PURPOSE

This chapter will address the following topics:

1. Mentoring program settings.
2. Types of mentoring programs.
3. Potential outcomes for Career Preparation Mentoring initiatives for older youth, including those with disabilities.
4. Information on training and education resources.

Mentors play a wide variety of roles. First and foremost, a mentor’s role is to be caring and supportive. Listening, engaging in conversation, or participating in recreational activities may comprise the whole extent of the relationship (especially at first). Many youth desire a relationship with a caring adult or an older or more experienced peer that does not include confrontation, authority, control, or moralizing. At an appropriate time later on, the relationship may evolve into a more substantial one that can include activities that can help youth develop competencies in the developmental areas of learning, working, leading, thriving, and connecting. (See Chapter 2 for further explanation of youth development and youth leadership competencies.)

It is important to note that a mentoring program design should not unnecessarily segregate youth with disabilities. It is acceptable to match a mentor with a disability to a mentee with a disability if it is done with the youth’s specific needs in mind. However, it is not acceptable to match a mentor and mentee if it is done only because both have disabilities.

MENTORING PROGRAM SETTINGS AND DESIGNS

Mentoring can occur in various settings: in schools, in workplaces, or within faith-based or community organizations. Mentoring programs generally use one of four models (or a combination thereof) and can be administered in any of the settings. Program monitoring and supervision by professional staff are essential. As discussed previously in Chapter 1, the following are the four basic types of mentoring models:

- Traditional One-to-One Mentoring (an adult mentor and a youth mentee)
- Peer Mentoring (usually an older youth mentor paired with a younger youth mentee)
- Group or Team Mentoring (one or more adult mentors and two or more youth mentees)
• Electronic or E-mentoring (use of e-mail for primary contacts often combined with one of the three other types)

TRADITIONAL ONE-TO-ONE MENTORING

An example of this type of mentoring is one that most people are familiar with — Big Brothers Big Sisters. This 100-year-old organization serves 200,000 youth aged five to 18 years old in all 50 states. Its primary model provides one-to-one matching of adult (or older youth) mentors to youth mentees in school or community settings. In school settings, “Bigs” (mentors) meet with their “Littles” (mentees) each week during the school year in a somewhat structured relationship. In the community, Bigs meet with their Littles two to four times a month in less structured activities. This model has been replicated in thousands of other sites with a great deal of success (Big Brothers Big Sisters, 2004).

Recruitment, screening, and training of one-to-one mentors can be difficult and more costly than other models. Because the relationship is more autonomous and often more intense, extreme care must be taken to ensure the safety of participants (both mentees and mentors); therefore, screening and supervision are essential.

Traditional Mentoring in Schools School-based programs typically use volunteers to spend time with individual youth in schools during or immediately after the school day. Mentors spend time in classrooms, in the library or media center, or in other available places in the building. Although the mentor may spend time tutoring or helping the youth with academic work, there is generally an expectation for more significant relationship-building and friendship than in a typical tutoring situation.

Teachers, social workers, or other school staff usually supervise the relationship and can direct the mentor in working toward goals identified by the youth or by adults, including parents, who know the youth. School-based activities may include having lunch, attending school programs, going to recess, and going together on field trips. As mentioned above, the relationship should have a fun component to it, and the youth should not view the mentor as another authority figure there to control him or her.

When mentors are working with youth with disabilities, it may be useful to have some specific orientation or training that will help them to

Partners for Youth with Disabilities (PYD) Mentor Match Program is a one-to-one face-to-face mentorship program specifically focused on youth with disabilities between the ages of six and 24 years old. Mentors and mentees agree to a one-year commitment, see each other at least once per month, and have phone contact once per week. Matches also have the option of connecting electronically through Partners Online, PYD’s online mentoring program. Through Partners Online, mentors and mentees can email each other and also receive support from other participants through chats and forums. The outcomes and goals for this program vary depending on the match (primarily to develop a trusting friendship between a youth with a disability and a successful adult with a disability for a role modeling relationship). Goals typically include increased independent living skills, improved relationships, improved self-confidence, improved disability awareness, and improved self-advocacy skills.

PYD has found that one-to-one mentoring enables the development of trusting relationships and allows for consistency. Having a mentor with a disability provides the youth with a unique perspective that he or she may not be able to get from educators, family members, or other adults. The task of recruiting mentors with disabilities is best achieved through word of mouth, volunteer fairs, and referral sources (such as Massachusetts Rehabilitation, Independent Living Centers, schools, etc.). Mentors are prepared for working with their mentees through a three-hour group training (with supplemental training sessions available online) and through regular check-ins with PYD mentoring staff. An online training is also available for mentees to help them understand the expectations of being in a mentoring relationship. PYD provides quarterly recreational activities in which all mentors and mentees can meet and have fun together.

PYD has noted the need for mentoring programs that are not currently serving youth with disabilities to become more inclusive of youth with disabilities. Through spending time building relationships with disability-specific referral sources, providing lots of support to mentors and mentees, developing a comprehensive training for mentors, and educating mentoring staff, youth with disabilities can thrive in general mentoring programs.
understand the individual’s situation better. Care must be taken to ensure confidentiality and privacy (for example, volunteers should not be allowed to view student records). Other parts of this Guide provide additional information about working with youth who have disabilities.

School-based mentoring programs should not minimize the need for training. Even if a mentor is not serving in a tutoring role, it would be useful for him or her to have some understanding of the learning needs of youth in general and of his or her mentee in particular. School staff must ensure that the time the youth spends with a mentor does not interfere with classroom time or other academic activities, and that mentors have well-defined roles when working in a classroom or other school setting.

**Traditional Mentoring in Faith-based or Community Organizations** In the community, one-to-one mentoring looks different than it does in schools. In faith- or community-based programs, the mentor and youth make joint decisions on where and when to meet and what types of activities to engage in. The goals of these mentoring programs may include an emphasis on personal growth, career development, lifestyle enhancement, community service, or spiritual fulfillment. (Note: Faith-based organizations that are not receiving government funding may also add elements of spirituality and worship to a mentoring relationship. Organizations that do receive government funding must be aware that there are restrictions placed on proselytizing activities.)

Mentors in community programs have relative autonomy; therefore, they must have a clear understanding of the concepts of interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling, while at the same time maintaining the level of trust needed to sustain the relationship (Peer Resources, 2002). Mentors in community-based programs must be committed not just to working with youth, but also to participating in scheduled training sessions.

