



GUIDE TO EFFECTIVE AND SAFE PRACTICE IN YOUTH MENTORING

AOTEAROA NEW ZEALAND

2ND EDITION





MIHI

Hūtia te rito o te harakeke
Kei hea te kōmako e kō

Ka uia mai ki ahau nei,
"He aha te mea nui o te ao?"
Māku e ki atu,
"He tangata, he tangata, he tangata."

If you pluck out the central leaf from
the flax bush
From whence will the Bellbird gain
sustenance?

As it makes its call and asks of me
"What is the greatest thing of this
world?"

I will respond, "'tis people, 'tis
people, 'tis people."

E ngā iwi, e ngā mana, e ngā reo, e ngā karangatanga
maha o ngā hau e whā, huri atu ki ngā whānaunga o
Te Moana Nui a Kiwa, whakawhiti atu ki ngā kanohi
hou nō ngā whenua o tāwāhi, tēnei te mihi nunui ki a
koutou katoa - tēnā koutou, tēnā koutou, tēnā koutou
katoa.

E tika ana kia tuku atu i ngā mihi ki a rātou mā kua
ngaro atu i te kōpū o te whenua. Haere koutou,
haere ki a rātou kua whetūrangitia. E moe i ngā ringa
kauawhi o ō tātou tipuna.

Hoki mai ki a mātou e takatakahi ana i te mata o te
whenua – tēnā anō tātou katoa huri noa i te motu.

"To all peoples, to the voices of the four winds, to
our Pacific brethren and to New Zealanders whose
ancestors hail from more distant lands: we, of the
New Zealand Youth Mentoring Network, extend
sincere greetings.

It is also appropriate that we acknowledge those
who no longer walk with us, those whose shining
star nestles in the embrace of our ancestors.

We, who continue to tread the face of this land,
extend warm greetings to you - the reader."

The New Zealand Youth Mentoring Network
October 2018

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FOREWORD



As Minister for Youth I want to see every young person supported, in all their diversity, really thrive and succeed.

Adolescence is a time of significant change for youth, which can be compounded by a complex and rapidly changing environment.

Today's youth face challenges, opportunities and uncertainties that are unique to their generation.

The Government has made clear and longstanding commitments to the wellbeing of our children and young people, which is key to the wellbeing and future strength of Aotearoa New Zealand.

Good quality mentoring relationships and positive role-models are both a source of support and a guide during a period of uncertainty in the life of an adolescent. For some of our rangatahi, mentors can and do make a life-changing difference.

I commend the New Zealand Youth Mentoring Network for their work in bringing together the latest research in effective youth mentoring practice and making it accessible for our unique Aotearoa New Zealand context. The Guide to Effective and Safe Practice in Youth Mentoring Aotearoa New Zealand is an informative resource in mentoring rangatahi and it enhances the role of mentoring across the wider youth eco-system.

I encourage all those involved in the development of our rangatahi to consider utilising this Guide, to help in your mahi and to bring out the best in the rangatahi you are supporting.

Hon Peeni Henare
Minister for Youth

MESSAGE FROM THE CHAIR



E ngā mihi nui ki ngā tangata katoa
o Aotearoa, greetings to all the people
of New Zealand.

It is with a deep sense of gratitude and purpose, that NZYMN offers this new resource to all who are interested in Youth Mentoring.

When we published the first Guide, our sector was emerging. Now it is mature and generous - a richness that is so apparent in the pages of this document. Full acknowledgments are listed at the end, but this work would not have been possible without the ongoing, selfless commitment of NZYMN trustees, who continue to volunteer so much time and skill, because of our shared belief that mentoring whatever its nature, has a truly significant role helping young people flourish and in building a strong and healthy society.

While generosity of spirit is central to our country's Youth Mentoring culture, it is also important to acknowledge that this core value is modelled so well beyond our shores, particularly in the United States resources of MENTOR, a website freely available to all and the major reference "Handbook of Youth Mentoring" edited by David L. DuBois and Michael J. Karcher.

The quality and reach of our document are a tribute to the exceptional work of a collaborative, cross-disciplinary writing team, led by General Manager Nicki McDonald, who has worked creatively and tirelessly, to ensure that a really broad spectrum of leading NZ practitioners offered active input and are represented in this Guide.

