



NZ YOUTH
MENTORING
NETWORK

EFFECTIVE AND SAFE PRACTICE IN YOUTH MENTORING

SELF ASSESSMENT

WORKBOOK

PURPOSE OF THIS WORKBOOK




This Self Assessment Workbook is intended for use alongside the *Guide to Effective and Safe Practice in Youth Mentoring (2nd Edition)*.

It is designed to help your organisation review and evaluate your mentor programme against safe and effective practice; identify the strengths of your programme; and areas for improvement.

It focuses on:

- Section 4 (page 25 of the *Guide*) - Programme Development, which covers 4 stages from Design and Planning to Management and Evaluation.
- Section 5 (page 34 of the *Guide*) - Core Elements of Effective Practice, which follows the lifecycle of the mentoring relationship from Recruitment to Closure.

It includes:

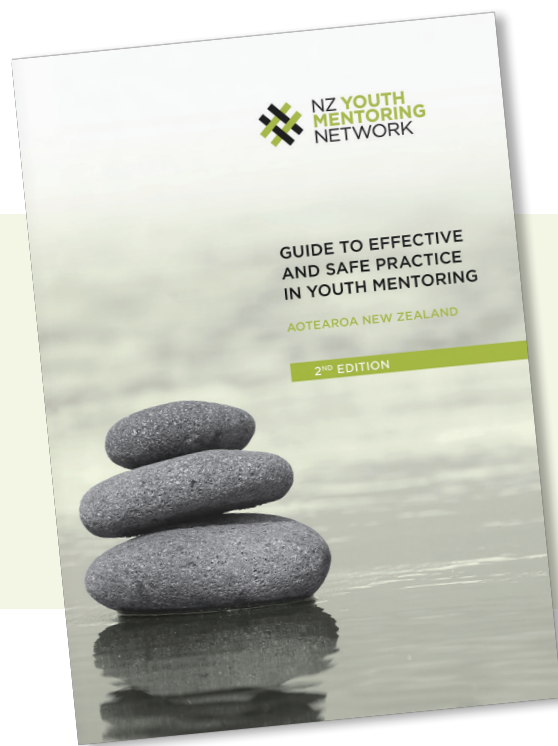
-  Self-assessment Checklists to guide learning for your organisation.
-  Activities that support the information and content within the *Guide*.
-  Space for you to capture questions, reflections, priorities and actions.

How to use this workbook:

- We recommend that you download and print a copy of this workbook (.pdf format).
- As you work through each section and sub-section of the *Guide*, complete the corresponding Checklists and Activities in this workbook to evaluate your mentoring programme and identify areas for improvement.

Note: You may determine that some items in the Checklists are NOT applicable to your programme.

