MENTORING TOOLKIT CONTENTS

- INTRODUCTION
- THEORY OF CHANGE
- RECRUITMENT
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- TRAINING
- CONTINUOUS IMPROVEMENT & SUPPORT
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INTRODUCTION

CONTEXT
The Army Educational Outreach Program (AEOP) offers students and teachers a collaborative, cohesive array of programs that effectively engage, inspire and attract the next generation of STEM (science, technology, engineering and math) talent from kindergarten through college. In collaboration with partners and by sharing information, leveraging strong STEM networks, and building on already existing relationships, AEOP intends to promote its portfolio of opportunities to better meet objectives, maximize impact and provide more enriching STEM opportunities for students.

AEOP's 2015 Portfolio Evaluation Report, prepared by Purdue University, revealed a significant weakness in how AEOP programs identify, train and deploy professional mentors. It also indicated that mentors across the portfolio are not guided by a set of clear expectations that are deliberately communicated through training experiences. Without high-quality mentoring structures, programs run the risk of not meeting their goals of recruiting and inspiring future STEM leaders.

The purpose of this toolkit is to offer a set of optional resources to the AEOP portfolio of programs and partners to ensure high-quality mentorship experiences across the AEOP. Education First created this toolkit based on best practices in mentoring and a survey of AEOP programs and partners to determine their mentoring needs and the tools they are using. AEOP portfolio programs and partners may use some or all of the toolkit and are encouraged to adapt the resources presented here to fit their needs.

DEFINITION

Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide relationship-based support that benefits one or more areas of the mentee’s development.

The National Mentoring Partnership

1 The National Mentoring Partnership, Elements of Effective Practice for Mentoring
MENTORING USUALLY FITS INTO ONE OF THREE MODELS:

- **Traditional Mentoring**: An experienced person provides 1:1 support to a less-experienced person
- **Peer Mentoring**: Peers advise peers
- **Collective Mentoring**: A group of experienced persons supports a group of mentees

**HOW TO USE THIS TOOLKIT**

The toolkit is broken into five content sections:
1. **Theory of Change**
2. **Recruitment**
3. **Screening**
4. **Training**
5. **Continuous Improvement and Support**

Each content section is organized into five areas:

- **Framing**—provides a basic understanding for each section and highlights its importance in executing quality mentoring
- **Essential Elements**—provides benchmark mentoring practices for program effectiveness
- **Examples in Practice**—provides examples of some of the benchmark practices; some examples come from best practices found in research, while others come from the AEOP portfolio
- **Resource Links**—provides hyperlinks to key resources
- **Reflection Questions**—provides questions for programs to reflect on their current practices in comparison to practices in the **Essential Elements**
No two programs will use this toolkit quite the same way. Differences in setting, population and program duration will influence how a program uses the toolkit. The following examples illustrate how programs of different types may have different takeaways:

- Internship and mentoring programs might find the most value in the recommendations on monitoring and supporting mentoring relationships.
- A program serving younger adolescents might find the most value in the recommendations and resources on screening.
- A program serving students over an extended period of time may find the most value in recommendations for mentor recruitment.
- A program serving students for a very short period of time may find the most value in recommendations for programming feedback from mentors and mentees.

There are infinite variations on how programs of different types will find value in this toolkit. As you review the information and recommendations in this toolkit, think creatively about how you can modify any recommended practices to fit your unique program circumstances.
The first step in developing a theory of change is identifying the program’s goals and outcomes. The second step is identifying the inputs and outputs that will lead to the program’s intended outcomes. With a theory of change, it is easier for programs to make goal-oriented decisions and to communicate the importance of programming to stakeholders and funders. Developing a theory of change provides the foundation for a program to be effective, efficient and evaluated.\(^2\)

**Essential Elements**

A theory of change should:

- Explicitly state what kind of impact the programming is intended to have
- Identify whom the programming will benefit
- Describe how the programming will achieve the intended impact
- Identify measures of success

**Examples in Practice**

A theory of change can be as simple as an if/then statement (see Figure 1) OR as detailed as a logic model (see Figure 2). A logic model can further illustrate an if/then statement.

\(^2\) The National Mentoring Partnership, *Elements of Effective Practice for Mentoring*

\(^3\) Girls Group Mentoring Toolkit

\(^4\) Girls Group Mentoring Toolkit
**Figure 2: Sample Theory of Change for a School-Based Mentoring Program**

![Diagram of a Theory of Change for a School-Based Mentoring Program]

**RESOURCE LINKS**

- To practice creating your own if/then statement, click [here](#).
- For United Way's Theory of Change Worksheet, click [here](#).
- For a better example of a logic model, click [here](#).
- For a template to create your own logic model, click [here](#).
- For an in-depth explanation of a logic model, click [here](#).

**REFLECTION QUESTIONS**

1. Does your mentor programming currently have a theory of change? If yes, how do you publicize your theory of change?
2. Who is benefiting from your mentor programming?
3. What impact are you hoping to have through your mentor programming? Short term? Long term?
4. How do your current mentor activities help to bring about your intended impact?
5. How do you currently measure the success of your mentor programming?