NZYMN was established to provide a national hub, to be a facilitating service that provides friendly, informed support for the profound human drive to contribute to young people, communities and our shared future through mentoring. This second edition needed to be comprehensive; its detail is designed to offer a dip-in reference, supplemented by our website and email response service – all tools to advance the democratic ideal.

"The seed I would like to plant in your heart is a vision of Aotearoa, where all our people can live together in harmony – and share the wisdom from each culture." Dame Whina Cooper (quote at Waitangi museum exit).

"We are a nation of rich differences and it is a blend that is becoming richer. Somehow we have created the confidence to embrace the freedom of difference. We are no longer a country that enforces singularity. Like the many strands which make a rope, it is our diversity that gives us strength". David Fisher, NZ Herald, 10/10/2013

Kia orana. Fakalofa lahi atu. Taloha ni. Talofa lava. Malo e lelei. Namaste. Bula vinaka. Nihao mai.

Ann Dunphy

Chair, New Zealand Youth Mentoring Network

ABOUT THE GUIDE



INTRODUCTION

The first edition of the *Guide to Effective Practice in Youth Mentoring Aotearoa New Zealand (Guide)*, published in 2008, was a benchmark document commissioned by the Ministry of Youth Development.

It drew together essential knowledge for the emerging youth mentoring sector, providing an informative local resource for all who were interested in mentoring young people and in enhancing the role of mentoring in the wider youth development sector. In subsequent years, the New Zealand Youth Mentoring Network (NZYMN) has been able to use the Guide as a basis for comprehensive national training programmes. This has brought the mutual benefit of widening understanding of effective practices, along with growing the national picture of the range of youth programmes in which mentoring is a significant component.

The second edition of the Guide has been refreshed and updated with the latest research into mentoring practice, as well as safe workforce regulations¹ and voluntary worker safety guidance documents². The revised Guide also incorporates essential information from the Safe Practice Guidelines published by the Children's Action Plan and NZYMN in 2013.

Mentoring continues to grow in diverse directions and is embedded into a number of different programme contexts and services. The guidelines presented here are intended to be applicable across almost every type of mentoring programme, from stand-alone programmes through to mentoring as part of

a broad-based positive youth development programme; from targeting young people at low through to higher risk, and from volunteers to paid mentors.

We hope the Guide will benefit programmes of all sizes and will help ensure the services provided are of high quality, and the mentoring relationships established are safe, effective and well-managed to produce positive outcomes for the young people involved.

Our intention in writing the Guide is to support and encourage effective youth mentoring relationships and programmes, not to prescribe, encumber or discourage – we hope this is reflected in our writing.

In producing the Guide we have consulted with a broad cross-section of mentoring providers, government agencies involved in mentoring, academic researchers and NZYMN trustees. Our aim is to have a continuous dialogue of learning, feedback and reflection on what it takes to provide successful youth mentoring in Aotearoa New Zealand.

¹ Vulnerable Children's Act 2014.

² Safer Recruitment Safer Children, and Safer Organisations Safer Children.

AUDIENCE

The Guide has been developed with **five key audience categories** in mind:

1. Mentoring programme providers.
2. Youth development programme providers who incorporate mentoring as part of their wider youth development work.
3. Social service agencies that deliver mentoring services to the young people they work with.
4. Mentoring programmes in schools.
5. Government agencies and other funding agencies.

Whilst this Guide **does not** attempt to provide specific information and advice for informal mentoring and individual mentors, it should still be a source of accessible and useful information.

PURPOSE

For mentoring programmes (i.e., the first 4 audience groups listed above), the Guide should serve as a ready-reference manual, offering practical advice and guidance on how best to approach the provision of high-quality mentoring in day-to-day operations.

In particular, it will assist these groups to:

- Ensure they have the right components in place to build successful, high-quality mentoring relationships.
- Implement effective programme practices, procedures and protocols.
- Have adequate support in place for both mentors and mentees.
- Identify safety-related aspects of their programme that require further development.

For funders and government agencies, the primary purpose of the Guide is to assist them as purchasing agencies. It will:

- Ensure a clearer understanding of what constitutes effective and safe practices for mentoring programmes.
- Help establish a level of consistency across agencies.
- Enable agencies to determine the suitability of mentoring programmes to meet expected outcomes.

