



RECOMMENDATIONS FOR WORKPLACE MENTORING

SUPPLEMENT TO THE

***ELEMENTS OF EFFECTIVE
PRACTICE FOR MENTORING***

April 2019

PROGRAMS FOR YOUTH AND YOUNG ADULTS

The following recommendations support the planning, design, and implementation of high-quality workplace and workforce-focused mentoring programs for youth.

Please note that the recommendations provided here are intended to supplement and clarify the general guidance recommended in the 4th edition of *The Elements of Effective Practice for Mentoring*. There are practices recommended in the 4th edition that may not be relevant to workplace mentoring programs due to their unique program goals and design, and we have noted those here. These recommendations will be most applicable to mentoring programs for older adolescents and young adults (ages 16-24) that are connecting youth to workplace mentors and offering hands-on skill-building and mentoring support to integrate youth into the world of work or to get them engaged in a career pathway.

STANDARD 1 – RECRUITMENT

Standard: Recruit appropriate mentors and mentees by realistically describing the program’s aims and expected outcomes.

BENCHMARKS:

Mentor Recruitment

B.1.1 Program engages in recruitment strategies that realistically portray the benefits (to society, the company, and to mentees), practices, supports, and challenges of mentoring in the program.

- ❑ **Recommendation 1:** Program should include at least one general message in recruitment strategies about the many potential benefits to mentees of participating such as increased exposure to workplace settings, employment opportunities, employability, workplace retention, and access to college and job training programs; as well as other benefits that may be unique to the specific mentoring program.
- ❑ **Recommendation 2:** Program should include information in the recruitment strategies about requirements for being a mentor in the program and specifically, whether the time spent mentoring will be compensated by the employer as part of the mentor’s work schedule or whether mentoring will be conducted outside of work.
- ❑ **Recommendation 3:** Program should include information in recruitment strategies about the types of pre- and post-match support that will be provided to mentors, as well as who will provide the support.



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❑ **Recommendation 4:** Program should be clear in recruitment strategies about the roles mentors are expected to play in the program (e.g., a connector, advocate, job trainer or coach, job supervisor, or friend who is available to provide social-emotional support in the workplace).

❑ **Recommendation 5:** Program should emphasize the commitment and support of mid-to-senior level leadership in the company for the program, making it clear that the program is valued and endorsed by the company.

B.1.2 Program utilizes recruitment strategies that build positive attitudes and emotions about mentoring.

❑ **Recommendation 6:** Recruitment strategies should help build positive attitudes and emotions about the work and jobs that mentors do.

❑ **Recommendation 7:** Recruitment strategies should reflect positive attitudes and emotions about the company sponsoring the mentoring program.

❑ **Recommendation 8:** Recruitment strategies should include strategies, such as storytelling about mentoring relationships in the workplace, which can build positive attitudes and emotions about being a mentor in the program.

B.1.3 Program recruits mentors whose skills, motivations, and backgrounds best match the goals and structure of the program.

❑ **Recommendation 9:** Program recruits mentors from within the company who are passionate about their work and who will share their excitement about the work they do every day and the career path they followed.

❑ **Recommendation 10:** Program recruits mentors who have an interest in building a relationship with mentees and not just teaching them technical skills.

❑ **Recommendation 11:** Program identifies and recruits mentors from within the company who have good communications and social-emotional skills.

❑ **Recommendation 12:** Program recruits company retirees to be mentors within the workplace mentoring program.

B.1.4 Program encourages mentors to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the program, to be a mentor.

❑ **Recommendation 13:** Program provides current and former mentors with recruitment materials, and asks them to assist with recruitment by talking with co-workers about also becoming mentors.

B.1.5 Program trains and encourages mentees to identify and recruit appropriate mentors for themselves, when relevant.

❑ **Recommendation 14:** If mentees are employed or interning within a company, then program should teach mentees to locate and develop a system of support beyond their assigned mentor.

Mentee and Parent or Guardian Recruitment

B.1.6 Program engages in recruitment strategies that realistically portray the benefits, practices, supports, and challenges of being mentored in the program.



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- ❑ **Recommendation 15:** Program should use strategies for recruiting mentees that illustrate the myriad benefits of being mentored, such as exposure to a workplace, increased employability (possibly at the company sponsoring the mentoring program), increased workplace retention, increased understanding of the relevance of school, increased credentials for college or job training programs, and increased school engagement.
- ❑ **Recommendation 16:** Program should mention in its mentee recruitment materials if there are tangible benefits to mentees for participating in the program, such as being paid to participate in the program; receiving assistance in obtaining a GED, academic credit, or job-related certificate; or prospects for subsequent hiring by the company.
- ❑ **Recommendation 17:** Program should communicate the level of time and effort commitment required for participation in the program.
- ❑ **Recommendation 18:** Program should communicate in the mentee recruitment materials if accommodations are offered to mentees with a disability.

