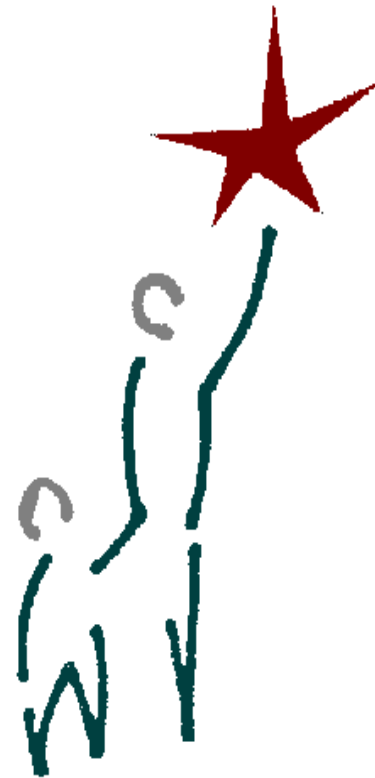




# *The Mentoring Center's* **Framework for Mentorology**


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*The following discussion papers represent  
The Mentoring Center's "Mentorology".  
These discussions also constitute the con-  
tent of our seven foci "Train-the-Trainers"  
curriculum.*



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"Where young minds cannot fail."





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## Introduction

*"Before we can help our children become conscious, confident and competent, we ourselves must first become conscious, confident and competent." - Dr. Wade Nobles*

The following discussion papers represent The Mentoring Center's (TMC) "Mentorology", a theory and practice or the art and science of mentoring, and insights into its seven foci "Train-the-Trainer" curriculum.

TMC believes that (program based) mentoring works. Like any credible discipline, it must be developed around and utilize well thought out and agreed upon concepts, tools and practices. Additionally, in order for mentoring to develop as a credible discipline, its concepts, tools and practices must embrace and have the potential to effectively serve the range of the mentee's (those being served by mentoring) needs that it welcomes into its various programs. Mentoring's focus should be on the results (positive youth outcomes) of effective paradigms and practices, not myopic feel-good, sounds-good processes. Furthermore, if field practitioners do not embrace mentoring as a serious and formal discipline, and work collectively to develop it, it will eventually fade as an underdeveloped and therefore ineffective practice.

TMC believes that a credible mentoring discipline should be based on a sound "Mentorology". This Mentorology should address the following minimal issues 1) determine if mentoring is a tool (a process or an application) of "youth development" or if it is a sufficient discipline in and of itself; 2) develop a lexicon/dictionary that constitutes an agreed upon vernacular, one where everyone who uses it can truly speak the same language; 3) develop mentoring philosophies and theories of change for its mentoring concepts and applications - no mentoring concept and/or application should exist without a "Theory of Change" (a sound idea of how and why mentoring, in its program based form, works for the proposed youth population); 4) develop sound and representative research that honestly and thoroughly explicates the important issues surrounding the impacts/effects of discrimination and racism on certain cultural and ethnic groups, social orientations and traditions (especially as it relates to the use of mentoring in resolving such issues), gender needs, different mentoring paradigms and applications, etc.; 5) develop multiple sets of best practice modules that are appropriate for the different "Levels of Readiness" of field practitioners and for the various mentoring paradigms and applications; 6) develop an active "Think Tank(s)/Institute(s)" whose purpose(s) is to advance the field, such a think tank(s)/institute(s) should necessarily be made up of scholars, researchers, service providers, practitioners, mentors, etc. that represent the paradigms of the various racial/cultural groups, especially those groups that proportionately represent the youth who are being served by the mentoring field; 7) develop and sponsor periodic national mentoring forums/symposiums that are designed to impart the thinking, materials, tools, etc. of the think tanks/institutes.

Lastly, The following discussion papers represent The Mentoring Center's conceptual position and opinions on seven very important aspects/issues within the mentoring movement. They are:

- The Importance of Having a Mentoring Program "Theory of Change" That Addresses the Needs of Your Particular Youth Target Population,
- Organizational and Mentoring Program "Level of Readiness",
- The Importance of Developing "Youth Profiles" and Determining Their Developmental and/or Mentoring Needs,
- Mentor Characteristics and Mentor Matching Strategies: The Different Requirements of Assistance and Transformative Mentoring,
- Deciding on the Appropriate Mentoring Activities Based on the Various Types of Mentoring,
- The Evaluation and Monitoring of Your Mentoring Program: What Works and Why, and
- Issues of Best Practice and Quality Assurance Standards for Different Types of Mentoring.

## *The Importance of Having a Mentoring Program “Theory of Change” that address the needs of your particular youth target population*

*“We must be clear that mere activity is not necessarily accomplishment” -Anonymous*

This discussion challenges the user to clarify and review one’s mentoring philosophies and opinions. It asks the question; what do we expect our mentoring to accomplish? It focuses our attention beyond program process goals and objectives towards youth outcome goals and objectives. There are many spoken and unspoken, formal and informal notions about what “program based” mentoring is and what it is intended to accomplish. All mentoring programs operate from a mental construct or a “Philosophy of Mentoring” and have developed views and opinions about the nature and essence of their mentoring work. These philosophies and opinions shape one’s mentoring paradigm/modality and expectations, which drive the program strategy and design, and thus significantly influence the program’s outcome. Therefore, it is of utmost importance for practitioners to think through their assumptions about mentoring in general and more particularly about the special characteristics of the youth population that they serve or intend to serve through a formally designed mentoring effort. In general, this kind of internal review should facilitate the development of the best suited delivery system (or best practices), and the most appropriate goals and objectives for the specific population(s) of youth that the respective program serves.

The Mentoring Center (TMC) has developed a statement of “Philosophy and Opinions” which argues for a synthesis of “traditional” (natural) and “modern” (problem solving) mentoring. Basically, TMC’s reasoning rests on our belief that current mentoring approaches have evolved from one of two perspectives: either “Traditional” mentoring (natural socio-cultural replication mentoring), or “Modern” mentoring (problem solving mentoring for at-risk youth). Traditional mentoring exists within a given psycho-socio-cultural framework and is evident in all societies as the process through which values, norms, group culture and identity are replicated and transmitted to all youth and all people in general. The phenomenon of “Modern” mentoring on the other hand is a relatively recent and less precise invention designed to solve problems and enhance the assets of at risk youth in American society. Unfortunately, for some youth, the problem solving approach has been uncoupled from the youths’ traditional psycho-socio-cultural context: thereby leading to confusion about what mentoring is expected to accomplish, and what it actually does or does not accomplish for youth of differing cultures/ethnic groups and/or life circumstances.

As a result of its hands-on experience in operating two mentoring programs for highly-at-risk youth, and its technical assistance and training delivery to more than 500 mentoring program efforts, TMC has identified at least two different orientations to mentor program development and delivery. One orientation we refer to as “Assistance Mentoring”, and the other orientation as “Transformative Mentoring”. Assistance Mentoring, which is most typically used today, addresses the needs of youth that represent the “low-moderate and moderate” categories of TMC’s mentoring typology (please see **Appendix A**). Typically, these are youth that are not considered necessarily “problem” youth or youth whose needs are not overly complex or time consuming. These youth are basically well-adjusted youth that, however, based on the inability of their families, could benefit from additional adult assistance (i.e. companionship, tutoring, support and/or guidance). For example, this may be a youth who is interested in a particular career path that is technical and/or requires a college education, however, s/he may come from a family/environment where these professions are under-represented or no one has college experience. In this regard, the youth simply needs someone who can assist (guide) him/her professionally and/or into and through the college maze. They may also be represented by youth who lack fundamental self-confidence/esteem regarding academic abilities, social interaction and/or career/professional motivation. The attitudes and behavior of these youth do not serve as an impediment for them to receive the (mentoring) assistance. This type of mentoring would not place major time demands on a mentor, nor would it require intense guidance, role-modeling and/or counseling. Therefore, for Assistance Mentoring, matching strategies, mentor training, and unique mentor character considerations would not be necessarily complex and/or difficult to attain.

Transformative Mentoring, on the other hand, is intended to address the needs of youth who represent the “intense” and “very intense” categories of TMC’s mentoring typology. These are youth whose needs go far

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beyond simple assistance, companionship, confidence building or relatively minor academic, social or career guidance. For these youth, environmental circumstances have resulted in problematic attitudes and behaviors that serve as an impediment to mere Assistance Mentoring. The symptoms of these mentalities and the resulting behaviors have manifested themselves into a substantially lower self-esteem that is disruptive and/or self-destructive. This mentality shows up in any combination of a significant lack of self-concept, low academic interest/achievement and/or school drop-out, the use of drugs and/or violence, lack of self-respect and/or lack of respect for others and authority, etc. This attitudinal and behavioral type and the resulting kind of mentoring needed require very different considerations than Assistance Mentoring. For example, it requires a different kind of mentor(ing) with respect to time commitment, personal commitment and character traits. These and other considerations would necessarily make mentor recruitment, matching strategies/considerations, mentor characteristics and mentor training needs more complex and advanced. Many organizations inadvertently accept youth into their mentoring programs not realizing that the needs of such youth are much more profound than what mere Assistance Mentoring can accommodate. However, their programs do not provide the kind of Transformative Mentoring that would be needed in such cases.