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5 The Chronicle of Evidence-Based Mentoring, *The Two Most Important Features of High-Quality Mentoring Programs*
FRAMING

In a national study on perceived barriers to volunteering, researchers found the most common barriers to mentor recruitment to be a lack of information, lack of time and lack of interest. Programs can address these practical barriers by implementing a recruiting campaign that addresses concerns upfront, such as the time commitment involved and the benefits of mentoring for mentors. Recruitment materials should be accurate and include key information on process, training, ongoing support and possible mentor benefits.

Research has identified five common motivations for volunteering as a mentor:

1. Developing and enhancing one’s career
2. Enhancing one’s personal development
3. Conforming to the norms of one’s personal or work environment (e.g., personal friend group is committed to a mentoring cause; work team or department historically partners with a mentoring cause)
4. Learning new skills and practicing underutilized abilities
5. Expressing values related to altruistic beliefs

ESSENTIAL ELEMENTS

At a minimum, recruitment strategies should include:

→ Developing a written recruitment plan
→ Realistically portraying the benefits, practices, supports and challenges of mentoring in the program
→ Highlighting how mentoring can benefit mentors
→ Including current mentors in the recruitment of new mentors; providing current mentors with resources and information to speak with their personal networks about an interest in mentoring
→ Including diverse approaches to meet potential mentors on an ongoing basis (e.g., direct ask, social media, mass communication, presentations, referrals)

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6 Sundeen, Raskoff & Garcia (2007), Differences in Perceived Barriers to Volunteering to Formal Organizations.
7 Clary, Snyder, Ridge, Copeland, Stukas, Haugen & Miene (1998), Understanding and Assessing the Motivations of Volunteers: A Functional Approach
EXAMPLES IN PRACTICE

Marketing materials should highlight how committing to mentoring can benefit the mentor and the mentee (see Figure 3). Marketing materials also should provide talking points for current mentees and mentors to recruit among their personal and professional networks. For example, Mentor Michigan created a Men in Mentoring Toolkit with great examples of talking points to recruit men from different backgrounds (see Appendix).

Figure 3: Mentoring Works Flyer
RESOURCE LINKS

→ For a template to create your own mentor recruitment plan, click here
→ For an example of a mentor recruitment plan, click here
→ For a worksheet to brainstorm possible motivations and barriers for mentoring with your program, click here

REFLECTION QUESTIONS

1. Do you currently have a mentor recruitment plan for each of your sites?
2. What are the personal and professional benefits that former and current mentors have reported after participating in your mentoring program?
3. What are the different approaches your program uses to recruit mentors? How does your program include current and former mentors in mentor recruitment?
4. When and how does your program share the challenges of mentoring and the supports available?
Screening

Framing

Unfortunately, volunteer-based youth programs like mentoring are potentially “high-risk” for the occurrence of abuse. To keep all program participants safe, it is important that all mentoring programs have a written screening plan that formally outlines the screening practices for both potential mentors and mentees.⁸

While some screening practices may seem intrusive (e.g., background check, reference check), it is critical that programs take all measures to ensure a safe environment for mentees. Screening practices allow programs to uncover red flags and potential concerns before mentor relationships begin.

Essential Elements

At a minimum, programs should screen prospective mentors for safety and suitability and ensure that all participants understand commitment expectations. Basic practices that should be included in the screening policy are listed below.⁹

- Program has established criteria for accepting and disqualifying mentor applicants; red flags for disqualification could include:¹⁰
  - Failure to complete the screening process
  - History of victimization of children
  - Conviction for any crime in which children were involved
  - History of violence or sexually exploitive behavior
  - Termination from a paid or volunteer position as a result of misconduct involving youth; lying about criminal history

- Program requires the completion of a written application that assesses the safety and suitability of the individual

- Program conducts at least one face-to-face interview with prospective mentors to assess the safety and suitability of the individual

- Program conducts a criminal background check on prospective adult mentors

- Program conducts reference checks on prospective mentors to assess the safety and suitability of the individual

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⁸ The National Mentoring Partnership, Elements of Effective Practice for Mentoring
⁹ The National Mentoring Partnership, Elements of Effective Practice for Mentoring
¹⁰ National Center for Missing and Exploited Children, Background Screening Suggestions
Program requires that prospective mentors sign a mentoring commitment agreement that outlines the minimum time commitment that is required to participate and confirms the mentor will act in accordance with local, state and federal laws.

**EXAMPLES IN PRACTICE**

Mentor screening can be as simple or as detailed as each program prefers as long as it includes basic procedures mentioned above. Every program should have screening procedures formally outlined in a screening policy document (see Figure 4).

*Figure 4: United Way of North Idaho Sample Mentor Screening Policy*

**Sample Mentor Screening Policy**

It is the policy of the XYZ mentoring program that each mentor applicant completes a screening procedure. All staff members must be trained and required to carefully follow the screening procedures. At minimum, the following screening procedures are required for mentor applicants. Program staff must ensure that each applicant completes these established minimum screening procedures:

**Mentor screening procedures**

- The mentor must attend an initial orientation session.
- The mentor must complete a written application.
- The mentoring coordinator makes the following background checks: national or state criminal history, child abuse registry, and sex offender registry. Checks must be performed in all states the mentor resided in as an adult.
- The mentoring coordinator should check the mentor’s driving record and get a copy of his or her current auto insurance coverage.
- The mentor must provide three personal references and employment information.
- The mentor must complete a personal interview.
- The mentor must fully participate in all pre-match training.