If you have any questions please email NZYMN - info@youthmentoring.org.nz



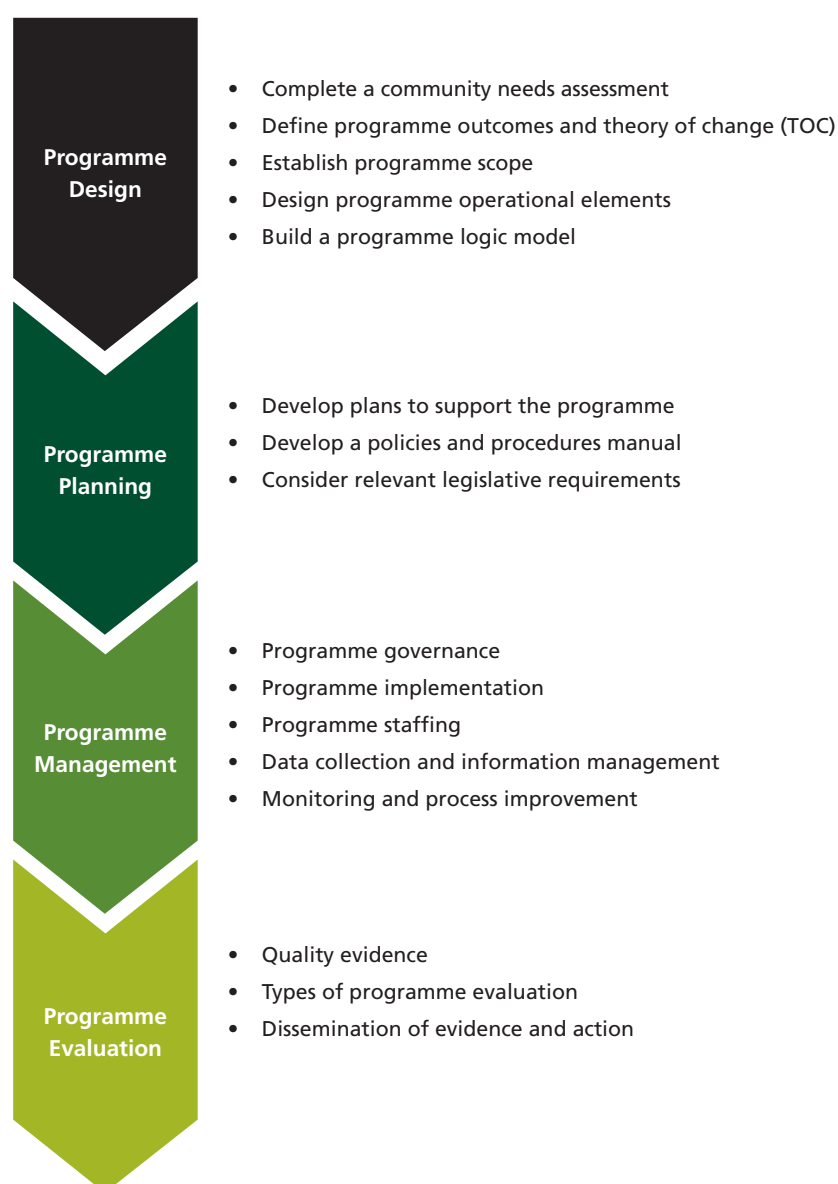
PROGRAMME DEVELOPMENT

Section 4 of the Guide

(Refer to pages 25 - 33 of the *Guide*)

A high quality effective mentoring programme requires proper planning and preparation. This section outlines a number of recommended steps organisations need to consider when developing a programme.

Stages of programme development and their core components



The following checklists are designed to support a self-assessment of your mentoring programme. The activities will help you identify the strengths of your mentoring programme, and the areas that require attention and development.

Programme design

(Refer to pages 26 - 29 of the *Guide*)

Completing programme design activities will help ensure your programme has a clear sense of direction and purpose.

Programme design checklist	CHECK
<p>Conduct a needs assessment of the young people in the target community to help determine any potential gaps in services and identify specific populations who could benefit from mentoring support.</p> <p>Questions to ask community members:</p> <ol style="list-style-type: none"> 1. What do you see as the greatest needs facing young people in your community today? 2. Why do you think these needs exist? 3. What programmes are you aware of in your community that may already be addressing the need you have described? 4. Do you know if your community offers any mentoring programmes currently? 5. If a mentoring programme was developed, how do you think this would benefit the young people in your community? 6. Do you have any suggestions about where to recruit volunteer mentors from? 7. Do you know other agencies already serving youth that may wish to collaborate on a mentoring initiative? <p>Tips:</p> <ul style="list-style-type: none"> • Consider the community members whose voices you need to hear: young people, parents, family/whanau, teachers, youth workers, kaumatua/kuia, sports coaches, church leaders ... • Be clear about what you want your programme to achieve. 	
<p>Confirm programme goals and associated measurable outcomes e.g., programme goal = improved academic performance. Measurable outcome = NCEA achievement</p> <p>Tips:</p> <ul style="list-style-type: none"> • Write clearly and specifically what it is you want your programme to achieve • Ensure programme goals and outcomes are specific and concise • Don't overdo it! Be very clear with a small set of programme goals and measurable outcomes. 	
<p>Explain how mentoring and the activities that mentors and mentees engage in, will result in the desired outcomes (what you want to achieve). This is called a theory of change (TOC)</p> <p>Tips:</p> <ul style="list-style-type: none"> • The TOC should explain how the programme is designed to clearly bring about change. • The TOC is the framework for the mentoring programme, and will influence every decision made going forward. <p>(Refer to page 27 of the <i>Guide</i> for an example of theory of change)</p>	
<p>Define the scope of the programme, covering:</p> <ul style="list-style-type: none"> • Youth population to be served: (Who are the young people that will be involved in your mentoring programme?) • Delivery method of mentoring: (How will the mentoring programme be run?) • Programme structure: (How will the mentoring programme be set up?) • Setting (location): (Where will be the mentoring take place?) • Nature and focus: (What are the goals of the mentoring programme? What will the mentors and mentees do together?) • Programme duration and frequency: (How long will the mentoring programme run for? When will it end? How often are mentors and mentees expected to meet face-to-face? What other types of contact are expected, and how often?) • Mentor profile(s): (Who are the mentors? Where are they recruited from? What are they like?) 	