B.1.7 Program recruits mentees whose needs, knowledge, skills, and attitudes best match the services offered by the program.

- ❑ **Recommendation 19:** Program defines whether there are specific knowledge, skills, and attitudes required for mentees to participate in the workplace mentoring program.; and inform mentees if competency in specific or general workplace-related skills is required for acceptance or continuation in the program.

Company recruitment

New B.1.8 WORKPLACE: Mentoring program should carefully consider whether the company will provide the time, effort, resources, and supports needed to successfully host or execute the workplace mentoring program.

ENHANCEMENTS:

Mentor Recruitment

E.1.1 Program communicates to mentors about how mentoring and volunteering can benefit them.

- ❑ **Recommendation 20:** Program communicates to mentors several benefits of participating in a workplace mentoring program, including learning from their mentees in ways that support the mentor's own career goals and growth areas.

E.1.2 Program has a publicly available written statement outlining eligibility requirements for mentors in its program.

- ❑ **Recommendation 21:** Mentoring program has a written statement outlining eligibility requirements for participation in the program that is publicly available to employees and retirees.

E.1.3 Program uses multiple strategies to recruit mentors (e.g. direct ask, social media, traditional methods of mass communication, presentations, referrals) on an ongoing basis.

- ❑ **Recommendation 22:** Program should conduct group presentations in the company for the purpose of recruiting volunteers to be mentors in the program.



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E.1.4 Program has a publicly available written statement outlining eligibility requirements for mentees in its program.

❑ **Recommendation 23:** Programs that recruit young adults over age 18 may not need to have a publicly available written statement outlining mentee eligibility criteria; however, parents, significant others, case workers, personal aides, and support workers may be helpful in recruitment and retention efforts even for potential mentees in this older age range.

E.1.5 Program encourages mentees to recruit other peers to be mentees whose competencies and needs match the services offered by the program.

No additional recommendations.

STANDARD 2 – SCREENING

Standard: Screen prospective mentors to determine whether they have the time, commitment, and personal qualities to be a safe and effective mentor. Screen mentees and their parents or guardians about whether the prospective mentees have the time, commitment, and desire to be effectively mentored.

BENCHMARKS:

Mentor Screening

B.2.1 Program has established criteria for accepting mentors into the program as well as criteria for disqualifying mentor applicants.

❑ **Recommendation 1:** The criteria for accepting mentors should include:

- Guidelines regarding the acceptable jobs or type of work the potential mentor does at the com-

pany and position (e.g. entry level only, upper management only, or support staff only);

- Whether, or under what circumstances, the mentor can be a supervisor of the mentee;
- Being designated as an “employee in good standing” in terms of their performance and professional relationships as determined by a review by Human Resources; and
- The motivations necessary to establish a supportive relationship with mentees in the program.

B.2.2 Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring a youth.

❑ **Recommendation 2:** The written application should include questions about the following topics to determine if mentors are a good fit for the program:

- Job position and responsibilities, including whether they have a supervisor role within their workplace;
- Previous experience or training as a supervisor, job coach, personal coach, or mentor;
- Length of employment at the company; and
- What the mentor would like to do with the mentee (e.g. projects they may work on together, tasks the mentor will assist the mentee in completing, or activities the mentor and mentee may do together) and how the mentor might fulfill the program or mentee’s goals.

B.2.3 Program conducts at least one face-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring a youth.



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❑ **Recommendation 3:** The interview should include questions for mentors designed to assess the following aspects of mentor suitability or topics that need to be addressed in mentor training:

- Enthusiasm and commitment to being a mentor and the mentoring program;
- Communications skills (clarity of language or instruction, use of open-ended questions, giving feedback and constructive criticism);
- Motivations for volunteering as a mentor in the program to ensure they are consistent with the goals and values of the program;
- Attitude towards his or her job activities, career choice, and employer;
- Beliefs about roles and boundaries in workplace mentoring relationships;
- Ability to make a commitment to establishing and maintaining a mentoring relationship with a mentee, especially in terms of their travel or personal schedule and ability to be available during the times they are expected to meet with their mentee; and
- How the mentor expects to work with the mentee to accomplish the mentee's goals and the goals of the mentoring program.

B.2.4 Program conducts a comprehensive criminal background check on prospective adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries and, when relevant, driving records.