The decision to accept an applicant into the mentoring program will be based on a final assessment done by program staff at the completion of the mentor screening procedures. The mentoring program coordinator has final approval for an applicant’s acceptance into the program.

No reason will be provided to mentor applicants rejected from participation in the program, although they should be informed of the determination in writing.

All XYZ mentors are expected to meet all eligibility criteria. However, extenuating circumstances may be reviewed at the discretion of the program coordinator, and acceptance may then be allowed with written approval of the executive director and a representative of the board of directors when all eligibility requirements are not clearly met. These instances are expected to be rare.

Documentation related to the screening process must be maintained for each applicant and placed in confidential files.
RESOURCES LINKS

→ For guidance on how to develop mentoring policies and procedures, click [here](#).
→ For editable screening templates, click [here](#). Then click on the *Sample Forms tab*.
  - Sample volunteer acceptance guidelines
  - Sample written application
  - Sample interview questions
  - Sample reference questions
  - Sample mentor responsibilities
  - Sample rejection letter
→ For background check contacts by state, click [here](#).
→ To conduct free, named-based searches through the National Sex Offender Public Website, click [here](#).

REFLECTION QUESTIONS

1. What are the potential risks and liabilities associated with not properly screening mentors to work with youth and young adults?
2. What processes and tools is your program currently using for mentor screening? To what extent is your program staff using these processes and tools consistently (and across every site)?
3. How do you ensure your staff is knowledgeable about your screening process and follows screening procedures for all applicants?
4. Which recommended screening practices above need to be added to your comprehensive screening process?
FRAMING

Mentor training is a vital component of any successful mentoring program. The quality of mentor training has documented impact on both mentor satisfaction and retention as well as mentor/mentee perceptions about the quality of the mentor-mentee relationships. Mentors who receive training report feeling higher levels of support and effectiveness than mentors who do not receive training.

At a minimum, mentors should complete at least two hours of training before being matched with mentees. Training should include opportunities for mentors to consider their motives and goals for becoming a mentor, learn about different styles of mentoring relationships, learn about special populations and cultural sensitivity, and learn the proper steps to close out a mentor-mentee relationship (including the negative results of closing out a mentor-mentee relationship prematurely).

Training for mentees and their guardians also is beneficial. Training that supports mentees in understanding the benefits of being mentored and setting goals for the relationship contributes to mentees’ understanding of their role and responsibilities in the relationship and has implications on mentees’ commitment and satisfaction.

ESSENTIAL ELEMENTS

At a minimum, mentor training should:

- Include at least two hours of pre-match training
- Provide training on the following topics
  - Program overview, policies and procedures
  - Mentorship goals
  - Appropriate roles
  - Relationship development
  - Cultural/population sensitivity
  - Closure

EXAMPLES IN PRACTICE

The AEOP is developing three training slide decks on being an effective mentor to AEOP’s students, specifically students from underserved and underrepresented groups. Each of the training slide decks
will be tailored for a specific audience—Army leadership; AEOP IPA/Consortium members; and Army lab coordinators, teachers and mentors. This training resource will be available fall 2017. For more information contact Christina Weber, Christina.L.Weber.civ@mail.mil.

Another example is Techbridge Girls, which offers role model trainings to help prepare volunteers for their outreach with girls. Along with trainings held at their offices, Techbridge has developed the Role Models Matter Online Training Toolkit that helps volunteers learn the skills to engage with girls and underrepresented youth in STEM. The Role Model Training Toolkit provides training on variety of subjects including STEM messaging, giving feedback and assisting with career exploration (see Figure 5). Techbridge also has developed role model guides like Role Model Strategies: Encouraging Girls to Consider STEM Careers as a resource for role models as they interact with and participate in specific activities with youth (see Figure 6). For a full list of role model guides, click here.

Figure 5: Techbridge Girls Role Models Matter Toolkit

11 Techbridge Girls, Role Models Matter Toolkit
Figure 6: Role Model Strategies: Encouraging Girls to Consider STEM Careers (Techbridge and PBS SciGirls)\textsuperscript{12}

RESOURCE LINKS

There are few evidence-based mentor training programs; we’ve listed a couple below:

- For a detailed mentor training handbook from Million Women Mentors, click \textit{here}. This resource provides training guidance for the following topics:
  - Program overview, policies and procedures
  - Mentor roles and goals
  - Working with youth
  - Cultural sensitivity for underrepresented populations
  - Ethical issues
  - Establishing relationships

- For research-based, fee-based online mentor training courses from Mentoring Central (co-author of \textit{Elements of Effective Practices for Mentoring}), click \textit{here}. Courses start at $10 per person and cover the following topics:
  - Expectations and motivations
  - Building and maintaining relationships
  - Understanding and maintaining boundaries
  - Goal-setting and growth mindset
  - Ethics and safety
  - Mentee training
  - Mentee parent training

- For a training curriculum designed specifically for mentors working with youth in military families, click \textit{here}

\textsuperscript{12} Techbridge Girls and PBS SciGirls, \textit{Role Model Strategies}
**REFLECTION QUESTIONS**

