Elements of Effective Practice* to ensure strong everyday operations:

- Recruit mentors, mentees and other volunteers;
- Screen potential mentors and mentees;
- Orient and train mentors, mentees and parents/caregivers;
- Match mentors and mentees;
- Bring mentors and mentees together for mentoring sessions that fall within the program parameters;
- Provide ongoing support, supervision and monitoring of mentoring relationships;
- Recognize the contributions of all program participants; and
- Help mentors and mentees reach closure.

In a review of studies of 10 youth mentoring programs, *Child Trends* concluded, "Mentoring programs that are driven more by the needs and interests of youth—rather than the expectations of the adult volunteers—are more likely to succeed."[1] The review found that programs based on a "developmental" mentoring approach—in which mentors got to know mentees better, were flexible in their expectations of the relationships, and took their cues from mentees about activities—tended to last longer and were more satisfying for both mentor and mentee than programs based on the "prescriptive" approach, in which mentors viewed their own goals as paramount.

Mentoring program operations will be effective only when procedures and policies are focused on enhancing the well-being of every mentee. By following the guidelines in this section and making effective use of the tools provided, you'll be well on your way to a mentoring program that satisfies the needs and goals of all involved.

BUILD THE RIGHT STRUCTURE

The day-to-day operating procedures you establish for your mentoring program will greatly affect your program's quality and sustainability. Strive for consistency, compatibility, support and accountability.

From mentor recruitment to mentor/mentee matching, from orientation to relationship closure, make sure all participants clearly understand what your program expects of them—and what they can expect from your program, in terms of training and support. Frequent and honest communication between staff and participants is key.

Let's explore each of the eight essential functions for program operations in depth.

RECRUIT MENTORS, MENTEES AND OTHER VOLUNTEERS

Recruiting mentors for your mentoring program should be driven by quality over quantity. Your mentor recruitment plan should focus on how well each prospective mentor can relate to the mentees in your program and fit in with your program's goals, structure and general culture. Realistically, not all prospective mentors or mentees will meet your program's requirements for participation. It's important to have procedures in place to notify prospects respectfully if their skills and background do not meet program requirements and, if appropriate, to involve them in your program in another role. If your program isn't able to accept a particular youth into the program, be sure that you can make referrals to other programs. This is another instance that illustrates the importance of building partnerships and collaboration in your community.

WHO IS WILLING TO MENTOR?

In 2002, the AOL Time Warner Foundation, in partnership with MENTOR, sponsored a National Mentoring Poll of 2,000 adults. The poll found that:

- **57 million adults** would seriously consider mentoring;
- **99 percent of all mentors** already in a formal mentoring relationship would recommend mentoring to others;
- The majority of people **became mentors because they were asked**; 75 percent joined through an affiliated organization;
- **Potential mentors tend to:**
  - be between the ages of 18 and 44;
  - have household incomes of $50,000 or more;
  - have some college education;
  - have access to the Internet; and
  - have a child in their household.
- **Of these potential mentors,**
  - 88 percent would like to have a choice among mentoring options (depending on their schedule and interests);
  - 84 percent want access to expert help;
  - 84 percent want orientation and training before mentoring;
  - 67 percent would like their employer to provide time off; and
  - 47 percent would be willing to mentor a youth online.

For more information: Mentoring.org/poll

Define Eligibility for Participants including Mentors, Mentees and Parents/Caregivers

The first step in recruiting mentors is to define eligibility for participation:

Develop and write a mentor position description

MENTORING TOOL

See "Mentor Recruitment Plan" and mentor job descriptions in the appendix and on the CD.

Define the qualifications and attributes that mentors should have to successfully create and maintain an effective mentoring relationship. Ask peers and colleagues for feedback. When you're confident that you've identified the right criteria, create a position description that includes the following:

1. Position title;
2. List of qualifications and required attributes;
3. Clear description of the functions the mentor will perform (including the required training for potential mentors);
4. Specific time commitments required (including frequency and duration of each visit; minimum length of time the mentor is expected to maintain the relationship with the mentee; and time to provide feedback to the mentoring program coordinator about activities; and progress); and
5. Location of the mentor/mentee meetings.

Keep in mind that not all people are suited to be mentors or will be compatible with your program's culture and expectations. Use the list of Characteristics of a Successful Mentor and the enclosed tools to help determine the criteria and attributes you'll require of your mentors.

CHARACTERISTICS OF A SUCCESSFUL MENTOR

- Caring
- Good listener
- Stable
- Can provide leadership
- Reliable (e.g., shows up on time)
- Committed
- Nonjudgmental
- Discreet (will keep information confidential)
- Patient
- Likes children
- Has a good sense of humor
- Tolerant
- Outstanding employment record
- Does not attempt to replace parent or guardian

SOURCE: DR. SUSAN G. WEINBERGER, PRESIDENT
MENTOR CONSULTING GROUP INC.

Select Sources of Mentors

You don't have to go it alone to recruit mentors and volunteers. Trying to blanket the general community with recruiting promotions can be costly, complex and time-consuming. Instead, partner with local organizations that have established volunteer networks, such as your State or Local *Mentoring Partnership* or Volunteer Center. Also, target organizations that have a large employee base and market the benefits of employee mentoring to their bottom line: 75 percent of employees in a corporate mentoring program reported that mentoring improved their attitude at work[2]. And remember to use your advisory group members—ask them to use their contacts to help you recruit mentors.

Many people get involved in mentoring through their participation in other organizations: employers, community groups, places of worship and so on.[3] The following local organizations can be valuable resources:

- Local business community;
- Civic organizations (Kiwanis, Junior League, Jaycees);
- Minority professional associations;
- Special-interest groups (Retired Senior Volunteer Program, American Association of Retired Persons);
- Universities and schools;
- Fraternities and sororities;
- Council of Churches; and
- Corporate volunteer councils.

Select Mentors Who Support the Mission of Your Program

Individual motives affect the quality of the mentoring relationship. Good mentors don't view themselves as "rescuers" or as superior to participants. They simply understand that less experienced persons in tough situations need someone who really listens and cares.[4] When you are screening and interviewing mentor

MENTOR'S VOLUNTEER REFERRAL SYSTEM

Broaden your recruitment efforts: register your mentoring program in MENTOR's Volunteer Referral System at Mentoring.org/register, enabling prospective mentors who visit Mentoring.org to express an interest in learning more about your program. Registration is free, and all registered mentoring programs must adhere to the *Elements of Effective Practice*.

candidates, try to discern their motives and personal agendas. What do they hope to gain from the experience? What do they think they bring to a mentoring relationship?

Use Existing Research to Determine Who Is Likely to Mentor

Studies by MENTOR,[5] Big Brothers Big Sisters and other groups have identified the kinds of people who are most likely to volunteer for and sustain mentoring relationships. Their findings include the following:

- Women are more likely than men to volunteer as mentors;
- Senior citizens are more likely to volunteer for school-based programs;
- Adults cite lack of time as the biggest barrier to mentoring, followed by the perception that they lack the necessary expertise to help a child;
- Individuals with higher incomes tend to sustain longer commitments than those with lower incomes, most likely because they have adequate resources to overcome barriers such as transportation;
- College students, while likely to volunteer, are more likely to have less stable mentoring relationships because of holiday schedules, exams and so on;
- Married volunteers ages 26 to 30 are more likely to terminate the relationship prematurely, probably because of the demands of their own family situations;
- Corporate, municipal and state employees often prefer school-based mentoring and make sustained commitments because their employers support their involvement; and
- Flexible models—such as "buddy mentoring," in which two mentors share a mentee—make it easier for employed volunteers to mentor.

Emphasize the Benefits of Mentoring

The benefits of mentoring go both ways.[6] Adult mentors often report that their mentoring experiences improved their lives in tangible ways. Not only do they feel better about themselves for playing a positive role in a child's life, but they also find that mentoring teaches them more about themselves. Mentoring increases their sense of responsibility and accomplishment, and lays the foundation for better morale at work and better relationships with family, friends and coworkers. In fact, in a national survey of adults who mentored young people, 83 percent said they learned or gained something personally from their mentoring experience. They reported feeling that they had become a better person, developed more patience, developed new friendships, felt more effective and acquired new skills.[7]

MENTORING TOOL

See "Proven Guidelines to Increase Response to Promotions and Recruitment Campaigns" in the appendix of Section VI.

Market the Program

In Section V, How to Manage a Program for Success, we discussed how to establish a public relations/communications effort to market your program to a variety of audiences. Promotion is only one part of an overall strategy to educate the public about your program and its value to the community. Promotion is about building your organization's image and inspiring people to act. It is key to developing and implementing an effective volunteer recruitment plan.[8] While an overall public relations/communications strategy may include materials such as colorful brochures or video productions, promoting your program to potential mentors, volunteers and even potential partner organizations doesn't need to be costly. Single-sheet flyers and direct-mail letters can be just as effective if they are well-written and tailored to a specific audience.

Take the following steps to design a consistent message for all your promotion pieces.

- **Create a defining slogan.** Remember, you're selling your program, so your slogan is your 30-second sales pitch. In those 30 seconds, you need to grab the reader's attention while conveying the need, value and benefit of becoming involved. A mentoring program slogan might read something like these:

  1. *"Life's simple pleasures: Gain more from them by spending time with a child who needs a friend. Call XYZ Mentoring Group and spend some time with us."* This kind of approach notes the emotional rewards of mentoring; portrays mentoring as uncomplicated, positive and fun; identifies the organization from the start; and includes a call to action.
  2. *"Enjoy the outdoors? Movies? Ice cream cones? Call ABC Mentoring Group and share them with a child who needs a friend."* Using a direct question draws the reader in immediately. This fun, lighthearted approach—which may also include employing humor—focuses on specific activities that mentors might share with mentees. It's intended for audiences who may balk at the weightiness of more powerful phrases such as "change a child's life" or "invest in our future."

- **Write promotional letters and flyers.** You can write effective direct-mail letters and flyers that appeal to numerous audiences, but you'll also need letters or flyers targeted to specific audiences, such as businesses or schools.

Conduct Awareness and Information Sessions for Potential Mentors

Your recruitment campaign should include opportunities to promote your mentoring program to various groups by conducting mentor information sessions for target audiences. For example, if you are partnering with a local business, hold information sessions for potential mentors at least twice a year. Many businesses, as well as colleges and universities, hold annual volunteer fairs for their employees or students. These fairs are a great opportunity to increase awareness of your program with potential volunteers.

Recruit Mentees

Recruiting mentees is part of the intake process for involving youth in your mentoring program. If you're building a mentoring program to serve a specific youth population, such as a school-based mentoring program for students seeking academic or career guidance, you know where your potential participants are. If, however, your program is intended to serve a community-wide youth population that may not know about the program, organizations and agencies that work with youth could serve as valuable bridges to participants. The following are some examples:

- Departments of social services or welfare agencies;
- Employment and training agencies;
- Public and private schools;
- After-school programs;
- Community centers;
- Juvenile detention centers/ex-offender programs; and
- Drug and alcohol rehabilitation centers.

As you recruit mentees,[9] remember that it's important that youth decide voluntarily to participate in the program. Also, not all youth can benefit from mentoring, so it's imperative to follow the criteria for participation that you have identified during the steps described in Section IV, How to Design and Plan a Mentoring Program.

SCREEN POTENTIAL MENTORS AND MENTEES

The screening process has three primary purposes:

- To screen for people who have the sensitivity, commitment and sense of responsibility to be great mentors;
- To screen out people who have the potential to harm youth or the program in any way; and
- To ensure that youth participants are eligible for and can benefit from your program.

Your program is responsible for screening prospective mentors and placing them in suitable roles. As a general rule, the more risk inherent in your program (i.e., the less supervision of the mentor/mentee meetings), the more rigorous your screening process should be. Careful screening improves the quality of your mentors and helps ensure the safety of youth involved in your program, while also managing your organization's level of risk and liability.

Suggested Components of Volunteer Screening

MENTORING TOOL

See mentor applications, interview questions and reference forms in Section VI on the CD.

Volunteer screening should include the following:

- Written application;
- Fingerprint criminal background check and related checks;
- Character reference checks;
- Face-to-face interview; and
- Participation in pre-match training.

Before you begin screening volunteers, your organization should develop a written policy documenting your screening process. This policy should include a list of elements that each prospective volunteer must complete, guidelines for selecting or disqualifying volunteers and clear instructions on interpreting a criminal history check. You should also keep in mind that information gathered through the screening process should be kept confidential. Also, always document what you find during the screening process and the decisions you make about the volunteer. This documentation verifies that your program followed your written screening policies on each prospective mentor.

Require Written Applications

The first step in the screening process is to require all prospective mentors to complete a written application, which includes the preferred grade level, age and gender of the young person with whom they wish to work and their preferences for meeting times. (Some programs match mentors only with individuals of the same gender and ethnic group. Others do not. This decision should be made in the program design phase.) The application includes a statement of the applicant's expectations, special interests (which are helpful in matching mentors with youth), a complete list of personal references and employment history. The application also includes a release statement that authorizes a background check, fully discharges the program from liability and claims and states the applicant's commitment to abide by program rules and regulations.

Conduct Reference Checks, such as, Employment Record, Character Reference, Child Abuse Registry, Driving Record and Criminal Record Checks

Criminal background checks are critical, but they are only one element of a careful screening process. A robust system of reference checks and interviews of potential volunteers, evaluation of risk and ongoing monitoring should be a part of your organization's regular procedures.

Criminal Background Check

The criminal background check system in the United States is complicated. Each state is the gatekeeper for background checks; that is, the state decides who can access background checks and for what purpose. There is no consistency from state to state on eligibility, process, cost and turnaround time. In many states, the most thorough types of background checks may not be available to mentoring organizations. Check with your state to find out what options are available.

It can be very confusing for a mentoring program staff person to sort through the types of background checks that are available and decide what is the best. Below you will find information on factors to consider in selecting the background check your organization will use. There is no single criminal database in this country that includes every criminal record, so there is no "perfect" background check. Many organizations use a combination of two or three types of checks to get the most complete information.

- **Fingerprint-based vs. name-based.** A name-based check uses a person's name and Social Security number to match any possible criminal records. There are several weaknesses with a name-based check:

  1. The volunteer could provide you with a false name and Social Security number. In fact, more than 1 percent of the 45 million individuals in the FBI criminal database have used more than 100 aliases and false Social Security numbers.
  2. Female volunteers may have two or more different last names if they have been married one or more times. If you check only the current name, you can miss criminal records.
  3. Criminal databases can have mistakes in the spelling of an individual's name and other relevant information. A name-based check might miss a criminal record if the record itself contains mistakes.
  4. Because many names are similar, you can get a "false positive"—your potential volunteer seems to have a criminal record, but the record actually belongs to another person with the same name.

A fingerprint-based check is the only way to verify a person's identity and ensure that the criminal records found are for the right person. However, in many states, fingerprint checks are not available to mentoring organizations. A reliable and thorough option for mentoring programs is SafetyNET, a fingerprint-based search of the FBI's nationwide criminal database. More information on SafetyNET is included later in this section.

Additional background checks include:

- **County/local checks.** Background checks of a county or local jurisdiction can be obtained through the local police department. These checks include only crimes committed within that jurisdiction. Conducting a county search is better than doing no background check at all, but there are weaknesses. People in our society are very mobile; they move around a lot and may work and live, take vacations and business trips or serve in the military in different counties. In large metropolitan areas, an individual may pass through three or four counties in the course of a day's activities. In addition, if you check the counties where your volunteer has lived over the past three to five years, you are relying on the volunteer to be truthful about past residences. Use county or local searches with great caution, because you will miss any criminal offenses committed in other jurisdictions.
- **State background checks.** These background checks are obtained through a state agency (the specific agency varies from state to state). They include only crimes committed in that state, so the limitations in a county check also apply to a state check. Also, costs and response times vary widely from state to state. Some states allow fingerprint-based checks, some allow only name-based checks, and some offer both types for different fees. Most state checks also include arrests, but a few include only convictions. A list of State Criminal History Record Repositories is available at *www94311.temp.w1.com/csb/csb_crim.htm.*
- **Private vendor checks.** Dozens of private vendors advertise their ability to conduct criminal background checks. The costs, response times and quality of these checks vary widely from company to company. Private background checks are generally name-based and usually find only convictions, not arrests.

  Private vendors use two basic methods to conduct background checks. Some search county record repositories for the volunteer's county of residence for the past three to five years, which has the same drawbacks as a county search. Other vendors main-

tain databases of criminal records, often searchable online. Some of these vendors advertise their background checks as national in scope, but they are actually only multistate. These vendors buy criminal data from individual states; but many states have strong privacy laws and do not sell any criminal data. Other states sell only a portion of their data (e.g., parole records but not full conviction or arrest files). This means that when you run a search through a private vendor, you are accessing complete records from a few states, partial records from many states and no records from many states.

If you are using a private vendor check, find out as much as you can about what method the vendor uses to conduct the background check and what data is accessed.

- **FBI checks.** The FBI maintains the most complete criminal database in the United States. It contains more than 200 million arrest and conviction records of more than 45 million individuals. All records are fingerprint-based. Five to seven thousand new individuals are added to the FBI database every day when persons are arrested for the first time. The database is made up of all federal crimes plus approximately 70 to 90 percent of each state's criminal databases. Low-level misdemeanors and citations are generally not present in the FBI database, so programs that use an FBI check may wish to supplement it with a driver's license check or a state background check to access these records.