The two above described mentoring orientations and approaches have direct consequences with respect to choice of program paradigm, strategy, staffing, mentoring activities, and anticipated program results and youth impacts. Thus, it is important that each service provider examine their assumptions, paradigms and change theories to more effectively design a delivery system which will succeed and positively impact youth of different needs (i.e. risk levels, life circumstances and cultural/ethnic backgrounds).

As a result of this kind of sorting out and/or sharpening of our philosophies and opinions on mentoring, it is hoped that a more precise program design will result in higher quality youth outcomes and impacts. TMC highly recommends that every potential and existing program engage in this conversation to sharpen their understanding of their mentoring philosophy, orientation and expectations. Effective program design and delivery will be less challenging to plan and implement if the planners/operators have achieved maximum clarity on the issues that this discussion raises.



## ***Organizational and Mentoring Program “Level of Readiness”***

*“Responsible persons are mature people who have taken charge of themselves and their conduct, who own their actions and own up to them... We foster a mature sense of responsibility in our children in the same way that we help cultivate their other desirable traits: by practice and example.” - William J. Bennett, The Book of Virtues*

In the previous discussion, mentoring program operators were exposed to a framework for developing their philosophy and opinions regarding mentoring to guide their program choices and strategies. The previous discussion also intended to assist in clarifying what is expected of mentoring in terms of program concept, design, goals and outcomes. This discussion essentially further raises the idea of organization and programmatic responsibility to the youth, families, communities and mentors served by our mentoring efforts. It should challenge us to move beyond arbitrary social theory and service provider expediency when making decisions about how to provide effective mentoring services for our youth, particularly when we serve youth from diverse backgrounds, life circumstances and/or cultural/ethnic groups.

A big first step in this regard is for a program to be able to determine its own “Level of Readiness” (LOR) to undertake the operation of a mentoring program. The LOR reflects the extent to which a prospective program has the institutional ability or READINESS to implement a successful mentoring program. It challenges the program to answer basic questions such as; what do we want to accomplish and with whom (which youth population)? Are we the people/organization who should take this on? Why, and how? The LOR constitutes four basic factors: 1) a sound mentoring “Theory of Change”, 2) organization and staff “Level of Experience” (LOE) with mentoring, 3) the “Level of Capacity” (LOC) to deliver an appropriate mentoring program, and 4) the availability and/or access to appropriate mentors.

The LOR determination provides answers to several questions which will assist the prospective mentoring program with its strategic design and implementation decisions. An initial set of questions and issues regards What the program planners think their mentoring approach will accomplish for the selected youth target population, and preliminary explanations of Why and How it does so. A second set of questions and issues regards whether or not the prospective program operators have: a) the relevant mentoring experience to implement the preferred type of mentoring program (LOE), and again, particularly for the selected youth target population, and b) sufficient organizational capacity and resources to undertake the mentoring effort successfully (LOC). A third and final set of questions and issues regard whether or not the appropriate types of mentors are available and/or accessible to the program operators for the preferred type of mentoring effort. Taken together, these four factors and the resolution of the issues and questions they raise will properly inform a prospective program of its Readiness to actually implement its mentoring program. There must be a logical continuity between youth outcomes, program staff experience, capacity to deliver the outcomes, and the availability of the appropriate mentors. Inconsistency in the logic, or the disconnection of the factors from each other increases the probability of program error and possible failure. Only the youth lose when this happens.

To assist in the LOR determination, TMC has developed a Feasibility/Assessment and Diagnostic System to measure the degree to which each of the four factors are present in the prospective program’s organizational culture, environment and staff. This system aggregates the cumulative scores or points assigned to each of the four factors which then results in four distinct Level of Readiness ratings: ratings 1, 2, 3 and 4. This assessment and diagnostic system will also assist an organization in determining whether it should engage in Assistance or Transformative Mentoring. The lower Levels of Readiness ratings (LOR 1 and 2) suggest the ability to work with lower risk youth through Assistance mentoring. The higher Levels of Readiness ratings (LOR 3 and 4) suggest the ability to work with both lower (Assistance Mentoring) and higher (Transformative Mentoring) risk youth. Our point here, based on our experience, is that the decision to proceed with the development and operation of a mentoring program should be determined as a result of a program feasibility/assessment study, conducted with the methodological rigor normally associated with such an analysis - such an important decision should not be left to whim or fancy. Simple organizational and staff desire and good intentions to develop and operate a mentoring program are certainly important; however, they alone are insufficient as indicators of program readiness or potential success. As with the practice of any credible

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discipline, the provision of mentoring services should embody commensurately high standards.

Additionally, we wish to address another concern associated with the assessment of Readiness which the field frequently overlooks. Our experience and that of others suggests that there are at least three ways to enter mentoring, or three roles which a prospective program might play in the mentoring field: as “supporters” (facilitators), as “partners” (projects), and as “operators” (programs). A supporter or facilitator assists others with the technical, financial or organizational resources to develop and operate mentoring programs; however the supporter does not assume any operational responsibility. The partner or project attempts to collaboratively structure the proposed mentoring activities and services as a joint project with an existing organization which internally houses and delivers the services. The operator or program assumes full responsibility for the operational delivery of services as an independent stand alone entity, or the mentoring activities and services are structured into a unit or division of the existing organization.

The choice or role may be a complex decision which could be simplified if it were based on a systematic analysis of Readiness or on a determination of the capacity to implement the desired role. To be a Supporter requires the resources to facilitate the participation of another entity, thus it may only require a LOC determination without the requirement of a full LOR determination. To be a Partner requires a full LOR determination of the partner who assumes the lead delivery responsibility, but not of the participating partner. To be an Operator requires a definite and full LOR determination as defined by the logic of the previously discussed Assessment and Diagnostic System (ADS). Therefore, the Level of Readiness (LOR) required to implement a given role will vary depending on which of the three roles is agreed to by the participating parties, and their mutual interest in a preferred type of mentoring.

If the interest is in serving youth at the Low/Moderate to Moderate risk levels, Assistance Mentoring is recommended, which requires a lower LOR rating (Levels 1 and 2). If the interest is in serving youth at the higher risk level, Transformative Mentoring may be recommended, thus requiring a higher LOR rating (Levels 3 and 4). Regardless of the role, the youth profile and/or preferred type of mentoring, TMC recommends that all parties seeking to advance the delivery of mentoring services review and discuss the issues presented here prior to finalizing their decisions. TMC’s Assessment and Diagnostic System (ADS) can assist potential “Supporters”, “Partners”, or “Operators” with role clarification and implementation as well as all other necessary operational decisions.

The data from TMC’s Bay Area survey (“Final Report on the Reorganization of The Mentoring Center’s Service Delivery System—2000”) has contributed vastly to our understanding of this problem. For instance, at the time of the survey, fifty eight percent (58%) of Bay Area mentoring programs function as “operators” or “programs” and forty two percent (42%) function as “partners” or “projects”. Programs claim to serve youth at all risk levels, although 48% indicated that they serve Moderate risk level youth. It is not precisely clear whether and/or how the programs may have considered optional roles, the different types of mentoring, the different levels of risk, or the variations in life circumstances and cultural backgrounds of the youth when they designed their programs. Currently, the interpretations of the data on this issue are incomplete. When completed however, TMC believes that it will show that the majority of programs entered mentoring based on the conventional idea that good intentions represent readiness, and, that one-size-fits-all.

When a program uses TMC’s “Classification of Mentoring Relationship Types (mentoring typology) it will see that the “at risk” youth population has been separated by the four risk levels and youth needs. This separation by need and risk level will then lead to the appropriate mentor matching strategy (see discussion entitled *Mentor Characteristics and Mentor Matching Strategies...* within this publication), and the appropriate program activities/interventions (see discussion entitled *Deciding on the Appropriate Activities Based on the Type of Mentoring*). If planners and operators assume that “one size fits all” and that Assistance Mentoring is the only size or paradigm, it is highly likely that the needs of the more troubled (higher risk) youth will be neglected and remain unmet.