1. What training is provided to your mentors before matching them with a mentee?
2. What training is provided to mentees (and guardians) before being matched with a mentor?
3. Are your training materials and practices informed by research?
4. Do your mentors and mentees have appropriate goals and expectations for participation in the program?
5. Are mentors equipped to effectively build, maintain and close out relationships with mentees?
FRAMING

It is important to monitor and support mentoring relationships throughout the duration of mentor programming. Consistent monitoring of mentoring relationships is associated with longer-lasting and stronger mentoring relationships. Mentoring programs should have a written plan for monitoring and supporting mentoring relationships that includes the standard procedure for:

- Contacting mentors and mentees and asking questions about activities, outcomes, safety and quality throughout the duration of the mentoring relationship
- Documenting data collected during monitoring contacts with mentors and mentees (e.g., standard template and filing system from notes collected from any monitoring calls with mentors)

Monitoring the quality of the mentoring relationship from the perspective of both the mentor and mentee yields valuable information on how to support individual relationships with advice, training and access to resources. Research shows that mentors find support phone calls and ongoing training helpful. Research also finds that mentors are encouraged by acts of acknowledgement and appreciation (e.g., thank-you cards, awards, public acknowledgement). Consistent feedback and evaluation opportunities are critical to a program’s continuous improvement.

ESSENTIAL ELEMENTS

At a minimum, programming should:

- Provide at least one additional training opportunity for mentors per year after being matched with mentees (based on monitoring and feedback data)
- Acknowledge mentors at least once per year for their time and influence
- Provide opportunities for both mentors and mentees (and their families) to provide feedback on the process and impact of mentoring programming during and after the relationship

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13 Herrera, Dubois, & Grossman (2013), *The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles*

14 The National Mentoring Partnership, *Elements of Effective Practice for Mentoring*

15 The National Mentoring Partnership, *Elements of Effective Practice for Mentoring*
EXAMPLES IN PRACTICE

A written plan for monitoring and supporting mentoring relationships should include the following:

- Standard frequency for contacting mentors and mentees for program feedback during the mentoring relationship
- A system to gather and analyze program feedback and evaluation data
- A process for managing grievances, praise, re-matching, interpersonal problem-solving and premature mentoring-relationship closure

Iowa State University's Mentoring Program outlines some monitoring procedures and intervals on its website (see Figure 7).

Figure 7: Iowa State University Mentoring: Monitoring the Mentor/Mentee

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16 Iowa State University, Monitoring the Mentor/Mentee
RESOURCE LINKS

→ For a sample program evaluation template for mentors, mentees and program coordinators, click here
→ For a toolkit to support the development of your own program evaluation, click here and here
→ For a sample Mentee Exit Survey, click here
→ For a sample Mentor Exit Survey, click here
→ For a sample Mentor and Mentee Reflection Worksheet, click here
→ For a sample Match Closure Summary Form, click here

REFLECTION QUESTIONS

1. Are mentors provided with both pre-match and post-match training?
2. How do you currently monitor the quality and safety of mentoring relationships in progress?
3. How do you collect feedback from mentors on their mentoring experience? Mentees on their mentoring experience?
4. How do you evaluate your mentor programming impact?
5. How do you show appreciation for your mentors?
To navigate to a specific document listed in the appendix, hover over the desired document to access the internal hyperlink.

- The National Mentoring Partnership Toolkit
- Volunteer Motivations and Barriers Worksheet
- Messaging for Male Mentor Recruitment
- Sample Written Application
- Sample Volunteer Mentor Reference Check
- Sample Volunteer Acceptance Guidelines
- Sample Mentor Training Agenda
- Sample Program Evaluation
- 101 Ways to Give Recognition to Volunteers
- Match Closure Summary Form
APPENDIX

Elements of Effective Practice for Mentoring Planning Toolkit

→ For complete database of tools for designing and planning, click here
→ For a complete database of tools to manage a program for success, click here
→ For a complete database of tools to structure effective program operations, click here
→ For a complete database of tools to establish evaluation criteria and methods, click here

17 The National Mentoring Partnership, Elements of Effective Practice for Mentoring Planning Toolkit
## Worksheet: Volunteer Motivations and Barriers

**YouthBuild USA National Mentoring Alliance Community of Practice**

<table>
<thead>
<tr>
<th>Motivation</th>
<th>How can we take advantage of this motivation?</th>
<th>Slogans, messages, images, approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographic motivations (cultural, ethnic, religious, socioeconomic; driven by identity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generational motivations (“passing it on,” giving back)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community motivations (specific needs, general support)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social motivations (meeting the expectations of peers, family, or social groups)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancement motivations (self-esteem, feeling needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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18 YouthBuild USA [National Mentoring Alliance Community of Practice](https://www.youthbuildusa.org/national-mentoring-alliance-community-of-practice)
<table>
<thead>
<tr>
<th>Barrier</th>
<th>Our response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring is too time-consuming</td>
<td></td>
</tr>
<tr>
<td>Worried about working with youth’s family</td>
<td></td>
</tr>
<tr>
<td>Don’t live in the same part of town</td>
<td></td>
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<tr>
<td>Don’t know what to do with mentees</td>
<td></td>
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<tr>
<td>Consider mentoring too emotionally involving</td>
<td></td>
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<tr>
<td>Don’t understand the YouthBuild mission</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX

Messaging for Male Mentor Recruitment
Mentor Michigan

RECRUITER-TO-EMPLOYER TALKING POINTS
To succeed, the speaker must lead from personal experience in mentoring or indicate a willingness to devote time to learning how to be a mentor.