  To obtain an FBI check, you must go through your state background check agency. Unfortunately, many states have strict eligibility requirements for FBI checks, and mentoring organizations often don't qualify. When FBI checks are available, they may be very costly or have a lengthy turnaround time.

Mentoring organizations can access FBI checks through SafetyNET through January 31, 2006. MENTOR hopes that the SafetyNET pilot will become a permanent program beyond 2006. Through SafetyNET, any mentoring organization in the country can get an FBI check on a volunteer for $18, with results returned in three to five business days. To learn more about SafetyNET or to apply to join the pilot, visit Mentoring.org/SafetyNET.

Many mentoring programs conduct other types of checks to supplement their criminal background checks. The following are some examples:

1. **Department of Motor Vehicles (DMV) check.** This check provides information about an individual's license records, including license convictions, reportable accidents, license expirations, suspensions or revocations, license restorations, driving under the influence charges (DUIs) and point/insurance reduction completion. Depending on state rules and regulations, the prospective volunteer rather than the mentoring program may need to submit the check. A list of state DMVs is available on the Drunk Driving Defense Web site at *www.drunkdrivingdefense.com/national/dps-offices.htm.*
2. **State sex offender registries.** Most states now have sex offender registries that are available online, making it easy to search several states for an individual. Any crimes that would cause an individual to be on a sex offender registry should show up in a state or FBI criminal background check, but this is a good double check. However, sex offender registries are not reliable as the only method of doing a background check; they depend on the offender to update the registry when he or she moves, so they are usually dated. A list of state sex offender registries is available on the FBI Web site at *www.fbi.gov/hq/cid/cac/states.htm.*
3. **Child abuse registries.** A few states allow organizations that work with children to check an individual against the child abuse registry. These databases often include complaints of abuse that did not result in arrest or prosecution and so would not be in a criminal database. Try contacting your state's department of child welfare to see if the child abuse registry is accessible.

MENTOR strongly recommends that your program conduct criminal background checks for all volunteers. At the same time, criminal background checks are no substitute for personal reference checks and a face-to-

face interview. An interview can give you solid clues as to whether your applicant has the characteristics to make a good mentor, such as patience, flexibility, commitment and an open mind. But only by asking for and then checking with individual personal references will you get a more complete picture of the applicant.

Conduct Face-to-Face Interviews

Review and discuss the mentor position description with candidates to ensure that they understand the program's expectations. Know what questions you want to ask before the interview. Explore not only the personal attributes you'll require, but the practical expectations as well. Will the mentor's daily routine leave adequate time for a mentoring relationship? Is the candidate close enough geographically to the meeting location so that transportation will not pose a problem? Will the candidate be comfortable with the level of supervision you intend to provide? Give the applicant the opportunity to ask questions and provide honest, forthright answers.

MENTORING TOOL

See screening tools, including a list of interview questions, in Section VI on the CD.

The Potential Child Molester

Watch out for characteristics and areas of concern that may surface in volunteer screening and carefully explore them with an eye to detecting the high-risk individual. The possession of one or two of these characteristics does not constitute a concern, but if an

INDICATORS OF THE POTENTIAL CHILD MOLESTER

- Over-identification with children: in his or her interaction with children, regresses to their level of behavior, relinquishes adult role and responsibility, or tends to become more like the child.
- Exaggerated animation around children: eyes light up and expression heightens in reference to children.
- Premium on one-on-one activities: prefers low visibility over those activities that involve a group.
- Indication of anxiety regarding adult sexuality.
- Extremely judgmental attitude toward homosexuality.
- Describes the type of child he or she wants to mentor in specific terms, emphasizing specific physical or emotional characteristics (e.g., wants child with blonde hair, age nine, very shy).
- Overly anxious to be matched immediately.
- Absence of appropriate peer relationships—confines circle of friends to significantly younger associates.
- History of being abused, neglected or sexually victimized.
- Character immaturity: shy, withdrawn, or passive.
- Police record.
- Dating history or sexual development does not follow "normal" pattern.
- Does not have meaningful relationships with other adults.
- Applicant has found his or her own mentee and tries to get the agency to "legitimize" the match.
- Premature separation from military service.
- Abuse of alcohol or other substances.
- No ambition for responsibility.
- History of moving from job to job or place to place.
- Becomes extremely angry or defensive when asked to submit to a criminal background check, even after the reasons for this are explained.

SOURCE: *THE ABCS OF MENTORING*, MENTORING PARTNERSHIP OF LONG ISLAND, 2003.

overall pattern begins to emerge, it should be discussed with a clinical supervisor (if you have one) or your program coordinator.

Screening Out Mentors[10]

Some people don't make good mentors. There are no hard-and-fast rules other than the obvious ones: criminal record, history of child abuse and so forth. However, you may want to also screen out those who exhibit the following characteristics:

1. Don't have enough time to commit to being consistent in their mentoring;
2. Seem to be volunteering for status or job promotion reasons;
3. Hold rigid opinions and don't seem open to new ideas;
4. Seem too concerned about what a mentee can do for them;
5. Want to be a mentor so they can work out problems from their own past; or
6. Do not have skills that match your program's needs.

How to Say No

If a potential mentor exhibits any of these traits, it is best not to accept that applicant. Remember, there is no legal right for interested volunteers to serve as mentors. You may want to offer the volunteer a different opportunity, so it's a good idea to be prepared with a list of volunteer assignments other than mentoring: fundraising, office work, public relations and so on. When you must turn down an applicant, here are some things you might say:

1. "We have no mentees who would match well with you at this time."
2. "Your skills and interests don't fit our mentoring profile, but we'd like to have you involved with the program. Might I suggest some other important volunteer opportunities?"

Interviewing Mentees

After youth are selected to participate or receive a referral from a parent or caregiver, the next step is to provide an orientation to the youth and parent/caregiver to determine if the program is appropriate to their needs. If the mission of your program meets their needs and expectations, you can then screen the youth through an intake interview.

Focus the interview on the youth's eligibility for participation. Use it to assess the youth's attitude and interest in the program and to help you make an appropriate match. You can also use the interview to gather personal information about the youth and outline the program expectations and policies to the parent/caregiver. If you determine that the youth could benefit from participation in the mentoring program, have the parent/caregiver complete and sign a consent form and arrange for the mentee to receive training.

Hold Orientations

MENTORING TOOL

See orientation and training agendas and handouts in Section VI on the CD.

Conducting orientations as part of the screening process can also serve as a mechanism to weed out prospective participants who do not have the time or the motivation to participate in the program. Detailed information on mentor and mentee orientation sessions is included in the following section.

ORIENT AND TRAIN MENTORS, MENTEES AND PARENTS/CAREGIVERS

Establish a schedule that includes orientation and training for mentors and mentees. In this section, we will focus on key components for orienting, training and supporting mentors and mentees.

Mentor Orientation

By providing prospective mentors with a pre-match orientation, you allow them to make a more informed decision about whether to participate in your program. It also gives them the chance to meet other prospective

mentors and begin an informal support group. Make sure all your program staff members attend mentor orientations.

Provide an Overview of the Program, Clarify Roles, Responsibilities, Expectations and Discuss How to Handle a Variety of Situations

In order to adhere to the *Elements of Effective Practice*, your agenda should include the following:

- An overview of the program, including mission and goals;
- The qualities of successful mentors, including a mentor job description that outlines program expectations and requirements;
- A description of eligibility, the screening process, suitability requirements and length of the screening and matching processes;
- The level of commitment expected (time, energy, flexibility, frequency);
- Benefits and rewards of participation;
- A summary of program policies, including those governing privacy, communications, liability and evaluation; and
- Safety and security, including use of the Internet.

You can use this opportunity to handle administrative matters, such as having prospective mentors fill out program forms, personal reference forms and release forms for criminal background checks. This is also a good time to distribute your schedule of mentor training sessions. Allow enough time for questions and answers at the end of the orientation. Your prospective mentors should clearly understand the goals of your mentoring program as well as a mentor's roles and responsibilities.

Mentor Training

The investment you make in initial and ongoing training of mentors contributes to the success of your program in a number of ways. Your training should be geared to helping mentors achieve the following:

- Become more skilled at developing caring mentoring relationships;

MENTORING TOOL

See training handouts on building relationships in the appendix of Section VI.

- Learn about the challenges and barriers their mentees face and how to become more sensitive to those challenges and their effect on mentees; and
- Gain confidence in their ability to make a difference in the lives of their mentees, which will motivate and sustain their enthusiasm for the program.

Mentors are most successful when they receive thorough training *before* they are matched with young people and receive coaching and support *throughout* their involvement. Mentors can fill many roles; experience from established mentoring programs reveals four major tasks that mentors typically carry out. During initial trainings, make sure you cover the four major tasks[11] of mentoring:

1. **Establishing a positive personal relationship.** The quality of each mentoring relationship depends on the extent to which the mentor and the mentee come to know, respect and trust each other. A relationship with a supportive person is the most important factor in a young person's personal growth. Youth participants often gain a sense of self-worth when they recognize that a caring adult other than their parent is willing to invest time and energy with them. To ensure that a positive personal relationship develops, your training should cover effective communication skills, the lifecycle of a mentoring relationship, mentor do's and don'ts, how to deal with emotional issues young people may have, how to work with mentees' families, how to handle difficult situations and how to say goodbye when a mentoring relationship ends. Role-playing is an effective method to help prospective mentors learn how to deal with these issues.
2. **Helping young people develop life skills.** Mentors can help mentees develop life-management skills, such as decision making, values clarification and long-range planning. Through these skills, the young person can gain economic independence and personal empowerment. To facilitate the development

of these skills, your training should teach mentors how to help young people build their communication skills, manage time and set goals.

3. **Assisting in case management.** Through training, mentors can become knowledgeable about the social services available in their mentees' communities and, in collaboration with program staff, help their mentees access these services. Training should also help mentors understand what they are required to report to the mentoring program coordinator should their mentee share anything that could affect the mentee's safety. In addition, training should help prospective mentors know what documentation they must regularly provide to the program coordinator to facilitate effective monitoring of the match. Such documentation should include monthly activity reports.

4. **Increasing awareness of and ability to interact with other social and cultural groups.** Training should help mentors better understand multicultural issues, as well as issues currently affecting youth. Characteristics of youth and strategies on how to work with different age groups are included in the appendix of this section and in the adolescent development section of the *Community Mentoring for Adolescent Development* manual, which can be downloaded at *www.mentoring.org/training_manual.*

While you should cover all of these tasks thoroughly, you'll want to prioritize them according to your program's goals and the training needs of your mentors.

Every quarter, provide your mentors with ongoing training and support. Bring them together to ask questions, exchange ideas and share experiences. Also, consider inviting guest speakers, such as former mentors and mentees, to share their experiences. Such give-and-take helps create a mentor network and support group. In addition, ensure that your mentors understand that they can turn to your program coordinator for guidance and help whenever difficulties arise in their mentoring relationships.

Additional topics for ongoing mentor training include the following:

- Clarifying values;
- Solving problems;
- Learning counseling skills;
- Understanding youth;
- Dealing with substance abuse;
- Learning leadership skills; and
- Understanding emotional problems.

Mentee Orientation and Training

At the mentee orientation, outline your expectations for the youth who are participating in your mentoring program. Make roles and responsibilities clear to minimize the potential for misunderstandings.

In addition, youth participants need the opportunity to address their concerns about mentoring. In developing your curriculum, put yourself in the young person's shoes. Make sure the orientation answers questions such as these:

- Who is this person I'll be spending time with?
- What can mentoring do for me?
- How much time will mentoring take?
- Are all this time and effort worth it?

Give young people the opportunity to talk about what they want to get out of the mentoring program. Also, schedule time for them to get to know one another and begin developing a sense of community with other participants.

Consider including these additional topics in the orientation or training:

- What to expect—and what not to expect—from mentors;
- Basic communication skills (nondefensive statements, assertiveness, listening skills);
- Ways to interact with mentors (activities, problems mentors can help with); and

- What to do when things aren't working out with a mentor (basic problem-solving and conflict resolution skills).

Invite parents/caregivers to the orientation and hold a question-and-answer session afterward to allay any fears and address additional concerns. Parental participation and consent are crucial to creating the atmosphere for a successful mentoring relationship. Assure the parent/caregiver that the mentor's primary role is to provide guidance and friendship to the child, not to become a substitute parent. Involve parents/caregivers by asking them to do the following:

- Notify their child's mentor or the program coordinator when their child can't make it to a scheduled meeting;
- Attend and help with group meetings or end-of-year celebrations; and
- Meet with the program coordinator to share concerns and assess progress.

MATCH MENTORS AND MENTEES

MENTORING TOOL

See matching criteria, in Section VI on the CD.

A review of "What Makes a Successful Mentoring Relationship?" in Section III will be helpful as you embark on matching young people with the most appropriate mentors. When you are considering potential matches, ensure that the prospective mentor and mentee:

- Meet your program's eligibility criteria;
- Share some or all of the following traits: gender, age, language requirements, availability, needs, interests, geography, life experience and temperament; and
- Are committed to the conditions of the match and the mentoring relationship.

Successfully matching mentors with youth takes preparation. Give mentors and mentees an opportunity to do the following:

- State their needs and personal preferences with regard to the match;
- Know how matching decisions are made; and
- Request a different match if, after a reasonable effort, the original match is not satisfactory.

Use Established Criteria

In matching mentors with young people, you'll need to use preestablished criteria, which may include these points of compatibility:

- **Personal preferences.** Mentors and youth may request someone of the same gender, a certain age range or another characteristic. You should honor such requests whenever possible.
- **Temperament.** Try to ensure that personality and behavior styles mesh. Does the mentor have a nurturing, familial approach or a more formal approach? Match the mentor with a young person who responds best to that mentor's particular style.
- **Life experiences and interests.** All else being equal, matches made on the basis of similarities (e.g., hobbies, lifestyle and family makeup) usually lead to strong relationships. (See Dr. Jean Rhodes' article "What Makes Mentoring Work," which can be found in the Research Corner at Mentoring.org.)
- **Race.** Depending on your program's goals, race may be an important factor in the matching process. Pairing mentors with young people of the same race can encourage greater candor and frankness. That kind of strong rapport between mentors and young people is essential in forging a trusting, long-term relationship.

Some programs allow young people to choose their own mentors. Self-selection can help relationships form more naturally, on the basis of mutual interest. On the downside, this may mean a mentor's preference can't be honored. Mentors or youth who do not get their first choice may be disappointed.

Arrange an Introduction Between Mentors and Mentees

MENTORING TOOL

See icebreakers and group activities in Section VI on the CD.

After you have matched a mentor with a mentee; give each one basic information about the other. The type of information you provide will depend on the type of mentoring you offer. For example, if your mentoring pairs meet strictly on site at a school or community center, you would not provide home addresses and telephone numbers. On the other hand, if your program is community-based and allows pairs to meet on their own in the community, you would need to supply personal contact information.

It's up to the program coordinator to determine how best to arrange for mentors and mentees to meet for the first time. Pairs can meet in a group setting or individually. Some programs hold a group meeting and provide mentors and mentees with nametags. Mentees must mingle in the crowd to find their mentor. Icebreakers are useful for the first mentoring meetings; for example, you could have mentors and mentees interview each other.

Ensure Mentors, Mentees and Parents/ Caregivers Understand and Agree to the Terms and Conditions of Program Participation

All participants should have signed an agreement in which they commit to follow the program's guidelines on training, frequency of contact, confidentiality and meeting documentation. The first meeting is a good time to reinforce these guidelines with mentors and mentees and get them excited about their new relationship.

Rematching Mentors and Mentees

Before you attempt to rematch a mentor with another mentee (or vice versa), the program coordinator should meet with each person to discuss whether it would be possible for either or both to improve their match by making some changes.

You may want to insist on a cooling-off period before you attempt a new mentor/mentee match, especially if either partner is angry or needs to learn more interaction skills. It's important for both the mentor and the mentee to feel closure with their previous relationship before they are matched with someone else. You may need to divert the mentor's energy into volunteering in another capacity if that individual seems unable to work well as a one-to-one mentor. In some cases, you may need to end a volunteer's involvement altogether.

Despite your best efforts, some matches will falter, but you don't have to struggle with these challenges alone. Look to the appropriate resources listed here or turn to mentoring peer professionals or MENTOR's State and Local *Mentoring Partnerships* for guidance or support before you dissolve a troubled mentoring relationship. Learn from these experiences and apply the lessons to the successful matches you'll be making in the future.

Review "Provide Ongoing Support, Supervision and Monitoring of Mentoring Relationships" later in this section for additional information on troubleshooting matches and recommendations on how best to provide support and monitoring of mentoring relationships in your program.

BRING MENTORS AND MENTEES TOGETHER FOR MENTORING SESSIONS THAT FALL WITHIN THE PROGRAM PARAMETERS

Provide Safe Locations and Circumstances

It's paramount that program participants meet in safe and comfortable locations. Mentoring meetings and activities form the basis for the development of trusting and caring relationships between mentors and mentees. Successful mentoring programs do the following:

- Foster a sense of ownership and belonging among volunteers and participants. Be sure to get participants involved in planning program activities.

- Sponsor a mix of group activities that support program goals and encourage interaction among all participants in addition to one-to-one activities. Group activities foster a sense of community for both mentors and mentees, providing informal support for the mentors and a strong support system for mentees. Examples of group activities are field trips, social get-togethers, community service projects, recreational/cultural events, awards and recognition events and skill-building workshops.

