INFORMATIONAL OVERVIEW OF TYPES OF MENTORING PROGRAMS

	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 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.	**Agency-based:** At a community agency, typically an after-school program, Boys and Girls Club, etc. **Community-based***:* The mentors and mentees can meet anywhere, attend events, go to museums, etc. This is typical of the Big Brothers Big Sisters model. **Faith-based:** Mentoring teams usually meet in a house of worship or adjoining building. **Online:** E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. **School-based:** At the mentees' school (elementary, middle, high school), on school grounds, in full view of school officials. Mentors and mentees should have a designated meeting place 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.	**Agency-based:** At a community agency, typically an after-school program, Boys and Girls Club, etc. **Community-based***:* The mentor and mentees can meet anywhere, attend events, go to museums, etc. **Faith-based**: Mentoring groups usually meet in a house of worship or adjoining building. **Online**: E-mentoring—also known as online mentoring, telementoring, or teletutoring—is a mentoring relationship that is conducted via the Internet. **School-based***:* At the mentees' school (elementary, middle, high school), on school grounds, in full view of school officials. Mentor and mentees should have a designated meeting place within the building and/or use of school facilities

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WHERE MENTORING TAKES PLACE (CONT.)				Either the school district or the company may pay for the bus. Mentors and mentees should have a designated meeting place at the workplace.	(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.
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.

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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. 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. 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. Supervision should occur at least monthly and support sessions should be offered every 8–10 weeks.	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.

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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 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).	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.
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	**<u>School-based, Agency-based:</u>** Mentors meet with mentees for one hour per week throughout the school year. Time may be set by the school/agency or be variable.	Many programs set a minimum of at least once a week for communication.	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.

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MEETING TIMES (CONT.)	**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.*	Mentoring pairs can communicate more than once a week if they wish to.			
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. 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.***	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 include two to three meetings, including a kick-off event.	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. 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	Same as One-to-One. This person is responsible for monitoring the e-mail activity, providing ongoing	Each program should have an assigned coordinator who conducts mentor recruitment, screening and	Each program should have an assigned coordinator who conducts mentor recruitment, screening and training. He or she	Each program should have an assigned coordinator who conducts mentor recruitment, screening and

	TRADITIONAL ONE-TO-ONE	E-MENTORING	PEER MENTORING	TEAM MENTORING	GROUP MENTORING
STAFFING (CONT.)	mentees. Each participating school or business should have a coordinator to serve as the liaison between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.	support and coordinating mentor–mentee get-togethers if applicable.	training. He or she provides ongoing support and supervision to mentors and mentees. Each participating school should have a coordinator to conduct the program evaluation and support and recognize mentors.	provides ongoing support and supervision to mentors and mentees. Each participating school or business should have a coordinator to serve as the liaison between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.	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 between the school/agency and the mentors from the business. He or she also conducts the program evaluation and supports and recognizes mentors.

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