We feel that the concept of Transformative Mentoring broadens the conversation and offers an effective alternative program strategy for the higher risk youth of different life circumstances and/or cultural/ethnic backgrounds. TMC’s position is that the LOR determination should govern the program decisions rather than

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the biased assumption that there is only one mentoring paradigm that fits all youth. We do acknowledge that program decisions are oftentimes dictated by the sudden availability of funding which may then obscure and render redundant the need for organizational assessment and analysis. Compounding this problem is the unfortunate fact that funding is often designated for the exclusive identification, recruitment and deployment of mentors and youth/mentees with virtually no funding for organizational assessment, or organizational development and capacity building. TMC regards the lack of support for organization development and capacity building as a major fetter or limiting variable to the proper expansion and development of mentoring as a discipline. It is our experience that programs are often initiated and organized without proper regard for organizational capacity, with limited experience, and an ambiguous "Theory of Change", and thus a lack of "Readiness". The experience and capacity to service one level of risk is not necessarily transferable to another level of risk. The determination of the appropriate "Level of Readiness" and the "best role" has not yet been adequately treated by the field; however, these two variables are perhaps the key to organizational performance. TMC has developed an analytical instrument which measures the "Level of Readiness" of a potential service provider, and thus assists in determining both the preferred or best role as well as the preferred type of mentoring.

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## *The Importance of Developing “Youth Profiles” and Determining Their Developmental and/or Mentoring Needs*

*“When we are missing a clear view of the identity of our children in full and proper context and suffer a lack of collective planning, we do not respond in any meaningful and potent way to the forces that now determine their possibilities.” -Asa G. Hilliard, III*

TMC believes that every mentoring program must engage in a critical examination of the youth that they purport to serve (a profile), and the appropriate mentoring program strategy to serve them. TMC’s position is that “One size does not fit all youth.” That is to say, there are youth from: 1) differing life circumstances, 2) differing cultural/ethnic orientations and, 3) differing identity constructs all of which must be factored into the design of a mentoring program. Building an accurate profile of the youth population to be served is perhaps one of the most critical steps in designing a relevant and successful mentoring program. Youth in today’s society are confronted by multi-faceted challenges which are not necessarily addressed by simply linking them with a caring and concerned adult. The Mentoring Center’s experience in working with highly and very highly at risk youth suggests that the task of facilitating the transition from childhood through adolescence and productive adulthood requires comprehensive knowledge of both the psycho-social and socio-cultural dimensions of human development. For high and very high risk-youth, the normative mentoring model (a caring, concerned coach and role model) is challenged to enter new unfamiliar territory requiring greater commitment, new learning, self examination and “interventions” that exist beyond the conventional approach. To serve youth in diverse categories of risk/life circumstances, psycho-socio-cultural contexts, and identity constructs thus requires skill in both traditional and modern mentoring, and a knowledge of both Assistance and Transformative Mentoring program concepts and styles. The following discussion elaborates on each of the building blocks in the youth profile.

First, TMC believes that in today’s society all youth may be potentially “at risk” of experiencing disruptions in their human development cycle due to any number of negative life circumstances and experiences. For some youth, the experience of disruption may result in negative attitudes and behavior (the actual condition); whereas, in other youth the disruptions may be neutralized, and the potentially negative attitudes and behavior never manifest themselves (the potential condition). The range of disruptive factors might include: changes in family structure, changes in economic/employment status, changes in the physical/social environment, racial and gender discrimination, poor schooling, a perceived lack of love and support, hanging out with the wrong crowd (peer pressure) and a variety of other factors. While being “at risk” or “highly at risk” are not inherent characteristics of human development, any of today’s youth may experience the risk factors at any time in their development cycle. When viewed from this perspective, mentoring serves as a corrective to assure and/or restore balance and equilibrium to a disrupted human life cycle. Thus, in designing a mentoring program, the life circumstances and the level of risk for negative behavior (potential or actual) of the youth, must be determined and factored into the design. Knowing and understanding the risk factors and the effects of the risk factors is one of the prerequisites to customize program designs which will enhance the success of a given mentoring effort.

To give clarity, TMC has developed two distinct definitions for “at-risk” and “highly-at-risk”. Even as we use it here, the term highly-at-risk is a misnomer. At-risk means exactly that - that a youth (or person) is at-risk of certain familial, community and/or society factors (i.e. low academic achievement, excessive drug and/or alcohol use, promiscuous sex, violence, gang behavior, poverty, low self esteem, etc.) that place them at-risk of experiencing disruptions in their human development cycle. However, even though a youth functions and/or is subjected to these risk factors, it does not mean that mere contact with the risk factors will result in (comparable) dysfunction. In fact, some youth have used the presence of risk factors as incentive to bypass them. On the other hand, when we use the term highly-at-risk we are referring to a situation where a youth is actually no longer simply at-risk but is in fact infected or impacted by/with the risk factors. The youth has embodied mentally/attitudinally and behaviorally the respective characteristics of the risk-factors. Oftentimes this embodiment encompasses more than one risk factor. This is why we say the term highly-at-risk may be a misnomer, because the youth is not simply at-risk, s/he is infected/impacted.

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Second, as has been mentioned in TMC's "Philosophy and Opinions", it is also important to understand a youth's psycho-socio-cultural context when designing your mentoring program. Cultural groups (racial, linguistic, gender, geographic, social orientation and tradition etc.) have their own perspective, values and responses to life's circumstances and to the assumptions and expectations of the dominant culture. Being an American does not imply a consensus of understanding regarding how to negotiate the system vis-à-vis its treatment of a respective group, or how that group responds to its requirements and conditions. For instance, the way that each culture/ethnic group interprets the relevance of risk factors in explaining life circumstances may vary. All cultures/ethnic groups may not explain anti-social behavior as deviant or negative; instead such behavior may be characterized as an adaptive response to negative social conditions such as racism, disenfranchisement and economic exploitation. Similarly, different cultures/ethnic groups may employ differing constructs to interpret their understanding of what constitutes a "normal" family structure such as a nuclear or extended family, and male-female gender roles and relationships. Another example of psycho-socio-cultural differences relates to attitudes about work, employment and the economy. When work and employment becomes uncertain and cyclical, there is a tendency to regard it with a different value and meaning, and to disregard it as the predictable source of income which it may be for some groups in society, but not all groups. In developing a mentoring program, it is important to understand how different cultural/ethnic groups interpret and respond to their life circumstances (reality), rather than assuming that there is a universal understanding and/or that the dominant group's reality is universal.

To further illustrate, the literature has identified five (5) specific cultural/ethnic orientations among people of color which may be helpful in conceptualizing varied responses to proposed mentoring programs. **Assimilation** is the acceptance of majority Anglo cultural norms and values; whereas, with other cultural/minority groups, **Traditional orientation** accepts and affirms the norms and values of their respective (original) culture. A **Bicultural orientation** affirms aspects of both the original and dominant culture, while a **Marginal orientation** rejects them both. A **Transitional orientation** appears to accept aspects of one while rejecting aspects of the other (Aponte et al. pg. 57). Thus, when designing a mentoring program, it is important to comprehend and appreciate the cultural orientation and thus the psycho-socio-cultural context of the population the program is intended to serve. The combination of life circumstances, risk levels, cultural orientation and psycho-socio-cultural context suggests the need for customized designs in which "there is a fit for each size".

Unequivocally stated, one's theory of change and mentoring program design must be determined by the youth profile (i.e. cultural/ethnic orientations, identify constructs, life circumstances) and a composite of how his/her profile elements factor into the development of the youth's current attitudinal and behavioral construct (where and why particular attitudes regarding self-esteem, identity constructs, academics, respect, violence, etc. come from). If we do not understand these elements/issues of a youth's baseline mental/attitudinal construct, especially for high and very high risk youth, how then can we purport to apply any kind of meaningful and lasting solutions for the youth. This point, as mentioned earlier, challenges mentoring and youth development practitioners to dare enter new and unfamiliar territory requiring a greater commitment, new learning, self examination and interventions that exist beyond convention. For example, and using the paradigm of psychology, when we go to see a psychologist, psychotherapist or social worker, one of the first tasks is to take a case history. These practitioners recognize that they cannot appropriately understand the client as an individual unless they understand something about his/her unique experience as an individual. They will not take the history and experience of another person (or make assumptions about their client) and apply exclusively the psychology that flows from that history and experience to accurately describe the client before them or prescribe a meaningful remedy.

The same thing is true in Mentoring, especially in working with diverse youth populations. We cannot superimpose the Anglo construct or middleclass criterion and apply it unmodified to youth of obvious different cultural/ethnic identity constructs and/or life circumstances and expect comparable outcomes. This leads to misunderstanding and misdirection. This does not negate or devalue the Anglo or middleclass construct, however, if a youth is not either of these, it does negate (disrespect) or devalue his/her own is-ness (cultural construct). Anyone who is served from such a perspective will fare poorly - at minimum they will be given a diagnosis and prescription that doesn't accurately fit their condition and therefore needs.