MENTORING TOOL

See activity ideas, goal-setting forms and Internet resources in Section VI on the CD.

Provide Resources and Materials for Activities

Although the final mix of activities will be decided in part by the mentors and participants, some activities should be built into the program design and are strongly encouraged.

EXAMPLES OF MENTOR ACTIVITIES

Type of Activity	Examples
Skill-building workshop	Interviewing practice, goal setting
Social get-together	Picnic, potluck dinner, parents' night
Recreational/cultural	Concerts, sporting events, mentoring program sports teams (bowling, softball)
Field trips	Museums, colleges, local businesses
Community service	Neighborhood cleanup
Awards/recognition	Parent/family night, formal reception

PROVIDE ONGOING SUPPORT, SUPERVISION AND MONITORING OF MENTORING RELATIONSHIPS[12]

Successful mentoring relationships do not just happen. Although most mentoring pairs will derive enough pleasure from the experience to keep them going, some reach an impasse that makes them begin to doubt their willingness to continue. That's why providing ongoing support and supervision is so important.

MENTORING TOOL

See survey forms and guidelines in Section VI on the CD.

Offer Continuing Training Opportunities for Program Participants

Programs should offer special training sessions on a wide array of topics, including diversity and cultural sensitivity, conflict resolution, problem-solving skills, teen sexuality and pregnancy, communication skills and skills for setting limits. In the "Orient and Train Mentors, Mentees and Parents/Caregivers" section, we listed some possible training topics. You may also want to repeat popular training topics.

Communicate Regularly with Program Participants and Offer Support

The program coordinator should contact each mentor within the first two weeks of the match to see how things are going, then follow up every two weeks for the next few months. Contact can be made by phone, by e-mail or in person. Once the relationship appears to be making progress, the program coordinator might try contacting mentors once a month to ensure that the match continues to make progress and to address any problems that may arise.

Another way to offer support to participants is to observe and interact with mentors and young people during planned activities.

Help Mentors and Mentees Define Next Steps for Achieving Mentee Goals

Refer to the CD for sample goal-setting activities, and look for sample forms in MENTOR's *Learn to Mentor Tool Kit* at *www.mentoring.org/mentor_training* or *www.mentoring.org/mentee_training.*

Bring Mentors Together to Share Ideas and Support

Schedule regular opportunities for groups of mentors to come together to discuss common problems and to socialize. Include time for problem-solving, discussion, ongoing training and networking. You may want to divide each meeting into sections by topic or dedicate a meeting to one activity (e.g., problem-solving). Consider holding similar sessions with mentees. Use the feedback to refine your program and increase mentor/mentee retention.

Establish a Process to Manage Grievances, Resolve Issues and Offer Positive Feedback

Establish a formal process for managing grievances, rematching mentors and mentees, solving interpersonal problems, handling crises and bringing closure to relationships that end prematurely. Make sure that all participants clearly understand the process and that relevant documents are maintained in a confidential file.

Assist Mentors and Mentees Whose Relationship Is Not Working Out[13]

Working to effect positive change in someone's life is an unpredictable business, and mentoring isn't always easy. Because mentoring involves creating a new personal relationship, disappointments and hurt feelings are possible. Many problems that arise out of misunderstandings are not addressed. Frequently these misunderstandings come from cultural, ethnic or religious differences. It's important to have a set procedure for handling potential conflicts within a pair before issues arise. Establish a policy that encourages mentors and mentees to talk openly and honestly, and to inform the program coordinator immediately of questions or struggles in their relationship. The primary objective when the mentoring pair experiences difficulties is to help them successfully resolve their own differences. Healthy, supportive relationships depend on candid give-and-take between mentoring pairs and program staff.

You can also help in the following ways:

- Coach the mentor and mentee separately;
- Bring them together for a mediated discussion;
- Introduce the problem to a support group of mentors; and
- Introduce the problem to a support group of mentees.

Finally, stay alert for mentors or mentees who want a new match right away or who are not compatible with their second or third mentor or mentee. Their complaints may signal other problems.

Ensure Appropriate Documentation is done on a Regular Basis

For information on the types of documentation to gather, refer to "Design a System to Monitor the Program" in Section V, How to Manage a Program for Success.

RECOGNIZE THE CONTRIBUTIONS OF ALL PROGRAM PARTICIPANTS

MENTORING TOOL

See ideas for recognition in Section VI on the CD.

Providing recognition for significant contributions and accomplishments is an important component of a healthy, safe and rewarding mentoring environment. Little things—a pat on the back, the positive mention of one's name—do matter. Both public recognition and private kudos for a job well done boost morale, foster team spirit and raise retention rates across the board: mentees, mentors, volunteers and staff alike.

Sponsor Recognition Events

Consider holding a formal event—such as an annual breakfast, lunch or dinner—to recognize the hard work and dedication of everyone involved with the mentoring program. Planning a major recognition event can be time-consuming but is well worth the effort. Hold at least one event a year to allow mentors and mentees to be recognized not only by their peers in the mentoring group but also by the community at large.

Recognition Tips

The following are some ideas for recognition events:

- Recognize outstanding mentor and mentee efforts, especially in reaching personal goals, such as improved grades or maintaining perfect school attendance for a specified time (e.g., one month, two months);
- Encourage mentors to tell the story of their involvement, both through organization-sponsored programs and through their own initiative. (One of the most effective recruitment tools is having mentors ask their friends and colleagues to mentor);
- Develop special recognition programs, such as a "match of the month" to honor mentors and mentees; and
- Ask your advisory group to recognize and congratulate mentors and reiterate their personal commitment to mentoring.

Who doesn't feel good when they've received a compliment, an award, a good grade? What child would not like to have a trophy, a ribbon, a certificate of merit with their name on it, displayed in his/her room? This is especially important for mentees who may not have such experiences often. Your mentoring program can do wonders for a child's self-esteem and level of hope by making recognition of the child's accomplishments—both great and small—an integral part of your operations.

Make the Community Aware of the Contributions Made by Mentors, Mentees, Supporters and Funders

- Invite local media to cover the event.
- Spotlight mentors' contributions in articles about them in organization newsletters, via e-mail, on bulletin boards—in whatever ways the organization spreads the word.
- Work with local print and electronic media to run stories about your mentoring program. National Mentoring Month (January) and National Volunteer Week (in April) are perfect tie-ins.
- Nominate mentors for local or national volunteer recognition awards, but be sure to get their consent first.

Actively Solicit Feedback from Mentors and Mentees Regarding their Experiences

For information on soliciting feedback from mentors and mentees, refer to "Establish a Public Relations/Communications Effort" in Section V, How to Manage a Program for Success.

Use Information to Refine the Program and Retain Mentors

Mentors and mentees need to feel that they are part of your organization and that their feedback is valuable. If they submit feedback, be sure to acknowledge it, and if appropriate use it to improve your program.

HELP MENTORS AND MENTEES REACH CLOSURE

Mentoring relationships change over time and may end for any number of reasons:

- A mentor and mentee pair do not get along;
- Either the mentor or the mentee drops out of the program;
- Life circumstances make it difficult or impossible to continue the relationship (a mentor is transferred to another city or changes in family responsibilities or living situations occur for the mentor or the mentee);
- The mentee reaches a level of self-sufficiency with the particular mentor so that mentoring is no longer needed; or
- The program ends.

MENTORING TOOL

See closure resources in Section VI on the CD.

As with the end of other relationships, mentors and mentees are likely to have mixed feelings. If the relationship ends prematurely or on a negative note, one or both may feel angry, rejected, depressed or guilty. For young people with low self-esteem, the end of a mentoring relationship may reinforce attitudes of worthlessness and hopelessness. It may not be possible to have a formal closure process for both the mentor and the mentee because of circumstances surrounding their departure from the mentoring program. In these instances, it's important to reach out to each participant to provide closure.

Remind both mentor and mentee that their relationship is not necessarily ending but instead is transitioning from formal mentoring. When mentors no longer are needed for intensive support and nurturing, they can still hold an important place in their mentees' lives.

Think of the ending of a mentoring relationship as a process rather than a singular event. Establish a process for your program and include it in your policies and procedures manual. Be sure to follow these procedures every time a relationship ends—no matter what the reason.

Conduct Private, Confidential Interviews with Mentors and Mentees

Have mentees and mentors meet with staff and with each other. Listen to and support both as they sort out what happened in the relationship and what (if anything) went wrong, and help them remember the good aspects of the relationship and the positive things they did.

Provide them with questions they should ask of themselves and each other that will help them articulate thoughts and feelings, such as these:

1. What was the most fun activity?
2. What should I *not* do again?
3. Did we achieve the goals we set?
4. What did we learn from each other?
5. What will we take from the relationship?

Ensure Mentors, Mentees and Parents/Caregivers Understand the Program Policy on Meeting Outside the Program

During the exit interview, review your program's policies about mentors and mentees contacting each other outside the program, and help the mentee define the next steps for achieving personal goals.

Checklist of Program Progress: PROGRAM OPERATIONS

As you work to ensure strong, everyday operations for your program, as outlined in the *Elements of Effective Practice,* use the checklist below to gauge your progress. Checking off the items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures, and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

1. Recruit Mentors, Mentees and Other Volunteers

A written recruitment plan with multiple strategies

- ❑ Our program has a written recruitment plan, which includes:
  - ❑ Goals for recruitment;
  - ❑ Potential sources of types of volunteers most appropriate for our youth population;
  - ❑ A timeline of scheduled activities;
  - ❑ Designation of program staff responsible for recruitment activities; and
  - ❑ Budget for recruitment efforts.
- ❑ Our program tailors its recruitment pitch to target specific audiences.
- ❑ We have written job descriptions that are used in our recruitment efforts to define eligibility for participants, including mentors, mentees and parents/caregivers.
- ❑ Recruitment materials describe the level of commitment involved (e.g., frequency, longevity).
- ❑ Our program makes it a priority to integrate our community partnerships and connections into our recruitment efforts.
- ❑ We conduct awareness and information sessions for potential mentors.
- ❑ Our recruitment plan is regularly reviewed and revised.

2. Screen Potential Mentors and Mentees

Established mentor/mentee intake procedures

- ❑ Our program has a step-by-step written intake procedure for both volunteers and youth.
- ❑ Copies of these procedures are kept in our program's policy and procedure manual.
- ❑ The steps of the procedures are clearly explained to volunteers and youth at several points.
- ❑ We have an established tracking system for volunteers and youth as they move through the steps of the intake procedures.
- ❑ Our procedures are effective for both customer service and risk management.
- ❑ Our intake procedures are regularly reviewed and revised as needed.

Appropriate mentor screening procedures

- ❑ Our program has a step-by step written screening procedure.
- ❑ Our program has developed a mentor job description that acts as an initial screening tool.

- ❑ Our minimum screening requirements are:
  - ❑ Written application with a release statement agreeing to a background check, an agreement to abide by program rules and a statement discharging the program from liability and claims;
  - ❑ Reference checks (two to three non-family personal or work references);
  - ❑ Face-to-face interview;
  - ❑ Criminal background check and checks of available sexual offender and child abuse registries; and
  - ❑ Other checks as appropriate (e.g., a motor vehicle license check if the program is community based; a home site visit if the program is community based).
- ❑ We have a formal, written interview process with standard questions.
- ❑ We keep all applications and screening results on file.
- ❑ Our screening process also looks at the non-criminal factors that may render an applicant ineligible or inappropriate for our program.
- ❑ We have a written list of disqualifying offenses and mitigating circumstances that mirrors our eligibility policies.

3. Orient and Train Mentors, Mentees and Parents/Caregivers

Initial orientation for prospective mentors and mentees

- ❑ Our program provides an initial orientation for prospective mentors and mentees.
- ❑ Our initial orientation covers the program's history, mission and positive outcomes.
- ❑ Our orientation also covers eligibility, roles, responsibilities and expectations of participating in the program.
- ❑ Our orientation includes program policies and practices, including expectations of mentors, confidentiality and liability information.
- ❑ We ensure that mentors, mentees and parents/caregivers understand program policy regarding their meeting outside of the program.
- ❑ Our orientation "sells" who we are and what we do.
- ❑ We track who participates in orientations and have a written procedure for following up with participants.
- ❑ We have pre-match training for all new mentors and mentees.
- ❑ Our program has a written training curriculum for both mentors and mentees.
- ❑ Our curriculum addresses the following topics:
  - ❑ Program history, mission and goals;
  - ❑ Program policies and procedures;
  - ❑ Mentor and mentee roles;
  - ❑ Strategies for beginning the match;
  - ❑ Communication skills;
  - ❑ Diversity issues;
  - ❑ Youth development;
  - ❑ How to handle a variety of situations;
  - ❑ Crisis management;
  - ❑ Networks of support;
  - ❑ Child abuse reporting; and
  - ❑ Other topics needed for our specific program.
- ❑ We have post-training evaluations on file for each mentor and mentee.
- ❑ We are able to bring in experts from our community to provide expertise on particular training topics.

4. Match Mentors and Mentees

Established matching procedure

- ❑ Our program has a step-by-step written matching procedure that is followed by all staff members who are making matches.
- ❑ We have developed pre-established matching criteria.
- ❑ Each mentor and mentee in our program has a comprehensive file that includes their application, reference checks, interview responses and other information that will assist staff in making an appropriate match.
- ❑ Our matching procedure puts the needs of the youth first.
- ❑ Our program gives a voice to the parent in the matching process.
- ❑ Our program arranges an introduction between mentors and mentees.
- ❑ Our initial meeting between matches is structured, with clear goals and objectives.
- ❑ We ensure that mentors, mentees and parents/caregivers understand and agree to the terms and conditions of program participation.
- ❑ We have developed contingency plans for failed matches.

5. Bring Mentors and Mentees Together for Mentoring Sessions That Fall Within the Program Parameters

- ❑ We provide safe locations and circumstances for pairs to meet.
- ❑ Our program provides mentors with resources and materials for activities.
- ❑ Our mentoring activities are based on the mentees' needs and are fun for the mentees.

6. Provide Ongoing Support, Supervision, and Monitoring of Mentoring Relationships

Established procedure for monitoring matches

- ❑ Our program has a step-by-step written procedure for monitoring matches.
- ❑ Our program's procedure has a set schedule of when program participants should be contacted.
- ❑ We communicate regularly with program participants and offer support.
- ❑ Our program has developed appropriate tracking tools and a list of questions to ask during check-ins.
- ❑ We have identified staff members who are responsible for monitoring matches and have provided them with any training they may need.
- ❑ Program staff members are aware of other community resources and support systems that can help with problems outside the scope of our program.
- ❑ Our program has an accessible record-keeping system that keeps track of the progress of the match and ensures that appropriate documentation is done on a regular basis.
- ❑ We help mentors and mentees define next steps for achieving mentee goals.
- ❑ Our program has a procedure in place for managing grievances, resolving issues and offering positive feedback that are revealed throughout the monitoring process.

Support, ongoing training, and recognition for volunteers

- ❑ We make it easy for mentors to contact and get help from staff.
- ❑ Our program offers frequent ongoing training opportunities for our mentors and mentees.
- ❑ We ask mentors what additional support and training they need.

- ❑ Our program uses feedback from volunteers and youth to determine the content and scope of ongoing training activities.
- ❑ Participants in training sessions fill out evaluations that are kept on file and used to improve the program's training efforts.
- ❑ Our program provides mentors with resources, staff involvement and other types of personalized support on a case-by-case basis.
- ❑ We give mentors information about situations requiring staff notification (e.g., indications of child abuse, suicidality).
- ❑ Mentors can participate in a facilitated support group or other support systems to share ideas and receive support.

7. Recognize the Contribution of All Program Participants

- ❑ We recognize mentors, mentees, other participants, funders and organizations that sponsor or contribute to the mentoring program.
- ❑ Our program regularly recognizes and thanks mentors in a variety of meaningful ways.
- ❑ We sponsor recognition events.
- ❑ We make the community aware of the contributions made by mentors, mentees, supporters and funders.
- ❑ We actively solicit feedback from mentors and mentees regarding their experiences and use the information to refine the program and retain mentors.

8. Help Mentors and Mentees Reach Closure

Established match closure procedure

- ❑ We have defined procedures for handling both unexpected and planned terminations.
- ❑ Our program has step-by-step written procedures for deciding when to terminate a problematic match.
- ❑ Our program has written closure procedures that factor in the many different reasons why a match may end.
- ❑ We conduct private, confidential interviews with mentees and mentors.
- ❑ Our procedure provides support and assistance to the youth, the volunteer and parents/caregivers.
- ❑ Staff is trained to recognize and respond to indicators that the young person is being adversely affected by the termination.
- ❑ Our program ensures that mentors, mentees, and parents/caregivers understand program policy regarding their meeting outside the program. This policy is outlined in a written contract that is signed by all parties at the time of closure.

Adapted from *Checklist of Program Progress,* Oregon Mentors, *Youth Mentoring: A Primer for Funders,* The Connecticut Mentoring Partnership and *Elements of Effective Practice,* second edition, MENTOR/National Mentoring Partnership.