Build a programme logic model. Include notes about areas where you need to ask others for input or support.

>> Inputs			Outputs >>		Outcomes	
Resources	Activities	Participation	Short	Medium	Long	
What we invest	What we do	Who we reach	What are the short term results?	What are the medium term results?	What are the ultimate desired outcomes?	
Assumptions The beliefs we have about the programme, the people involved, the context and the way we think the programme will work			External factors The environment in which the programme exists includes external factors that interact with and influence the programme			
Evaluation						

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Programme planning

(Refer to pages 29 - 31 of the *Guide*)

Thorough programme planning will help ensure your programme is delivering high quality and effective mentoring.

Programme planning checklist	CHECK
Develop the following plans to ensure an efficient and robust mentoring service: <ul style="list-style-type: none">• Resource plan• Financial plan• Funding plan• Marketing and communications plan• Programme evaluation plan.	
Develop policies and procedures to provide clear guidelines to all participants.	
Consider any relevant legislative requirements your programme will need to adhere to.	



Activity:

Reflect on these questions and write down your responses in 'Participant notes':

- What are the programme planning strengths of your mentoring programme?
- What programme planning areas need improvement or attention?
- What information, input and support do you need? From who? How will you get this?
- Set yourself a first action step around programme planning for your mentoring programme.
Be clear, specific and realistic. Set yourself a timeframe to achieve this action step.



Notes:

Programme management

(Refer to pages 31 - 32 of the *Guide*)

Following the practices outlined in the Guide will help you achieve ongoing growth, sustainability and reliability in your mentoring programme.

Programme management checklist	CHECK
<ul style="list-style-type: none">• Board of trustees and/or an advisory committee• Programme implementation• Staff and management have the necessary skills, knowledge and experience• Mix of staff skills and competencies• Sound cultural skills base• Data collection and information management• Programme information such as police vetting and referral forms• Management-related information such as programme finances and employment records.	



Activity:

Reflect on these questions and write down your responses in 'Participant notes':

- What are the programme management strengths of your mentoring programme?
- What programme management areas need improvement or attention?
- What information, input and support do you need? From who? How will you get this?
- Set yourself a first action step around programme management for your mentoring programme. Be clear, specific and realistic. Set yourself a timeframe to achieve this action step.