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Third and finally, an important extension of the socio-cultural debate is the problem of locating the cycle of social orientation, racial consciousness or identity of the youth – their “psychic is-ness.” Not only are the levels of risk, cultural orientation and socio-cultural context important in building the profile, but it is also critical for a program to discern and grasp which stage of the identity cycle each youth is in. Where each youth locates his/her own personal racial/cultural identity is a complex process; however, every mentoring program and potential mentor must know and understand this complex process in order to be truly successful. The literature informs us for example, that youth and persons from “racial minority” cultures experience the development of racial self-consciousness and self-awareness in a very specific and phased cycle based on their experience with the dominant culture. In a book written by Gary Howard titled *We Can’t Teach What We Don’t Know*, it is reported that research findings conclude that African-Americans and other marginalized groups (i.e. people of color) experience the development of racial consciousness in five distinct phases: 1) Pre-encounter, 2) Encounter, 3) Immersion/emersion, 4) Internalization, and 5) Internalization-Commitment. Each of these stages or phases evolves in response to perceptions of race and place, or where one fits as a result of the social definition of race and power in American society. The ability to determine and be sensitive to a youth’s racial identity cycle (or location) may directly influence their receptivity to your mentoring services, and thus will impact the effectiveness of your mentoring program. Even if outward behavior does not clearly indicate where the youth locates themselves in the cycle, it can be reasonably assumed that a youth of color experiences one or more of the 5 phases of the cycle at some point in his/her human development. Thus, it is important to determine which identity phase the youth is in when building the profile.

The obvious implication of TMC’s position is that there are different levels and different kinds of service required for each of the risk levels in the general youth population (see TMC “Classification of Mentoring Relationship Types” or TMC’s mentoring typology). As indicated, mentoring for Low/Moderate and Moderate risk levels may only require minimum to moderate service levels; whereas, mentoring for Intensive and Very Intensive risk levels will require high to extensive levels of service/commitment. What is important is that TMC’s approach is able to address the needs of youth in all four profiles precisely because of its sensitivity to each youth’s risk level, to include behavior type, life circumstances, socio-cultural context and identity cycle. TMC’s technical assistance and mentor training Service Delivery System has been creatively designed to provide both Assistance Mentoring and Transformative Mentoring customized for the appropriate level of service required by specific populations of youth.



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## ***Mentor Characteristics and Mentor Matching Strategies: The Different Requirements of Assistance and Transformative Mentoring***

*"People's healers are those who personify, in their character and their deeds, the view (circumstances) of the world held (experienced) by those people.... Healers have both great respect and responsibility because they have a mission that exceeds their personal interest and concerns.... They must hold themselves to a higher standard because they are the vehicles for healing forces of the communities of which they are a part." - Dr. Na'im Akbar*

This discussion is designed to assist program operators negotiate the necessity of different matching strategies and/or criterion when matching mentors with mentees at the varying levels of need and risk. In previous discussions TMC distinguishes between the two basic mentoring categories based on the risk level of the youth being served. In Assistance Mentoring the need and risk level is Low/Moderate and Moderate; whereas in Transformative Mentoring, the need and risk level is High to Very High. The mentor characteristics and skills required to mentor youth in each of the categories will thus vary depending on the respective needs/risk level of the youth. TMC believes that the selection of mentors is one of the most important decisions a mentoring program will make. The "right" decision will significantly improve the chances of mentee and program success. However, despite its importance to success, there is no single, unambiguous set of agreed upon criteria for selecting mentors which applies equally to all risk levels. It is our experience that the mentor characteristics needed should be determined by: 1) the level of risk, life circumstances, type of mentoring to be rendered and predicted youth outcomes, 2) the cultural/ethnic orientation/context and identity cycle of the youth, and 3) the human development skills required to restore ethical balance and a healthy human consciousness. One size does not fit all youth; therefore, it is necessary to customize the selection process to insure that the match is consistent with the needs determined by one, two, and three above. Youth whose risk levels are Low to Moderate may only require a caring and concerned adult role model and/or coach: an "Assistance" or "Helping Hand" mentor. On the other hand, youth whose risk levels are High to Very High may require a more sophisticated mentor with human development skills/training, psycho-cultural-context maturity and the ability to be consistently available/on-call, hence, the New "Transformative" Mentor. TMC's current empirical data suggests that the widely existing model of the mentor as a casual "volunteer" may be appropriate for Low to Moderate risk level youth, but may be obsolete and/or insufficient for High to Very High risk level youth.

Therefore, added to the paradigm of the casual one-on-one mentor volunteer are new mentor models to include: 1) the Group Mentor model and Combination Group and One-on-one mentoring models where mentors are deeply committed, higher skilled/trained, and are consistently available/on call, 2) the Case Manager, Service Advocate mentor model (the Shepherds program), 3) the full time Counselor, Facilitator Advocate mentor model (the Friends of The Youth program). What all of these models share in common is that the Mentor (change agent) and/or the mentoring is not casual. These types of mentoring and their mentors provide intense guidance and follow up services following their change oriented mentoring interventions. These emerging mentor models represent a qualitatively different variation in mentor roles and characteristics from the assumptions, requirements and approaches found in conventional Assistance Mentoring models.

These newly emerging models are important innovators in that they tend to more readily accept that youth may have varying needs and may be at differing points in their human development and identity cycle. This is especially true in the selection of Transformative Mentors given their role as change agents. While it is necessary that all mentors be caring and concerned, simple care and concern may not be sufficient to "bond" the mentor with youth at the higher levels of risk. Additional skills, competencies and time commitments are required to effectively mentor youth at these higher levels of risk.

It is here that we begin to enter the conversational turf that most people, institutions and mentoring programs prefer to avoid. However, TMC feels that it would be remiss to avoid them here, especially when speaking of rescuing children/youth, through the social phenomenon of mentoring from both their own, and society's ills.

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The ultimate question is...are our fears, biases and/or established processes more important than the (potential) results? As mentioned earlier, while it is necessary that all mentors be caring and concerned, the simple caring and concern is not sufficient in mentoring at the higher risk levels. Mentor recruitment, selection and matching for highly-at-risk youth (or for Transformative Mentoring) is quite a different undertaking than with lower risk youth (Assistance Mentoring). Transformative mentors must possess and/or be given higher skill levels, maturity, competencies and time commitments.

TMC affirms and asserts its absolute belief that human beings are inherently equal and were divinely/naturally created to be loving and evolving social beings. There is goodness in all of creation; however, social systems, life circumstances and misguided choices may interfere with the evolving realization of one's inherent goodness, unlimited potential and equality with other human beings. As a result of these interferences, some persons unfortunately develop a false sense of "superiority", based on their race, gender, culture, religion, language, class, etc., while others develop a false sense of their "inferiority" based on these same variables. One may not always be conscious or aware of this unhealthy identity/behavioral construct, although it has infected most of the infrastructure and superstructure of modern American society (norms, values, beliefs, customs, institutions and social system). The pervasiveness of this unhealthy construct has defined much of America's social and group dynamics, and has negatively impacted all residents of American society. Therefore, all persons in society, including potential mentors have been negatively affected by the history of racism, sexism, classism, elitism, chauvinism and other forms of prejudice and discrimination.

The concept of absolute equality among diverse and different humans is a core value in TMC's notion of the Transformative Mentor's role in the healing and redemption of broken spirited and misguided youth. Whether we consciously or unconsciously are able to recognize it or acknowledge it, the mentor program operators (staff) and especially the mentors may be the key figures (along with others) in the reconstruction of the disarrayed mentalities and broken spirits often found among highly-at-risk youth. When thinking about what constitutes a good match for a youth, **TMC thus believes that it is critically important to determine the mentor's level of consciousness and psychological maturity regarding their own cultural orientation and identity cycle as well as the youth's.** Even more attention must be paid to the stage of psycho-socio development and spiritual maturity of the potential mentor than has been previously discussed by the field. **That is to say, there must be some certainty that the potential mentor has achieved a level of inner maturity and balance which allows them to unconditionally accept the mentee as a person on their own cultural and psychological terms. This should be a fundamental litmus test for those wishing to mentor higher risk/troubled youth.** There must also be a willingness from the mentor to work with the program on an agreed upon plan/strategy to facilitate the on-going evolution of the personal and human consciousness of the mentee. This does not suggest that the mentor or program agree with the actions and behavior of the youth. However, it does suggest that the mentor must his/herself be a transforming human being capable of lovingly affirming the inherent goodness and personal worth of broken spirited at-risk youth.