**Traditional Mentoring in the Workplace** A workplace mentor can serve as a role model with regard to workplace behaviors, attitudes, and skills for young people who lack work experience. According to Connecticut LEARNS, many youth have had limited exposure to adults in work settings and “may fail to realize that their school behavior may be unacceptable in the workplace …. The workplace mentor, as a respected adult who is neither parent nor teacher, can help students learn appropriate workplace lessons and behavior” (2000, pg. 1).

Recruiting workplace mentors is not usually difficult; many people are happy to volunteer to mentor others if it can be a part of their regular job duties. It is important, however, to provide appropriate training and supervision, especially if the mentee has had limited work experience. Workplace mentors who work with students in work programs should have a collaborative relationship with school personnel and opportunities to provide them with objective feedback and information about the mentoring experience and the youth’s performance.

**PEER MENTORING**

In some situations, mentoring can be most effective when peers work together. By definition, peers are people from a like group where members have “equal standing.” Peer mentoring is designed to match participants who share a great deal in common. Closeness in age can be an important part of peer mentoring, but a successful match can be made even if there is a significant age difference. Peer mentoring in schools most commonly takes the form of students mentoring students (from the same school or district); however, peer mentoring is also used in the community as well as in the workplace.

**Peer Mentoring in Schools** School-based peer mentoring typically matches an older student with a younger student. High school students may work with middle or elementary school students. College seniors or juniors often work with freshmen. Whatever the case, the goal is to use the mentor’s experience and knowledge to influence the mentee in a positive way. Academic, personal, vocational, or social issues are usually the basis for initiating a peer mentoring relationship that might extend for a few weeks, a semester, or a school year.

Longer-term mentoring with a tutoring component is also commonly used. Students are matched based on a mentee’s academic needs. Typically, such tutoring
sessions are combined with other activities (recreational or social) that allow the peers to interact personally. Students who serve as peer mentors in this setting may receive school credit or some other form of recognition as part of planned community service. These activities may be incorporated into the school day or held after school.

At-risk students are most likely to be matched with a peer mentor. In schools, young people with behavior or emotional problems may benefit from time spent with older youth who can relate to the mentee while also serving as a role model. In other situations, a mentee who has a physical disability may benefit from spending time with someone with a similar (or completely different) disability.

In any school-based mentoring program, it is useful for everyone involved to have clear, written goals and expectations that set boundaries and responsibilities for all activities related to the relationship. From the outset, it is important that all parties know when the mentoring relationship is to begin and end since ending such a relationship can be very hard on the mentee and the mentor.

In some settings, connecting with a peer may be required when students enter a new educational program. These relationships often begin with orientation to the school and academic programs as the primary purpose. These relationships may end quickly when orientation is completed or may continue depending on the needs of the student. Colleges commonly use these peer connections, but unless the relationship is designed to be long-term, this is not true mentoring.

**Peer Mentoring in Faith-Based or Community Organizations** Community-based peer mentoring can look a lot like school-based mentoring. The major difference is the location and the administration of the mentoring activities. Churches, synagogues, temples, mosques, YMCAs, YWCAs, Boys and Girls Clubs, recreation centers, and other community organizations often sponsor and operate peer-mentoring programs. These programs are likely to be held after school, at night, on weekends, and during the summer. They engage in many of the same types of activities found in schools.

Tutoring activities can serve as a good starting point for these types of mentoring relationships. Contact with local teachers often leads to the development of collaborative relationships among the young people involved, the school, and the community organization. Schools can sometimes assist such mentoring programs by providing instructional materials to support tutoring efforts. Community agencies may have additional activities that support the mentoring relationship. Field trips and recreational and athletic activities can supplement or enhance the mentoring relationship. Activities with a religious or spiritual

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**PEER-TO-PER MENTORING**

I first entered Youth Mentors Inc. in the summer of 2002. There was a workshop at Sugarloaf Mountain. A group of kids from the Franklin, Oxford, and Androscoggin area got together and we developed a group called Youth Mentors Inc. From that weekend on we met once every month. We started developing a way we could do mentoring to kids who were in the Elementary Schools. As we were meeting we came up with ways we could spend time with our mentee and what we could do with them. We discussed how many hours a week we would spend with them. I have learned so much, met new people, and had a chance to be like the kids in the Big Brother/Big Sister.

I was assigned to be a mentor for a girl who is in the eleventh grade in a school in another town. We met each other at a Youth Mentors Inc. meeting back in the beginning of the school year. I called her once a week or so and we talked about stuff like school and what’s going on. We talked about our plans after we graduate from high school. I told her about my plans to go to college and she told me about her plans to go to college. Being involved in Youth Mentors Inc. changed my life by helping me learn to see someone else’s point of view. We learned how to have to compare notes with each other on what we had in common and our likes and dislikes.

Another way Youth Mentors has changed my life is by giving me the opportunity to go to places and events I have not been to before. I went to weekend workshops in Rome, Maine, the Hilton Garden Inn in Auburn and University of Maine Farmington to learn more about mentoring and how we can change someone’s life.”

—A Youth Mentor, Mentors Inc.
focus are allowed, depending on the rules and regulations of funding sources.

Other community-based programs serve youth with histories of delinquent behaviors and match youth with role models promoting positive behaviors. Because of the lack of after-school supervision, many community programs focus on constructive activities with peer mentors as catalysts. School districts may provide transportation directly to community agencies after school.

Recruitment, training, and supervision of community-based mentors should be carefully planned since community agencies can have less control of, or contact with, participants. The safety of all participants is paramount. Both mentors and mentees should know what is inappropriate contact or conversation and how to report indiscretions to program administrators. Written goals and objectives can help maintain focus on mentees’ needs and allow for evaluation and follow-up as the relationships grow.

Specific program models for this type of mentoring are available. Big Brothers Big Sisters has a program for adolescents called High School Bigs, which utilizes schools or community agencies to match juniors or seniors with younger students.

**Work-Based Peer Mentoring** Employees who are new to a company or business (or who have been promoted) are often provided with a mentor by their employer. These peer mentors are not supervisors, but are usually individuals who can orient their mentees to the company or the new position and assist them in managing work and social issues found in an organization. Business-based peer mentoring can be used for entry-level positions requiring limited training or education all the way up to executive positions.