Additional Resources

Mentor Recruitment

- Best Practices Summary on Mentor Recruitment from Online Community Forum, 2003 MENTOR/National Mentoring Partnership
  www.mentoring.org/mentor_recruitment
- Best Practices Summary on Mentor Retention from Online Community Forum, 2003 MENTOR/National Mentoring Partnership
  www.mentoring.org/mentor_recognition
- *Mentoring Month Handbook*, Texas Governor's Mentoring Initiative, 2004
  www.onestarfoundation.org/onestar/mentoring/nmm/mmt_handbook_04.html
- *Recruiting Male Volunteers: A Guide Based on Exploratory Research*, by Stephanie T. Blackman, Corporation for National Service, 1999
  www.energizeinc.com/download/blackman.pdf

Mentee Recruitment

- Ten Tips to Mentoring Youth with Disabilities, Progressive Research and Training for Action
  www.prtaonline.org/PDF Files/Ten Tips to Mentoring YWD.pdf

Screening

- Child Sexual Abuse Risk Exposure Matrix, adapted from, *Screening Volunteers to Prevent Child Sexual Abuse: A Community Guide for Youth Organizations*, National Collaboration for Youth, 1997
  www.mentoring.org/risk_matrix
- *Screening Volunteers to Prevent Child Sexual Abuse: A Three-Step Action Guide*, National Collaboration for Youth, 1997
  www.nassembly.org/nassembly/NAPublications.htm
- *Criminal History Record Checks*, John C. Patterson, Nonprofit Risk Management Center, 1998
  www.nonprofitrisk.org/csb/csb_crim.htm
- *Mentoring Essentials: Risk Management for Mentoring Programs*, Dustianne North, MSW, and Jerry Sherk, MA, 2002
  www.emt.org/userfiles/RiskManagement.pdf
- *More Than a Matter of Trust: Managing the Risks of Mentoring*, Nonprofit Risk Management Center, 1998
  www94311.temp.w1.com/pubs/mentor.htm

Mentor Orientation and Training

- *Learn to Mentor Online Training,* MENTOR/National Mentoring Partnership
  www.mentoring.org/mentor_training
- *Learn to Mentor Tool Kit*, MENTOR/National Mentoring Partnership
  www.mentoring.org/mentor_toolkit

- *Community Mentoring for Adolescent Development Manual*, Baylor University and MENTOR/National Mentoring Partnership, 2004
  www.mentoring.org/training_manual
- *A Training Guide for Mentors*, National Dropout Prevention Center, 1999
  www.dropoutprevention.org
- *Mentoring Answer Book*, Big Brothers Big Sisters of McHenry County
  www.mentoringanswerbook.com
- *Mentor Guide, For People Working with Children of Promise*, National Crime Prevention Council, 2004
  www.mcgruffstore.org
- 40 Developmental Assets, Search Institute
  www.search-institute.org/assets/forty.html

Mentee Orientation and Training

- *Preparing Mentees for Success, A Program Manager's Guide*, Dustianne North and Jerry Sherk, The EMT Group, Mentoring Plus, Workshop Series 6
  www.emt.org/userfiles/MenteeSeries6.pdf

Activities

Publications

- *My Mentor and Me*, (2000) by Dr. Susan G. Weinberger, published by The Governor's Prevention Partnership for the Connecticut Mentoring Partnership Three versions, for elementary, middle and high school ages. Outlines weekly mentoring activities. Cost: $5.00 each.
  https://secure.entango.com/donate/dvCLgqAxDXF
- *The Nine Winning Practices™ iPractice Workbook*, ReBrilliance
  Cost: $3.50 each plus tax and S&H
  www.rebrilliance.com/9page.html
- *Encouraging the Spirit of Mentoring—50 fun activities for the ongoing training of teacher-mentors, volunteer mentors and youth workers*, Robin Cox
  www.essentialresources.co.nz/newrelease
- *McGruff® and Scruff®'s Stories and Activities for Children of Promise,* National Crime Prevention Council, 2004
  www.mcgruffstore.org

Web sites

- Mentoring Activity Links, MENTOR/National Mentoring Partnership
  www.mentoring.org/mentors/support/activity_links.php
- World of Work Activities for Mentoring Pairs, New York City Department of Education's New York City Mentoring Program
  www.owenconsulting.com/resources.office.php
- Yahooligans, the Web Guide for Kids
  http://yahooligans.yahoo.com/

- Preparing for the Future Web Links, Owen Consulting
  www.owenconsulting.com/resources.php
- The World Factbook (for cultural activities), Central Intelligence Agency
  www.cia.gov/cia/publications/factbook/index.html

Recognition

- Mentor Store, MENTOR/National Mentoring Partnership
  www.mentoring.org/store.php

SECTION VI TOOLS ON CD

* Select tools denoted with an asterisk also appear in the print version of the tool kit.

Recruitment

- Tips for Recruiting and Retaining Your Mentors* 117
- Tips for a Mentor/Mentee Recruitment Package
- Mentor Recruitment Plan
- Proven Guidelines to Increase Response to Promotions and Recruitment Campaigns* 119
- CEO Letter
- Goals for a Successful Mentor Recruitment Session (For workplace-based mentoring)
- Mentor Volunteer Description: BronxConnect
- Mentor Position Job Description
- Mentor Position Job Description (For friendship-based mentoring)
- For Parents with Children in Mentoring Programs: Guidelines and Ground Rules* 121
- What Makes a Good Mentor?* 125
- Qualities of Successful Mentors* 127
- Release Time Statement

Screening

Guidelines, Tips and General Information

- Recommended Mentor Screening Standards/Guidelines for Mentoring Programs* 129
- Mentor Application/Screening Process Overview* 131
- Prospective Mentor Requirements Checklist* 133
- Mentor Interview Form
- Mentor Agreement
- Volunteer Acceptance Letter
- Letter to Inform of Non-Acceptance
- Letter to Offer Volunteer Position Other Than Mentoring

The Mentor

- Cover Letter for Volunteer Application
- Mentor Application
- Mentor Release Statement
- Mentor Reference Check Questions
- Mentor Reference Check (to be mailed)

The Mentee

- Mentee Application
- Mentee/Parent Contract
- Teacher Recommendation Form
- Parent/Guardian Permission Letter (For school-based mentoring)
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- Mentors Want to Know* 143
- Characteristics of Children and Youth
- Characteristics of High-Risk Students

For the Mentee and Parent/Guardian

- Orientation Agenda for Mentees and Parents/Guardians
- Tips for Intake and Orientation for Mentees and Parents/Guardians
- Mentee Roles and Responsibilities and Worksheet
- Photo Release Form

Training

- Mentor Training Agenda
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- Tips for Building a Mentoring Relationship* 145
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- Mentor Training Letter of Completion and Certificate

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- Tips and Considerations for the Matching Process* 151
- Mentor Match Agreement
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- Mentor Matching Form
- Ice Breakers/Mixers
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- A Year's Worth of Mentoring Activities
- Why Are You So Special?
- Who Am I?
- What Will We Do Each Week?
- Topics for Discussions Between Mentors and High School-Age Youth
- Writing Goals and Objectives and Worksheet
- Mentoring Activity Links
- Sock Game
- Find Someone Who…
- Practical Skills for Tutoring

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- Agency Match Support Outline
- Mentor Feedback
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- Recognition of Mentors
- 101 Ways to Give Recognition to Volunteers

Structured Match Closure

- Mentee/Mentor Termination Ritual*... 157
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- Closure
- Closure Interview Form

TIPS FOR RECRUITING AND RETAINING YOUR MENTORS

RECRUITING YOUR MENTORS

Target and Inform Your Audience:

- Identify internal and external target audiences;
- Craft a powerful message and talking points;
- Send a packet of information and FAQs for use during National Mentoring Month (January); and
- Enlist a celebrity spokesperson.

Build Community Commitment:

- Make presentations to local organizations;
- Check media editorial and community calendars for best times to publicize;
- Publicize stories and testimonials of local mentors;
- Ask local media for public service announcements and coverage during National Mentoring Month;
- Set up media interviews for print media, TV, and radio;
- Ask local businesses, hospitals and state agencies to help you recruit employees; and
- Ask churches, schools, community-based organizations, nonprofits and local businesses to publish articles.

Mobilize Community Action:

- Create a call to action;
- Create a media blitz;
- Host special events to recruit volunteers and increase community awareness;
- Celebrate milestones during the year;
- Compile reports, testimonials, photos, achievements, media clippings and coverage;
- Publicize numbers of recruits and good-news stories as the year progresses; and
- Debrief on successes and need for improvements as you plan next year's celebration.

RETAINING YOUR MENTORS = CARE

*C*ommunication

- Mentors should receive appropriate information from the provider organization regarding any special needs the mentee might have. And mentors should feel free to mention any problems they are experiencing so that your organization and your volunteers can work together to solve them.

*A*ppreciation

- Mentors should be thanked often and effusively, by both their mentees and your organization.

*R*espect

- Mentors should be greeted warmly and with respect each time they come to mentor.

*E*njoyment

- Mentors should have a good time mentoring and should look forward to being with their mentees.

Courtesy of Texas Governor's Mentoring Initiative.

PROVEN GUIDELINES TO INCREASE RESPONSE TO PROMOTIONS AND RECRUITMENT CAMPAIGNS

1. **Ask your mentors to recruit their friends and colleagues to mentor.** Mentors are the best people to sell your program and volunteer opportunities. Research has shown that personally asking people to mentor or volunteer is one of the most effective recruitment strategies.

2. **Use testimonials.** Your audience will likely pay attention to a message from current mentors—people who have enjoyed mentoring and would be willing to recommend it to others—or from mentees themselves. Ask a mentor or mentee (or both) to write a sentence or two describing what they've gained from or enjoy about their mentoring relationship, and ask for permission to use the statement in your promotions. Place such testimonials in quotes prominently at the beginning or top of a letter or flyer, centered in bigger, bolder type.

3. **Be concise!** Keep it to one or two pages, whether it's a letter or a flyer.

4. **Be clear! Avoid complex words or sentences.** Vague "50-cent" words and long sentences disrupt the reader's attention. Use short sentences with everyday words that get to the point.

5. **Use informal, plain English.** Use language that your audience will recognize and feel comfortable with. Stick to concrete, straightforward words and terms.

6. **Make it stand out.** If you can, use a splash of color. Use bright, colored paper for flyers and use a color other than black for important phrases or words in a letter. However, avoid creativity that will distract the audience from the message.

7. **Be concrete.** Use statistics or accomplishments of your program to bring your message to life.

8. **Use sales principles.** First, briefly identify the problem or need, then focus specifically on what you want the reader to do. Identify the value/benefits to the reader of participating in your program.

9. **Don't forget the call to action!** Always clearly spell out the action you want readers to take (call, write, join, etc.). Include the call to action at the beginning of the document and repeat it at the end. Using words such as "now" or "today," as in "call now," gives the need a sense of urgency.

Courtesy of MENTOR/National Mentoring Partnership.

FOR PARENTS WITH CHILDREN IN MENTORING PROGRAMS: GUIDELINES AND GROUND RULES

Following are some basic guidelines and ground rules for helping to make the mentoring relationship a success. They are followed by common questions parents may have about both their role and that of the mentor. Neither are intended to replace or supersede the rules developed by your mentoring program. If you have questions at any time, please contact your program coordinator.

GUIDELINES AND GROUND RULES

- Please do not ask your child's mentor to provide transportation, buy presents, be the disciplinarian, or babysit for your family. The mentor's role is to be a companion to the mentee.

- Please don't discuss your child with the mentor in the presence of your child. If you think there is something the mentor should know, call him/her when your child is away.

- Try to let the mentor know, once in a while, that his/her efforts are appreciated, and please help your child be considerate of the mentor (e.g., remembering his/her birthday, making occasional phone calls).

- Remember, the relationship that exists is between your child and the mentor. Please don't ask that you or siblings be included on outings, and try to avoid excessive quizzing about their visits, so that your child can enjoy having his/her special friend. However, if you feel uncomfortable with any aspect of the match, or if something about the relationship concerns you (i.e., your child is acting secretive or unusual in regard to the match), contact your caseworker immediately.

- The agency strictly discourages overnight stays for the first three months of the match. Exceptions to this include agency-sponsored activities, such as campouts and raft trips. These activities are supervised by staff members of the agency.

- Forgive minor mistakes in judgment. The mentor is neither a trained professional nor perfect. You will probably disagree with him/her sometimes.

- Please don't deprive your child of the weekly visit with his/her mentor as a means of discipline.

- The mentor will tell you when he/she plans to pick up and return your child. Please make a point of being home at these times and call the mentor if your plans change.

- Mentors are encouraged to plan activities that are free or low cost, but we ask that you contribute what you can to the cost of your child's visit with his/her mentor.

- Scheduling the times for the weekly visit can sometimes be difficult, so please be flexible.

- The mentoring relationship needs time to develop—at least three months—so don't judge it too quickly; give it time.

- Notify the agency when you have a change of phone number or address.

- Please keep in mind that all information is confidential and should be shared only with your caseworker.

- The success or failure of a match depends on the cooperation of all the individuals concerned. It is important to discuss your child's match with your caseworker periodically to prevent problems and to keep the caseworker updated. We want your child to have fun and to grow positively from the match.

QUESTIONS AND ANSWERS

What should I do if my child cannot attend a meeting with the mentor?
To encourage responsibility in your child, have him/her call the mentor when a meeting must be rescheduled. If your child is very ill, you may want to call yourself. Be sure you have the phone numbers to reach the mentor at home and at work.

What if family plans conflict with a meeting?
Time with the mentor is not intended to displace time with the family. You should continue your normal family plans, including get-togethers, special trips and vacations. As much as possible, the mentor and your child should plan their time together around your normal schedule. It may be helpful to let the mentor and your child know about planned family events. The mentor and your child should let you know when they are planning special activities. Good advance communication will help avoid conflicts.

Can I or other family members go with my child and the mentor?
A mentoring relationship is special, in part, because it is a one-to-one relationship. Even teens who feel very close to their parents sometimes need to talk with friends outside the family. The mentor is an adult friend with whom your child can talk about things that concern him/her.

The mentor and your child will inform you about their plans each week. If at any time you are uncomfortable with their plans, please let them know. Mentors will be sensitive to parent concerns and will try to find an arrangement that is acceptable to you.

How can I be sure that the mentor will support my rules and regulations?
Talk with the mentor about rules or regulations that you expect to arise in his/her relationship with your child. If you have strict rules about bedtimes, places the youth may not go or foods he/she may not eat, please discuss these with the mentor. By making this information known at the beginning, you can help avoid misunderstandings later.

What if the mentor says things with which I do not agree?
No matter how carefully we match mentors and mentees, you may find some areas where your beliefs or ideas differ from your mentor's. If these are important to you, let the mentor know. You can request that the mentor *not* question your most important beliefs or values when with your child.

Who will pay for the activities for the mentor and youth?
Mentors always pay their own expenses but are not responsible for the child or the family. If the planned activities involve fees, you or your child will be asked to pay for the youth's share. You need not pay for activities you feel are too expensive. The most important part of the mentoring program is the relationship between the mentor and the youth, not a lot of costly activities.

However, because activities help build competence, we hope all mentor/youth pairs can do special things occasionally.

The youth should not expect the mentor to buy things for him/her. As with any friend, gifts should be appreciated when and if they are given, not expected on a regular basis.

If my child has misbehaved, should I allow him/her to see the mentor?
The mentor's weekly visit should *not* be used to discipline your child. Time with the mentor is a pleasure but it is also a time of learning and growth. Punishing your child by denying time with the mentor puts you in opposition to the mentor instead of emphasizing your mutual concern to build your child's competence. Even if your child is grounded, the mentor should be allowed to see him/her.

How often should I be in contact with the mentor, and how much should I say about family problems/concerns?
Get to know the mentor well enough to feel comfortable with him/her being with your child. Before each meeting, discuss plans and time for returning home. Try talking directly with the mentor and your child in front of your child. If there is something the mentor should know, call when your child is not around.

What if there are concerns or questions I don't want to discuss with the mentor?
Please feel free to call the program coordinator. He/she is here to help make the program work for mentees, mentors, and parents. He/she will call you several times during the year to see how things are going. But don't wait for him/her to call; we want to know about anything that concerns you.

Courtesy of "For Parents with Children in Mentoring Programs, Guidelines, Ground Rules, and Answers to Questions," The Resource Center, August 1996.

WHAT MAKES A GOOD MENTOR?

Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models.

Mentors listen.	They maintain eye contact and give mentees their full attention.
Mentors guide.	Mentors are there to help their mentees find life direction, never to push them.
Mentors are practical.	They give insights about keeping on task and setting goals and priorities.
Mentors educate.	Mentors educate about life and their own careers.
Mentors provide insight.	Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.
Mentors are accessible.	Mentors are available as a resource and a sounding board.
Mentors criticize constructively.	When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.
Mentors are supportive.	No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.
Mentors are specific.	Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.
Mentors care.	Mentors care about their mentees' progress in school and career planning, as well as their personal development.
Mentors succeed.	Mentors not only are successful themselves, but they also foster success in others.
Mentors are admirable.	Mentors are usually well respected in their organizations and in the community.

Courtesy of The Connecticut Mentoring Partnership and the Business and Legal Reports, Inc.—*Best Practices in HR, Issue* 653, September 30, 1999.

QUALITIES OF SUCCESSFUL MENTORS

- **Personal commitment to be involved with another person for an extended time—generally, one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.

- **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.

- **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.

- **Ability to empathize with another person's struggles.** Effective mentors can feel *with* people without feeling pity *for* them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.

- **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.