❑ **Recommendation 4:** Program should work with the partner organizations to determine if implementing this benchmark is applicable to their program, especially if the mentee is an adult and if a background check has already been conducted by the employer and the results are available to the mentoring program to review when determining the acceptability of a prospective mentor. If programs determine it is relevant to conduct a criminal background check on prospective mentors, then the program should also work with partner organizations (e.g. companies, other mentoring programs) to determine if and when any information learned during the background check will be shared with the partner organizations. In addition, programs should determine when and how to notify the prospective mentor that information from the background check might be shared with their employer.

B.2.5 Program conducts reference check interviews with multiple adults who know an applicant (ideally, both personal and professional references) that include questions to help assess his or her suitability for mentoring a youth.

❑ **Recommendation 5:** Program should conduct at least one reference check with someone who is not employed by the same company as the prospective mentor.

B.2.6 Prospective mentors agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or a minimum time commitment that is required by the mentoring program.

No additional recommendations.



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B.2.7 Prospective mentors agree in writing to participate in face-to-face meetings with their mentees that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by their mentoring program.

No additional recommendations.

Mentee Screening

B.2.8 Program has established criteria for accepting youth into the program as well as criteria that would disqualify a potential youth participant.

Recommendation 6: The criteria for prospective mentees should include:

- Whether mentees need specific technical or job-related skills to participate as a mentee in the program, and,
- The attitudes and motivations that are needed for mentees to be successful in the program.

B.2.9 Parent(s)/guardian(s) complete an application or referral form.

Recommendation 7: Implementation of this benchmark is not required if mentees are 18 years old or older.

B.2.10 Parent(s)/guardian(s) provide informed permission for their child to participate.

Recommendation 8: Implementation of this benchmark is not required when mentees are 18 years of age or older.

B.2.11 Parent(s)/guardian(s) and mentees agree in writing to a one-year (calendar or school) minimum commitment for the mentoring relationship, or the

minimum time commitment that is required by the mentoring program.

Recommendation 9: Involvement of parents/guardians in his practice is not required when mentees are 18 years old or older.

B.2.12 Parents(s)/guardian(s) and mentees agree in writing that mentees participate in face-to-face meetings with their mentors that average a minimum of once a week and a total of four or more hours per month over the course of the relationship, or at a minimum frequency and amount of hours that are required by the mentoring program.

No additional recommendations.

ENHANCEMENTS:

Mentor Screening

E.2.1 Program utilizes national, fingerprint-based FBI criminal background checks.

Recommendation 10: Programs must work with partner organizations to determine if this enhancement is relevant to their program, based upon the age of the mentees, the program model, and any background checks that are already conducted by the workplace organization. The program should also work with partner organizations to determine if and when any information learned during the background check will be shared with the partner organizations.

E.2.2 Program conducts at least one home visit of each prospective mentor, especially when the match may be meeting in the mentor's home.

This enhancement is likely not relevant to workplace mentoring.

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E.2.3 Program conducts comprehensive criminal background checks on all adults living in the home of prospective mentors, including searches of a national criminal records database along with sex offender and child abuse registries, when the match may meet in mentors' homes.

❑ **Recommendation 11:** Program should work with partner organizations to determine if background checks should be conducted on individuals, other than the mentor, who may interact with the mentee at the workplace, especially if the mentee is an adult and if a background check has already been conducted by the employer and the results are available to the mentoring program. The program should also work with partner organizations to determine if and when any information learned during the background checks will be shared with the partner organizations.

E.2.4 School-based programs assess mentors' interest in maintaining contact with their mentees during the summer months (following the close of the academic school year) and offer assistance to matches in maintaining contact.

This enhancement is not relevant to workplace mentoring programs.

E.2.5 Programs that utilize adult mentors prioritize accepting mentor applicants who are older than college age.

❑ **Recommendation 12:** This program assesses the relevance of this enhancement for their program.

E.2.6 Program uses evidence-based screening tools and practices to identify individuals who have attitudes and beliefs that support safe and effective mentoring relationships.

No additional recommendations.

Mentee Screening

E.2.7 Mentees complete an application (either written or verbally).

❑ **Recommendation 13:** The written application should include questions about the following topics to determine if the mentee is a good fit for the program:

- Previous experience being coached or mentored in a job coaching or mentoring program,
- Length of employment or previous experience at the workplace organization, if relevant,
- Attitudes and motivations that are needed for mentees to be successful in the program. This includes the mentee's motivation to establish a relationship with a mentor and not just focus on developing their own technical or job skills, attitudes towards help-seeking, receiving social support, and openness to receiving feedback, and
- Ability to make a commitment to establishing and maintaining a mentoring relationship with a mentor especially in terms of their schedule and ability to be available during the times they are expected to meet with their mentor.