For young people, including those with disabilities, business-based peer mentoring consists of formal or informal activities that help the mentee gain experience both doing a job and having social success in a work setting. Peer mentors in the workplace do not take the place of job coaches but rather serve as natural supports that help an individual adjust to a new work situation. Youth service practitioners who provide vocational assistance to youth with disabilities can work with employers to develop peer-mentoring activities (activities not necessarily designed exclusively for youth with disabilities). Peer mentors can improve morale, educate others about disabilities, and uncover hidden skills.

**GROUP MENTORING**

Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult. In this model, one adult is matched with two or more youth, and activities are conducted in small groups. Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction, with the mentor acting as a facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and mentee than do one-to-one mentoring relationships (Herrera, Vang, and Gale, 2002).

The ratios of mentors to mentees in group mentoring may range from 1:2 to 1:15 (MENTOR/National Mentoring Partnership, 2004). Evidence suggests that smaller groups — those with mentor-mentee ratios of 1:4 or less — are more successful than larger groups, especially in community settings (because of scheduling and logistical problems). Some dynamics of group mentoring that should be considered include diversity (for example, in terms of gender, race, religion, and disability), geography, the youths’ interests and personalities, peer influence, and the cost of activities. Higher ratios — one mentor to five or more mentees — work best in situations in which socialization and peer engagement are the primary goals. The need to promote socialization opportunities for vulnerable youth gives mentoring organizations an opportunity either to sponsor or to partner with appropriate organizations and groups that promote recreational, teambuilding, and other learning activities.

**Team Mentoring** Some group mentoring models involve more than one mentor working with one group of mentees. Team mentoring allows mentors to work together or separately, depending on the circumstances. (If mentors work separately, they should communicate regularly to share information and ideas.) Ratios in team mentoring are similar to
group mentoring. With strong mentoring skills and sufficient training, a team can work with entire classrooms for specific periods of time. However, volunteers should always have sufficient supervision and should not be expected to be disciplinarians.

**Group Mentoring in Schools** In schools, group mentors engage in similar activities as traditional mentors, but with two or more students. The number of students in this situation should be carefully considered because some adults who are perfectly comfortable in one-to-one relationships may have difficulty with a larger group, especially if the students have problems with concentration or behavior.

**Group Mentoring in Faith-Based or Community Organizations** This model is often used when the pool of volunteers is smaller than the pool of youth who need mentors. As mentioned above, some adults are better in one-to-one relationships (as are some youth), and each relationship should be monitored to ensure that the mentor can support all mentees without showing partiality or favoritism. On the flip side, some adults and youth prefer to be in a group setting where interaction with others is more important than a strong one-on-one relationship with any one person.

Typically, outcomes in group mentoring in the community result in “improvements in youth’s social skills, relationships with individuals outside of the group and to a lesser extent academic performance and attitudes” (Herrera, Vang, & Gale, 2002).

**Group Mentoring in the Workplace** When a group of individuals begins a school-sponsored work experience or regular employment, the employer often will ask a more experienced employee to serve as a mentor to the group. This mentor’s role is virtually the same as in peer mentoring, and starts with orientation and with assistance managing work and social issues found in the organization. Direct supervision is usually not part of the mentor’s role. Rather, mentoring is used as part of a management strategy to ensure that all new employees acclimate positively to the workplace.

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**e-MENTORING IN IOWA**

In 1999, the Oskaloosa (IA) High School “School-Within-a-School” program began a long-term relationship with a large local company, Musco Lighting. After beginning with less than a dozen students in the pilot year, over 40 students were matched with Musco employees in e-mentoring relationships during the 2004-05 school year. Students in the program were considered at risk of dropping out of school and most have limited work experience and skills.

Officially called eMentoring, the program was established in cooperation with the Iowa Department of Vocational Rehabilitation Services, and it supports students who may have had behavior or mental health disorders, learning disabilities, or other cognitive impairments. The program focused on three goals: 1) to develop a caring relationship with an adult; 2) to improve reading, writing, and communication skills using technology; and 3) to explore real world careers.

According to teacher Dana Price, the students also learned about ways of dealing with the workplace environment, and they explored different ways of handling life pressures. She also said that although the program took several hours a week in administrative activities, the program was well worth it. Many students found success and gained self-esteem because of the time, advice, and support the mentor had provided.

Below are comments some students have made about the program:

- It makes my day to be able to come to school and write to my mentor instead of just doing work all day.
- I love it. My mentor gave me advice and it worked!
- I like getting advice that is not from my teachers or my parents or my friends. My mentor can be objective.
- This helps me stay in school because I don’t want to let my mentor down.

Ms. Price told of one boy who was immobilized as far as job hunting went. His low reading and math abilities made him fearful that he would screw up. His e-mentor helped him process all of the jobs he was capable of and gave him pointers for completing applications and doing interviews. He also gave him a job lead. Although that job lead didn’t pan out, it gave him the confidence to go forward and apply for the job he did get.

Musco employees are also happy with the program. Many have been e-mentors since the beginning of the program, and recruiting new mentors is not difficult because of the positive stories shared throughout the company. The highlights of each year include two or three face-to-face meetings that include company and school tours, as well as an end-of-the-year celebration activity for all participants.
This relationship can be short- or long-term, and some mentees in the group may need more support than others.

**Team Mentoring in the Workplace** Many employers form various teams that incorporate experienced employees working with less experienced ones in a mentoring capacity. These teams can be closely related in terms of job duties and skills, or can be made up of disparate members from different disciplines. When there are youth, including youth with disabilities, included in these situations, it is helpful to have appropriate training related to youth development. See, for example, “Youth Development & Youth Leadership: A Background Paper” (National Collaborative for Workforce and Disability for Youth, 2004)) or materials from the National Youth Employment Coalition, available online at http://www.nyec.org. Mentors in these circumstances should have expectations that match those of management.

**E-MENTORING**

Electronic mentoring or e-mentoring uses e-mail as the primary communication vehicle between mentors and mentees. While e-mentoring can limit the depth of the relationship shared between the mentor and mentee, it also offers advantages in terms of time commitments and flexibility.