- Mentoring has significant return on investment for your company.
- Research shows that mentoring increases workplace skill development including leadership, communication, team building, and strategy.
- Recent studies show that 74 percent of volunteers reported their volunteer experience had a positive effect on their careers, with employers reporting them more engaged at work.
- Employees who volunteer were more likely to be more satisfied at work and describe companies who encourage volunteer programs, such as mentoring, as a “good place to work.”
- Teams of employees brought together to mentor were found to have an increase of 61 percent in improved teamwork at the workplace.
- 75 percent of Americans consider a company’s commitment to social issues when deciding where to work.
- Younger workers prefer work environments that reflect their social consciousness.

MENTORS-TO-MEN TALKING POINTS
The essential difference between earlier talking points and the mentor-to-men discussion is the sharing of experiences. The mentor should share his or her own positive mentoring experience first.

- This is a “win-win” experience. You get far more out of being a mentor than anything you could possibly give.
- We need you on the team!
- I feel really good about mentoring. [insert name]. I see that kids are still waiting, and it frustrates me to see so many boys waiting to be matched.
- What kind of men do you want these boys to become?
- As a mentor, I want to “win,” and that means finding men like you to mentor these boys. A win means you enjoy the accomplishment of knowing you have put another young man on the path to success rather than failure.
- How did I succeed as a mentor? I became one, and I get great assistance from the program.
- “Showing up on the field” creates an instant win for you and the child you mentor.
- In the eyes of a child with few positive role models, you are an example of a successful man.

*For more talking-point examples, click here.

19 Mentor Michigan, Men in Mentoring Toolkit
APPENDIX

Sample Written Application
Friends for Youth

1. BACKGROUND INFORMATION
Name: ___________________ Gender: ___________________
Address: ___________________
City: ___________________ Zip: ___________________
Home Phone: (____) Business Phone: (____)
Fax/Cell Phone: (____) Email address: ___________________
Age (Optional): ___________________ Date of Birth (Optional):
Ethnic Background (Optional): ___________________
Marital Status (Optional): Spouse’s Name: ___________________
Children: ___________________ Age: ___________________
___________________ Age: ___________________
___________________ Age: ___________________
___________________ Age: ___________________
Previous Last Names Used: ___________________

2. RESIDENCES
Please list residences in the last 5 years:
Address/City/State __________________
Dates to __________________
_________________ to __________________
_________________ to __________________
_________________ to __________________
_________________ to __________________

3. EDUCATION
High School: ___________________ City/State: ___________________
Dates Attended: ______ to ______ Graduated?
Post-High School:
School: ___________________ Major: ___________________ Dates Attended: ______
Degree: ___________________
School: ___________________ Major: ___________________ Dates Attended: ______
Degree: ___________________
School: ___________________ Major: ___________________ Dates Attended: ______
Degree: ___________________

4. MILITARY SERVICE
Branch: ___________________ Dates: ___________________ Type of Discharge: ___________________

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20 Friends for Youth, Sample Written Application
5. **JOB HISTORY**

- **Present Occupation:**
  - Dates: ______ to ______
  - Work Days and Hours:
  - Employer:
  - Address:
  - Phone: (____) ______ Ext. ______ Name of Supervisor: ______
  - May we call you at work? ______ If not, why?
  - *This agency may be contacting your employer as a reference.*
  - Is there any reason that you would not want us to contact your employer? If yes, please explain.

- **Last 2 jobs:**
  - Position: ______
  - Dates: ______ to ______
  - Employer:
  - Address:
  - Phone: (____) ______ Ext. ______ Name of Supervisor: ______
  - May we contact this employer as a reference? ______
  - If not, why?
  - Position: ______
  - Dates: ______ to ______
  - Employer:
  - Address:
  - Phone: (____) ______ Ext. ______ Name of Supervisor: ______
  - May we contact this employer as a reference? ______
  - If not, why?

6. **ANTICIPATED FUTURE CHANGES**

Do you know or have any reasonable expectation of any future change in your family status, vocation, or residence?
If yes, please explain.

7. **PREVIOUS APPLICATION**

Have you ever previously applied to be a volunteer with this agency?
If yes, please explain.

*It is the policy of this agency to not accept applications from candidates who have previously applied to and not been accepted by this agency.*

8. **MEDICAL HISTORY**

<table>
<thead>
<tr>
<th>Major Illness/Medical Problems</th>
<th>Treatment</th>
<th>Dates</th>
</tr>
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</tbody>
</table>

Do you take any special medication?
If yes, please explain.

Have you ever sought counseling or psychological treatment of any type?
If yes, please explain.

Have you ever had problems with the use of alcohol or drugs?
If yes, please explain.
9. TRANSPORTATION
Are you a licensed driver?
If yes, do you have your own transportation?
Do you carry liability insurance?

This agency will need a copy of your insurance certificate for our files.

➔ Driving Record (Must be completed, in addition to driving record submission)
   Infraction  Date

This agency will need a copy of your driving record.