Additionally, it is important to say here, that there is and has been a lot of discussion and controversy regarding same race matches vs mixed race matches. That argument in and of itself is not the key issue. The key issue is that all mentors assigned to youth must possess the appropriate consciousness, compassion and commitment to work with a youth in such a way that it truly guides the youth out of his/her mental (attitudinal) and behavioral confusion and/or shortcomings. The guiding out process and its substance should (must be) be directly relevant to the youth's cultural/ethnic, spiritual, gender, life circumstances and experiences, i.e. **their self concept and self esteem.**

Some practitioners have suggested that this concept of the "divine within" the youth constitutes a "Theology of Mentoring", or the spiritual philosophy of Transformative Mentoring. Regardless of how the concept is described, its inclusion and application is now and will continue to be a significant element in the practice of the New Transformative Mentor(ing) as applied by TMC.

In conclusion, the understanding of which type of mentor is most suitable will be based on the organization's own conceptual Level of Readiness (LOR) to actually conduct the type of mentoring which it is interested in. This is the first conceptual and practical problem which program operators must resolve in the effective matching of mentors with mentees.

## *Deciding on the Appropriate Activities Based on the Types of Mentoring*

***“Begin with the end in mind....the process is as important as the product.” -Stephen Covey***

This discussion is designed to assist the program operator in deciding which mentor-mentee activities and interactions will contribute to the desired changes and outcomes for the mentee (youth). This discussion continues the logic of the TMC Curriculum: “one size does not fit all youth”. Therefore program operators should understand the relationship between each of the four risk levels as defined by TMC (see **Appendix A**) and the desired changes and outcomes which are expected to result from implementing mentor-mentee interactions and activities. **It is necessary to resolve this issue given the widely viewed causal relationship between the activities and the changes attributed to mentoring.** Because existing research on this presumed relationship freely uses the term “at-risk”, but does not disaggregate the finding by and/or identify specific risk levels, it is difficult to conclude that observed results apply equally to all four risk levels (see Sipe, 1996). There simply is no data to support a conclusion that generic mentor-mentee activities will definitely result in the same quantitative or qualitative changes at all four risk levels. **TMC believes that there is a fundamental difference in how activities impact low/moderate to moderate risk level youth and how similar activities might impact high to very high risk level youth. Changes which have been reported in the literature makes no effort to distinguish between causality and correlation. Thus, it is not decisively clear whether activities which result in “deference or prevention” (at the lower risk levels) are equally capable of arresting the metastasis or spread of negative attitudes and behaviors observed in higher risk youth.** This does not imply that TMC believes that no change occurs from generic mentor-mentee activities. Indeed we do accept that for some at-risk youth, generic activities do result in change, however TMC believes that mentoring activities should be designed and carried out to consistently and directly facilitate the desired youth outcomes and/or expected youth changes.

**The Mentoring Center believes that EVERYTHING which the staff and particularly the mentor does with the mentee is AN ACTIVITY. It is interaction which may affect the relationship and thus shape the results and outcomes. How the mentor interacts with the mentee, how the mentor regards/respects mentee opinions and how the mentor keeps the faith in the relationship are ACTIVITIES WHICH SENDS A CLEAR MESSAGE.**

Our empirical findings suggest that the Low/Moderate and Moderate risk levels (Assistance Mentoring) require a high level of generic activities and a modest level of service intervention activities. The generic activities were identified as activities which promote and/or enhance: 1) self-esteem, 2) academic performance, 3) career and job opportunities, 4) positive role modeling, and 5) social/recreational fun. We have previously defined the goal of generic mentoring activities as providing a helping hand, and service intervention activities as transforming mentalities that give rise to destructive attitudes and behaviors.

The Search Institute has identified 40 Developmental Assets (20 External and 20 Internal Assets) or building blocks of healthy development which can assist youth in growing up to become “healthy, caring and responsible” persons. The categories of External Assets include: 1) support, 2) empowerment, 3) boundaries and expectations, and 4) constructive use of time. The categories of Internal Assets include: 5) commitment to learning, 6) positive values, 7) social competencies and, 8) positive identity.

The extent to which the human development cycle has been interrupted will certainly vary from youth to youth; however, all at-risk youth have experienced disruption and interruption of their human development cycles. Thus mentor/mentee interactions are elements of a larger strategy to restore developmental balance to the youth’s life.

With specific reference to Transformative Mentoring, and the two Transformative Mentoring programs that TMC operates, we have developed an intense “Transformative Learning and Change Curriculum” which is focused on three types of change orientations and change interventions relevant to higher risk youth: 1)

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cultural realignment, 2) cognitive re-structuring, and 3) character development. We have developed this curriculum over a course of seven years, refining it each year until we arrived at our current product. The program processes and its curriculum are currently undergoing the second year of a two year evaluation. Our preliminary results from the application of the curriculum unquestionably suggest that it is an effective intervention and powerful change strategy. When coupled with intense service intervention and follow up activities, this form of mentoring appears highly promising to the field. The specific service intervention activities are: 1) support/assistance in acquisition of high school diploma/GED, 2) internships and/or subsistence employment, 3) involvement in community service work/projects, and eventually, 4) either college, trade school or gainful employment. The specific activities are 1) intense review and discussion of today's Hip Hop music and culture and its impact on young minds and attitudes, 2) intense review and discussion of the intent and impact of the imagery depicted in movies (film and video) including forms of violence, child and spousal abuse and drug abuse as opposed to positive spiritual and or character traits, 3) field trips and excursions, both academic and cultural, and 4) entrepreneurial projects, etc.

The major point and objective of mentoring services and activities are that they should always address and/or illuminate the needs, problems and issues of the mentee(s). For younger children some activities can be and probably should be just for fun. It does not mean however, that activities geared towards fun cannot have learning elements to them. Transformative Mentoring and its activities always seeks to effect a change in the youth's frame of reference and beliefs about self and the world.



## *The Evaluation and Monitoring of Your Mentoring Program: What Works and Why*

*“What works, works.... What don’t work, don’t work ....so why keep doing stuff that don’t work?” -Coach Wilbur L. Jiggett, Jr. Retired, CSM US Army*

To assist program operators with the issues and problems associated with effective evaluation of mentoring programs, in this discussion, TMC will address some of the challenges of assessing: 1) the process, 2) the results/outcomes and 3) the impacts of mentoring programs at the varying risk levels. Conducting such assessments is perhaps one of the most important yet undervalued aspects of mentoring program delivery systems. Very few formal evaluations have been conducted that properly consider the differences and variations between lower and higher risk levels. When findings on youth at lower risk levels are extrapolated to youth at higher risk levels, the integrity and relevance of such findings are suspect.

Throughout these discussions, TMC asserts that there are at least two broad concepts or types of mentoring: Assistance Mentoring for lower risk level youth, and Transformative Mentoring for higher risk level youth. Despite the programmatic differences between the two, existing evaluative studies are designed and conducted as though “one size fits all”. The most frequently cited evaluation (P/PV’s Making a Difference) is a significant assessment of modern generic mentoring with youth displaying a variety of risk factors. Its major finding that generic mentoring has a positive developmental influence on such youth is not disputed. What TMC questions is the assumed applicability of these findings to youth at all risk levels, especially to those at the higher risk levels. Stated differently, the findings of studies which assess the effectiveness of generic mentor-mentee activities and interactions with lower risk youth do not necessarily apply to all youth. To treat the evaluative findings and their program models as though they universally apply to both lower and higher risk level youth (who require different types of specific interventions) is a dubious conclusion.

Another major problem in mentoring evaluation practice is the relative lack of institutional importance which program operators place on evaluation, monitoring and assessment. In a recently conducted survey by TMC of Bay Area mentoring programs, it was found that 90% of all programs had neither conducted an evaluation of their program services, nor had they been evaluated by independent evaluators. Many reasons were cited for this omission, including the age of the program, the lack of time and most importantly, the lack of financial and technical resources needed to conduct proper assessments and evaluations. Program operators frequently reported that their funders did not require or mandate that an evaluative component be included in their program design; thus, they did not regard it as important. The assumption was that simply matching mentors with at risk youth was sufficient to produce the presumed benefits of mentoring.

A final challenge area in mentoring program evaluation practice is the question of whether or not the mentoring field perceives itself as a component of “youth development interventions”, or as a separate and independent category of “youth assistance”. If it is youth development, then it should be required to meet the same standards of program evaluation as other youth development program types. If it is perceived as independent youth assistance, then a new and different approach to evaluation is warranted. TMC contends that this confusion exists precisely because there are two distinctly different types of modern mentoring being practiced (Assistance Mentoring, and Transformative Mentoring) however, up until now this fact was unacknowledged, unknown or unclear. **The evaluative logic of Assistance Mentoring seeks to determine whether relatively short term mentoring assistance can induce preventive adaptations and adjustments to potential dysfunction. The evaluative logic of Transformative Mentoring seeks to determine whether intermediate to long term mentoring interventions can induce profound (or deep) reconstruction and realignment of consciousness and behavior to reverse dysfunction.** Assistance Mentoring is similar to normative youth services and thus should be evaluated as a short term service; whereas Transformative Mentoring is similar to youth development interventions and should be evaluated as an intermediate to long term intervention.