**E-mentoring in Schools** This setting is the most popular for conducting e-mentoring. Most often, a classroom or a portion of a class is matched with a group of adults from an organization (such as a business, a corporation, or a civic group), and regular correspondence is maintained between the pair. E-mail exchanges are made with some monitoring by the supervising teacher. Classroom lessons may be incorporated into the correspondence depending on the age of the students, the student’s needs, and the subject being taught. Some English classes may read a book along with their mentors and discuss it through e-mail. Other participants may focus on vocational issues, science and technology, or the arts. Face-to-face meetings with mentors are valuable elements in e-mentoring and should be scheduled (at a bare minimum) in the beginning and at the end of the program. Many face-to-face meetings are scheduled in conjunction with other events at the school or at the mentors’ place of business. If at a business, mentees can job shadow, take tours, or have a meal with their mentors. At the school, the mentor can attend class, take part in recreational or art activities, or have lunch.

According to the Institute on Community Integration, youth involved in e-mentoring can improve reading and writing skills and gain more comfort using technology (2003, pg. 2). Some youth who participate in school-based e-mentoring may also have opportunities for work experiences and internships, which may lead them to develop a more realistic understanding of the business world. Because a company may have many employees involved with e-mentoring, it is likely to develop stronger connections with the education community.

**E-mentoring in Faith-Based or Community Organizations and in the Workplace** E-mentoring in the community and in the workplace is nearly always part of another mentoring model. Mentors and mentees use e-mail to supplement their face-to-face relationships, and to keep in touch when they are not able to meet in person. In the workplace, e-mail can be used to ask and answer questions that come up throughout the workday. E-mail may also be used to schedule meetings, change plans, and coordinate activities.

**MENTORING FOR CAREER PREPARATION**

It is clear from the above discussion that there is a wide array of settings and program approaches that can be utilized to help meet the needs of youth. However, where the focus of the mentoring is to be directly linked to career preparation and centered on older youth, any program model utilized should incorporate activities that support the Guideposts outlined in Chapter 1 and the five areas of youth development outlined in Chapter 2.

**Determining What a Mentor Can Do** As noted above, a mentor’s primary role is to serve as a trusted, caring adult. Although some relationships do not extend beyond this, these relationships can still be beneficial to the youth. This is especially true in situations where the mentor spends limited time in contact with an individual mentee (such as in e-mentoring or in some school-based or group mentoring setting).

When a mentor has extended contact with an
individual mentee (more than a few hours per month) and the bond of trust is strong, the relationship can move beyond the companionship phase and lead into activities that can help the youth in reaching developmental objectives. These activities can be formal and structured, or more informal with less structure.

Table VI lists some mentoring objectives and activities that support the Guideposts and the corresponding five areas of development. It is an expansion of Table II and Table V in previous chapters.

School-Based Preparatory Experiences — Learning Because youth who need mentors may also need academic assistance, a mentor can help in the developmental area of Learning. Learning objectives can be addressed in school, in the community, or online. With the assistance of teachers or counselors, a mentor can help by providing tutoring for specific classes or upcoming tests. The mentor can also help with classroom projects, service learning, or public performances or arts activities. Mentors can also demonstrate the importance and value of life-long learning that impacts personal growth and career opportunities.

Career Preparation and Work-Based Learning Experiences — Working Because many youth have limited work and work-preparation experience, a mentor can serve a valuable role in these areas. In a school or community-based setting, a mentor can assist a young person in utilizing the Internet to conduct searches to discover the duties and qualifications of particular jobs, in writing resumes and cover letters, in conducting mock interviews, and in developing strategies for a job search. In work-based situations, mentors can provide assistance with soft skills (such as dressing appropriately, speaking to adults, and getting organized) as well as with specific job skills and duties. Mentors can also help youth with setting educational and career planning goals, arranging informational interviews, and setting up internships or other work experiences.

Youth Development and Leadership — Leading and Thriving The leading and thriving developmental areas both fall under one Guidepost because the acquisition of skills, attitudes, and behaviors included in these two developmental areas support both positive youth development and leadership. Because all youth need opportunities to develop self-assurance and confidence, mentors can help them learn how to become positively engaged in community life, to engage in healthy and safe lifestyles, and to learn life skills, such as problem-solving, conflict resolution, negotiation, or money management. Modeling behavior that can demonstrate a sense of responsibility is a role that every mentor can play.

Connecting Activities — Connecting Because all youth need opportunities to develop positive social behaviors, skills, and attitudes, mentors can provide motivation for a youth to develop quality relationships with adults and peers and to develop an understanding of how to access community resources, which can be a valuable source of support. With an awareness of others, of cultural differences, and of self-responsibility, youth can take major steps toward becoming mature adults.

The Guideposts for Success provide a contextual framework to organize activities that support youth development and positive transition outcomes. Table VI builds on Table V (see page 3-13) by outlining activities mentors can do to assist the youth in achieving developmental objectives.

DISABILITY-SPECIFIC PROGRAM ACTIVITIES

The information in Table VI is not meant to be exhaustive, but rather provides a good starting point for any organization interested in mentoring programs for older youth. When considering mentoring strategies for youth with disabilities, keep in mind the isolation many youth with disabilities experience. Hence, group activities need to be a part of mentoring services. One way to accomplish this is to partner with an Independent Living Center, another disability advocacy group, or with any youth group with youth leadership programming. This can promote acquisition of knowledge and skills such as self-advocacy; independent living; transportation skills; financial and benefits planning (e.g., medical and income support); an understanding of disability history, law, culture, policies, and practices; and an understanding of community resources.
### Table VI: Mentoring Activities That Support Youth in Meeting Developmental Objectives

#### Guidepost: School-Based Preparatory Experiences

**Developmental Area:** Learning is based on positive basic and applied academic attitudes, skills, and behaviors.

<table>
<thead>
<tr>
<th>Mentoring activities that support the achievement of developmental objectives:</th>
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<tbody>
<tr>
<td>• Tutoring</td>
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<tr>
<td>• Coaching</td>
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<tr>
<td>• Recreation</td>
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<tr>
<td>• Helping develop a personal development plan</td>
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<tr>
<td>• Helping youth apply academic skills to community needs</td>
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<tr>
<td>• Helping youth identify and access learning and assessment accommodations</td>
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<tr>
<td>• Helping youth to identify highly qualified support staff in school and community settings</td>
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<tr>
<td>• Monitoring the youth’s grades and helping youth perform his or her own informal assessment of skills</td>
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<tr>
<td>• Developing a showcase of work that highlights the youth’s learning experience(s) (e.g., an essay, a painting, a portfolio, or algebra exam)</td>
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<tr>
<td>• Locating relevant preparation courses for GED, ACT, SAT, etc., and supporting the youth’s participation in them</td>
</tr>
<tr>
<td>• Helping the youth learn about college and scholarship opportunities</td>
</tr>
</tbody>
</table>

#### Mentors can help ALL youth reach these developmental objectives:

- Develop improved basic math, reading, and creative expression skills
- Improve critical thinking and problem-solving skills
- Improve self-assessment of academic skills and areas of need for further education and training

#### Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Learning how to use their individual transition plans to drive their personal instruction, including obtaining extra supports such as tutoring, as necessary.
- Accessing specific and individual learning accommodations while they are in school.
- Developing knowledge of reasonable accommodations that they can request and control in educational settings, including assessment accommodations.
- Identifying highly qualified transitional support staff, who may or may not be school staff.