Notes:

Programme evaluation

(Refer to pages 32 - 33 of the *Guide*)

Programme evaluation checklist	CHECK
Assess programme practices against effective practice checklists (evidence-informed practice).	
Develop a system for collecting and managing data	
Evaluate and monitor programme processes, such as match duration and frequency, training hours (mentors), contact with mentors and supervision, mentees, mentoring relationship (mentee and mentor perspective)	
Understand expected programme outcomes (impact on young people)	
Evaluate expected programme outcomes (impact on young people)	
Evaluate the effectiveness of mentoring relationships	
Engage in quality research guided by ethical principles	
Collect information from a variety of key stakeholders (e.g., parents/caregivers, mentors, mentees, programme staff, teachers)	
Maintain a continuous improvement process based on evaluation data and feedback	
Share evaluation findings with key stakeholders (including young people)	



Activity:

Reflect on these questions and write down your responses in 'Participant notes':

- What are the programme evaluation strengths of your mentoring programme?
- What programme evaluation areas need improvement or attention?
- What information, input and support do you need? From who? How will you get this?
- Set yourself a first action step around programme evaluation for your mentoring programme. Be clear, specific and realistic. Set yourself a timeframe to achieve this action step.



Notes:

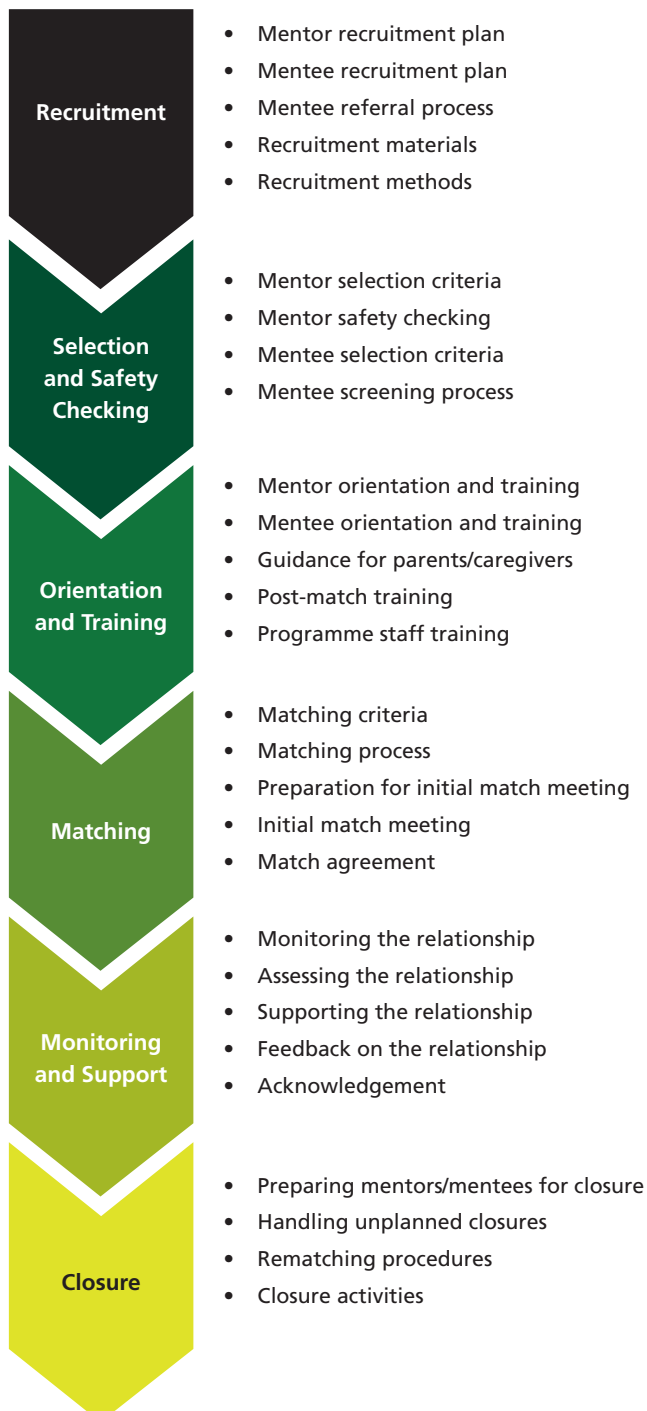
CORE ELEMENTS OF EFFECTIVE PRACTICE IN YOUTH MENTORING

Section 5 of the Guide

(Refer to pages 34 - 55 of the *Guide*)

The core elements of effective practice are built around the life cycle of a mentoring relationship from recruitment and safety checking to matching, ongoing support and closure.