E.2.8 Mentees provide written assent agreeing to participate in their mentoring program.

No additional recommendations.

Standard 3 – TRAINING

Standard: Train prospective mentors, mentees, and mentees' parents (or legal guardians or responsible adult) in the basic knowledge, attitudes, and skills needed to build an effective and safe mentoring relationship using culturally appropriate language and tools.

BENCHMARKS:

Mentor Training

B.3.1 Program provides a minimum of two hours of pre-match, in-person, mentor training.

No additional recommendations.

B.3.2 Program provides pre-match training for mentors on the following topics:

a. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination).

☐ **Recommendation 1:** Program will train mentors in any job-related requirements in the mentoring program.

b. Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship.

☐ **Recommendation 2:** Program will train mentors to:

- Help their mentees to identify their educational and professional goals;
- Articulate their own goals for their mentoring relationships, and ensure that mentors' goals include relationship development and not just instrumental or job performance goals; and

- Support their mentees, who may be unfamiliar with workplace norms, so that their mentees will successfully integrate into the company culture and learn professional norms more generally.

c. Mentors' obligations and appropriate roles.

☐ **Recommendation 3:** Program provides training to mentors about the unique obligations and roles associated with being a workplace mentor, as well as how to balance providing their mentees with both emotional support and job performance feedback.

d. Relationship development and maintenance.

☐ **Recommendation 4:** Program provides training to mentors on the importance of relationship development and maintenance, especially given issues related to the context of mentoring in a workplace.

e. Ethical and safety issues that may arise related to the mentoring relationship.

☐ **Recommendation 5:** Program should train mentors to contact a designated staff person at the mentoring program immediately when faced with an ethical or safety dilemma.

☐ **Recommendation 6:** Program should train mentors on potential ethical dilemmas that may arise related to having dual roles with their mentees.

f. Effective closure of the mentoring relationship.

☐ **Recommendation 7:** Program should train mentors about how to close their mentoring relationship with their mentee, especially if their mentee is hired as an employee at the company when the mentoring program ends.

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g. Sources of assistance available to support mentors.

❑ **Recommendation 8:** Program should train mentors about whether assistance will be available to them during the mentoring program, who will provide the assistance, and whether monitoring, support, and advice provided to mentors will be kept confidential or will be shared with the employer.

h. Opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.

❑ **Recommendation 9:** Program should provide mentor with training about their roles and responsibilities in collaborating with other service providers. For example, if the mentee is involved in juvenile justice or social services system, then the mentor may be considered as part of a wrap-around team, and may be expected to communicate and collaborate with team members.

❑ **Recommendation 10:** Program should provide training to mentors on providing support to diverse populations of youth, recognizing their own cultural biases, and how to teach their mentee about workplace culture, behavior, and professionalism.

❑ **Recommendation 11:** Program should train mentors in strategies to prepare the workplace and co-workers to welcome mentees, so that the workplace is a comfortable and appropriate setting for young people to work and learn.

i. Initiating the mentoring relationship.

❑ **Recommendation 12:** Program should provide mentors with training on focusing initially in the mentoring relationship on relationship development rather than giving their mentees work to do immediately, especially if assigning work or tasks to mentees is part of the mentoring program.

j. Developing an effective, positive relationship with mentee's family, if relevant.

❑ **Recommendation 13:** Program should provide mentors with training on developing a relationship with the mentee's parents/guardians related to their child's professional development, such as how parents/guardians can help mentees advance in their education or careers, how to communicate effectively with parents/guardians about the mentee's performance or next steps; and making sure that parents/guardians are invited to the closure ceremony or party.

B.3.3 Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served.

a. Appropriate physical contact

b. Contact with mentoring program (e.g., who to contact, when to contact)

c. Relationship monitoring requirements (e.g., response time, frequency, schedule)

d. Approved activities

e. Mandatory reporting requirements associated with suspected child abuse or neglect, and suicidality and homicidality

f. Confidentiality and anonymity



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❑ **Recommendation 14:** Program should provide mentors with training on challenges to maintaining confidentiality about their mentee and their mentoring relationship in the workplace, as well as how to handle information shared by their mentees in confidence that may affect their mentee's job performance.

- g. Digital and social media use
- h. Overnight visits and out-of-town travel
- i. Money spent on mentee and mentoring activities
- j. Transportation
- k. Emergency and crisis situation procedures
- l. Health and medical care
- m. Discipline

❑ **Recommendation 15:** Program should provide mentors with training on how to handle incidents involving mentee's violating company rules or regulations.