- **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by their relationship.

Courtesy of MENTOR/National Mentoring Partnership.

RECOMMENDED MENTOR SCREENING STANDARDS/GUIDELINES FOR MENTORING PROGRAMS

Mentoring programs are strongly encouraged to utilize these guidelines during the mentor screening process.

Mentor Screening Process	COMMUNITY-BASED Unsupervised Match Activities	SITE-BASED Unsupervised Match Activities	SITE-BASED Supervised Match Activities
Written application	Required	Required	Required
Reference check: personal and professional (not relatives)	Three Required	Two Required	One Required
Criminal history check (fingerprint check)	Required	Required	Required
Driving record review	Required	Recommended	Recommended
In-person interview	Required	Required	Required
Home assessment	Strongly Recommended	Optional	Optional
Interview of significant others residing in home	Required	Optional	Optional
Check of prior volunteer experience	Optional	Optional	Optional
Written mentor–mentee matching criteria	Required	Required	Required
Mentor training	Required	Required	Required

Note: Site-based programs include school-based, workplace and other facility-based programs. In supervised activities, the program coordinator is present to observe the mentor–mentee interaction. In unsupervised, site-based programs, a program coordinator is usually in the building but not always in the same room where the mentoring is taking place.

Courtesy of The Connecticut Mentoring Partnership, *Business Guide to Youth Mentoring*, and Big Brothers Big Sisters of America, Standards of Practice for One-To-One Service.

MENTOR APPLICATION/SCREENING PROCESS OVERVIEW

Once a prospective mentor is recruited, the formal application process begins. Prior to acceptance in the program, it is critical that applicants be properly screened. While volunteers have the best of intentions, it is the responsibility of the mentoring program to ensure maximum protection for the mentoring experience. Steps in the application/screening process include the following:

1. **Applicants complete an application**, which includes their choices of days and times for their meetings with youth and the preferred grade level, age and gender of young person with whom they wish to work. Some programs match mentors only with individuals of the same gender and ethnic group. Others do not. You will decide this early in your program design. The application will include:

   - Statement of the applicant's expectations;
   - Special interests, which are helpful in matching mentors with youth;
   - A complete list of personal references; and
   - Employment history.

   Applicants are asked to sign a release statement, agreeing to a background check and to abide by the rules and regulations of the program and fully discharging the program from liability and claims.

2. **Applicants sign an agreement to:**

   - Make a one-year (or school year) commitment;
   - Attend training sessions;
   - Engage in the relationship with an open mind;
   - Be on time for scheduled meetings;
   - Keep discussions with youth confidential (except where youth's safety or well-being is at risk);
   - Ask for help when needed;
   - Accept guidance from program staff or their mentee's teacher;
   - Notify staff if they are having difficulty in their mentoring relationship;
   - Notify the program coordinator if they are unable to keep their weekly mentoring session;
   - Notify the program coordinator of any changes in their employment, address and telephone number;
   - Notify the program coordinator of a significant change in their mentee; and
   - Refrain from contacting or seeing the mentee outside of the established parameters and supervised sites where the program takes place.

3. **Applicants are invited for a personal interview with the mentoring program staff.** This is an opportunity to get to know the applicant better. Discussion includes questions that will provide information about:

   - The applicant's family relationships and history;
   - Interests and leisure time activities;
   - Attitudes and belief system;
   - Experiences working with children and adults;
   - Reactions to stressful situations;
   - Use of alcohol and drugs;
   - Level of flexibility, time commitments and ability to sustain relationship;
   - Education;
   - Transportation requirements; and
   - Strengths and weaknesses.

4. **Mentoring program staff conducts a check on all employment and personal references.** Some programs require that each mentor secure a tuberculin test from their place of employment or, in the case of a school-based program, from the school nurse. Mentors may be required to sign a driver affidavit and provide proof of current driver's license and registration. Some programs require mentors to complete and sign field trip forms, if supervised field trips will take place.

5. **Criminal background checks, conducted by the local or state police or private companies, should be performed on all prospective mentors.** Applicants must sign a release agreeing to have these checks done. Results of these checks are reviewed by the mentoring program coordinator, who keeps them confidential.

6. **Applicants who pass all the screening processes are notified**, congratulated and invited to become mentors in the program.

Courtesy of The Connecticut Mentoring Partnership, *Business Guide to Youth Mentoring*.

PROSPECTIVE MENTOR REQUIREMENTS CHECKLIST

Name: _____

Task	Date
Attended orientation	
Submitted application	
Submitted fingerprints	
Fingerprint report received	
Submitted current DMV printout	
Submitted proof of auto insurance	
Signed code of conduct and responsibilities	
Interview done	
References contacted	
Attended training	

VOLUNTEER STATUS

Accepted?	Date
Letter sent	
Matched	

Rejected?	Date
Rejection letter sent	

Adapted from materials provided by Friends for Youth, ©1999; www.friendsforyouth.org.

DEVELOPING AN ORIENTATION PLAN

Separate orientations should be held for volunteer mentors and mentees and their parent(s) or guardian. Below is a guide to what should be included in these orientation sessions.

An Orientation for MENTORS Should Include the Following:

- Program overview, mission, goals and objectives;
- What mentoring is and how it can benefit both mentors and youth;
- Mentor expectations and restrictions;
- Mentor roles and responsibilities;
- Level of commitment expected (time, energy, flexibility, frequency);
- The nature of the mentor–mentee relationship and level of personal involvement;
- Description of eligibility, screening process, logistics and suitability requirements;
- Safety and security, especially around use of the Internet;
- Information on how to handle a variety of situations;
- Summary of program policies, including those governing privacy, reporting, communications and evaluation;
- Collection of applications, consent forms and other paperwork; and
- Schedule of upcoming mentor training, matching of mentors with young people and group activities.

An Orientation for MENTEES and Their Parent or Guardian Should Include the Following:

- Program overview, mission, goals and objectives;
- What mentoring is and how it can benefit both mentors and youth;
- Why the youth were chosen for this program;
- Mentee roles and responsibilities;
- Level of commitment expected (time, flexibility, frequency);
- The nature of the mentor–mentee relationship and level of personal involvement;
- Information on how to handle a variety of situations;
- Collection of applications, consent forms and other paperwork;
- Summary of program policies, including those governing privacy, reporting, communications and evaluation; and
- Schedule of upcoming mentee training, matching of mentees with mentors and group activities.

Courtesy of The Mentoring Partnership of New York.

MENTOR GUIDELINES AND CODE OF CONDUCT

CONGRATULATIONS! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in young people. You recognize the magnitude of the responsibility that you accepted in choosing to work with youth and agree to interact appropriately with your mentee according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully.

Your Role as a Mentor:

- At the initial stages of the match, your mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The mentee's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. *Be patient!* Don't try to speed up the process by going out of your way to accommodate your mentee, such as seeing your mentee more than the prescribed one hour per week.

- Remember that the mentor–mentee relationship has an initial phase. During this phase the mentee is more interested in getting to know how "real" you are and how much he/she can trust you. Establish how you can reach your mentee: by phone, e-mail, or fax or at a designated meeting location. Experience proves that calling or e-mailing your mentee at school is usually the best way to make contact. Establish a time and phone number where you can usually answer calls or make contact. Mentees need encouragement to leave messages on your voicemail to confirm meetings as well as to cancel them.

- Don't try to be teacher, parent, disciplinarian, therapist, Santa Claus or babysitter. Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never "should have" your mentee.

- Respect the uniqueness and honor the integrity of your mentee and influence him/her through constructive feedback. The mentor empowers the mentee to make right decisions without actually deciding for the mentee. Identify the mentee's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.

- Set realistic expectations and goals for your mentee and make achievement for them fun. Remember there is a big difference between *encouraging and demanding*. Encourage your mentee to complete his/her secondary education and pursue higher learning or vocational goals; provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Don't get discouraged if the mentee isn't turning his/her life around or making great improvements. Mentors have a great deal of impact; it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings and expressing appreciation.

- As a friend you can share and advise, but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, *contact the mentor coordinator immediately*.

- Be supportive of the parent, even when you may disagree. Don't take sides or make judgments concerning any family conflict or situation. Leave the parenting to the parent.

Discipline:
There may be instances when your mentee's behavior is unacceptable. Again, remember the parent is responsible for the child's discipline. The following guidelines are to be used if the parent is not around to assume the responsibility for the child's behavior. Don't forget to inform the parent about the steps you took and why you took them.

- Never physically discipline.
- Never use abusive language.
- Don't use ultimatums.
- Most children will listen and respond to reason. Explain to your mentee why you find his/her behavior unacceptable.
- Don't give your mentee the silent treatment to solve the problem. Discuss your concerns.
- On very rare occasions, your child may need to be taken back home because of unacceptable behavior. Before taking this action, tell him/her what you are doing and why you made the decision. Taking your mentee back home because of his/her behavior doesn't necessarily mean the match (relationship) has ended. Before you leave make sure the child understands he/she will see you again and that you are not using his/her behavior as a pretext to abandon the relationship.

Health and Safety:
Protect the health and safety of your mentee and seek advice from school faculty or program staff whenever in doubt about the appropriateness of an event or activity and inform school or program staff of any persons, situations or activities that could affect the health and safety of the child.

- Do not use alcohol, tobacco or drugs when with your mentee.
- Do not have firearms or weapons present while with your mentee.
- Always wear seat belts while in the car.
- Have adequate personal liability and automobile insurance coverage.
- Ensure your mentee has all the necessary protective items and is well supervised on outings.
- Do not leave your mentee alone or with strangers.
- If you have become aware that your mentee's safety or the safety of another is in jeopardy through disclosure (e.g., child abuse, sexual abuse), report your concern to the mentor coordinator or teacher immediately. Let your mentee know that you are required to do so. This requirement should always be discussed at the beginning of the relationship to inform the mentee of your obligation to report safety concerns.

Activities and Money:
Taking the first step in planning activities is primarily your responsibility; however, ask your mentee to help make decisions or have him/her plan an activity.

- The mentor–mentee match is a one-on-one relationship that takes time to build. Try to avoid bringing someone else when you are with your mentee. However, you may include others (e.g., spouse, friends, other mentees/mentors and relatives) from time to time.

- Whereas this program is mainly to assist your mentee with career exploration, tutoring, and self-esteem, there may be activities that you want to attend that cost money. Consult with your mentee about cost and find out how he/she will pay. You can assist him/her in paying his/her share, but we encourage you to discuss costs of activities with the parents.

- Entertainment is not the focal point of your relationship. Do not spend an exorbitant amount of money for activities, birthday presents, and so on.

- Always call your mentee before your scheduled meeting or appointment to remind him/her. Be sure you have parental approval for activities that take place away from school premises.

- Return your mentee home at the agreed-upon time. If you are unable to or there is a change in plans, always call the parent to let him/her know.

Program Rules:

- No overnight stays.

- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, family culture and religion, financial problems and so on. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.

- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.

Your Measure of Success:

- Your success is measured by many milestones.

Your mentee may realize for the first time that he/she . . .	Good indications:
✓ has potential	✓ setting goals ✓ developing new skills ✓ aware of time management
✓ is confident and self-assured	✓ increased cooperation with parents, teachers, and peers ✓ behavioral changes
✓ values education and the learning process	✓ increase in school attendance ✓ improved grades ✓ respect for teachers
✓ is a capable young person	✓ a willingness to help others ✓ ability to see the future ✓ ability to plan for college

- Your mentee will reward you through notes, e-mails or simply conversation. He/she may tell you how "great" you are, how you might have helped him/her with a specific problem, and so much more. It may be big or small. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.

- You will work with your mentee to establish mutual respect, friendship, motivation and measurable goals. Please don't hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.

Your commitment and dedication to your mentee may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the child. Please exert every effort to maintain professional standards, improve your mentor skills and exercise good judgment when engaged in any activity involving your mentee.

Mentoring is not a panacea for all the problems/decisions facing your mentee and his/her family. The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a child that he/she is valued as a person and is important to society.

YOU ARE A:

POSITIVE ROLE MODEL
FRIEND
COACH
ADVISOR
SELF-ESTEEM BUILDER
CAREER COUNSELOR
ADVOCATE

Courtesy of California Governor's Mentoring Partnership.

MENTOR/VOLUNTEER PROCEDURES

CONFIDENTIALITY

All the information you are told about your student is confidential and sharing that information with others is prohibited. However, you are required to report certain things. Do promise a student that you will keep confidential information secret. Tell the student that he/she is free to share confidential information with you but that you are required to report certain things. It is critical, not only for the welfare of the student, but also to protect yourself that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you *must* notify *(name of program coordinator)* immediately.

Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so *do not* share it with anyone expect the appropriate authorities.

2. If a student tells you of his/her involvement in any illegal activity you *must* tell *(name of program coordinator)* immediately. Again, note on your calendar when this information was reported and to whom it was given.

SUMMARY

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of *(name of program)* and its participating mentors, volunteers and students. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger *(name of program)* .

Please know that we appreciate your participation in the *(name of program)* and that we appreciate your adherence to these procedures. If you have any questions, please call *(name of program)* at *(phone number)* .

I have read, understand and agree to strictly abide by the *(name of program)* Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the program.

_____ _____

Signature Print Name

_____

Date

Courtesy of Florida Governor's Mentoring Initiative, *Mentor Tool Kit for Faith-Based Organizations.*

MENTORS WANT TO KNOW

Logistics:

- How is a match made?
- What things are considered?
- How much time/how often do I spend with my mentee?
- Will there be training so I know what activities I can do with them?
- What if the match doesn't seem to go well?

The Mentees:

- What are the mentees like?
- What challenges do they face?
- What are their backgrounds?
- Why are they in this program?

The Relationship:

- What roles will I play—parent, teacher, friend?
- Am I doing or saying the right things?
- Why am I not feeling satisfied with my work with this mentee?
- What do I do if I'm going on vacation?
- Can I give my mentee money or a gift?
- How do I answer questions about sensitive issues (e.g. sexuality, drug use, etc.)?
- What should we talk about?
- Why doesn't my mentee open up to me?

The Family:

- How do the parents feel about their child getting a mentor?
- How might the family respond to me?
- Do I contact the mentee's parent?
- How can I know I'm helping them when I feel their parents are telling them the opposite of what I am telling them?

Courtesy of Mentoring Partnership of Long Island, *The ABC's of Mentoring*.

TIPS FOR BUILDING A MENTORING RELATIONSHIP

1. **Be there.**
   When you show up for every meeting with your mentee and strive to make things work out you send your mentee a strong message that you care and that he or she is worth caring about.

2. **Be a friend, not an all-knowing authority.**
   Be the adult in your mentee's life who is just there without having to fix him or her. Hanging out and talking is surprisingly helpful to a young person's healthy development. Young people learn more conversing with adults than they do just listening to them. In the words of a mentee:

   "My parents lecture me all the time. Why would I want my mentor to be the same way? I have the best mentor in the program, but sometimes he tries too hard to be a mentor instead of just being himself. What I mean is that he thinks he always has to share some wisdom or advice, when sometimes I would rather just kick it and joke around."

   Of course, when your mentee comes to you for help or advice, it is appropriate to help them develop solutions. It's also okay to check in with them if you suspect that they are struggling with something. They just don't want non-stop advice. So, take the pressure off of yourself and just enjoy your mentee's company.

3. **Be a role model.**
   The best that you can do is to lead by example. By becoming a mentor, you've already modeled the most important thing a human being can do: caring about another. Here are some other ways you can be a positive role model for your mentee:

   - Keep your word: Call when you say you will. Do what you say you will. Be there when you say you will;
   - Return phone calls and e-mails promptly;
   - Have a positive outlook;
   - If your program has group sessions, participate fully;
   - If you enter a competitive activity with your mentee, keep it in perspective and by all means do not cheat (or even fudge a little) to help your mentee win, get a better place in line at an event, etc.; and
   - Let your mentee see you going out of your way to help others.

4. **Help your mentee have a say in your activities.**
   Some mentees will have a lot of suggestions about what you can do together, but most will need a little guidance on your part. If your mentee doesn't have any preferences, start by giving them a range of choices. "Here are some things we can do. Which ones sound good to you?

5. **Be ready to help out.**
   When your mentee lets you know that he or she is struggling with a problem, you can help out by following these tips:

   - Be there for your mentee and make it clear that you want to help;
   - Be a friend, not an all-knowing authority: Don't fix a problem. Ask questions and help your mentee figure out how to come up with answers;
   - Model ways to solve problems. You can also be a role model by describing how you overcame a similar problem in your life. Metaphor is a great teacher;
   - Give your mentee a say: Once he or she comes up with a solution, don't try to come up with a better one, but help explore all the possibilities and offer support; and
   - Be ready to help out by checking back and seeing how things worked out.

Courtesy of California Governor's Mentoring Partnership and Los Angeles Youth Mentoring Connection.

STAGES OF A MENTORING RELATIONSHIP

STAGE 1: DEVELOPING RAPPORT AND BUILDING TRUST

The "getting to know you" phase is the most critical stage of the relationship. Things to expect and work on during Stage 1 include:

- **Predictability and consistency**
  During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it's important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the young person is not as consistent as you are.

- **Testing**
  Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. A mentee might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.