#### Guidepost: Career Preparation and Work-Based Learning Experiences

**Developmental Area:** Working focuses on the positive attitudes, skills, and behaviors necessary to meet expectations in jobs, careers, and vocational development.

<table>
<thead>
<tr>
<th>Mentoring activities that support the achievement of developmental objectives:</th>
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<tbody>
<tr>
<td>• Participating in career exploration activities, including career interest assessments, job shadowing, job and career fairs, and workplace visits and tours</td>
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<tr>
<td>• Planning and setting career-related goals</td>
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<tr>
<td>• Finding varied internships and work experience, including summer employment, to learn and practice work skills (soft skills)</td>
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<td>• Assisting with exposure to entrepreneurship training</td>
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<tr>
<td>• Networking with other young people with similar interests</td>
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<tr>
<td>• Practicing mock interviews</td>
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<tr>
<td>• Attending work readiness workshops</td>
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<tr>
<td>• Arranging for visits from representatives of specific industries to speak to youth participants about the employment opportunities and details of working within their industry</td>
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<tr>
<td>• Providing assistance with job searches, including preparing resumes and writing cover letters</td>
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<tr>
<td>• Conducting visits to education or training programs</td>
</tr>
<tr>
<td>• Providing job coaching</td>
</tr>
<tr>
<td>• Participating in learning activities using computers and other current workplace technology</td>
</tr>
</tbody>
</table>

#### Mentors can help ALL youth reach these developmental objectives:

- Develop an understanding of the world of work
- Identify work readiness skills
- Identify strategies for completing educational requirements or training
- Identify individual strengths and potential opportunities for meaningful work

#### Mentors can help youth WITH DISABILITIES with specific needs such as the following:

- Understanding the relationships between appropriate financial and benefits planning and career choices.
- Accessing supports and accommodations for work and community living, and learning to request, find and secure appropriate supports and reasonable accommodations at work, at home, and in the community.
- Learning to communicate their support and accommodation needs to prospective employers and service providers.
- Accessing multiple opportunities to engage in work-based exploration activities such as site visits, job shadowing, internships, and community service.

CONTINUED ON PAGE 4-10
Table VI augments the previous tables in this Guide by adding examples of potential activities mentors may engage in to meet objectives that promote positive youth development consistent with the Guideposts and the competency areas, described earlier.

**GUIDEPOST: Youth Development and Leadership**

**DEVELOPMENTAL AREA: Leading** is the area of development that centers on positive skills, attitudes, and behaviors around civic involvement and personal goal setting. **Thriving** centers on attitudes, skills, and behaviors that are demonstrated by maintaining optimal physical and emotional well-being.

### Mentors can help ALL youth reach these developmental objectives:
- Demonstrate an ability to articulate personal values
- Demonstrate a sense of responsibility to self and others
- Demonstrate an ability to assess situations and avoid unduly risky conditions and activities
- Demonstrate knowledge and practice of good nutrition, physical exercise, and hygiene
- Demonstrate daily living skills
- Promote youth leadership development experiences
- Promote community volunteerism
- Promote youth activities that encourage group participation as well as collaboration with other individuals and groups

### Mentors can help youth WITH DISABILITIES with specific needs such as the following:
- Participating in mediation and conflict resolution training.
- Participating in team dynamics and project management training.
- Learning about or improving self-advocacy and conflict resolution skills to fortify leadership skills and self-esteem.
- Learning anti-peer pressure strategies.
- Learning how to access reliable information sources.
- Identifying mentors and role models, including persons with and without disabilities.
- Developing an understanding of disability history, disability culture, and disability public policy issues as well as of their rights and responsibilities.
- Participating in voter registration and voting in local, state, and federal elections.

### Mentoring activities that support the achievement of developmental objectives:
- Tutoring
- Coaching
- Engaging in problem solving, conflict resolution, and self-advocacy training
- Providing opportunities to practice skills in communication, negotiation, and personal presentation
- Participating in sports and recreational activities
- Providing training in life skills, such as how to manage money, find transportation, shop on a budget, buy a car, and obtain insurance
- Assisting youth in the creation of a community resources map related to physical and mental health, personal physicians, insurance companies, parks, grocery stores, drug stores, etc.
- Engaging in meal planning and preparation activities

Table VI augments the previous tables in this Guide by adding examples of potential activities mentors may engage in to meet objectives that promote positive youth development consistent with the Guideposts and the competency areas, described earlier.

**TRAINING AND EDUCATION RESOURCES**

Providing mentors and mentees with tools that center on activities related to career preparation can help career-focused mentoring programs achieve positive program outcomes. Additionally, mentoring programs may want to consider adding other opportunities for mentees by including both one-on-one and group mentoring experiences. Creating opportunities “outside the box” can be important in meeting the developmental needs of adolescents and young adults (e.g., developing leadership skills, connecting to the community, and establishing strong positive peer relationships). Such activities may be sponsored by the mentoring organization or in concert with a community partner.

What follows are education and training resources organized by the five developmental areas and, where possible, by age. General resources are listed first, followed by disability-specific resources. While they do
**TABLE VI: ACTIVITIES THAT SUPPORT YOUTH IN MEETING DEVELOPMENTAL OBJECTIVES**

**GUIDEPOST:** Connecting Activities

Developmental Area: Connecting refers to the development of positive social behaviors, skills, and attitudes.