10. REFERENCES
List 4 references, including 1 relative, 1 co-worker, and 2 friends you have known for at least 2 years.

1. Name: __________________________ Relationship: __________________________
   City, State: __________________________
   Primary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home
   Secondary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home

2. Name: __________________________ Relationship: __________________________
   City, State: __________________________
   Primary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home
   Secondary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home

3. Name: __________________________ Relationship: __________________________
   City, State: __________________________
   Primary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home
   Secondary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home

4. Name: __________________________ Relationship: __________________________
   City, State: __________________________
   Primary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home
   Secondary Phone (_____)  ☐ Cell  ☐ Business  ☐ Home

11. LEGAL HISTORY
Have you ever been arrested? __________________________
   If yes, please explain. __________________________

   Offense __________________________ Date __________________________ Action __________________________

   Have you ever been investigated/and or charged with child abuse or neglect? __________________________
   If yes, please explain. __________________________

   Have you ever been investigated for and/or charged with crimes against children? __________________________
   If yes, please explain. __________________________

   Have you ever been investigated for and/or charged with assault? __________________________
   If yes, please explain. __________________________

   Have you ever been investigated for and/or charged with any other offenses? __________________________
   If yes, please explain. __________________________

   This agency will need the results of a state- and federal-level fingerprint background check.
12. PERSONAL DATA

What are some values and beliefs that are of special importance to you?

__________________________________________________________________________

How do you feel these relate to working with young people?

__________________________________________________________________________

Please list hobbies and activities that you enjoy.

__________________________________________________________________________

Do you have any special training or skills?

__________________________________________________________________________

Please list language skills.

__________________________________________________________________________

Please list any professional memberships, community organization affiliations, etc.

__________________________________________________________________________

Have you had any experience working with children (volunteer, paid, etc.)? __________
If yes, please describe. _________________________________________________________

__________________________________________________________________________

Additional Comments _________________________________________________________

__________________________________________________________________________
APPENDIX

Sample Volunteer Mentor Reference Check

Friends for Youth

Sample Volunteer Mentor Reference Check

1. Purpose of call: Explain that applicant is interested in volunteering for THE AGENCY as a mentor, has listed him/her as a reference, and you need to ask him/her a few questions as part of our standard screening process. Make sure that he/she has about 5-10 minutes to talk.

2. Explain the confidentiality waiver: all information given is shared only with Program Staff and Selection Committee, and will not be shared with the applicant.

3. Ask reference if he/she is familiar with THE AGENCY. If not, explain program.

4. Begin questions:
   How long have you known the applicant? How well do you know the applicant?
   How often do you communicate with each other?
   Have you seen the applicant working or interacting with youth? What was that like?
   How do you think the applicant would work in our program? Why is that?
   Why do you think the applicant wants to be involved with THE AGENCY?
   How is the applicant in following through with commitments? Do you think the applicant will have any problem making a one-year commitment to a youth?
   How would the applicant work with different ethnic groups?
   Would the applicant be open to suggestions about relating to a young person or if any problems come up?
   Do you have any hesitations in recommending him/her as an applicant?
   Do you have any suggestions on matching the applicant, in terms of interests or preferences?
   Is there anything else you can think of that would be helpful for me to know?

5. Thank the reference for his/her time and ask if he/she is interested in volunteering or getting more info about THE AGENCY.

21 Friends for Youth, Sample Volunteer Mentor Reference Check
Appendix

Sample Volunteer Acceptance Guidelines
Friends for Youth

Volunteer Acceptance Guidelines (INTERNAL)

1. Applicant must have a good driving record. Every applicant must supply a copy of his/her entire DMV driving record to [AGENCY].

2. Applicant must have a valid driver’s license and car insurance that meets the minimum requirements for the state of [STATE]. Proof of insurance must be supplied.

3. Applicants with a history of frequent moving must sufficiently explain each transition. Applicant must plan to live in the area for the required time commitment.

4. Applicant must show a stable employment record. Employment references may be contacted.

5. If the applicant has any history of drug, alcohol, emotional or other problems, it must be shown that he/she received treatment, and sufficient time must have passed in order for the recovery to be complete.

6. Applicant must show a balance in extra-curricular activities.

7. Applicant must complete [Live Scan] fingerprinting for both a state and federal criminal history background check. Applicant may not have committed any felonies and may not have any record of assault or violent behavior. If a misdemeanor appears, it will be evaluated on an individual basis. Under no circumstances will any applicant be accepted who has ever been suspected of, investigated for, charged with, or convicted of crimes concerning children such as child molestation, abuse, neglect, etc.

8. Applicant must supply [AGENCY] with all information that is required in the application and interview process. The information must be consistent.

9. Volunteers whose matches do not work out will be re-evaluated before matching them again.

10. Staff – based on their interactions and intuition — must not have any safety concerns or sense of uneasiness about the applicant.

22 Friends for Youth, Sample Volunteer Acceptance Guidelines
I. Welcome and Introduction
   A. Overview of mentoring program
   B. Organizational partner (if there is one)
   C. Individuals – their names, positions and experience, or not, as mentors

II. Mentoring
   A. What it is and what it’s not – brief description
   B. Personal mentors – participants share memories of their own mentors and the qualities that made them exceptional
   C. Condense descriptions into the ideal mentor – with emphasis on “there for me,” “listened to me,” “nonjudgmental,” “caring,” and so forth
   D. Remind mentors of the descriptions that are not there – because they’re not important – for example, “wealthy,” “famous,” powerful, and so forth

III. Our Qualifications
   A. Our best characteristics – group describes the qualities about themselves of which they are most proud.
   B. Review our characteristics and compare them to those on the mentor list – we have what it takes!
   C. Review key qualities of a good mentor – caring, consistent, nonjudgmental listener and friend.