- **Establish confidentiality**
  During the first stage of the relationship, it's important to establish confidentiality with your young person. This helps develop trust. The mentor should let the mentee know that whatever he or she wants to share with the mentor will remain confidential, as long as (and it's important to stress this point) what the young person tells the mentor is not going to harm the young person or someone else. It's helpful to stress this up front, within the first few meetings with the mentee. That way, later down the road, if a mentor needs to break the confidence because the information the mentee shared was going to harm him or her or someone else, the young person will not feel betrayed.

- **Goal setting (transitions into Stage 2)**
  It's helpful during Stage 1 to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It's also good to help your mentee set personal goals. Young people often do not learn how to set goals, and this will provide them with the opportunity to set goals and work toward achieving them.

STAGE 2: THE MIDDLE—REACHING GOALS

Once trust has been established, the relationship moves into Stage 2. During this stage, the mentor and mentee can begin to start working toward the goals they set during the first stage of the relationship. Things to expect during Stage 2 include:

- **Closeness**
  Generally, during the second stage the mentor and mentee can sense a genuine closeness in the relationship.

- **Affirming the uniqueness of the relationship**
  Once the relationship has reached this stage, it's helpful to do something special or different from what the mentor and mentee did during the first stage, which helps affirm the uniqueness of the relationship. For example, go to a museum, sporting event, special restaurant, etc.

- **The relationship may be rocky or smooth**
  All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens.

- **Rely on staff support**

STAGE 3: CLOSURE

If the rough period continues or if a mentor feels that the pair has not reached the second stage, he or she shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click." Some mentor/mentee pairs don't need to worry about this stage until farther down the road. However, at some point all relationships will come to an end—whether it's because the program is over, the mentor is moving or for some other reason. When this happens, it's critical that the closure stage not be overlooked. Many young people today have already had adults come and go in their lives and are very rarely provided the opportunity to say a proper goodbye.

- **Identify natural emotions, such as grief, denial and resentment**
  In order to help mentees express emotions about the relationship ending, mentors should model appropriate behavior. The mentor should first express his or her feelings and emotions about the end of the relationship and then let the mentee do the same.

- **Provide opportunities for saying goodbye in a healthy, respectful and affirming way**
  Mentors shouldn't wait for the very last meeting with their mentees to say goodbye. The mentor should slowly bring it up as soon as he or she becomes aware that the relationship will be coming to a close.

- **Address appropriate situations for staying in touch**
  Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their mentees once the program has come to an end. This is especially important if the program is school-based and mentors and mentees meet during the school year but the program officially ends before the summer starts. If mentors and mentees are *mutually* interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentoring program may have its own policy for future contact between mentors and mentees. That's why it's best for mentors to check with program personnel during this stage.

Courtesy of Mass Mentoring Partnership, *Mentoring 101 Train the Trainer Curriculum.*

MATCHING RECOMMENDATIONS

FOR THE VOLUNTEER:

- Statements made by the volunteer about the volunteer's desire for a type of client, including preferences regarding religion, race, age, client family lifestyle and type or extent of problem behavior of client;
- Geographic location;
- Skill levels of volunteer;
- Interests and hobbies; and
- Overall personality.

FOR THE CLIENT:

- Statements made by the parent/guardian about volunteer's religious, racial, age and cultural background preferences;
- Geographic location;
- Identified needs of client for adult intervention;
- Interests and hobbies; and
- Overall personality.

MATCH DETERMINATION:

- Similarity of proposed match participants;
- Compatibility of values and attitudes;
- Mutuality of interests; and
- Geographic proximity (a potential key to the success and longevity of a match).

Courtesy of Big Brothers Big Sisters of America.

TIPS AND CONSIDERATIONS FOR THE MATCHING PROCESS

Considerations Prior to Matching
- Comprehensive assessments of families, clients and volunteers.
- Awareness of one's own stereotypes and assumptions.
- An interviewer trained in dealing with diversity.

Parental Approval
- At each step of the standard screening process.

Common Interests
- Vocational, educational and recreational.

Goals for the Client
- Educational enrichment, self-esteem enhancement, cultural enrichment, family and peer relationship improvement.

Backgrounds
- Childhood upbringing, culture, religion.

Life Experiences
- Absence of parent in household, growing up as the oldest child in a large family, death of a parent, raised by a grandparent.

Expressed Preferences
- Race, gender, culture, sexual orientation, age.

Acceptance of Cross-Gender or Alternative Types of Matching
- Agreement by volunteer, youth and parent/guardian.

Strengths and Weaknesses of Volunteer and Client
- Personality types, academic level, open-mindedness, energy level.

Client and Volunteer Willingness and Ability to Travel
- If the program is community-based, will the volunteer pick up the child at the home? Is the child able to travel alone? Are the client and volunteer within a reasonable, commutable distance?

Courtesy of Big Brothers Big Sisters of America.

RELATIONSHIP DEVELOPMENT CHECKLIST

HOW OFTEN SHOULD MY PROGRAM CHECK IN WITH THEIR MENTORS?

Many programs have found that the following approach works well:

1. Contact the mentor within the first two weeks of the match. Use this contact to make sure the pair is meeting, to find out what activities they have done together and to assess how the mentor feels about the match thus far.

2. During the next few months, continue to check in with the mentor every two weeks. These ongoing contacts will help ensure that the mentor and youth meet regularly and are also important for uncovering any start-up problems that require program staff's immediate assistance. (Many school-based mentoring programs keep track of how frequently each pair is meeting by having a logbook at the school where mentors sign in. However, it is still essential to have regular telephone or face-to-face contact to discuss the match.)

3. For at least a year, continue to check in monthly with the mentor. The check-in discussion during this period should be focused on monitoring the quality of the mentoring relationship, assessing whether it is making progress toward its goals, learning whether the mentor or youth is losing interest in the match, and helping to address problems that may be arising between the pair. Your program should also make sure that mentors know how to contact staff, whenever necessary, for advice and support.

WHAT QUESTIONS SHOULD WE ASK DURING THE CHECK-INS?

Possible questions for the mentor include:

- ❑ How is your match going? How do you feel about being a mentor?
- ❑ Do you and your mentee enjoy spending time together?
- ❑ What kinds of activities do you do when you are together?
- ❑ How do you decide what activities to do together? Do you and your mentee have trouble thinking up things to do together?
- ❑ Do you spend much time talking?
- ❑ How often do you see your mentee? How much time do you spend together at each meeting?
- ❑ Does your mentee keep appointments with you? Does he or she show up on time?
- ❑ When was your last meeting? What did you do together?
- ❑ Do you talk to your mentee on the telephone? How often? (for community-based programs)
- ❑ Do you need help with anything? Is there anything interfering with your match?
- ❑ How would you describe your mentee's behavior? Does your mentee exhibit any behavior that you do not understand?
- ❑ How are things going with the parents and other family members? Is the parent of your mentee cooperative? (or, for school-based programs: How are things going with the teacher?)
- ❑ Are you satisfied with how things are going?
- ❑ Is there any training you think would be helpful for you?
- ❑ Is there anything else we should be aware of?
- ❑ Is there anything we can do to help?

Questions to ask the youth include:

- ❑ Do you enjoy spending time with your mentor?
- ❑ What do you enjoy most about having a mentor? What do you enjoy least?
- ❑ When was the last time you met with your mentor? What did you do together?
- ❑ How often do you see your mentor? How long do your meetings last?
- ❑ Does your mentor keep appointments? Does he or she show up on time?
- ❑ Who decides what activities you are going to do together?
- ❑ Do you like talking to your mentor?
- ❑ Is there anything you would like to change about the visits?
- ❑ Is there anything you would like me to talk to your mentor about?

During the check-ins with parents/guardians, you can ask:

- ❑ Is your child happy with his or her mentor?
- ❑ Does your child look forward to seeing his or her mentor?
- ❑ Do they seem to enjoy being together?
- ❑ Is there anything you would like me to discuss with either your child or the mentor?
- ❑ How often does your child see his or her mentor? How long do the meetings last?
- ❑ Does the mentor usually keep appointments and show up on time?
- ❑ Is there anything that concerns you about the relationship?
- ❑ How do you think they feel about the mentor?
- ❑ What do you think of the their weekly activities with the mentor?
- ❑ Would you like to see the activities change? How?
- ❑ How are they doing in school?
- ❑ Have you observed any positive or negative changes?
- ❑ Is there anything else we should be aware of?

Courtesy of The Maryland Mentoring Partnership's *Vision to Reality Mentoring Program Development Guide.*

RECOGNITION: A CALENDAR OF EVENTS

July
Letter of Invitation for Fall Semester

August
Letter of Confirmation/Schedule

September
Back-to-School Reception

October
Halloween Activities

November
Thanksgiving Card

December
Holiday Card or "Treasure Chest"

January
National Mentoring Month, Mid-Year Survey

February
Valentines

March
Follow-Up Letter

April
National Volunteer Week

May
Awards, Assemblies, Certificates

June
Year-End Survey

Courtesy of Texas Governor's Mentoring Initiative.

MENTEE/MENTOR TERMINATION RITUAL

Termination may be the result of a variety of situations.

- Sometimes it may become necessary to terminate a match due to conflicts between the mentee and mentor.
- Sometimes termination may occur because either the mentee or the mentor drops out of the program. The dropouts may occur as a result of relationship conflicts or other factors (e.g., mentor's time limitations, irresolvable problems with the mentee).
- Sometimes it may become apparent that the mentee and/or mentor may work more effectively with another mentor/mentee. In these cases, reassignment may be best.

Termination should provide closure and opportunities for learning. In order for termination to accomplish this, the program director(s) may follow these guidelines:

- Identify and verbally clarify the reasons for termination with both the mentee and mentor. If the reasons involve the behavior of either party, this should be presented in a constructive manner. The person who engaged in the behavior (tardiness, rudeness, indifference, absenteeism, etc.) should be asked how that might make others feel, and the person who received the behavior could be asked how s/he might respond or address such behavior in the future. This will serve as practice for the actual meeting between the mentor and mentee.
- Give the mentee and mentor the opportunity to discuss together what worked and didn't work in their relationship and to identify ways to handle future situations more effectively. The program director(s) should facilitate a conversation between the mentee and mentor in order to make sure that both parties express themselves positively and constructively. This information may be critical to successfully rematching the mentee or mentor.
- Both parties should be encouraged to share their feelings about ending their relationship. Mentors who are terminating because of time limitations or other reasons not related to the mentee need to make particularly clear to the mentee that s/he did not do anything to make the mentor leave. The mentor should share with the mentee the things about the mentee that s/he liked. Without this—and often even with it to a lesser degree—the mentee will feel they are unlovable or flawed in some way. The mentor should do all that he or she can to convince the child this is not so.
- Plan the next step. If the mentee is to be reassigned, discuss the new relationship with the mentee alone first. Help him or her to identify mistakes that occurred with the previous mentor and discuss ways to avoid those mistakes in the future. (New behaviors may have been mentioned by the mentor in the mentor-mentee termination meeting.) If the match ended due to factors other than relationship conflict (e.g., mentor's part-time job schedule changed), reassure the mentee that s/he was not to blame and help him or her process any feelings about the termination of that relationship.
- Arrange a meeting between the mentee and the new mentor. Set appropriate time boundaries (e.g., "We will meet weekly for one year and then see if we are able to spend more time together after that.") and guidelines for the relationship (especially if there were problems with the previous match). If a mentee has had significant problems with previous mentors, a trial period may be appropriate.

Often, termination will become public information to other mentees and mentors in the program. The program director(s) should address this in order to minimize assumptions and rumors.

- If a mentee leaves the program—Explain to the others that you and the mentee have decided that this is not the best place for him or her to be at this time.

- If a mentor leaves the program—Tell the others that he or she needed to leave the program. If the mentor's reasons for leaving were unrelated to the mentee, remind the other group members of this. If the reasons for leaving were related to the mentee, tell the group that you and the mentor decided that it would be best to find a mentor who had more in common with the mentee and would be better able to connect with the mentee.

- If mentees and mentors are reassigned (which should happen only infrequently)—Tell the group that everyone involved decided that it would be best to rearrange matches. Remind the others that sometimes after getting to know someone a little better, it becomes apparent that you may work better with another person. If this happens, encourage mentees and mentors to approach the program director(s) to discuss reassignment.

Developed by Kimberley Lakes and Michael Karcher for
Developmental Mentoring: The Children with Adolescent Mentors (CAMP) Program

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Courtesy of Michael J. Karcher, Ed.D., Ph.D., Assistant Professor, Counseling & Educational Psychology (CEPAHE), College of Education and Human Development, University of Texas, San Antonio.

TERMINATING RELATIONSHIPS

When the decision has been made to end the formal mentoring relationship:

- Set a specific date for your last meeting and inform your mentee of this ahead of time;
- Be honest, candid and supportive, regardless of the reason for the termination;
- Talk about the reasons for ending the relationship;
- Talk about your thoughts and feelings for the mentee and your feelings about the termination;
- Encourage your mentee to do the same;
- Be positive and supportive, especially about what the future may hold for your mentee;
- If it seems appropriate, talk to the liaison about a replacement mentor for your mentee; and
- Don't make promises you may not keep (e.g., that you will keep in touch).

Courtesy of National Association of Partners in Education, Inc., *Organizing Effective School-Based Mentoring Programs* (1992). Source: How to Start a Mentoring Program Fastback 333, Dr. Susan Weinberger, Phi Delta Kappa Educational Foundation.

NOTES

NOTES

Section VII.

How to Establish Evaluation Criteria and Methods

The final mentoring program element listed in the second edition of the *Elements of Effective Practice* is program evaluation. The following are among the many reasons[1] programs should conduct evaluations:

- To increase understanding of effective practices in youth mentoring relationships and programs;
- To make the programs accountable to the entities that support them;
- To promote effective resource allocation (i.e. to identify the most deserving recipients of scarce funds);
- To avoid unintended harmful effects of interventions;
- To increase the effectiveness of programs through a feedback/continuous quality improvement process; and
- To provide direct benefits for case managers, mentors and youth when evaluation of individual relationships is built into the evaluation plan.

To ensure the quality and effectiveness of your program, you'll need to do the following:

- Develop a plan to measure program processes;
- Develop a plan to measure expected outcomes; and
- Create a process to reflect on and disseminate evaluation findings.

The ultimate success of your program depends on how well you are able to assess its effectiveness, address any weaknesses and demonstrate that it is meeting established goals and objectives. With a comprehensive evaluation process in place, you can do the following:[2]

- Provide objective feedback to program staff and participants about whether they're meeting their goals;
- Identify achievements and milestones that warrant praise and increase motivation;
- Pinpoint problems early enough to correct them;
- Assure funders and supporters of your program's accountability;
- Build credibility in the community that your program is vital and deserves support; and
- Quantify experiences so that your program can help others.

MEASURE PROGRAM PROCESS

Your plan for measuring program process should include the following:

- Selecting indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration; and
- Developing a system for collecting and managing specified data.

MEASURE EXPECTED OUTCOMES

Your plan for measuring expected outcomes should include the following:

- Specifying expected outcomes;
- Selecting appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews; and
- Selecting and implementing an evaluation design.

CREATE A PROCESS TO REFLECT ON AND DISSEMINATE FINDINGS

The final stage of program evaluation includes the following activities:

- Refining the program design and operations based on the findings; and
- Developing and delivering reports to program constituents, funders and the media (at a minimum, yearly; optimally, each quarter).

The article "Gauging the Effectiveness of Youth Mentoring," written by Dr. Jean Rhodes for MENTOR's Research Corner, is reprinted below. (The text of the article has been edited to meet the needs of the tool kit.) It analyzes the components outlined above for conducting a thorough process and outcome evaluation of a mentoring program. It will be an invaluable reference for you as you determine how best to develop an evaluation plan for your mentoring program.

"GAUGING THE EFFECTIVENESS OF YOUTH MENTORING"

By Dr. Jean Rhodes

The practice of evaluating one's own efforts is as natural as breathing. Cooks taste their own gravy and sauce, cabinetmakers run their hands over the wood to decide when a piece is smooth enough, and basketball players watch to see whether their shots go in. Indeed, it would be most unwise after turning on the hot water to neglect to check the water temperature before stepping into a shower stall.

— Posavac & Carey (1997)

Although program evaluation is not as natural or spontaneous as this sort of self-evaluation, most programs engage in some form of monitoring. Sometimes it's as simple as asking mentees and mentors about their experiences; in other cases, it involves large-scale, rigorous experimental designs.

Of course, programs are more apt to launch the former, less complicated types of evaluation. Such evaluations do not require the same level of expertise, are far less expensive, place minimal burden on participants and staff, and can yield useful findings. For example, simple exit interviews can provide staff with important and immediate feedback about programs.

So, you might ask, why not stop there? A primary reason is that funders need more convincing evidence that programs are actually reaching their objectives. Thus, accountability has increasingly involved moving beyond simple descriptions to demonstrating that specific goals have been met. Knowing your options will help you make informed decisions about the scope and rigor of your design.

Determining the Impact of Your Program

We'll cover several options, ranging from the simple to the more complicated.[3] We'll begin with a strategy that relies on comparing your program with others (i.e., using benchmarks) to determine whether you are having an effect. Some of the more intensive evaluation approaches (e.g., quasi-experimental designs), on the other hand, might require the expertise of an outside evaluator, such as a graduate student or a professor from a local university. The cost of an outside evaluation tends to vary according to its intensity, but programs should budget between $5,000 and $10,000 for the expertise.