In discussions of mentoring evaluation, a useful and important distinction can be made between different types of evaluation which may inform our understanding of the outcomes of mentoring programs and how

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they work. Similar to other human and social services programs, mentoring programs may conduct **Formative** or process evaluations, or they may conduct **Summative** or outcome evaluations. A third and more complex **Transformative** or impact evaluation may also be conducted, although it is regarded as more difficult to design and administer. When all three forms of evaluation are utilized synergistically or together, they provide a comprehensive and holistic picture of what mentoring assistance and or program interventions accomplish or do not accomplish and how/why they do so.

Formative evaluations are assessments of a mentoring program's processes, methods and inputs intended to provide information which will improve the operation of the program. The findings and data from formative evaluations are intended to assist the program operators with improvements in the program while the program is in process. Once the program has been completed, formative evaluation data may be useful in making future adjustments, or in exporting program methodology to other locations.

Summative evaluations are assessments of the outcomes and results achieved from the operation of the mentoring program. These evaluations begin with the stated goals of the program, and go on to assess whether or not outcomes have been achieved which are consistent with the stated goals. The findings and data derived from summative evaluations are intended to assist program operators and other stakeholders in understanding what differences have resulted from the operation of the program. The data are also intended to identify which expected changes did not occur and to identify any unexpected occurrences and or changes which did occur. These data tell operators something about the effectiveness of the program once it has been completed. All summative findings are linked to the program's Theory of Change or set of assumptions and expectations inherent in the program's design and its implementation. Mentoring programs operate with a Theory of Change whether it is formally articulated or informally assumed. If the program does not achieve the anticipated results (as stated in the goals), either the program theory was incorrect (a theory error), or its implementation theory was incorrect (a methods error).

Transformative or impact evaluations are assessments which are intended to assess the functional changes, consequences and importance of a given outcome/result on the user population. Often times, results are reported as quantitative accomplishments, however, a determination of the difference which the achieved outcome/result makes in the life of the mentee is left unanswered. The best example of this problem is found in job training programs. Such programs often achieve training goals such as skills enhancement, improved job readiness, increased education etc. with no guarantee that the training results in stable employment. Thus, service providers may achieve a positive training outcome and result without a corresponding impact. The relevance of the job training program may be questionable because of this dichotomy. It is often erroneously assumed that the achievement of a result or outcome is sufficient evidence of a presumed impact. When applied to mentoring programs, the evaluative questions are directly linked to the nature of the intervention. Assistance Mentoring programs for youth at lower risk levels are intended to improve adaptive responses and to prevent the manifestation of negative behavior. This is a short term objective which can be observed over a limited time period. On the other hand, Transformative Mentoring programs for youth at higher risk levels are intended to transform consciousness and reverse negative behavior over a longer period of time. Thus, the Transformative intervention may be of longer duration and be more intensive, in addition to the more extended time period required for its benefits to be realized.

In evaluating and assessing mentoring programs, it is thus necessary to distinguish between the achievement of short, intermediate and long term goals and objectives. It is TMC's experience that Assistance Mentoring programs may achieve their limited goals and objectives within a one year or short range time period. On the other hand, Transformative Mentoring programs may require the intermediate (1 to 3 years), or long range time period (1 to 5 years) to realize goals and objectives. There is no absolute time frame for the realization of the goals and objectives; however, evaluations should take place at defined periods to insure the integrity of program delivery.

## *Issues of Best Practice And Quality Assurance Standards - Two Different Types of Mentoring*

***“Nothing fails like success.... when the response is equal to the challenge, that is success; but when the challenge changes, the old response no longer works.” -Arnold Toynbee***

This discussion attempts to shed light on the myriad of issues associated with the Best Practices and Quality Assurance Standards (QAS) in the delivery of mentoring services across the different risk levels. Throughout these discussions, it has been argued that “one size does not fit all” in any of the various areas of mentoring service delivery. It has been specifically argued that “Transformative Mentoring” programs must be designed in response to the particular needs of youth at higher risk levels, and “Assistance Mentoring” programs designed for youth at the lower risk levels (please see previous discussions). **The fundamental difference between the two types of mentoring, is that Assistance Mentoring programs are designed to deter and prevent the onset of negative attitudes and behavior (of youth at lower risk levels) whereas, Transformative Mentoring programs are designed to reverse existing negative attitudes and behavior (of youth at higher risk levels).**

**The consequence of this basic difference is that the Quality Assurance Standards and Best Practices which are widely agreed upon by most mentoring practitioners do not uniformly apply to both types of mentoring efforts.** TMC does not dispute or take issue with the relevance or need for Standards in both types of mentoring, and appreciates the efforts of the field to develop a consistent set of Best Practices or more than one set of Best Practice modules. The numerous program manuals, reports and Best Practice guides currently in use are professionally sound and consistent with our findings for servicing youth at lower risk levels through Assistance Mentoring. However, our experience suggests that a different set of “Best Practices” are required when working with youth at higher risk levels especially through Transformative Mentoring. Best Practices should not be confused with “Philosophy of Mentoring” and/or “Mentoring Theory of Change”. **In this regard, we are not saying that for every risk level there needs to be a different set of Best Practices, what will be merited, quite possibly, is a different set of Mentoring Program Design Standards.** The California Mentoring Initiative (CMI) has identified and adopted 10 Elements of Effective Practice (see *Mentoring: Elements of Effective Practice* United Way 1991) which it believes every responsible mentoring program should possess to be successful. The 10 elements of CMI’s Quality Assurance Standards are also in use by programs across the United States and include:

- 1) A statement of purpose and a long range organizational plan
- 2) A recruitment plan for both mentors and mentees
- 3) An orientation for mentors and mentees
- 4) Eligibility screening for mentors and mentees
- 5) A readiness and training curriculum for all mentors and mentees
- 6) A mentor-mentee matching strategy
- 7) A monitoring process
- 8) A support, recognition and retention component
- 9) Closure steps and
- 10) An evaluation process

We are quite aware that many programs initiate mentoring activities without the systematic use of any Best Practices or Mentoring Program Design Standards other than whatever a hastily developed proposal calls for. Programs working with lower risk youth through Assistance Mentoring are often haphazardly designed and over-represent the potential for success.

TMC has found the CMI Quality Assurance Standards to be useful in assisting local agencies with the development of their mentoring programs, especially those which are just getting started in Assistance Mentoring. However, in working with more mature programs, and those involved in Transformative Mentoring, the 10 practices must be complemented with an appropriate Philosophy of Mentoring in order to reflect the sophistication of experience and the complexities of working with higher risk youth. Based on TMC’s 8 years of direct

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experience with its two Transformative Mentoring programs and their respective models, (The Transition Program, and the Positive Minds Group), specific modifications are required in the following 5 areas: 1) Determining program readiness, 2) Program design, 3) Mentor identification/recruitment and preparation 4) Mentor Program Coordinator and other staffing skill sets, and 5) Follow-up services, length of mentoring needed and costs.

### **1) Determining Program Readiness**

In the discussion *Organizational and Mentoring Program "Level of Readiness"*, TMC presented an argument detailing the need to determine a program's Level of Readiness to undertake a mentoring program based on the risk level of the youth. The LOR was regarded as a key variable in the decision because it attempts to determine and measure the ability of a prospective program to successfully plan and operate a mentoring program. The LOR was a combination of the Level of Experience (LOE), the Level of Capacity (LOC), the Theory of Change (TOC), or youth outcomes, and the availability of the appropriate mentors for each risk level.

### **2) Program Design Standards**

The design of Transformative Mentoring programs is significantly different from Assistance Mentoring program designs. FIRST, the activities/programs which work effectively for youth at lower risk levels are not automatically transferrable to youth in the higher risk categories. **In the discussion *Deciding on the Appropriate Mentoring Activities Based on the Various Types of Mentoring*, a "Curriculum-based" program model is recommended as the basis of the program design for youth at higher risk levels. TMC's Transformative Learning Curriculum was designed to deeply impact the awareness and consciousness of youth at high and very high risk levels and transform their negative mentality/attitudes and behavior into positive constructs. Very specific mental constructs which negatively influence self-perceptions are addressed by the Curriculum with the intent of reconfiguring and realigning culture consciousness, reality perceptions, and the development of a more mature and responsible character. In addition to the Curriculum, the program also consists of intense service interventions and follow up activities involving the mentee, the mentor, the program staff and other service providers. All of these actors work together holistically to improve the possibilities of successful completion of the Curriculum and the follow up services program.**

SECONDLY, the length of the mentoring program (Curriculum and service assistance) is a critical variable to successful operations. Our experience suggests that the minimum length of time required for Transformative Mentoring program benefits to be realized is two years.