Core elements of effective practice and their key activities



Recruitment of mentors and mentees

(Refer to pages 36 - 38 of the *Guide*)

Recruitment is about attracting and engaging mentors, mentees and their parents/caregivers who are going to be a good fit with your programme's aims and expected outcomes		Check
Mentor recruitment plan		
Confirm the number of mentors to recruit and decide on a timeline for recruitment – e.g., will you recruit once annually or on an ongoing basis?		
Define eligibility criteria for mentors, keeping in mind the needs of the young people to be involved in the programme. List the characteristics you are looking for - skills, attributes, motivations, and backgrounds that best match the goals of your programme.		
Create a mentor role description that defines the qualifications, skills and attributes mentors will need to create successful relationships.		
Identify recruitment methods you will use to attract and source suitable mentors. Use known networks and encourage word-of-mouth promotion, e.g. current mentors, staff, board members and volunteering associations. Identify and approach organisations and businesses that can connect your programme to potential mentors.		
Design and create recruitment materials to attract and engage suitable mentors.		
Create an information pack to give to prospective mentors.		
Ensure all mentor enquiries are followed up in a timely fashion.		
Document the intake process so the mentor knows what to expect.		
Mentee recruitment plan		
Confirm the number of mentees your programme aims to support annually (or other timeframe depending on your programme model).		
Describe the characteristics and eligibility criteria for the young person your programme is aiming to support.		
Create a mentee role description to include in the mentee and parent/caregiver information pack.		
Confirm the referral process and establish a list the organisations/agencies that may refer young people to your programme. Decide if your organisation will accept self-referrals or parent/caregiver referrals.		
Create an information pack for prospective mentees and their parents/caregivers.		
Document the intake process so the mentees and their families know what to expect.		

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

Selection and Safety Checking

(Refer to pages 39 - 43 of the *Guide*)

Effective safety checking practices are primarily aimed at ensuring the safety of all participants, particularly for the young people involved in a programme. These practices are designed to increase the likelihood that all participants are suitable and committed to making the mentoring relationship a positive experience		CHECK
Mentor selection and safety checking guidelines:		
Establish clear selection criteria to determine whether to accept or reject potential mentors into your programme.		
Design a written application to help assess the safety and suitability of potential mentors for the mentoring role.		
Complete a face-to-face interview that includes a focus on disclosure of previous involvement with children and young people and assesses the appropriateness of the applicant for the role in terms of character and skills.		
Complete full police vetting checks including information subject to the Criminal Records (Clean Slate) Act 2004.		
Complete two referee checks with reputable individuals (ideally both personal and professional references) who have had close knowledge of the applicant for at least one year.		
Complete a proof of identity check sighting official and photographic proof of identity and proof of current address.		
Obtain written agreement from mentors to commit to the mentoring relationship and the terms of the programme, including the duration of the relationship and the frequency/amount of hours they are expected to meet with their mentee.		
Mentee selection and screening guidelines:		
Establish clear criteria to determine whether to accept or reject a young person into your programme.		
Ask parents/caregivers to complete an application and/or referral form .		
Obtain written consent from parents/caregivers giving formal permission for their child/young person to participate in the programme; committing to the mentoring relationship; and to the terms of the programme, particularly, the duration of the relationship and the frequency/amount of hours they are expected to meet with their mentor.		
Ask mentees to complete an application (written or verbally) and give written assent agreeing to participate in the programme. This practice is particularly recommended in cases where mentees are referred by a third party and their participation is not of their own choosing.		