Using Benchmarks

Without actually conducting an evaluation, programs can sometimes draw on findings that have been linked to outcomes in similar programs. In other words, findings from other studies can be used as benchmarks against which to gauge a program's relative effectiveness.[4] This approach is feasible when your program has these characteristics:

- It is targeting similar youth to the evaluated program;
- It is reasonably similar in terms of relationship structure and content to the evaluated program; and
- It has met or exceeded the evaluated program's quality standards.

What can we infer from other evaluations? DuBois and his colleagues conducted a meta-analysis of 55 evaluations of one-to-one youth mentoring programs.[5] The analysis summarized the results of each study and calculated effect sizes (the magnitude of impact) across the entire group of studies. Modest effects of mentoring programs were found across fairly diverse programs, but larger effect sizes emerged under the following conditions:

- **Youth** were somewhat vulnerable but had not yet succumbed to severe problems.
- **Relationships** were characterized by
  1. More frequent contact;
  2. Emotional closeness; and
  3. A duration of six months or longer.

- **Programs** were characterized by practices that increased relationship quality and longevity, including these:

  1. Intensive training for mentors;
  2. Structured activities for mentors and youth;
  3. High expectations for frequency of contact;
  4. Greater support and involvement from parents; and
  5. Monitoring of overall program implementation.

Since greater numbers of these practices predicted more positive outcomes for youth in mentoring programs, one-to-one programs that have met these criteria can assume positive outcomes. Additionally, research by Roffman, Reddy and Rhodes on one-to-one programs has provided two relatively simple benchmarks against which similar one-to-one mentoring programs can measure themselves to ensure that relationships will have positive effects:[6]

- **Duration.** Because duration tends to imply strong relationships and programs, it may be the single best benchmark of program effectiveness. Across several studies, longer durations have been associated with stronger effects.
- **Relationship quality.** Although duration is probably the single best benchmark, research found that the quality of a mentoring relationship can predict positive outcomes above and beyond how long the relationship lasts.

MENTORING TOOL

See "Gauging the Effectiveness of Youth Mentoring Questionnaire" in Section VII on the CD.

When responses to a questionnaire used in this research indicated a positive, nonproblematic relationship, that relationship tended to last longer and have more positive effects.

Although benchmarks can be enormously useful, they may not provide the level of detail or rigor that programs or funders desire. Moreover, at this stage, benchmarks can only be applied to one-to-one programs. Thus, it is often necessary to conduct a structured evaluation.

The Nuts and Bolts of Evaluating Mentoring Programs

MENTORING TOOL

See program evaluation tools in Section VII on the CD.

Types of Program Evaluation

There are two major types of program evaluation: process evaluations and outcome evaluations.

- **Process evaluations** focus on whether a program is being implemented as intended, how it is being experienced, and whether changes are needed to address any problems (e.g., difficulties in recruiting and retaining mentors, high turnover of staff, high cost of administering the program).
- **Outcome evaluations** focus on what, if any, effects programs are having. Designs may compare youth who were mentored to those who were not or may examine the differences between mentoring approaches. Information of this sort is essential for self-monitoring and can address key questions about programs and relationships.

Process evaluations of mentoring programs usually involve data from interviews, surveys and/or program records that shed light on the following areas:

MENTORING TOOL

See forms to track program activity and participant feedback in Sections V and VI on the CD.

- Number of new matches;
- Types of activities;
- Length of matches;
- Frequency and duration of meetings; and
- Perceptions of the relationship.

Information of this sort is essential for self-monitoring and can answer key questions about programs and relationships.

Despite the importance of such information, outcome evaluations have become increasingly important for accountability; therefore, the rest of this section will focus on the issues and decisions involved in conducting an outcome evaluation.

Outcome evaluations of mentoring programs usually involve data from surveys, interviews, records and so forth, including the following:

- Mentees' reports of their grades, behavior and psychological functioning;
- Teachers' reports of mentees' classroom behavior;
- Mentors' reports of their well-being;
- Parent-child relationships; and
- High-school graduation rates.

Tips for and traps in conducting an outcome evaluation

Measuring outcomes

- Select outcomes that are most:
  a. Logically related to (and influenced by) the program;
  b. Meaningful to you; and
  c. Persuasive to your funders.
- Be realistic. You are better off building a record of modest successes, which keep staff and funders motivated, than focusing on "big wins," which may be unrealistic and, when not achieved, demoralizing.
- Collect outcome data after the youth and mentors have been meeting for some time, long enough to expect that some changes in the youth have occurred.

Determining sources of data

- Obtain information from multiple sources, including reports from mentees, mentors, parents, caseworkers and so on.
- Select multiple criteria rather than just one outcome (e.g., grades, drug use, attitudes).
- Use standardized questionnaires.
  a. Questionnaires that have been scientifically validated are more convincing to funders—and provide a better basis for cross-program comparisons—than surveys you might develop on your own.
  b. Such surveys are available for public use through tool kits. The Search Institute has one available (*What's Working: Tools for Evaluating Your Mentoring Program*) for purchase (see list of Additional Resources below) and The Mentor Center links to several free online resources.
  c. The Juvenile Justice Evaluation Center provides links to questionnaires that are likely to be of interest to mentoring programs, including questionnaires about delinquency, drug and alcohol use, ethnic identity, peer relations, and psychological measures.

Selecting an outcome evaluation

Outcome evaluations generally are of two major types: single-group and quasi-experimental designs.

- **Single-group designs** are the simplest and most common types of evaluation. They are less intrusive and costly and require far less effort to complete than the more ambitious methods we will

describe. An example of a single-group evaluation is a questionnaire administered to participants at the completion of the program (post-test only) or before and after the program (pre-test/post-test).

- **Quasi-experimental designs** help evaluators identify whether the program actually causes a change in program participants, using controls to eliminate possible biases. An example of a quasi-experimental design is a pre-test administered at the beginning of a program and a post-test at the completion of the program to both the target mentoring group and a matched comparison group that does not receive mentoring.

Single-group designs

- Post-test only
  a. Programs commonly use this design to determine how mentees are doing at the end of a mentoring program. Post-test evaluations can help determine whether the mentees have achieved certain goals (e.g., not dropping out of school) that match the program's implicit or explicit goals.
  b. Such evaluations also help discover whether mentors are satisfied with the program.
  c. Such an evaluation cannot indicate whether the participant has changed during the program, only how the participant is functioning at the end of the program.

MENTORING TOOL

See pre- and post-tests for mentors and mentees in Section VII on the CD.

- Pre-test/post-test designs
  a. Programs use this design when they want to determine whether mentees actually improved while they were in the program. With this type of evaluation, program staff survey how each participant is doing at the time of enrollment in the mentoring program and then after completion of the program (e.g., 6 or 12 months after the pre-test). By comparing the results of the pre-test and post-test, staff can see whether the mentee improved.
  b. This evaluation cannot indicate whether the program caused the improvement. Many viable alternative interpretations could explain the change, including these:
     - **Maturation**—natural change that occurred simply as a result of the passage of time; and
     - **History**—events that occurred between the time the participants took the pre-test and the post-test.
  c. Other problems with interpreting findings from this design include the following:
     - **Self-selection**—The experimental group might differ from the comparison group in some systematic way. For example, quite possibly only the mentees who benefited most remained in the program long enough to take the post-test.
     - **Regression to the mean**—A mentee who is functioning extremely poorly at the program's onset might improve naturally over time. Mentees might enlist in programs when they are most distressed and then naturally return to a higher level of functioning as time passes.
  d. Even if one cannot identify the cause of a mentee's improvement, a pre-test design can be useful in other ways:
     - The evaluator can look at differences within the group. For instance, do youth who receive more frequent or enduring mentoring benefit most?
     - The evaluator can determine whether certain mentee characteristics are related to achieving program goals. For instance, do boys benefit more than girls? Do minorities in same-race matches benefit more than those in cross-race matches?

See MENTOR's Research Corner for the article on "Mentoring and Race" by Dr. Rhodes: *www.mentoring.org/research_corner*

Quasi-experimental designs

Despite their potential benefits, single-design evaluations seldom help evaluators identify whether the program is the cause of change in program participants. To determine that, one needs to conduct evaluations of slightly greater complexity. Such designs are called quasi-experimental because, if carefully planned, they can control for many of the biases described above. This kind of evaluation comes in a variety of types, such as time-series. We will focus on one common type of program evaluation: one that uses a comparison group.

Comparison group designs

- The most direct way to rule out alternative explanations is to observe additional youth who have not been part of the program but are similar in other ways to the program youth. By including a comparison group, evaluators can isolate the effects of the program from the effects of other plausible interpretations of change.
- A comparison group design also helps put in perspective modest improvements or unexpected declines. Take, for example, the landmark evaluation of Big Brothers Big Sisters of America's mentoring program.[7] Although youth in both the mentored and control groups showed increases in academic, social-emotional, behavioral and relationship problems over the period of time being studied, the problems of the mentored group increased at a slower rate.
- One vexing problem with comparison group studies is finding a comparison group that is sufficiently similar to the mentored group. Parents who seek out mentoring programs for their children may devote more attention to their kids at home than do parents of youth who are not mentored. Similarly, young people who willingly enlist in a mentoring program may differ (in terms of motivation, compliance, etc.) from those who do not enlist. The Big Brother Big Sisters study got around this potential problem by selecting both groups from the organization's waiting list. Unfortunately, many programs either do not keep a waiting list or are not willing to deliberately withhold their program from eligible and motivated participants.

The Bottom Line

People in the mentoring field tend to believe implicitly that mentoring benefits young people and that, therefore, expensive evaluations are an unnecessary drain on precious resources. Given the choice of spending money on evaluation or extending their services, many mentoring programs will gladly choose the latter. Although understandable, such choices may be shortsighted. We should not necessarily assume that all mentoring programs are equally beneficial—and we still have a lot to learn about the many newer types of mentoring programs (e.g., site-based, group, peer, e-mentoring). Convincing evaluations are needed to assess the effectiveness of both traditional one-to-one mentoring programs and newer approaches. Such work will play an important role in the expansion of high-quality mentoring programs.

Checklist of Program Progress: PROGRAM EVALUATION

As you work to ensure program quality and effectiveness as outlined in the *Elements of Effective Practice,* use the checklist below to gauge your progress. Checking off the items on this list indicates that you are putting the proper components in place to grow a quality, sustainable program.

If your program is already well established, you can use the checklist to gauge the soundness of your current policies, procedures and organizational structure.

Note: The design, focus and structure of your program may mean that some of these components will not be applicable or will need to be modified to match your specific program structure.

1. Develop a Plan to Measure Program Process

2. Develop a Plan to Measure Expected Outcomes

Design and implementation of program evaluation

- ❑ Our program understands the importance of conducting a program evaluation.
- ❑ We have identified the processes and outcomes that we would like to measure in our evaluation.
- ❑ We have developed a plan to measure program process.
- ❑ We have selected indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration.
- ❑ We have developed a system for collecting and managing specific data.
- ❑ We have specified expected outcomes.
- ❑ We have selected appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews.
- ❑ Our program has carefully considered whether to use an outside evaluator or our staff.
- ❑ We have selected and implemented an evaluation design.
- ❑ We have established a timeline for conducting the evaluation.
- ❑ Our evaluation is being implemented and we are collecting and analyzing evaluation data.

3. Create a Process to Reflect on and Disseminate Evaluation Findings

Use of evaluation data for program enhancement

- ❑ Our program uses evaluation results to improve our internal systems and procedures.
- ❑ Our program uses evaluation results to improve and enhance the desired outcomes for youth.
- ❑ We use evaluation results in marketing the program to prospective volunteers and community partners.
- ❑ We use evaluation results to increase the funding and sustainability of the program.
- ❑ Our program interprets and uses our evaluation results honestly.
- ❑ We have refined the program design and operations based on the findings.
- ❑ We developed and delivered reports to program constituents, funders and the media at least annually.

Adapted from *Checklist of Program Progress,* Oregon Mentors, *Youth Mentoring: A Primer for Funders,* The Connecticut Mentoring Partnership and *Elements of Effective Practice,* Second Edition, MENTOR/National Mentoring Partnership.

Additional Resources

Program Outcomes Evaluation

- *Analyzing Outcome Information*, Harry Hatry, Jake Cowan and Michael Hendricks, 2003, The Urban Institute
  www.urban.org
- *An Evaluation Study of Mentoring Programs in Connecticut*, The Connecticut Mentoring Partnership, 2003
  Entire Report: *www.preventionworksct.org/pdf/FINALREPORT.pdf*
  Executive Summary: *www.preventionworksct.org/pdf/ExecSumm.pdf*
- *Connections* Newsletter on Evaluation, Vol. 5, Issue 3, Summer 2003, Friends for Youth Mentoring Institute
  www.homestead.com/prosites-ffy/resourcesinfo.html
- *Evaluating Your Program: A Beginner's Self Evaluation Workbook for Mentoring Programs*, Information Technology International and Pacific Institute for Research and Evaluation, 2000)
  www.itiincorporated.com/sew_dl.htm
- *Focus Groups: A Practical Guide for Applied Research*, third edition, Richard A. Krueger and Mary Anne Casey, 2000
  www.sagepub.com/book.aspx?pid=3591
- *Getting to Outcomes 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation,* Matthew Chinman, Pamela Imm and Abraham Wandersman, 2004
  www.rand.org/publications/TR/TR101/
- *Handbook of Youth Mentoring*, the SAGE Program on Applied Developmental Science, edited by David L. DuBois and Michael J. Karcher, 2005
  i. Program Evaluation chapter, Jean Grossman
  ii Assessment of Mentoring Relationships chapter, John Harris and Mike Nakkula
  www.mentoring.org/youth_mentoring_handbook
- Juvenile Justice Evaluation Center Online, Office of Juvenile Justice and Delinquency Prevention and Justice Research and Statistics Association
  www.jrsa.org/jjec
- *Key Steps in Outcome Management*, Harry P. Hatry and Linda M. Lampkin, The Urban Institute, 2003
  www.urban.org
- "Learning from Logic Models in Out-of-School Time," Harvard Family Research Project, 2000
  www.gse.harvard.edu/hfrp/projects/afterschool/resources/learning_logic_models.html
- *Measuring Program Outcomes: A Practical Approach*, United Way of America, 1996
  http://national.unitedway.org/outcomes/resources/mpo
- Online Outcome Measurement Resource Network, United Way of America,
  http://national.unitedway.org/outcomes/resources/What/OM_What.cfm

- *Outcome Measurement: What and Why—An Overview*, United Way of America, 2002
  http://national.unitedway.org/outcomes/files/TPsOMWhatandWhy.pdf
- *Performance Measures in Out-of-School Time Evaluation,* outlines the academic, youth development, and prevention performance measures currently used by out of school time (OST) programs to assess their progress and the corresponding data sources for these measures. Out-of-School Time Evaluation Snapshots series of Harvard Family Research Project
  www.gse.harvard.edu/hfrp/projects/afterschool/resources/snapshot3.html
- Research Corner from Dr. Jean Rhodes, Mentoring.org
  www.mentoring.org/research_corner
- *Surveying Clients About Outcomes*, Martin D. Abravanel, The Urban Institute, 2003
  www.urban.org
- *What's Working: Tools for Evaluating Your Mentoring Program*, Search Institute, 2001
  www.mentoring.org/whats_working
- *W. K. Kellogg Foundation Evaluation Handbook*, 1998
  www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

SECTION VII TOOLS ON CD

* Select tools denoted with an asterisk also appear in the print version of the tool kit.

Program Evaluation

- How to Select a Survey to Assess Your Adult-Youth Mentoring Program*..... 173
- Mentor Program Evaluations (Program Coordinator, Mentor, Mentee)
- Teacher Report on the Match
- Pre-Post Teacher Survey
- Gauging the Effectiveness of Youth Mentoring Questionnaire
- Youth Pre-Program Survey
- Youth Follow-Up Survey
- Mentor Evaluation Form (Mentee Impact)
- Mentor Evaluation Form (Mentor Impact)
- Mentor Program: Parent Survey
- Logic Model*..... 177

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Note: The reliability/validity of some of the sample evaluation tools contained herein is unknown.

PROGRAM EVALUATION TOOLS

HOW TO SELECT A SURVEY TO ASSESS YOUR ADULT–YOUTH MENTORING PROGRAM[1]

By John Harris, Applied Research Consulting and Michael Nakkula, Harvard Graduate School of Education

The assessment of mentoring relationship quality (MRQ) is fundamentally important to your mentoring program. In addition to helping you demonstrate the efficacy of your services, assessments of MRQ can help you identify and maintain best practices for the youth you serve and the mentors you support. Timely and appropriate assessment can inform match supervision and ongoing mentor training, assist with the detection of problems in a match or simply provide evidence of success to funders and mentors (who frequently fail to appreciate the difference they make). Effective use of assessments may facilitate the development and maintenance of more durable and high-quality matches.

Match advisors in many programs conduct regular check-ins with participants to informally assess MRQ, and this personal supervision is critical to the maintenance of successful matches. However, a survey can be a useful addition to such check-ins (e.g., to satisfy a formal evaluation requirement). It also may be integrated into programming processes in ways that augment match supervision. To be a useful addition, a survey must generate (at a minimum) meaningful, accurate data that touches on important aspects of the match, such as closeness or instrumentality (the degree to which a match fosters growth for the served youth). To yield more meaningful insight, a survey should assess a broader array of perspectives on MRQ. If you want to integrate a survey more fully into your program's processes, you should choose a survey that conforms particularly closely to your program's goals and assesses the broadest variety of perspectives on MRQ.