**THIRDLY, programs should also be very sensitive to the issue of determining and measuring "success". There will be short, medium and long range indicators of success and overlapping results and outcomes. A youth may achieve positive results in one program category and simultaneously achieve negative or inconclusive results in other categories. The Transformative mentoring program should be intentionally designed to define success using multiple indicators and comprehensive assessments rather than single indicators which are more limited.** The Theory of Change or anticipated youth outcomes will thus articulate a program model and implementation strategy which accommodates and accounts for the combination of results and impacts. **The Curriculum, the mentoring and follow up services/activities are designed to yield specific results, but more importantly, the interventions are also designed to produce "impacts" which make a profound difference in the life of the youth.**

FINALLY, the program should be designed with the assumption that the youth may continue to display negative attitudes and behavior during the program period due to the transitional status of their lives. There should be no expulsion or rejection of participants who might continue to engage in negative behavior during the transition period, in that they are still learning how to reverse the old scripts and adopt new ones. Patience and understanding are required during the transition period as well as structured expectations.

### 3) Mentor Identification/Recruitment/Preparation Standards

There are many considerations which apply to both Assistance (e.g. Helping Hand) mentors as well as Transformative mentors including caring, concern, coaching and assisting youth in the fulfillment of their potential. We do accept that Assistance mentors can become Transformative mentors if they possess the skills, consciousness, commitment and time as explained in *Mentor Characteristics and Mentor Matching Strategies...* It is indeed conceivable that potential Transformative mentors will be identified from existing Assistance mentoring programs, and/or they will be identified from youth development environments and trained in the art and science of Transformative Mentoring.

The point here, however, is that the characteristics between Assistance mentors and Transformative mentors are distinct. **For example, first, the Transformative mentor must be a “living example” of the new human being which the Transformative Learning Curriculum (TLC) is attempting to produce. The culture, consciousness and character which the TLC seeks to impart to the youth must be reflected in the mentor’s attitudes and behavior. The point however, is that the change agent must convey to the mentee that they themselves live by the ethical and behavioral standards which they are attempting to transmit and coach the youth in. The mentor’s behavior can not be in contradiction to the preferred behavior espoused by the TLC.**

**SECONDLY, the Transformative mentor must display a readiness and willingness to undergo substantial preparation to work with higher risk troubled youth, in addition to having the required human development skills to do so. They must earn the right to work with this special needs population and not assume that their availability and existing skills alone are sufficient to place and match them with the youth.**

### 4) MPC and Staffing Standards

In the discussion *Organizational and Mentoring Program “Level of Readiness”* the issue of the experience and presumed capabilities of Mentoring Program Coordinators (MPC’s) was discussed as a factor in determining the Level of Readiness (LOR) to undertake a mentoring program. Here, we are more concerned with Standards associated with the successful operation of Transformative Mentoring programs.

**About three fourths or 75% of total staff (the MPC and program staff) should have significant experience working with youth at higher risk levels. By pursuing this standard, there is a substantial probability that the relevant experience required to manage the complex youth development concerns of disrupted lives is present. Youth at higher risk levels have complex multi-faceted problems which may be beyond the manageability of lesser experienced staffs.**

All program staff members of a Transformative Mentoring program must be prepared to assume the role of a mentor from time to time as an inherent part of their job responsibilities. **When staff acts as mentor, it sends a message to the youth that mentoring is everybody’s business at every level of the organization, from top to bottom.**

### 5) Personnel and Cost Standards

The final area of Best Practices and Program Design Standards, which is important, is the resolution of personnel requirements, and a determination of the costs to deliver a Transformative Mentoring program. Both of these areas are presently evolving, however the TMC program model has provided initial data on both personnel needs and potential costs.

#### *Personnel*

Our experience suggests that a standard of 2.5 FTE core staff persons are required to implement a Transformative Mentoring program for 10 High and Very High risk youth. This includes a full time Mentor Program Coordinator, a full time Administrative Assistant, and a part time youth services coordinator. This standard of 2.5 FTE staff applies to the initial 10 mentees served with one additional full time program staff person being added for every 10 additional mentees served. This staff ratio is needed to operate the mentoring aspects of the program as well as the development and coordination of the service intervention activities and the follow-up support activities.

The Mentoring Center

*“Where Young Minds Cannot Fail.”*

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## *Program Costs*

Our experience suggests that the total costs to operate a successful Transformative Mentoring program such as TMC's Transition Program and the Positive Minds Group is between \$210,000 and \$225,000 per year. This translates into a per mentee cost of \$21,000 to \$22,500 per youth-mentee served. <sup>1</sup>The total for this model includes but is not limited to: personnel, administration, youth stipends and support, housing, internships, field trips and excursions, health costs not available through government programs, transportation, evaluation, training and technical assistance and contingency. Some might argue this cost figure is unfavorable when compared to the \$1,000 to \$1,500 cost per mentee of Assistance Mentoring. The Mentoring Center regards the \$21,000 to \$22,500 figure as highly favorable when compared to the \$40,000 per year cost of incarceration, or the opportunity costs resulting from dropping out, welfare payments, unemployment, lost taxes, or other social costs of risk neglect and containment.

Mentoring programs represent a net positive investment to society given the high costs of ignoring the impact of higher risk factors on human development and the costs to ameliorate its consequences. Transformative Mentoring of higher risk youth is well worth the costs given the expense to society of the alternative. Assisting youth with broken lives through a recovery strategy that has proven highly successful is a win-win proposition for all institutional and group interests in American society and especially for the youth themselves.

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<sup>1</sup> TMC recognizes that these costs can be absorbed by a partnering organization and or separate divisions/departments of the larger organization housing the mentoring effort.

**THE MENTORING CENTER  
CLASSIFICATION OF MENTORING RELATIONSHIP TYPES**

| Terminology/<br>Risk Level  | Types of Mentoring<br>Efforts/Activities   | Youth Profiles   | Mentoring<br>Classifications   | Needed Mentor<br>Characteristics   | Mentor Program<br>Considerations   |
|---|--|--|--|--|--|
| <b>1. Low/Moderate<br/>Mentoring</b><br><br>(Formally Soft<br>Mentoring)<br><br>Risk Level: "Low" | -Companionship<br>-Academic Tutoring<br>-Career and Professional<br>Guidance<br>-College/Higher Education<br>Guidance  | A youth with unlimited<br>potential who is well<br>behaved and well guided<br>who could benefit from<br>additional companionship<br>and/or assistance. Very<br>impressionable. Eager<br>for assistance.  | <b>Assistance Mentoring</b><br>Assistance mentoring is<br>designed and utilized to<br>assist (helping hand) youth<br>who have no intrusive<br>attitudinal and behavioral<br>issues that would inhibit<br>and/or serve as an obstacle<br>to receiving basic assistance<br>in academics, career/job<br>counseling,<br>leadership/conflict resolution<br>skills, social recreation<br>activities, minor self-esteem<br>issues, etc. Assistance<br>mentoring is for youth who<br>have not been deeply<br>affected by societal,<br>community and/or family risk<br>factors. | A caring and committed person<br>who recognizes the value of<br>additional companionship and<br>guidance to a young person. In<br>this regard, little patience is<br>needed, but requires a time<br>commitment. Also, thought must<br>be given to appropriate attitudes,<br>activities and techniques used.  | - <b>Mentoring Program Coordinator Position:</b><br>- strong program development &<br>management skills,<br>- strong people skills are<br>pertinent when operating a<br>multi-cultural program,<br>- knowledgeable regarding<br>principles of youth development,<br>- <b>Program Capacity:</b><br>- must have adequate resources<br>i.e. funding, staff, technology<br>and equipment, before starting<br>mentoring activities.<br>- <b>Matching Considerations:</b><br>- same culture, gender<br>considerations should be<br>considered, however in this<br>context and classification – it<br>may not be necessary in<br>reaching effective outcomes for<br>youth<br>- mentors must have the skills to<br>assist in relevant<br>(goals/objectives) areas,<br>- mentors must be culturally and<br>gender aware and respectful. |
|   | -Companionship<br>-Academic Tutoring<br>-Career and Professional<br>Guidance<br>-College/Higher Education<br>Guidance<br>-Self-Esteem Building<br>- Prospective Broadening | A youth with unlimited<br>potential who may or<br>may not have consistent<br>and/or adequate adult<br>companionship or<br>guidance. An average or<br>below academic student<br>who has given little or no<br>thought to career and/or<br>collegiate path. Very<br>impressionable, open to<br>assistance. | <b>Same As Above</b>   | A caring and committed adult.<br>Willing to work with youth on<br>normal adolescent and life<br>issues. Requires patience and<br>willingness to get involved in the<br>youth's life. Willingness to come<br>to where the youth functions<br>physically and mentally.<br>Culturally sensitive and abreast<br>of current youth issues. Much<br>thought must be given to<br>appropriate attitudes, activities<br>and techniques used. | <b>Same As Above</b><br><br><b>Note:</b> - <b>Matching Considerations:</b><br>- matching considerations such<br>as culture and gender may<br>become relevant in this<br>classification and should be<br>considered   |