GUIDE OUTLINE

A brief **introductory section** offering a definition of youth mentoring and the relevance of Positive Youth Development theory to mentoring, is followed by a commentary on **mentoring Māori and Pasifika youth** (Section 2).

Section 3 explores **the mentoring relationship** and focuses on outlining significant research about relationship quality, as well as highlighting some recent research that has been done in Aotearoa New Zealand with a local mentoring programme.

Section 4 focuses on **programme development** and covers: programme design, programme planning, programme management and programme evaluation.

Section 5 describes the **six core elements of effective practice** that directly support the mentoring relationship.

Supporting appendices include fact sheets on two models of mentoring that are prevalent in Aotearoa New Zealand, a summary of the Vulnerable Children's Act 2014 and the Children's Action Plan and a listing of recommended publications which are mentioned throughout the Guide.

Throughout the Guide we will direct you to other Sections when relevant.

YOUTH MENTORING EFFECTIVE PRACTICE MODEL

This diagram encapsulates the content of the Guide.

Centre circle

Represents Section 3:

Mentor / Mentee relationship

Middle circle

Represents Section 4:

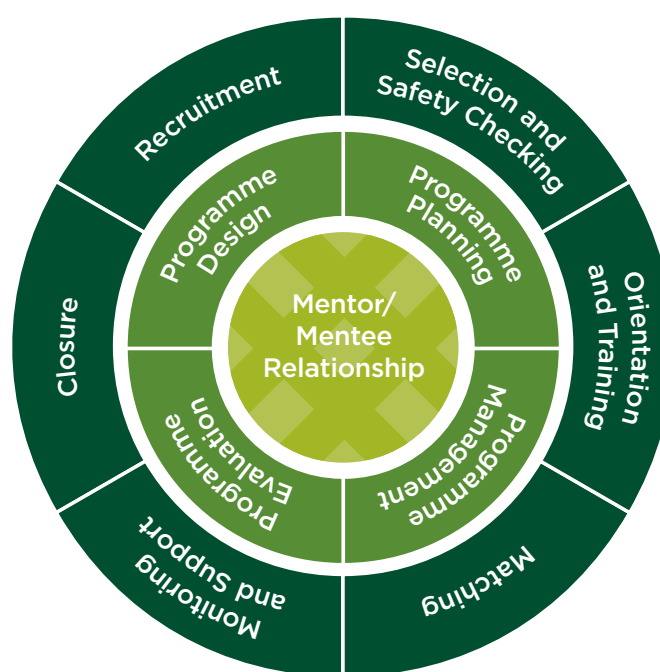
Programme Design, Programme Planning, Programme Management and Programme Evaluation

Outer circle

Represents Section 5:

Recruitment; Selection and Safety checking; Orientation and Training; Matching; Monitoring and Support; and Closure.

Figure 1.



INTRODUCTION TO MENTORING

SECTION 1

“

I value you
for YOU,
I like being
with you

”

**Expresses the role a caring person can
fulfil in the life of a young person**

(Karcher, 2015)

1.1 A DEFINITION OF YOUTH MENTORING

Mentoring is about helping young people establish a sense of identity and develop positive aspirations for their future, so they can grow and flourish to their full potential.

“
Mentoring aims to provide a purposeful, structured and trusting relationship, that brings young people together with caring individuals who offer guidance, support and encouragement.

New Zealand Youth Mentoring Network

“
Mentoring is not about telling or judging, but caring, listening, exploring, seeing how things could be different. In this relationship of mutuality, ideas and thoughts can be safely tested.
COMET, 2002

For many young people, having someone other than their parents/caregivers who offers guidance, support and encouragement, is a natural part of life. For others, this is not the case and they may need help finding an adult who is going to be a reliable, positive and trustworthy guide. As the opportunities for natural mentoring relationships have declined in today's complex and fast-moving world, a spectrum of structured and purposeful youth mentoring programmes have arisen, seeking to provide the connections that would otherwise be lacking.