- n. Substance use
- o. Firearms and weapons
- p. Inclusion of others in match meetings (e.g., siblings, mentee's friends)
- q. Photo and image use
- r. Evaluation and use of data
- s. Other program relevant topics

❑ **Recommendation 16:** Program should provide mentors with training on the proper use of company equipment, as well as whether and how to train mentees on the proper use of equipment.

❑ **Recommendation 17:** Program should provide mentors with training on how to prepare their mentees for any lockdown or emergency response procedures.

B.3.4 Program uses training practices and materials that are informed by empirical research or are themselves empirically evaluated.

No additional recommendations.

ENHANCEMENTS:

Mentor Training

E.3.1 Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum for a total of six hours or more.

❑ **Recommendation 18:** Program should provide at least four hours of additional pre-match training beyond the two-hour, in-person minimum for a total of six hours or more.

E.3.2 Program addresses the following post-match training topics:

- a. How developmental functioning may affect the mentoring relationship
- b. How culture, gender, race, religion, socioeconomic status, and other demographic characteristics of the mentor and mentee may affect the mentoring relationship

❑ **Recommendation 19:** Program should train mentors about how the mentor's and mentee's cultural identity; background; gender; gender identity; sexual orientation; race; religion; socioeconomic status; disability status; or other demographic characteristics may affect the mentoring relationship, job status, and career development, and how to manage these issues, if they arise.



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❑ **Recommendation 20:** Program should provide mentors with training in how to help and support their mentees when their mentees are faced with challenges in the workplace related to the mentees' job skills; job knowledge; cultural identity or background; gender; gender identity; sexual orientation; race; religion; socioeconomic status; disability status; or other demographic characteristics.

c. Topics tailored to the needs and characteristics of the mentee

d. Closure procedures

E.3.3 Program uses training to continue to screen mentors for suitability to be a mentor and develops techniques for early trouble-shooting should problems be identified.

No additional recommendations.

Mentee Training

E.3.4 Program provides training for the mentee on the following topics:

a. Purpose of mentoring

❑ **Recommendation 21:** Program should clearly define the purpose and goals of their mentoring program, particularly related to mentee employment and career advancement.

b. Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)

c. Mentees' goals for mentoring

❑ **Recommendation 22:** Program should train mentees on how to build an identity in their new role as a worker, in general, and in a particular career or profession.

d. Mentors' obligations and appropriate roles

❑ **Recommendation 23:** Program train mentees about other sources of support within the company or program in addition to the mentor.

e. Mentees' obligations and appropriate roles

❑ **Recommendation 24:** Program should train mentees to identify potential relationships with other co-workers in addition to their relationship with their mentor to help them build skills and advance their career goals.

f. Ethics and safety in mentoring relationships

g. Initiating the mentoring relationship

h. Effective closure of the mentoring relationship

E.3.5 Program provides training for the mentee on the following risk management policies that are matched to the program model, setting, and population served: (see B.3.3 for full list of recommended risk management topics)

❑ **Recommendation 25:** Program should train and prepare mentees for any lockdown or emergency response procedures.

❑ **Recommendation 26:** Program should train mentees on workplace safety issues and the proper use of equipment at the worksite.

Parent or Guardian Training

E.3.6 Program provides training for the parent(s) or guardian(s) (when appropriate) on the following topics: (see E.3.4 for full list of topics suggested for mentees, which are also applicable here for parent/guardian training)



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❑ **Recommendation 27:** Program should provide parent training on the goals, methods, and requirements of the program as well as how parents can support the mentoring relationship, if the mentee is 18 years of age or younger or if parents/guardians are involved in the workplace program.

E.3.7 Program provides training for the parent(s) or guardian(s) on the following risk management policies that are matched to the program model, setting, and population served: (see B.3.3 for full list of recommended risk management topics)

No additional recommendations.

Company Co-worker Training

New E.3.8 WORKPLACE: Program provides training to co-workers of the mentors about the mentoring program, especially those who may be interacting with the mentee in the workplace.

Standard 4 – MATCHING & INITIATION

Standard: Match mentors and mentees, and initiate the mentoring relationship using strategies likely to increase the odds that mentoring relationships will endure and be effective.

BENCHMARKS:

B.4.1 Program considers the characteristics of the mentor and mentee (e.g., interests; proximity; availability; age; gender; race; ethnicity; personality; expressed preferences of mentor, mentee, and parent or guardian; goals; strengths; previous experiences) when making matches.

❑ **Recommendation 1:** Programs that partner with multiple companies must take into consideration the characteristics of the companies (e.g. types of work opportunities, skills required of mentees, supports available) when matching mentees to a specific company.

❑ **Recommendation 2:** Program must have clearly established criteria for how gender and age will be considered when making matches, based on their program model, target populations, and program goals.

