Types Of Mentoring Programs

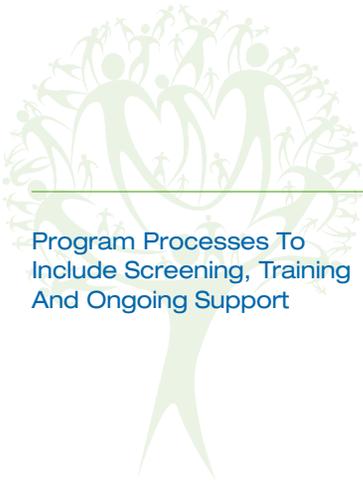|	One-To-One	Online Mentoring	Cross Age Peer Mentoring	Team Or Group Mentoring
Description	One adult matched to one young person.	Mentoring is conducted through the Internet when transportation is an issue or when this online contact is the preferred means of communication.	Peer or youth who are older (typically 3 years or school grade higher), more knowledgeable or have advanced skills, serve as mentors to younger peers	A small group of adults mentoring a slightly larger group of youth. For example, 3 adults mentoring 10 children or youths.
Where Mentoring Takes Place	**Site-based:** At a community agency, typically an after-school program, Boys and Girls Club, YMCA, YWCA, 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. 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. **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.	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. **Site-based:** At a community agency, typically an after-school program, Boys and Girls Club, YMCA, YWCA, etc.	**Site-based:** At a community agency, typically an after-school program, Boys and Girls Club, YMCA, YWCA, etc. **School-based:** At the mentees' school (elementary, middle, high school), on school grounds. Mentor and mentees should have a designated meeting place within the building and/or use of school facilities. **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. **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.

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Selection Of Mentees	Mentoring program, school or agency 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 young people would have reading or other academic difficulties; if it is to address issues of marginalization participants should be selected who would benefit from the program supports. For example, young people living in poverty or belonging to a visible minority group). Referrals for youth participation should be solicited from educators, youth workers, social 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	Mentoring program, school or agency 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 young people would have reading or other academic difficulties; if it is to address issues of marginalization participants should be selected who would benefit from the program supports. For example, young people living in poverty or belonging to a visible minority group). Referrals for youth participation should be solicited from educators, youth workers, social workers, parents/guardians, etc.	Mentoring program, school or agency 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 young people would have reading or other academic difficulties; if it is to address issues of marginalization participants should be selected who would benefit from the program supports. For example, young people living in poverty or belonging to a visible minority group). Referrals for youth participation should be solicited from educators, youth workers, social workers, parents/guardians, etc.
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.
Recruitment Of Mentors	Promote the program through networks in the community or via a marketing campaign, posters, community presentations, internet/intranet, etc. A recruitment session can be held to provide more information. Application forms and a training schedule are available at this session. If working with a specific population of children and youth ensure representatives from the community are involved in the process. Efforts should be made to recruit mentors from the community.	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. If working with a specific population of children and youth ensure representatives from the community are involved in the process. Efforts should be made to recruit mentors from the community.	Promote the program through networks in the community or via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session can be held to provide more information. Application forms and a training schedule are available at this session. If working with a specific population of children and youth ensure representatives from the community are involved in the process. Efforts should be made to recruit mentors from the community.	Promote the program through networks in the community or via a marketing campaign, posters, community presentations, intranet, etc. A recruitment session can be held to provide more information. Application forms and a training schedule are available at this session. If working with a specific population of children and youth ensure representatives from the community are involved in the process. Efforts should be made to recruit mentors from the community.

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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 the parent or guardian and 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 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. Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.	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 but adapted to meet the need of young mentors. Training should include an emphasis on leadership, strength-based engagement, and communication. Peer/Teen Mentors may also receive specialized training to assist them in meeting program goals (e.g., training on teaching literacy or managing issues of self-esteem or racism).	Same as One-to-One. Group mentors may also receive additional training related to working with young people in a group and specific program related content (culture, academics, career, self esteem, etc.).
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. Matching, support and supervision are essential.	The application, screening and matching are extensive and comprehensive. Training is essential. Depending on the goal of the program, a skilled coordinator who provides support to the group may be important.
Program Processes To Include Screening, Training And Ongoing Support	All	All	All	All

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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. Program should include an intentional closure ritual or process. See **Guidelines for Terminating A Relationship.** In school programs, the mentor commits to one school year (ideally October through May). Mentors should be 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.	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). Mentees need to know from the outset how long they can expect the relationship to last. Program should include an intentional closure ritual or process. Program should include an intentional closure ritual or process. See **Guidelines for Terminating A Relationship.**	Mentor makes a long-term commitment to meet regularly with the group as a leader or co-leader. If this is a school-based program, relationship may follow the school year with renewal each September. Program should include an intentional closure ritual or process. See **Guidelines for Terminating A Relationship** and consider a closing ceremony/celebration at the end of the group program or school year.
Nature Of Relationship	Focus can be social, career, employability skills, culture and/or academic. Relationship should be purposeful, goals and activities are established jointly.	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 group activities. Program content may be very specific to the needs of the group (ie., Aboriginal or immigrant youth
Meeting Times	School-based, Site-based: Mentors meet with mentees for one hour per week throughout the school year. Time may be set by the school or organization, or may 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.	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. Activities are specified by the program	Mentors and mentees meet at a set time each week.	Mentor and mentees meet at a set time each week.

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Activities	Activities vary. Pairs do everyday things and spend time together. Choosing appropriate activities will depend largely on the goal of your program. It is important to support matches to jointly set goals for the relationship regardless of the type of mentoring program. See **Goal Setting Guidelines.** Elementary Age Children: Mentoring typically focuses on activities that promote character development, self-esteem, social skills, life skills and may include some academics, reading/math ability. Middle/Junior School-Aged: Mentoring activities continue to promote character development, social skills, life skills, self-esteem, leadership, and may include academics and begin to introduce a career development focus. High School: Mentoring activities continue to focus on character development, social skills, life skills, self-esteem, leadership, and may include academics and an emphasis school-to-career preparation. *Note: Activity books for mentors at all age/grade levels are available on the AMP website.*	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 include two to three meetings, including a kick-off event. Important to jointly set goals for the relationship regardless of the type of mentoring program. See **Goal Setting Guidelines.**	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. Important to jointly set goals for the relationship regardless of the type of mentoring program. See **Goal Setting Guidelines.**	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. 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, career development, or cultural awareness. Important to jointly set goals for the relationship regardless of the type of mentoring program. See **Goal Setting Guidelines.**
Site Or Community Based	Both	Online and an adjunct to existing face-to-face program.	Site	Both

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Staffing	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. S/he provides ongoing support and supervision to mentors and mentees. For workplace mentoring, each participating school or business should have a coordinator to serve as the liaison between the school/agency and the mentor from the business. S/He also conducts the program evaluation and supports and recognizes mentors.	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. S/he provides ongoing support and supervision to mentors and mentees. Each participating school should have a coordinator to liaise with the program, and support and recognize mentors.	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. Resource people from the community may be a valuable addition to group mentoring programs, particularly when working with marginalized or underserved populations.