IV. Youth Today
   A. What do we know about them? Let’s brainstorm adjectives we hear in the media that describe youth.
   B. Highlight the derogatory expressions that arise – make a list.
   C. Ask participants to think about young people they know well – a child, grandchild, godchild, etc. Do these children fit the list of seary adjectives from part A?
   D. So we don’t want the media to describe youth for us. Let us start with a clean slate.
   E. Describe simple characteristics of young people to be mentored – depending on age.
   F. Ask participants if the people we will be mentoring might have stereotypes about us. Let’s brainstorm the adjectives that young people might have about adults.
   G. Highlight the less than flattering expressions that may come up. Ask participants how we can counteract these stereotypes.
   H. Refer back to the qualities that make a good mentor. Can we use the positives to counteract the negatives?

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23 Mentoring Partnership of Long Island, The ABC’s of Mentoring
APPENDIX

V. Mentoring Relationship
   A. Describe young people
   B. Goals of programs
   C. Goals of individual meetings
   D. Ground rules:
      a) Boundaries
      b) Limits
      c) Trust
      d) Confidentiality
      e) When youths need help – risky or dangerous behavior
      f) When mentors feel stuck
      g) Fun
   E. Initial Meetings:
      a) Strategies
      b) Expectations
      c) Plan together
      d) Brainstorm activities and discussion points

VI. Goal Setting
   A. Realistic and personal
   B. Achievable
   C. Turn short term into long term
   D. Develop step-by-step plan
   E. Celebrate achievements
   F. Reframe setbacks

VII. Review Topics
   A. Ask for questions
   B. Assign homework
   C. Explain report mechanism and certificate

VIII. Conclusion and Thank You (on behalf of the young people)
APPENDIX

Sample Program Evaluation - Mass Mentoring Partnership

PROGRAM COORDINATOR, MENTOR, AND MENTEE PROGRAM EVALUATIONS

For Program Coordinators

1. Did the mentor program run as you planned? Why or why not?

2. What are the strengths of your program?

3. What areas of your program need improvement?

4. What aspects of your mentor program would you like to improve?

5. How could your school/business/community partner further assist you in coordinating the mentor program?

6. Did you feel overwhelmed or burdened by coordinating the mentor program? If yes, explain why.

---

24 Mass Mentoring Partnership, Sample Program Evaluation
APPENDIX

For Mentors

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. (Please circle your response)

1. How would you rate the mentor program?
   - excellent
   - very good
   - good
   - poor

2. How would you describe the quality of your experience as a participant in the program?
   - excellent
   - very good
   - good
   - poor

3. Would you volunteer to serve as a mentor again next year or in the future?
   - yes
   - possibly
   - not sure
   - no

4. Did the mentor training session help you prepare for your mentoring experience?
   - yes
   - somewhat
   - not sure
   - no

5. Would you have liked additional training for mentors?
   - yes
   - maybe
   - probably not
   - no

6. How clearly defined were your mentor responsibilities?
   - very clear
   - moderately clear
   - a little unclear
   - very unclear

7. The mentor program coordinators were accessible and easy to talk to and seek advice from when necessary.
   - always
   - somewhat
   - not much
   - never

8. How would you describe your relationship with your mentee?
   - very good
   - good
   - fair
   - poor

9. Do you think that the time you spent with your mentee was sufficient?
   - yes
   - almost
   - not really
   - no

10. Do you think that the time you spent together was helpful for your mentee?
    - yes
    - somewhat
    - not really
    - no

11. Did you gain personally from this relationship?
    - yes
    - somewhat
    - not much
    - no

12. I would have preferred to meet less often with my mentee.
    - yes
    - sometimes
    - rarely
    - no

13. I would have preferred to meet more often with my mentee.
    - Yes
    - sometimes
    - rarely
    - no

14. What was most satisfying about the mentor program?

15. What was least satisfying about the mentor program?

16. What would you suggest to improve the mentor program?
**APPENDIX**

**For Mentees**

We would like to have your opinion of the mentor program so that we may evaluate and strengthen our program for the future. Please complete the questions below and return the survey to the program coordinator. *(Please circle your response)*

1. How would you rate the mentor program?  
   - excellent  
   - very good  
   - good  
   - poor

2. Did you enjoy being part of this program?  
   - yes  
   - somewhat  
   - not much  
   - no

3. Would you want a mentor next year?  
   - yes  
   - probably  
   - not really  
   - no

4. Did you like your mentor?  
   - yes  
   - somewhat  
   - not much  
   - no

5. Did you think meeting with a mentor was fun?  
   - yes  
   - somewhat  
   - not really  
   - no

6. Would you have liked to meet with your mentor more often?  
   - yes  
   - a bit more  
   - not much more  
   - no

7. Did having a mentor help you do better in school?  
   - yes  
   - somewhat  
   - not much  
   - no

8. Did you learn new things from your mentor?  
   - yes  
   - somewhat  
   - not much  
   - no

9. Did you feel comfortable talking to your mentor about things, either good or bad?  
   - yes  
   - somewhat  
   - not really  
   - no