❑ **Recommendation 3:** Specific mentee characteristics that should be taken into consideration when making matches include:

- Career goals and interests
- Existing career-related skills
- Prior work experience
- Schedule and availability

❑ **Recommendation 4:** Specific mentor characteristics that should be taken into consideration when making matches include:

- The mentor's experience and skills to ensure the mentor has the relevant and sufficient experience to support the mentee's interests and goals.
- The positions of mentor and mentee within the organization
- Schedule and availability

❑ **Recommendation 5:** Mentee preferences should be carefully considered during the matching process. Programs should have procedures for soliciting mentee preferences and obtaining mentee feedback on the selected mentor, prior to the initiation of the mentoring relationship.



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B.4.2 Program arranges and documents an initial meeting between the mentor and mentee as well as, when relevant, with the parent or guardian.

No additional recommendations.

B.4.3 Program staff member should be on site and/or present during the initial match meeting of the mentor and mentee, and, when relevant, parent or guardian.

Recommendation 6: When relevant, include the mentee's supervisor and other individual's in leadership positions from the company at the first meeting to demonstrate support for the match.

B.4.4 Mentor, mentee, a program staff member, and, when relevant, the mentee's parent or guardian, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity and duration of match meetings; roles of each person involved in the mentoring relationship; frequency of contact with program), and risk management policies.

Recommendation 7: The commitment agreement should include details regarding the procedures for confirming when and where the match meetings will take place, when relevant, and procedures for what to do when one member of the match cannot attend the match meeting.

ENHANCEMENTS:

E.4.1 Program matches mentee with a mentor who is at least three years older than the mentee.

Recommendation 8: Program should determine if this enhancement is relevant based on the program goals as well as the target population of mentors and mentees served by the program.

E.4.2 Program sponsors a group matching event where prospective mentors and mentees can meet and interact with one another, and provide the program with feedback on match preferences.

No additional recommendations.

E.4.3 Program provides an opportunity for the parent(s) or guardian(s) to provide feedback about the mentor selected by the program, prior to the initiation meeting.

Recommendation 9: Not relevant for programs serving mentees over age 18 but these programs should consider how to engage parents/guardians in the initiation of the mentoring relationship.

E.4.4 Initial match meeting occurs at the home of the mentee with the program staff member present, if the mentor will be picking up the mentee at the mentee's home for match meetings.

Recommendation 10: Programs should determine if this enhancement is relevant based on their program model and whether contact outside of the worksite or program setting is allowed.

E.4.5 Program staff member prepares mentor for the initial meeting after the match determination has been made (e.g., provide mentor with background information about prospective mentee; remind mentor of confidentiality; discuss potential opportunities and challenges associated with mentoring proposed mentee).

Recommendation 11: In preparing mentors for the initial match meeting, program staff should emphasize the importance of meeting the program requirements regarding the frequency and length of match meeting to help the mentor anticipate any potential challenges due to their location, schedule, and availability.



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E.4.6 Program staff member prepares mentee and his or her parents or guardians for the initial meeting after the match determination has been made (e.g., provide mentee and parent(s) with background information about selected mentor; discuss any family rules that should be shared with the mentor; discuss what information family members would like to share with the mentor and when).

No additional recommendations.

New E.4.7 WORKPLACE: Program staff informs the supervisors of the mentor and mentee about their participation in the mentoring program, including when they are scheduled to meet, how long the program will last, the expectations of mentors and mentees in the program, sources of support for mentors and mentees, who to contact with questions or concerns about the program, etc.

New E.4.8 WORKPLACE: Program should have a procedure for onboarding mentees to the workplace, including giving mentees a tour of the workplace, notifying them of procedures for tracking their time or attendance, introducing mentees to other employees, and any other relevant tasks to ensure the mentee has all the information necessary to feel comfortable and work effectively.

New E.4.9 WORKPLACE: For mentoring programs that do not take place at the mentor's workplace, program should have a procedure for onboarding mentors to the program location, including giving mentors an overview of any required procedures for accessing the building, giving a tour of the location, notifying them of procedures for tracking their time or attendance, introducing mentors to other staff at the location, and any other relevant tasks to ensure the mentor has all the information necessary to feel comfortable and work effectively.

Standard 5 – MONITORING & SUPPORT

Standard: Monitor mentoring relationship milestones and child safety; and support matches through providing ongoing advice, problem-solving, training, and access to resources for the duration of each relationship.

BENCHMARKS:

B.5.1 Program contacts mentors and mentees at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

No additional recommendations.

B.5.2 At each mentor monitoring contact, program staff should ask mentors about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized procedure.