<table>
<thead>
<tr>
<th>Connecting Activities</th>
<th>Activities that support the achievement of developmental objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors can help ALL youth reach these developmental objectives:</td>
<td>• Preparing research activities identifying resources in the community to allow youth to practice conversation and investigation skills.</td>
</tr>
<tr>
<td>• Demonstrate effective interpersonal skills in relating to adults and peers (e.g., conflict resolution and active listening)</td>
<td>• Writing letters to friends, family members, and pen pals.</td>
</tr>
<tr>
<td>• Demonstrate a knowledge of key community resources</td>
<td>• Attending job and trade fairs to begin building a network of contacts in one’s career field of interest.</td>
</tr>
</tbody>
</table>

**Mentors can help youth WITH DISABILITIES with specific needs such as the following:**

<table>
<thead>
<tr>
<th>Connecting Activities</th>
<th>Activities that support the achievement of developmental objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locating the appropriate assistive technologies.</td>
<td>• Participating in mock interviews and role-playing other workplace scenarios.</td>
</tr>
<tr>
<td>• Identifying community orientation and mobility training (e.g., accessible transportation, bus routes, housing, and health clinics).</td>
<td>• Providing positive peer and group activities that build camaraderie, teamwork, and a sense of belonging.</td>
</tr>
</tbody>
</table>

**SYSTEMATIC MENTORING**

- **Mentors** can help ALL youth reach these developmental objectives:
  - Demonstrate effective interpersonal skills in relating to adults and peers (e.g., conflict resolution and active listening)
- **Mentors** can help youth WITH DISABILITIES with specific needs such as the following:
  - Locating the appropriate assistive technologies.
  - Identifying community orientation and mobility training (e.g., accessible transportation, bus routes, housing, and health clinics).

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not cover the full age range, they do provide guidance for a substantial range of objectives across more than one of the developmental areas.

**GENERAL RESOURCES**

The 4-H Youth Development Department at Purdue University developed the Four-Fold Youth Development Model (http://www.fourh.purdue.edu/fourfold) encompassing 47 development skills that youth need to become healthy and successful adults (Barkman & Machtmes, 2000). Based on an extensive literature search of both theoretical and empirical research, the model was created by combining four existing skill models: the SCANS Workforce Preparation Model developed by the U.S. Department of Labor, the National Network for Science and Technology Science Process Skill Model, Iowa State University’s Targeting Life Skills Model, and the Search Institute’s Internal Assets. Practitioners designing programs can use the website to identify skills sets and corresponding activities that match a particular development skill they want to target in their program, and can download an evaluation instrument from the website, enter their own data, have it analyzed, and print a report. This resource was developed to be a cost effective, easy-to-use, and reliable means of measuring youth outcomes.
The Innovation Center for Community & Youth Development (http://www.theinnovationcenter.org) has worked closely with the 4-H Council and other youth development organizations to develop an array of curriculum and other resources for peer-to-peer and group mentoring programs.

The National Youth Employment Coalition (NYEC) has as a part of its mission to promote evidence-based youth development and workforce development programs. NYEC has a variety of tools, including PEPNet, an information base for identifying and promoting what works in youth employment and development. PEPNet has also developed an index of effective practices, with 500 examples of how programs are meeting the needs of youth. EDNet, another tool developed by NYEC, is a self-assessment tool that identifies criteria common to effective education programs and schools created by a national group of educators, practitioners, policymakers, and researchers. The second edition of the self-assessment tool is now available free at (http://www.nyec.org).

The National Council for Economic Education has recently released a report on the status of financial literacy of youth and young adults in the United States. Recommendations on personal finance curricula and other means to strengthen students’ understanding of basic financial concepts are provided in the report, which is available at (http://www.ncee.net).

Community Mentoring identifies, trains, assists, and supports community volunteers who are willing to make a commitment to developing a healthy relationship that will support youth in foster care and assist them in their transition from foster care to adulthood. (A significant percentage of youth in foster care are also youth with disabilities.) They have prepared downloadable resources for other programs to access at (http://www.communitymentoring.org).

The National Mentoring Center, which is supported by the Office of Juvenile Justice and Delinquency Prevention, has announced the availability of “Sustainability Planning and Resource Development for Youth Mentoring Programs.” This 178-page guide features a comprehensive look at how youth mentoring programs can create their own custom resource development plans. Subjects covered include planning strategies, corporate giving, foundations, government grants, individual giving, local events, the ethics of fundraising, and board involvement. “Sustainability Planning and Resource Development for Youth Mentoring Programs” is available at (http://www.nwrel.org/mentoring/pdf/sustainability.pdf).

Learning

The Juvenile Mentoring Program (JUMP) (http://www.ojjdp.ncjrs.org/jump/overview.html) supports one-to-one mentoring projects for youth at risk of failing in school, dropping out of school, or becoming involved in delinquent behavior, including gang activity and substance abuse. JUMP’s goal is to reduce juvenile delinquency, gang participation, and the high school drop-out rate of at-risk youth through academic performance improvement.

Infed.org (http://www.infed.org) is a London-based non-profit organization geared towards promoting the ideas of informal education and lifelong learning. Its Learning Mentors program, which focuses on working with youth in secondary education, has shown a great deal of promise as an innovative practice for youth with and without disabilities.

The California Polytechnic Institute (http://sasc.calpoly.edu/asc/ssl/notetaking.systems.html) provides information on active listening, class participation, and note-taking techniques that mentors can use when working with youth to determine the most effective learning style.

Working

Public Private Ventures (PPV) is an “action based research, public policy and program development organization.” In addition to providing materials centered specifically on mentoring programs, PPV’s website (http://www.ppv.org) stores a wealth of material on training programs designed to assist a range of vulnerable youth in preparing to join the workforce or participate in further education. There are also materials available on partnerships between faith-based and secular organizations and institutions (both public and private) to address the needs of at-risk and high-risk populations, especially youth.
Career Voyages (http://www.careervoyages.gov) is a career exploration site for youth designed to provide information on high growth, high demand occupations along with the skills and education needed to attain those jobs. Other target audiences include parents, career advisors, and those interested in making a career change. There are examples of sample plans of study and information on different education options, career clusters, and apprenticeships.

The Finance Project (http://www.financeprojectinfo.org/WIN/jobready_curricula.asp) provides an excellent resource for curricula and training materials related to job readiness from a wide array of organizations. Some materials are free, while others are not. The Project focuses particular attention on the workforce development system, low-skilled workers, and welfare-to-work programs.

Boys and Girls Club CareerLaunch.net (http://careerlaunch.net) provides internship and training information for youth, and includes an available e-pak (or online storage system) where youth can store resumes, cover letters, and previous job searches. In addition, the site includes career interest surveys and links to other web-based resources.