So, what should you look for in a survey that measures MRQ? First and foremost, it should be supported by scientific proof of its usefulness or *validity evidence*—evidence that it really measures what it says it measures. The best test of this criterion is whether an instrument has been incorporated into a study that was published in a peer-reviewed journal. Only a handful of existing instruments meet this criterion, and we have provided brief notes about them below. A survey can have strong validity evidence without being published, but if you consider an unpublished instrument, you will need to contact the author to find out about its validity evidence. The fact that a survey is used widely does not mean it was designed with sufficient scientific rigor.

If an instrument has sufficient validity evidence, you need to determine whether it assesses a useful range of MRQ indicators and whether the ones it assesses are important to your program. Existing research and our own experience have convinced us that to fully understand MRQ in a given relationship it is important to consider three categories of indicators: those that pertain only to what goes on between a mentor and a child, including *relational/experiential* indicators (e.g., compatibility, closeness); *instrumental/goal-oriented* indicators (e.g., degree of focus on personal and academic growth, satisfaction with received support); and external, *environmental* indicators (e.g., programmatic influence, parental influence). Surveys can assess these indicators from a variety of perspectives: *subjective* indicators that reflect how participants feel about their match; *objective* indicators that reflect actual match activities; *positive* reflections of MRQ (e.g., youth is satisfied with the match); or *negative* reflections of MRQ (e.g., youth is dissatisfied).

Finally, the survey you choose should feel useful to you. It should ask questions that seem important to you and match your program's mentoring model (e.g., community-based, school-based), its goals (e.g., academically

1 Note: This is a synopsis (with some verbatim passages) of sections from Nakkula, M. J., & Harris, J. T. (in press). Assessment of Mentoring Relationships. In DuBois, D. L., & Karcher, M. J. (Eds.), *Handbook of Youth Mentoring* (pp. 100–117). Thousand Oaks, CA: Sage Publications Space limitations preclude a more in-depth consideration of some points, but these are covered in detail within the chapter.

focused, career focused or purely relationship focused) and its constituents (e.g., age, gender, and literacy level). Other things to consider include the survey's use of clear and age-appropriate language, the amount of time needed to administer it and the amount of insight it yields after it has been administered.

NOTES ON INSTRUMENTS WITH READILY AVAILABLE VALIDITY EVIDENCE

The following surveys are among those with the strongest available validity evidence. We provide only a few notes about each to help you begin your consideration of which survey to use. If you would like more information about any of them, you can read about them in the cited articles or contact the authors directly. Also, each is reviewed in detail in the chapter of the *Handbook of Youth Mentoring* cited above.

Youth–Mentor Relationship Questionnaire (YMRQ; Roffman et al.)[2]

- Designed for primary- and secondary school students (ages 9–16) (15 items in 4 subscales).
- Strengths: validity evidence published in peer-reviewed journal; correlates with length of match and academic performance; derived from sample of items used in Public/Private Ventures' landmark study of mentoring (Grossman & Tierney, 1998).
- Limitations: negativity tendency among the survey's items may limit its usefulness.
- Scope: assesses positive and negative subjective perspectives on relational–experiential and instrumental indicators; does not measure objective or environmental dimensions.

The Youth Survey (Public/Private Ventures, 2002)[3]

- Designed for primary and secondary school students (ages 9–16) (19 items in 3 subscales).
- Strengths: derived from the same sample of items as the YMRQ; comes closest to offering standardized norms.
- Limitations: no published information about validation efforts or reliability of subscales.
- Scope: measures positive and negative subjective aspects of relational–experiential dimensions of the match; does not assess objective, instrumental or environmental dimensions.

Match Characteristics Questionnaire v2.0 (Harris & Nakkula, 2003a)[4]

- Designed for mentors of primary and secondary school students (62 items, 15 subscales).
- Strengths: validity evidence of earlier version (v1.1) published in a peer-reviewed journal;[5] is completed by mentors; broad scope; has been successfully integrated into match supervision processes at the Yavapai (Arizona) Big Brothers Big Sisters agency; correlates with academic outcomes.
- Limitations: validity evidence supporting version 2.0 not yet published.
- Scope: assesses positive, negative, subjective and objective perspectives on relational–experiential, instrumental and environmental indicators.

Youth Mentoring Survey (Harris & Nakkula, 2003b)[6]

- Designed for mentors of primary and secondary school students (45 items, 9 subscales).
- Strengths: broad scope; complements, correlates with *Match Characteristics Questionnaire;* has been successfully integrated into match supervision processes at the Yavapai Big Brothers Big Sisters agency; correlates with academic outcomes.
- Limitations: validity evidence not yet published.
- Scope: assesses positive and negative, subjective and objective, relational–experiential and instrumental dimensions of MRQ; does not assess environmental indicators.

Relational Health Indices–Mentoring Scale (RHI-M) (Liang et al., 2002)[7]

- Designed for female college students (11 items in 3 subscales).[8]
- Strengths: validity evidence published in peer-reviewed journal; unique theoretical perspective; provides an assessment of natural mentoring relationships.

- Limitations: difficult to generalize findings from study involving female college students at liberal arts women's college.
- Scope: assesses subjective relational–experiential dimensions with some items related to instrumentality; does not measure negative, objective or environmental dimensions.

Unnamed Mentoring Scale (Darling et al., 2002)[9]

- Designed for college students (4 items in 1 subscale).[10]
- Strengths: validity evidence published in peer-reviewed journal; demonstrated to be useful in two diverse cultures (U.S./Japan); provides an assessment of natural mentoring relationships.
- Limitations: narrow scope; use of dichotomous (yes or no) ratings.
- Scope: assesses subjective ratings of instrumentality; does not measure negative, objective, relational–experiential or environmental dimensions.

Instruments other than those reviewed above could be applied to MRQ assessment, but they lack sufficient validity evidence to support their widespread use. For instance, Information Technology International (Mertinko et al., 2000)[11] and Big Brothers Big Sisters of America (Lyons & Curtis, 1998)[12] have developed brief youth and adult instruments that assess elements of relationship quality but are not supported by reliability and validity evidence. A handful of researchers have developed qualitative designs to augment or complement their quantitative work. DuBois et al. (2002)[13] and Keller, Pryce and Neugebauer (2003)[14] have made important contributions that could inform your decisions about qualitative data collection.

SUMMARY

Given the free and easily accessible nature of the instruments described here, it may not be necessary to use all of the subscales of specific instruments or even to use only one instrument. While longer instruments that assess more constructs can generate more complete insight on relationship quality, this comprehensiveness may come at a cost. Both youth and adults can become bored or frustrated by scales if they are too long, particularly if they require multiple administrations or appear to contain undue overlap between items in the subscales. Because the utility of MRQ assessments may be greatest when incorporated into regular programming infrastructure, it is important to encourage participants' buy-in. In such cases, participants should be made aware at the outset that they will be asked to complete surveys regularly and should be helped to understand why this process is important.

You will want to think carefully about when you administer the surveys. Although baseline data are prized in program evaluation, it does not make sense to assess match quality before a relationship has had a chance to develop. We believe it is most advantageous to administer MRQ assessments after the match has been meeting regularly for about four months, to allow the match to progress beyond the initial awkwardness or honeymoon stage. The interval between the initial and follow-up assessments should likewise allow sufficient time for the relationship to evolve, likely about six months for the second administration and another six months for the third. Thus, a typical administration schedule might be 4, 10 and 16 months after the match is made. For matches that are still meeting after 18 months, a longer interval is likely to suffice.

Finally, survey instruments such as those described here may be easily administered but require the summation and interpretation of scores, which will be enhanced by the involvement of trained researchers/evaluators. Such external support for analysis ensures accuracy and lends credibility to interpretations of the data. While professional evaluation support can be difficult for programs to afford, partnership with external evaluators is vital to ensure that the interpretations upon which programming decisions and funding may be based have been drawn accurately and responsibly from the data.

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3 Public/Private Ventures. (2002). Technical assistance packet #8: *Measuring the quality of mentor-youth relationships: A tool for mentoring programs*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved April 23, 2003, from http://www.nwrel.org/mentoring/packets.html.

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8 The RHI has been adapted for school-aged students, though no validity evidence for that instrument is yet available.

9 Darling, N., Hamilton, S., Toyokawa, T., & Matsuda, S. (2002). Naturally occurring mentoring in Japan and the United States: Roles and correlates. *American Journal of Community Psychology*, 30(2), 245–270.

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11 Mertinko, E., Novotney, L., Baker, T., & Lang, J. (2000). *Evaluating your program: A beginner's self-evaluation workbook for mentoring programs*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

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Logic Model for GirlPOWER!*

Needs

What needs does the program address?

EARLY ADOLESCENT URBAN, MINORITY GIRLS
- Low self-esteem
- Depression
- Victimization
- Health risk behaviors: Diet/nutrition, exercise, substance use, violence, risky sexual behavior, self-harm
- Academic underachievement

PREVENTION PROGRAMS FOR GIRLS
- Lack of effectiveness
- Lack of gender-specific strategies and content

Program Inputs

What goes into the program?

FINANCIAL
- NIMH Grant Funding
- BBBS Subcontract

PERSONNEL
- 2.20 FTE BBBS Staff
- Services of community agencies (workshop presentations)
- 10 BBBS female volunteer mentors
- Consultation: UIC Research Team

MATERIALS
- Program manual
- Supplies (participant handouts and notebooks, disposable cameras, picture puzzles, refreshments, workshop props)

FACILITIES
- Space for workshops and goal-setting and progress sessions

Program Activities

What goes on in the program?

SUPPORTS
- Staff training and supervision
- Mentor training
- Bi-monthly supervision of mentors and parent/youth check-ins

DIRECT SERVICES
- Bi-monthly workshop series for mentors/youth: focused on relationship and team building, promotion of healthy self-esteem, prevention of risk behaviors/ promotion of healthy behaviors (11 workshops total)
- Goal-setting and progress sessions for individual matches
- Between-session structured activities for matches during workshop series (Power Builders)
- Continued one-on-one interactions between mentors and youth following workshop series to 1-year mark (includes Power Builders)
- Group reunion session

EVALUATION
- Built-in program evaluation activities

Program Outputs

What happens as a result of the program?

FIDELITY
- Implementation of training sessions for staff and mentors
- Implementation of workshops & reunion
- Quality of implementation of training sessions, workshops, supervision/check-ins, goal-setting, and progress sessions
- Mentor/staff satisfaction with training
- Mentor/parent/youth satisfaction with workshops, supervision/ check-ins, goal-setting sessions, program materials
- Youth/mentor/parent satisfaction with mentoring relationship

DOSAGE
- Avg. # of workshop sessions attended by mentors and youth
- Parent attendance at orientation & talent show/graduation
- Avg. # of supervision contacts/check-ins for mentors/parents/youth
- Avg. # of goal-setting and progress sessions completed
- Avg. hours of weekly one-one-one mentor/youth interactions
- Avg. # of Power Builders completed
- % of evaluation materials completed by staff/mentors/ youth/parents
- % of relationships sustained one year

Program Outcomes

What are the benefits of participating in the program?

INITIAL
- ↑ social support from non-parental adult (mentor): emotional, companionship, instrumental, informational
- ↑ health-related knowledge/attitudes
- ↑ gender and racial identity

INTERMEDIATE
- ↑ self-esteem/self-efficacy beliefs
- ↑ social competence
- ↑ skills for avoiding risky behaviors/engaging in positive health behaviors
- ↑ quality of relationships with parents, peers, and other adults

LONG TERM
- ↓ risky health behaviors: substance use, violence-related, unsafe sexual behavior, self-harm, etc.
- ↑ positive health behaviors: exercise, diet/nutrition, etc.
- ↓ mental health problems: internalizing (e.g., depression) and externalizing (e.g., conduct disorder)
- ↑ positive mental health: happiness, life satisfaction
- ↑ social, educational, occupational functioning at later stages of development

* This program was developed through collaboration between Big Brothers Big Sisters of Metropolitan Chicago (BBBS) and the Girls Mentoring Project at University of Illinois at Chicago (UIC), David DuBois, Ph.D., Director. FTE = full-time equivalent.

NOTES

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Section VIII.
Wrap-Up and Feedback

SUMMARY

Once again, congratulations on your commitment to quality youth mentoring.

Regardless of whether you reviewed the tool kit in its entirety or reviewed only those sections that were relevant to your specific needs, we hope that you found it useful and that it included all the information and resources you need to follow the guidelines in the *Elements of Effective Practice*. We encourage you to refer to the tool kit often as you continue to build and strengthen your mentoring program.

WE NEED YOUR FEEDBACK

To ensure that the tool kit meets your needs, we are seeking your feedback on its content and suggestions for improvement. Your feedback will enable us to enhance the online version of the tool kit (*www.mentoring.org/eeptoolkit*) and to respond to emerging mentoring trends. Please complete the Tool Kit Evaluation Form that follows, and mail or fax it to:

MENTOR/National Mentoring Partnership
Attention: National Mentoring Institute
1600 Duke Street, Suite 300
Alexandria, VA 22314

Fax: 703-226-2581

Thank you in advance for your input. We invite you to visit Mentoring.org often for the latest in mentoring news, information and resources. Together, we can connect more of America's young people with caring adult mentors.

How to Build a Successful Mentoring Program Using the Elements of Effective Practice EVALUATION FORM

What materials in the tool kit did you find most useful for your mentoring program?

_____

_____

What materials in the tool kit did you find least useful for your mentoring program?

_____

_____

Please rate the following sections:

Section III: Introduction to Mentoring and Program Building

Narrative	❑ Excellent	❑ Good	❑ Fair

Section IV: How to Design and Plan a Mentoring Program

Narrative	❑ Excellent	❑ Good	❑ Fair
List of Additional Resources	❑ Excellent	❑ Good	❑ Fair
Checklist of Program Progress	❑ Excellent	❑ Good	❑ Fair
Tools	❑ Excellent	❑ Good	❑ Fair

What tools in Program Design and Planning did you find most useful?

_____

_____

What tools in Program Design and Planning did you find least useful?

_____

_____

Section V: How to Manage a Program for Success

Narrative	❑ Excellent	❑ Good	❑ Fair
List of Additional Resources	❑ Excellent	❑ Good	❑ Fair
Checklist of Program Progress	❑ Excellent	❑ Good	❑ Fair
Tools	❑ Excellent	❑ Good	❑ Fair

What tools in Program Management did you find most useful?

_____

_____

What tools in Program Management did you find least useful?

_____

_____

Section VI: How to Structure Effective Program Operations

Narrative	❑ Excellent	❑ Good	❑ Fair
List of Additional Resources	❑ Excellent	❑ Good	❑ Fair
Checklist of Program Progress	❑ Excellent	❑ Good	❑ Fair
Tools	❑ Excellent	❑ Good	❑ Fair

What tools in Program Operations did you find most useful?

_____

_____

What tools in Program Operations did you find least useful?

_____

_____

Section VII: How to Establish Evaluation Criteria and Methods

Narrative	❑ Excellent	❑ Good	❑ Fair
List of Additional Resources	❑ Excellent	❑ Good	❑ Fair
Checklist of Program Progress	❑ Excellent	❑ Good	❑ Fair
Tools	❑ Excellent	❑ Good	❑ Fair

What tools in Evaluation Criteria and Methods did you find most useful?

_____

_____

What tools in Evaluation Criteria and Methods did you find least useful?

_____

_____

Feedback

Please provide your comments on the overall content of the tool kit and any suggestions for additional information or improvement.

_____

_____

_____

_____

Please send the completed Tool Kit Evaluation Form by mail or fax to:

MENTOR/National Mentoring Partnership
Attention: National Mentoring Institute
1600 Duke Street, Suite 300
Alexandria, VA 22314
Fax: 703-226-2581

ENDNOTES

Section II

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Section IV

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5. *Partnerships for Success,* 1990.

6. Adapted from "Getting your Message Heard: Understanding Nonprofit Marketing," MENTOR/National Mentoring Partnership Online Community Forum, November 2003, Mentoring.org/community.

7. *The Community Collaboration Manual,* The National Assembly of National Voluntary Health and Social Welfare Organizations, 1991.

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2. *Allstate Insurance Co. Mentoring Program,* Dr. Susan G. Weinberger, Norwalk, CT: Mentor Consulting Group, 2000.

3. "Mentoring in America 2002," MENTOR/AOL Time Warner Foundation, Mentoring.org/poll.

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5. "Mentoring in America 2002."

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7. "Mentoring Matters: A National Survey of Adults Mentoring Young People," The Commonwealth Fund, K.T. McLearn, D. Colasanto and C. Schoen, in J.B. Grossman (ed.), *Contemporary Issues in Mentoring,* Philadelphia: Public/Private Ventures, 1998, pp. 67–83.

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9. Adapted from *Vision to Reality: Mentoring Program Development Guide,* The Maryland Mentoring Partnership, 2003.

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2. *Partnerships for Success,* 1990.

3. Substantial portions of these sections were adapted from *Program Evaluation: Methods and Case Studies,* E.J. Posavac & Carey, Englewood Cliffs, NJ: Prentice-Hall; and "Assessing the Effectiveness of Mentoring Programs," J.B. Grossman and A. Johnson, in J.B. Grossman (ed.), *Contemporary Issues in Mentoring.* Philadelphia: Public/Private Ventures, 1998.

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