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

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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AOL Keyword: mentor

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

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.

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.

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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

The Connecticut Mentoring Partnership

Florida Mentoring Partnership, Volunteer Florida Foundation

Iowa Mentoring Partnership

The Maryland Mentoring Partnership

Mass Mentoring Partnership

Memphis Mentoring Partnership

Mentoring Partnership of Long Island

The Los Angeles Mentoring Partnership

The Mentor Center of Palm Beach County

The Mentoring Partnership of New York

Oregon Mentors

Texas Governor's Mentoring Initiative

Virginia Mentoring Partnership

Other Contributors

Applied Research Consulting

Best Buddies International

Big Brothers Big Sisters of the
Greater Twin Cities

Boys & Girls Clubs of America

Camp Fire Georgia Council

Dare Mighty Things

Friends for Youth

Girl Scouts of the USA

Harvard Graduate School of Education

icouldbe.org inc.

iMentor.org

Kinship of Greater Minneapolis

University of Texas at San Antonio

Youth Development Strategies, Inc.

YouthFriends

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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*

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.

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

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

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

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.

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.

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.

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

> 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.

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.

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:

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

- 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.

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.

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, learn-

MENTORING TOOL

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

ing 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.

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.

MENTOR
NATIONAL MENTORING PARTNERSHIP

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
   - ❏ College Students
   - ❏ General Public
   - ❏ Corporate Employees
   - ❏ High School Students
   - ❏ 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
   - ❏ Job Placement/Performance
   - ❏ Healthy Behaviors
   - ❏ Other _____
   - ❏ Friendship/Socialization
   - ❏ Reduce Recidivism
   - ❏ Career Exploration

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, After-school 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 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	**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 mentee's 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

STAFFING (CONT.)	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
	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*.

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