Recommendation 1: Program should ask mentors about the quality of his or her mentee's work and workplace behaviors, the mentee's progress towards achieving his or her goals, and how the mentee is responding to feedback about his or her work performance and workplace behaviors.

B.5.3 At each mentee monitoring contact, program should ask mentees about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.



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❑ **Recommendation 2:** Program should offer mentees an opportunity to reflect on their experiences in the workplace by asking mentees about any interpersonal or performance concerns or questions, and the mentee's progress towards achieving his or her goals.

❑ **Recommendation 3:** Program should provide feedback to mentees about their performance at the workplace obtained from the mentor and other coworkers or supervisors who have worked with the mentee. This feedback could be about their job performance, the mentoring relationship, or the mentees' progress in meeting goals established during the program.

B.5.4 Program follows evidence-based protocol to elicit more in-depth assessment from mentors and mentees about the quality of their mentoring relationships, and uses scientifically-tested relationship assessment tools.

❑ **Recommendation 4:** Program uses scientifically-tested tools to assess mentees' perceptions of career-related support, when relevant to program goals, as well as the emotional or social support experienced from the mentoring program.

B.5.5 Program contacts a responsible adult in each mentee's life (e.g., parent, guardian, or teacher) at a minimum frequency of twice per month for the first month of the match and once a month thereafter.

❑ **Recommendation 5:** Program contacts another employee (or liaison at the workplace who is familiar with the match) twice per month for the first month of the match and once a month thereafter.

B.5.6 At each monitoring contact with a responsible adult in the mentee's life, program asks about mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized procedure.

❑ **Recommendation 6:** At each monitoring contact with the employee or liaison at the workplace who is familiar with the mentee, program staff asks about the quality of the mentee's work and workplace behaviors, as well as the mentee's progress towards achieving his or her goals, and how the mentee is responding to feedback.

B.5.7 Program regularly assesses all matches to determine if they should be closed or encouraged to continue.

No additional recommendations.

B.5.8 Program documents information about each mentor-mentee meeting including, at a minimum, the date, length, and description of activity completed.

❑ **Recommendation 7:** Program documents mentee's participation in the program and the workplace, including activities, tasks completed during the mentoring sessions.

B.5.9 Program provides mentors with access to relevant resources (e.g., expert advice from program staff or others, publications, web-based resources, experienced mentors) to help mentors address challenges in their mentoring relationships as they arise.

❑ **Recommendation 8:** Program provides mentors with resources to help his or her mentee integrate into the workplace, to foster their mentee's feelings of belonging, inclusion, and identity as an employee.



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B.5.10 Program provides mentees and parents or guardians with access or referrals to relevant resources (e.g., expert advice from program staff or others, publications, web-based resources, available social service referrals) to help families address needs and challenges as they arise.

- ❑ **Recommendation 9:** Program provides access to resources and referrals (e.g. job training, job placement) to meet the needs and challenges of mentees that are beyond the scope of the workplace mentoring program

B.5.11 Program provides one or more opportunities per year for post-match mentor training.

- ❑ **Recommendation 10:** Program provides additional training for mentors on managing match closure, particularly if the mentor and mentee will continue to work at the same organization at the end of their mentoring relationship.

B.5.12 Program provides mentors with feedback on a regular basis regarding their mentees' outcomes and the impact of mentoring on their mentees to continuously improve mentee outcomes and encourage mentor retention.

No additional recommendations.

ENHANCEMENTS:

E.5.1 Program conducts a minimum of one in-person monitoring and support meeting per year with mentor, mentee, and when relevant, parent or guardian.

- ❑ **Recommendation 11:** Program should also include the workplace liaison or supervisor at the in-person monitoring and support meeting.

E.5.2 Program hosts one or more group activities for matches and/or offers information about activities that matches might wish to participate in together.

No additional recommendations.

E.5.3 Program hosts one or more group activities for matches and mentees' families.

No additional recommendations.

E.5.4 Program thanks mentors and recognizes their contributions at some point during each year of the mentoring relationship, prior to match closure.

- ❑ **Recommendation 12:** Program thanks mentors and recognizes their contributions at the workplace at some point during each year of the mentoring relationship, prior to match closure.

E.5.5 At least once each school or calendar year of the mentoring relationship, program thanks the family or a responsible adult in each mentee's life (e.g., guardian or teacher) and recognizes their contributions in supporting the mentee's engagement in mentoring.

No additional recommendations.

New E.5.6 WORKPLACE: Program provides one or more opportunities per year for post-match training for mentees on how to realize their career or educational goals and how to respond to feedback in the workplace.



Standard 6 – CLOSURE

Standard: Facilitate bringing the match to closure in a way that affirms the contributions of the mentor and mentee, and offers them the opportunity to prepare for the closure and assess the experience.