Connecting

The Texas Workforce Board has a series of training packets called “Community Resource Mapping: Knowing Your Youth Services Landscape,” which was produced as part of the Texas Workforce Commission Youth Program Initiative and which focuses on youth as mappers and how to give them a strong role in identifying the resources available to them. Another guide, “Windows on the Workplace: Mentoring, Youth, and WIA,” gives WIA Youth Service providers tips on mentoring strategies and offers tools and supports for both youth and the mentors they’re partnered with. All documents are available at http://www.twc.state.tx.us/svcs/youthinit/ypi.html.

Tolerance.Org is a web project developed by the Southern Poverty Law Center geared towards fighting hate and promoting tolerance with a focus on youth. It features online resources and ideas, an expanding collection of print materials, and downloadable public service announcements to focus on improving tolerance in schools and communities. A tool developed by the group, “101 Ideas to Promote Tolerance for Youth” (http://www.tolerance.org/101_tools/101_tools.pdf) includes activities for schools, homes, and communities that mentors and youth can engage in to promote cultural tolerance and diversity.

The Corporation for Enterprise Development (http://www.cfed.org) fosters sustainable economic well-being for people with disabilities by providing information on asset-building and economic opportunity strategies that bring together community practice, public policy, and private markets in new and effective ways.

Leading

The mission of the Points of Light Leadership Institute (formerly the Prudential Leadership Institute) is to help create stronger communities and a stronger nation by giving as many young people as possible the ability and desire to make meaningful, lifelong contributions to their communities by teaching leadership and encouraging participation in community service activities. Information about various teaching modules and experiential exercises are available on their website (http://www.pyli.org). The site also contains service project ideas for older youth, including information on building partnerships, campus-based programs, and team building and problem solving.

Youth on Board (http://www.youthonboard.org) is a visionary grassroots nonprofit organization founded in 1994 that prepares youth to be leaders in their communities and strengthens relationships between youth and adults by providing publications, customized workshops, and technical assistance.

Thriving

The Resource Center for Adolescent Pregnancy Prevention (ReCAPP) works to prevent teen pregnancy through the practice and modeling of social skills geared to help young people behave in a sexually responsible manner. Their website (http://www.etr.org/recapp/practice/youthskillindex.htm) contains fact sheets, worksheets, and answer sheets that adults can use when working with youth on hygiene, health related advocacy, anger management, listening skills, tolerance, and other relevant issues. Also available are monthly learning activities to use with young people to practice safe decision-making.
Healthy People in Healthy Communities (http://www.healthypeople.gov) is a program developed out of the U.S. Department of Health and Human Services to help people identify significant risks to their health and well-being and make responsible decisions in response to these risks. Their goal is creating partnerships to improve the overall health of communities, and their guide contains information about starting and engaging in activities within the community.

Prentice Hall’s Student Success: Fitness and Well-Being resource (http://www.prenhall.com/success/Fitness/index.html) provides information on stress management, nutrition, drug and alcohol abuse, physical and mental health, and relationships that mentors can use when working with youth transitioning from secondary to postsecondary education or to employment.

Plus/Minus/Implications (http://www.mindtools.com/pmi.html) is a tool that can be used in assisting young people with making decisions and selecting a course of action from multiple options through the use of positive and negative subjective scoring.

**DISABILITY-SPECIFIC RESOURCES**

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities, developed by NCWD/Youth, is designed to assist a young person with learning about disability disclosure issues. Potential mentors can use this Handbook as a training tool for working with youth with disabilities. Hard copies are available by e-mailing contact@ncwd-youth.info; copies are also available at (http://www.ncwd-youth.info).

YOUTHHOOD.ORG (http://www.youthhood.org) is a youth-informed website built by the National Center on Secondary Education and Transition at the University of Minnesota. It is designed to help young adults plan for their transition from high school through different online activities that can be done alone or in collaboration with a teacher, mentor, or family member.

The Transition to Independence Project provides information and training modules (http://tip.fmhi.usf.edu/training_modules.htm) on assisting people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood. It focuses on the key domains of education, employment, living situation, and community life.

The Do-It Project provides information on working with young people to promote work-based learning opportunities and to encourage work experience. The Project provides tip sheets, benefits-related information, and a Guide called “Access for the Future: Preparing College Students with Disabilities for Careers.” These and other resources are available at (http://www.washington.edu/doit).

The Consumer Quality Initiative (http://www.cqi-mass.org/youth_peer.html) is a project that trains young adults with mental illness to provide guidance and support to adolescents at an Intensive Residential Treatment Program (IRTP). The mentor, who is an older youth with mental health needs, works with younger youth to help them set educational and vocational goals and assists them with identifying resources that will support them in achieving those goals.

The STAR Program (http://www.dhmc.org/webpage.cfm?site_id=2&org_id=143&morg_id=0&sec_id=0&gsec_id=10778&item_id=10778) assists teens with meeting the challenges that both adolescence and chronic health conditions pose. The program targets adolescents 13 years of age and older who have chronic medical conditions including but not limited to cancer, diabetes, Crohn’s disease, colitis, asthma, juvenile rheumatoid arthritis, seizure disorders, spina bifida, cystic fibrosis, cardiology conditions, and cerebral palsy, and pairs them up with a mentor with a similar disability.

E-Buddies (http://www.e-buddies.org) pairs people with and without mental retardation in e-mail friendships. E-Buddies agree to e-mail each other at least once a week for one year — more often if desired. E-Buddies is free for students and for people with mental retardation and other developmental disabilities.
Benefits planning issues can be quite confusing for youth with disabilities who receive Social Security or other public assistance. This is especially true when looking at how potential employment can impact one’s benefits. The Social Security Administration currently has three universities responsible for providing core training and technical support to the Benefits Planning Assistance and Outreach program. These include the Benefits Assistance Resource Center at Virginia Commonwealth University (http://www.vcu-barc.org), the Northeast Work Incentives Support Center at Cornell University (http://www.workincentives.org), and the SSA Training and Technical Assistance Center at the University of Missouri at Columbia (http://www.rcep7.org/ssa).


Healthy and Ready to Work helps young people with special health care needs optimize their health potential. Youth and young adults require an understanding of their health needs and involvement in their health care decision-making. The HRTW website (http://www.hrtw.org) contains materials related to short- and long-term goal setting, public and private insurance plans, and other products designed to help youth access quality information about health care when transitioning from a pediatric to an adult system of care.