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

Orientation and Training

(Refer to pages 44 - 46 of the *Guide*)

Before commencing a mentoring relationship, prospective mentors, mentees and their parents/caregivers will need training in the basic knowledge, attitudes and skills required to ensure a safe and effective relationship	CHECK
Develop a comprehensive mentor orientation and training programme that will prepare mentors to confidently perform their mentoring role. Provide sufficient time for mentors to gain an adequate understanding of mentoring.	
Develop a mentee orientation and training programme that will prepare them to participate fully in the mentoring relationship.	
Provide clear guidance to parents/caregivers on their role and responsibilities in the mentoring relationship.	
Provide post-match training to help mentors continue to build their relationships and address specific issues that may arise.	
Maintain training records for all participants, i.e., mentors, mentees and parents/caregivers.	

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

Matching mentors and mentees

(Refer to pages 47 - 49 of the *Guide*)

Effective mentoring relationships require a good 'fit' between the mentor and mentee. Programmes need to establish a process for making these matches.	CHECK
Identify the key match criteria to utilise when matching mentors and mentees.	
Establish a matching process that best fits your programme's culture e.g., a group event for mentors and mentees to interact, where programme staff can observe potential matches.	
Prepare mentors, mentees and their parents/caregivers for the initial match meeting to ensure everyone knows what to expect.	
Organise and facilitate the initial match meeting .	
Complete appropriate paperwork including consent forms and a match agreement .	

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

Monitoring and Support

(Refer to pages 50 - 52 of the *Guide*)

Consistent and frequent monitoring and support of the mentoring relationship helps ensure the safety of the young person, assess the quality of the relationship being formed, and enables programme staff to respond in a timely manner to specific needs and / or challenges being encountered in the relationship that may otherwise cause it to falter	CHECK
Establish a contact schedule to monitor the mentoring relationship on a consistent and frequent basis.	
Create a questionnaire to use when contacting mentors, mentees and parents/caregivers to check on how the mentoring relationship is progressing.	
Maintain records of the conversations with mentors, mentee and parents/caregivers to monitor progress of the relationship.	
Analyse information obtained through monitoring to assess the quality of the mentoring relationship and to determine any specific support required.	
Establish clear procedures for handling matches that end prematurely including transitioning/re-matching the mentee (refer Section 5.6 for further information).	
Provide ongoing support to mentors and mentees in response to their identified needs and the evolving relationship.	
Provide regular feedback to mentors about the mentee and the relationship to help develop their mentoring skills to meet their mentee's needs.	
Establish procedures for mentors, mentees and parents/caregivers to raise any concerns they may have about the relationship. This should include an escalation process if anyone is dissatisfied with the support they are receiving, and a complaints resolution process to resolve any complaints if they are received.	
Ensure mentors are acknowledged for their contribution throughout the mentoring relationship.	

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

Closure of the mentoring relationship

(Refer to pages 53 - 55 of the *Guide*)

Closure of the mentoring relationship is about looking back and reviewing accomplishments, looking forward to areas of continued growth and goals, and saying goodbye	CHECK
Establish formal match closure policies and procedures and ensure these are communicated clearly to all participants. These should cover all circumstances, both anticipated and unanticipated closures.	
Establish clear procedures for handling matches that end prematurely , including transitioning/ re-matching the mentee if appropriate. Re-matching the mentor with a new mentee should also be considered.	
Establish clear guidelines regarding possible ongoing relationships at the conclusion of the formal programme.	
Conduct exit interviews with mentors, mentees and parents/caregivers if appropriate. This allows reflection on the positive experiences they have shared and the impact that they have had on each other.	
Support young people to define next steps to continue achieving personal goals.	
Plan an activity or event to acknowledge and celebrate the formal completion of the mentoring relationship.	
Document closure meetings to ensure due process has been followed in all instances.	

For each task listed in the Checklist on the previous page, identify your programmes strengths and areas for improvement and the plan for achieving these.

Strengths	Improvements	Action Steps	Timeline	Input/Support Required

www.youthmentoring.org.nz

THANK YOU TO OUR SUPPORTING ORGANISATIONS