1.2 FORMS OF YOUTH MENTORING

In Aotearoa New Zealand, formal youth mentoring programmes started to emerge in the mid-1990s and the sector has continued to develop over the last 20 years.

Today there are approximately 40 programmes registered on the NZYMN website. We know anecdotally that many more formal mentoring programmes exist, and the number registered on our NZYMN website continues to grow as more organisations connect with the Network.

The youth mentoring landscape can be classified under two broad categories:

INFORMAL MENTORING

- Natural mentors
- VIPs

FORMAL MENTORING

- Standalone programmes
- Youth Development programmes

- **Informal mentoring:** includes natural mentors/very important people (VIPs) – adults who offer mentoring support to a young person outside an established youth programme e.g., sports coaches, Kapa Haka tutors, youth group leaders, teachers, family friends and non-parental family members.
- **Stand-alone mentoring programmes:** specialist structured youth mentoring delivery, where the primary role of the programme is youth mentoring e.g., Big Brothers Big Sisters NZ; Pillars; Big Buddy.
- **Youth development programmes:** offering a mentoring service as a component of the existing wrap-around services they are undertaking e.g., Youth One Stop Shops; iwi social services agencies; Youth Horizons.

The nature and focus of the mentoring is principally governed by the youth population being served and the outcomes programmes aim to achieve. The desired outcomes also help determine the type of mentoring undertaken and the most appropriate setting for it to take place.

For example, if the **desired outcome** is improved academic performance, the mentors' focus will primarily be on helping mentees with school work. Or, if the desired outcome is to gain socialisation skills, then the mentor focus will be on providing mentees with opportunities to participate in pro-social activities. For programmes where young people are identified as needing career direction, the focus will be on helping mentees gain employability skills and career opportunities.

The **type** of mentoring undertaken can be classified as: *traditional mentoring* (one adult to one young person), *group mentoring* (one adult with a group of four to five young people), *team mentoring* (several adults working with a small groups of young people), *peer mentoring* (youth mentoring other youth; for example, a Year 13 student peer mentoring a Year 9 student within a school), or *e-mentoring* (using technology such as email or Skype as the primary method of communication). Some programmes may use a combination of mentoring types, e.g., doing one to one in group mentoring sessions.

Mentoring occurs in an array of **settings**. Broadly, these fall into three primary settings. *Site-based programmes* occur at designated locations (such as schools, churches, marae, youth centres, youth justice facilities, sports clubs and tertiary institutions). In *community-based programmes*, mentoring pairs tend to operate fairly independent of the programme, deciding and organising where they will meet and what activities they will undertake when they get together. E-mentoring takes place in a *virtual community*, with chats between mentors and mentees occurring via the internet.

1.3 YOUTH MENTORING AND POSITIVE YOUTH DEVELOPMENT (PYD)

In addition to acknowledging the diverse characteristics of youth mentoring programmes, it is important to consider the philosophical foundations of how and why mentoring works.

Considerable influence for contemporary youth programming has come from the Positive Youth Development (PYD) approach (Lerner, Napolitano, Boyd, Mueller & Callina, 2014), both internationally and in Aotearoa New Zealand (Farruggia & Bullen, 2010).

PYD is built on the assumption that young people are a “resource to be developed” rather than “problems to be managed” (Roth, Brooks-Gunn, Murray, & Foster, 1998). The key to positive development is to ensure all young people have access to resources that promote their health and wellbeing. It should be noted, PYD approaches are in-line with the key strands of the Youth Development Strategy Aotearoa (YDSA), which is the underpinning strategy for work with young people in Aotearoa New Zealand. Table 1 details several ways in which PYD and mentoring can go hand-in-hand in supporting young people.