MedLinePlus.Org (http://www.medlineplus.org) is a website operated by the National Institute of Health to provide information on different disabilities, conditions, and illnesses including treatment options, news and updates, and an easy-to-use medical encyclopedia.
School-Based Mentoring Programs are administered, monitored, or supported by school staff, and take place during or immediately after the school day. Most mentoring activities take place on school grounds.

According to Herrera (1999), school-based mentoring

- has many benefits that make it a strong complement to the traditional community-based approach.
- First, it may attract volunteers who, because of their jobs, families, age or other life circumstances, would not volunteer in community-based programs...
- Second, because youth are referred by teachers instead of parents, the approach has the potential to reach youth whose parents lack the time, energy or inclination to involve their son or daughter in more intensive mentoring. Youth in community-based programs are typically referred by a parent who takes the initiative to contact the agency and go through the application process. Youth from families facing extreme stress and crisis may not have this kind of advocate. Yet, these are the youth who are in most need of the benefits that mentoring can provide.
- Third, mentoring in the school context may enable...staff to supervise matches more easily, effectively and inexpensively. Case management in community-based programs can be challenging because it is time-consuming to contact families. When youth and mentors meet in one location, this process is simplified. Teachers and other school personnel can also assist with supervision.
- Fourth, the school-based approach links the mentor to the school environment, making education a salient part of the mentoring relationship. This may help mentors to foster youth’s academic improvement. (Herrera, 1999, pg. 1-2)

There are some limitations to school-based mentoring. According to Jucovy, school-based mentoring can be

- better suited for elementary schools than for middle and high schools; limited in the range of new experiences that mentors can provide to youth; and, limited in their ability to provide a youth with a mentor for an extended period of time. (2000, pg. 3)

Faith-Based or Community-Based Mentoring Programs are any programs that are run outside of schools or the workplace. According to MENTOR/National Mentoring Partnership (2004), faith-based mentoring:

- offers young people the chance to develop a relationship with one or more adults who become friends, role models and advocates for them;
- is based in a house of worship and reflects the values and beliefs of that religion;
- typically occurs after school hours and/or on weekends;
- can take several forms, including career exploration, life skills development, game playing and going to sports, entertainment or cultural events;
- can serve young people from the congregation or from throughout the local community; and
- requires mentor screening and ongoing support and supervision. (2004, pg. 3)

MENTOR/National Mentoring Partnership finds community-based mentoring serves in much the same way as it:

- offers 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 takes place outside of specific sites, when mentors and mentees plan activities, such as going to the movies, going to a park, etc.;
- can take several forms, including tutoring, career exploration, life skills development, game playing and going to sports, entertainment or cultural events;
- typically asks the mentor for a commitment of at least one year;
- involves a higher level of risk management since activities take place in the community without outside supervision; and
- requires mentor screening and ongoing support and supervision. (2004, pg. 4)

Workplace mentoring connects an experienced, established employee with an intern, a new employee, or an employee who is taking on a new job. Workplace mentors are generally not direct supervisors to the mentee.

According to MENTOR/National Mentoring Partnership, workplace mentoring can help a young person who is still in school and needs exposure to the world of work as it:

- offers young people the chance to develop a relationship with one or more employees who become friends, role models and advocates for them;
- typically takes place at the workplace, either during or after school hours;
- can take several forms, including tutoring, job shadowing, career exploration and game playing;
• typically asks the mentor for a commitment of at least one year; and
• requires mentor screening and ongoing support and supervision. (2004, pg. 3)

Peer Resources describes workplace mentoring as a deliberate, conscious, voluntary relationship
• that may or may not have a specific time limit;
• that is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization);
• that occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the mentees);
• that typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities;
• in which mentors are generally not in a direct, hierarchical or supervisory chain-of-command;
• in which the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner;
• that benefits the community within which the mentoring takes place;
• that includes activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and
• that typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modeling. (2002, pg. 1)

Connecticut LEARNS describes workplace mentors who work with students (paid employees or interns) and who do the following:
• contribute to the design, development and objectives of the student’s individual internship or work-based learning plan;
• provide the student with an overview of the business, division functions and workplace rules, policies and procedures (including work-ethic issues, the organizational culture, unwritten rules and the social aspects of work);
• explain the organization’s goals to the student and discuss how each division contributes to the achievement of goals;
• help the student understand his or her job responsibilities;
• help the student learn about other career opportunities within the organization and the student’s chosen career cluster(s);
• assist the student in identifying and developing specific occupational, technical skills and the core academic and employability skills (see appendix A);
• help the student see connections between classroom learning and the workplace;
• point out the differences between school and work environments, including acceptable behavior and performance expectations;
• help build the student’s self-esteem and confidence by providing opportunities for success in the workplace and positively reinforcing accomplishments;
• guide the student in work-related decision making, goal setting, prioritizing and scheduling;
• provide feedback necessary for the student to perform effectively, highlighting strengths and opportunities for growth and correcting inappropriate behavior;
• seek out the student’s opinions and suggestions;
• formally or informally evaluate the student’s work performance;
• coach the student to continuously improve work performance and encourage ongoing self-assessment;
• help the student to resolve conflicts, clarify issues and cope with stressful situations;
• make suggestions concerning appropriate work assignments, internship specifications, training and supervisory staff;
• act as a liaison between workplace and school staff, mediating when necessary and maintaining communication with school staff concerning student’s progress (may share this responsibility with workplace managers);
• encourage the student to continue educational, personal and professional development;
• increase the student’s awareness of career resources, networking opportunities and professional associations; and
• model behaviors that lead to workplace success, including respectful communication and cooperation with colleagues. (2000, pg. 9-10)

Electronic mentoring or e-mentoring uses e-mail as the primary communication vehicle between mentors and mentees. It
typically is used in school settings but can also be work or community based.

According to the Connecting to Success website, e-mentoring shares some of the most important traits of traditional mentoring:

• a caring relationship;
• fostering of the young person’s skills by a more experienced person;
• ongoing, regular communication;
• trust, warmth, and support;
• clear boundaries of the parameters of the mentoring relationship; and
• administration by an organization that oversees the mentoring relationship (Institute on Community Integration, 2004., formatting retained from original).

Connecting to Success finds that e-mentoring differs from traditional mentoring in several ways:

• communication occurs mostly through e-mail;
• relationships are often time-limited;
• screening and monitoring procedures may differ;
• mentors can often engage in e-mentoring during their work day; and
• e-mentoring offers the convenience of communicating online (Institute on Community Integration, 2004, formatting retained from original).