10. Did you feel comfortable talking to your mentor program coordinator about your experiences, either good or bad?  
    - yes  
    - somewhat  
    - not really  
    - no

11. List some of the activities you did with your mentor:

12. List something (if anything) that you learned from your mentor.

13. What did you like best about the mentor program?

14. What did you not like about the mentor program?

15. What do you think we should change or do differently next year?
## APPENDIX

### 101 Ways to Give Recognition to Volunteers

*Mentoring Partnership of Long Island*

<table>
<thead>
<tr>
<th>1. Smile.</th>
<th>23. Say “Good morning.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Treat to a soda.</td>
<td>25. Provide good pre-service training.</td>
</tr>
<tr>
<td>5. Ask for a report.</td>
<td>27. Award plaques to sponsoring group.</td>
</tr>
<tr>
<td>6. Send a birthday card.</td>
<td>28. Take time to explain.</td>
</tr>
<tr>
<td>8. Give service stripes.</td>
<td>30. Motivate agency VIPs to converse with them.</td>
</tr>
<tr>
<td>11. Invite to staff meeting.</td>
<td>33. Afford participation in team planning.</td>
</tr>
<tr>
<td>12. Recognize personal needs and problems.</td>
<td>34. Respect sensitivities.</td>
</tr>
<tr>
<td>13. Accommodate personal needs and problems.</td>
<td>35. Enable to grow on the job.</td>
</tr>
<tr>
<td>14. Be pleasant.</td>
<td>36. Enable to grow out of the job.</td>
</tr>
<tr>
<td>15. Use in an emergency situation.</td>
<td>37. Send newsworthy information to the media.</td>
</tr>
<tr>
<td>16. Provide a babysitter.</td>
<td>38. Have wine and cheese parties.</td>
</tr>
<tr>
<td>17. Post honor roll in reception area.</td>
<td>39. Ask client/patient to evaluate his or her work-service.</td>
</tr>
<tr>
<td>18. Respect their wishes.</td>
<td>40. Say “Good afternoon.”</td>
</tr>
<tr>
<td>20. Keep challenging them.</td>
<td>42. Create pleasant surroundings.</td>
</tr>
<tr>
<td>21. Send a Thanksgiving card to the volunteer’s family.</td>
<td>43. Invite them to staff coffee breaks.</td>
</tr>
<tr>
<td>22. Provide a nursery.</td>
<td>44. Enlist them to train other volunteers.</td>
</tr>
<tr>
<td>25. Make good plans.</td>
<td>45. Have a public reception.</td>
</tr>
<tr>
<td>26. Take time to talk.</td>
<td>46. Defend against hostile or negative staff.</td>
</tr>
<tr>
<td>27. Persuade personnel to equate volunteer experience with work experience.</td>
<td>48. Make good plans.</td>
</tr>
<tr>
<td>28. Recommend to prospective employer.</td>
<td>49. Commend to supervisory staff.</td>
</tr>
<tr>
<td>29. Provide scholarships to volunteer conferences or workshops.</td>
<td>50. Send a valentine.</td>
</tr>
<tr>
<td>30. Offer advocacy roles.</td>
<td>51. Make thorough pre-arrangements.</td>
</tr>
</tbody>
</table>

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25 Mentorship Partnership of Long Island, *The ABC’s of Mentoring*
58. Write them thank-you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a “Presidents Day” for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say “Good night.”
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public praise.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful files.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client-planned surprises.
79. Utilize purchased newspaper space.
80. Promote a Volunteer of the Month program.
81. Send letter of appreciation to employer.
82. Plan a recognition edition of the agency newsletter.
83. Color-code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendation letters to prominent public figures.
85. Say “We missed you.”
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain stable working conditions.
91. Adequately orient.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send holiday cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, interagency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say “Thank you.”
101. Smile.
102.
# APPENDIX

Match Closure Summary Form

**YouthBuild USA National Mentoring Alliance Community of Practice**

**Directions:** This form can be used throughout the year whenever matches end for a variety of reasons. Place copy in both mentor and mentee files.

Name of Mentee: ____________________________

Name of Mentor: ____________________________

Match Date: _________  Closure Date: _________  Length of Match: _________

Please circle the circumstance and check the reason for match closure.

<table>
<thead>
<tr>
<th>Planned</th>
<th>Mentor</th>
<th>Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed full planned duration of match</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extenuating</th>
<th>Mentor</th>
<th>Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time or schedule conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family/personal/health issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficult</th>
<th>Mentor</th>
<th>Mentee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of policy</td>
<td></td>
<td></td>
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<tr>
<td>Behavioral problems</td>
<td></td>
<td></td>
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<tr>
<td>Lack of cooperation with agency</td>
<td></td>
<td></td>
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<tr>
<td>Parent/guardian withdrew student</td>
<td></td>
<td></td>
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<tr>
<td>Lost interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional details concerning the closure:

Recommend rematch?  **Mentor:** ☐ Yes  ☐ No  |  **Mentee:** ☐ Yes ☐ No

Completed by: _______________  Date: __________

---

26 YouthBuild USA, [Match Closure Summary Form](#)