BENCHMARKS:

B.6.1 Program has a procedure to manage anticipated closures when members of the match are willing and able to engage in the closure process.

Recommendation 1: Program should notify employees within the company that the match is ending in order to reduce possible disruptions to the company's day-to-day operations. If relevant, the program should also advise the company's HR department and the mentee's supervisor when the match will be ending.

B.6.2 Program has a procedure to manage unanticipated closures when members of the match are willing and able to engage in the closure process.

No additional recommendations.

B.6.3 Program has a procedure to manage closure when one member of the match is unable or unwilling to engage in the closure process.

No additional recommendations

B.6.4 Program conducts exit interview with mentors and mentees, and when relevant, with parents or guardians.

No additional recommendations.

B.6.5 Program has a written policy and procedure, when relevant, for managing rematching.

No additional recommendations.

B.6.6 Program documents that closure procedures were followed.

No additional recommendations.

B.6.7 Regardless of the reason for closure, the mentoring program should have a discussion with mentors that includes the following topics of conversation:

- a. Discussion of mentors' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for mentor notifying the mentee and his or her parents, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure
- e. Review of program rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant

Recommendation 2: Program should request that mentors keep details about their mentoring relationship and their mentees confidential, especially if their mentees continue to work at the company or in the same industry or field, when the mentoring program ends.

B.6.8 Regardless of the reason for closure, the mentoring program should have a discussion with mentees, and when relevant, with parents or guardians that includes the following topics of conversation:



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- a. Discussion of mentees' feelings about closure
- b. Discussion of reasons for closure, if relevant
- c. Discussion of positive experiences in the mentoring relationship
- d. Procedure for notification of mentor, if relevant, about the timing of closure
- e. Review of program rules for post-closure contact
- f. Creation of a plan for post-closure contact, if relevant
- g. Creation of a plan for the last match meeting, if possible
- h. Discussion of possible rematching, if relevant

❑ **Recommendation 3:** Program should help mentees develop short- and long-term plans for their educational and vocational futures.

❑ **Recommendation 4:** Program should discuss new skills mentees acquired in the program and in their mentoring relationships, and whether their career goals have changed.

❑ **Recommendation 5:** If a company with a workplace mentoring program has a history of hiring mentees as employees, then, prior to match closure, someone from the company or a staff member from the mentoring program should discuss with each mentee whether they will be offered a job or how to pursue job opportunities at the company.

B.6.9 Program has a written public statement to parents or guardians, if relevant, as well as to mentors and mentees that outline the terms of match closure and the policies for mentor/mentee contact after a match ends (e.g., including contacts using digital or social media).

No additional recommendations.

ENHANCEMENTS:

E.6.1 At the conclusion of the agreed upon time period of the mentoring relationship, program explores the opportunity with parents or guardians, when relevant, as well as with mentors and mentees in order to continue the match for an additional period of time.

❑ **Recommendation 6:** Based upon the age of the mentees, parent permission, program goals, and company rules, mentoring relationships with the same mentor or at the same company may be permitted or even encouraged to continue after the program concludes. Program should provide training to mentors and mentees about what types of ongoing contact are appropriate, given the program's policies.

E.6.2 Program hosts a final celebration meeting or event for mentors and mentees, when relevant, to mark progress and transition or acknowledge change in the mentoring relationship.

❑ **Recommendation 7:** The final celebration should acknowledge the growth of mentees over the course of the mentoring program and should serve to strengthen mentees' confidence in their ability to achieve their career goals.

❑ **Recommendation 8:** The final celebration should bring together multiple stakeholders in the relationship including mentees, mentors, and other co-workers to demonstrate support for mentees and the work they have accomplished over the course of the mentoring program. These events should also celebrate the professional growth of the mentors, which can support the storytelling components of mentor recruitment in future program cycles.



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- ❑ **Recommendation 9:** The final celebration involves mid-to-senior level leadership to heighten credibility of the mentoring program, inform them of program impact on mentors and mentees (plus the impact on company culture), and to generally reinforce their further engagement with, and commitment to, mentoring.

E.6.3 Program staff provide training and support to mentees and mentors, as well as, when relevant, to parents or guardians, about how mentees can identify and connect with natural mentors in their lives.

- ❑ **Recommendation 10:** Program should include training for mentees to help them independently identify and connect with multiple and varied sources of support in the workplace, such as other mentors, coaches, or sponsors.
- ❑ **Recommendation 11:** Program should introduce or encourage the mentor to introduce mentees to colleagues who have experience or expertise related to the mentee's educational or vocational goals, who may become future mentors or advisors to mentees.

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MENTOR