**Transformative Mentoring**

|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p><b>3. Intensive Mentoring</b><br/>(Formally Hard Mentoring)<br/><u>Risk Level "High"</u></p>                | <ul style="list-style-type: none"> <li>-Companionship</li> <li>-Academic Tutoring</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Guidance</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Men/Womanhood</li> <li>-Responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> </ul>  | <p>A youth with unlimited potential who has no positive male or female guidance. Basically treats school as a social gathering. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe, occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group. A youth who is cynical and very suspicious about unfamiliar "healthy" /"positive" development assistance.</p> | <p>Transformative mentoring is designed (non punitively) to deliberately address and/or affect change of negative/anti-social self-esteem, attitude and behavior in youth who have been profoundly affected by societal risk factors. The transformative mentoring process is a necessary prerequisite in order for most youth in this category to benefit from an assistance mentoring process. Transformative mentoring is for youth who, because of their current attitudes/behavior would not be receptive to assistance mentoring. Transformative mentoring is an expression of profound empathy, sensitivity, compassion and love.</p> | <p>An extremely caring and committed adult. Willing to go beyond casual involvement in a youths' life. Requires patience and a willingness to play several roles in youths' life i.e., teacher, guide, support, resource, challenger, etc. A necessary willingness to come to where the youth functions physically and mentally. Culturally sophisticated and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.</p> | <ul style="list-style-type: none"> <li>- <u>Mentoring Program Coordinator Position</u></li> <li>- strong program development. &amp; management skills.</li> <li>- excellent people skills, particularly when operating a multi-cultural program.</li> <li>- exceptional knowledge regarding principles of youth development, particularly regarding cross-cultural competence and respect for other people's way of life.</li> <li>- <u>Program Capacity</u>.</li> <li>- must have sufficient resources i.e. funding, staff, technology and equipment, before starting mentoring activities.</li> <li>- must have strong collaborative relationships with community resources.</li> <li>- must have strong and relevant follow-up (support) services in place (the transition from transformative mentoring to assistance mentoring).</li> <li>- <u>Matching Considerations</u>:</li> <li>- same culture, gender should be a strong consideration for Intensive/Very Intensive mentoring.</li> <li>- mentors must have the skills to assist in relevant (goals/objectives) areas.</li> <li>- mentors must be culturally/gender competent and very respectful of other people's life issues, challenges and way of life.</li> </ul> |
| <p><b>4. Very Intensive Mentoring</b><br/>(Formally Hard Core Mentoring)<br/><u>Risk Level "Very High"</u></p> | <ul style="list-style-type: none"> <li>-Companionship</li> <li>-Academic Tutoring</li> <li>-Career Guidance</li> <li>-College/Higher Education Guidance</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Men/Womanhood</li> <li>-Responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> <li>-Respect for Life</li> <li>-Cultural Awareness &amp; Respect</li> <li>-Respect for Authority/Law</li> </ul> | <p>A youth with unlimited potential who is still reachable however, deeply rebellious. Basically has little to no positive adult influence and/or guidance. Attracted to the seemingly "easy way out." Very much influenced by peer group. Has spent considerable time institutionalized. A youth who is cynical and very suspicious about unfamiliar "healthy" /"positive" development assistance.</p>  | <p style="text-align: center;"><b>Same As Above</b></p>  | <p>Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Required willingness to come to where the youth functions physically and mentally. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.</p>    | <p style="text-align: center;"><b>Same As Above</b></p>  |

*Note: The above are broad classifications. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor, meaning there can be variations of characteristics. (Revised 12/00)*

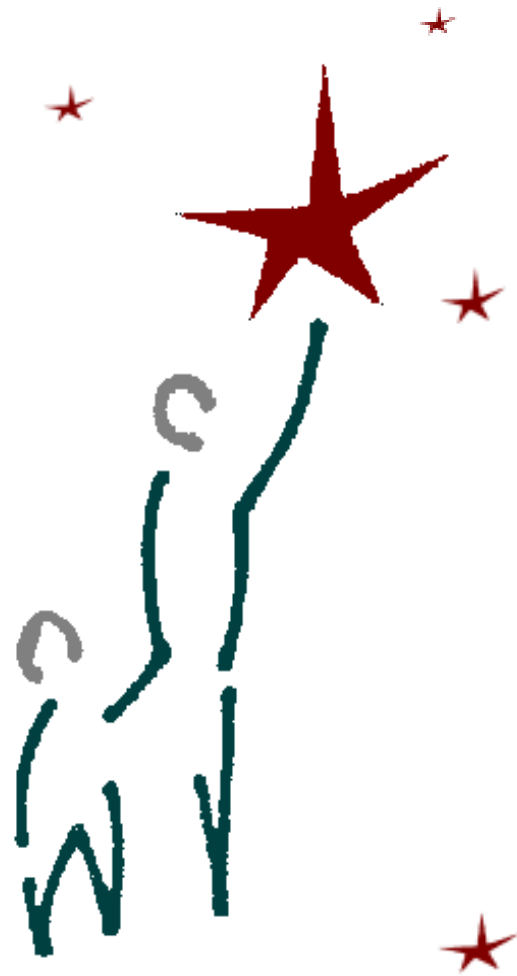
## Appendix B

### *Assistance Mentoring*

Assistance Mentoring means exactly that, it assists youth. Assistance Mentoring is designed and utilized to assist (provide a helping hand to) youth who have no major self-esteem, attitudinal and/or behavioral issues that would inhibit/thwart and/or serve as insurmountable obstacles to receiving assistance in academics, career/job counseling, leadership/conflict resolution skills, social/recreation activities, minor self-esteem issues, etc. Assistance Mentoring is used when working with youth who have not been significantly affected by societal, community and/or family risk factors. Assistance Mentoring would address the needs of youth that represent the “Low/Moderate and Moderate” categories of the *Classification of Mentoring Relationship Types* (mentoring typology). These are youth that are not “problem” youth or youth whose needs are too complex or time consuming. These are basically well-adjusted youth that, based on the inabilities of the family, could benefit from additional adult companionship, support and/or guidance. As an example this may be a youth who is interested in a career path that is technical and/or requires a college education, however, s/he may come from a family/environment where these professions are under-represented or no one has college experience. In this regard, the youth simply needs someone who can assist (guide) him/her professionally and/or into and through the college maze; or a non-problematic youth who lacks self-confidence/esteem regarding academic abilities, social interaction and/or career/professional drive. This type and style of mentoring would not place major time demands on a mentor, nor would it require intense guidance, role-modeling and/or counseling. Therefore matching strategies and unique mentor character considerations would not be complex and/or difficult to attain.

### *Transformative Mentoring*

Transformative Mentoring, on the other hand, is designed and utilized to deliberately address and/or affect change of negative self-esteem, attitude and behavior in youth who have been profoundly affected by societal, community and/or family risk factors. Transformative Mentoring is for youth who because of their current attitudes/behavior could not/would not be receptive to mere assistance (mentoring). Transformative Mentoring recognizes that the youth needs a transformation of self-esteem and/or attitude (mentality) before s/he can benefit from the Assistance Mentoring process. Transformative Mentoring would address the needs of youth who represent the “Intense and Very Intense” categories of the *Classification of Mentoring Relationship Types* (mentoring typology). These are youth whose needs go far beyond simple companionship, confidence building or relatively minor academic, social or career guidance. The circumstances of the youth’s environment have resulted in a problematic attitude and behavior. The symptoms of this mentality and the resulting behavior can manifest themselves in the form of a self destructive low self-esteem, lack of self-concept, low academic interest/achievement and/or school drop out, the use of drugs and/or violence, lack of self respect and/or lack of respect for others and authority, etc. This attitudinal and behavioral type and the resulting kind of mentoring needed require very different considerations than Assistance Mentoring. It requires a different kind of mentor with respect to time commitment, personal commitment and qualifications. These considerations would necessarily make matching strategies/considerations, mentor characteristics and mentor training needs more complex and intense.





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