Table 1. PYD theory relevance to mentoring

PYD theory	Relevance to mentoring
<ul style="list-style-type: none"> The PYD literature refers to important resources as developmental assets: a set of skills, experiences, relationships and behaviours that enable young people to develop into successful and contributing adults (Search Institute, 2016). These assets can be classified as either external (e.g., supportive relationships) or internal (e.g., commitment to learning) for the young person. 	<ul style="list-style-type: none"> Given that the adults in a young person’s life may be one of the most powerful assets for positive development, it is not surprising that mentors are an important resource for young people. It is also not surprising that providing adult support through mentoring is often a key component of youth development programmes.
<ul style="list-style-type: none"> The PYD approach assumes all young people have strengths, and these strengths can be realised through person-environment interactions. Positive development occurs when a young person is embedded in an environment that supports and nurtures their strengths. 	<ul style="list-style-type: none"> When applied to mentoring, the role of a mentor is to provide a nurturing and supportive environment that allows the young people to identify and cultivate their strengths.
<ul style="list-style-type: none"> PYD also argues that young people must be viewed as active agents in their own development. When embedded in an asset-rich environment, all young people have the capacity to direct their own lives in a positive way. In fact, positive growth is most likely to occur when a young person feels that they are in the driving seat. 	<ul style="list-style-type: none"> Mentoring interventions must be youth-focused and outcomes youth-driven. The role of the mentor should not be to determine the path the young person takes, but to provide guidance and support which allows the young person to determine their own path.

When PYD is used as a foundation for youth interventions such as mentoring, there are several **implications for practice**:

- We cannot assume that a young person who appears to be problem-free (e.g., not engaging in risk behaviours) is experiencing healthy development (e.g., actively engaging in learning).
- Youth agency is key to positive development. It is important to ensure that young people are always given a voice and that this voice is continuously acknowledged and listened to.
- Caring adults are critical to positive development. Young people should be embedded in asset-rich environments that provide opportunities to connect with multiple adults who genuinely care.

When young people are empowered through a quality and sustained mentoring relationship where shared experiences occur, it helps to build resiliency in them (for further reading on building resiliency in young people refer to Massey University’s Resilience Research Project: http://www.massey.ac.nz/massey/learning/departments/centres-research/resilience-research/resilience-research_home.cfm).

In the following sections of the Guide, we will discuss a range of key concepts and effective practices for mentoring Māori and Pasifika youth (Section 2) and explore how to develop strong mentoring relationships and the benefits of doing so (Section 3). We will then outline the important role programmes play in facilitating this relationship (Sections 4 and 5). As noted in

the introductory section, while the Guide primarily focuses on formal mentoring programmes, all those interested in mentoring should find parts of it valuable. In particular Section 2, Mentoring Māori and Pasifika youth, and Section 3, The Mentoring Relationship, will be beneficial to both formal and informal practitioners.

VOICES FROM THE FIELD

A positive community of support - Te Ora Hou, Christchurch

So Ben turned up at the Te Ora Hou Otautahi Office and happily exclaimed "I'm here to pay you back. "What do you mean" Joe asked? "I'm here to pay you back, for all the times you's helped me out, I heard you needed a hand in TKW and I am here to help, I don't need to be paid, it's my way of saying thanks."

It's the sort of thing you hope for as a mentor, seeing the young people that have been invested into, investing back. Ben now in his 30's was serious about helping out, and he did. He committed to one year, starting as a volunteer before accepting a paid role as a support worker.

Over a coffee Joe finally asked "So mate...why? Why come back now?" Joe had kept contact with Ben over the years since Ben had been involved in Te Ora Hou but hadn't expected to see him return. "I was thinking about how you guys took care of us, how much love we had for you and wanted to give something back."

Ben had started in Te Kaupapa Whakaora AE program as a 13 year-old in 1996, rounded up from the mall and sent by the police. He had been a bright student and sportsman at Papanui High School, but those aspirations were continually stymied by home and a family name widely known for violent offending. An aunty had been murdered in a pub brawl a couple of years earlier and add that to the usual roll call of absent father, drugs and alcohol, family mental health issues and so on, the future was never that bright. For most people he fitted the stereotype of a young Māori boy going nowhere fast.

The significant factor in the reason why Ben says he is not in jail now, like so many of his family is because of a couple of significant mentors, surrounded by the positive community of support he found when he became a part of Te Ora Hou. Ben remembers clearly the summer when he first became aware of the possibility of a different path. In early January, 14 year-old Ben and his cousin were dragged out of bed by his mum and Joe when they were sleeping off their hangovers. They were bundled into the back of the van and for the next 4 weeks they went camping, diving and all kinds of adventures, doing the stuff so many boys take for granted. For Ben these were new and more significantly indicated that there were normal people, who were prepared to treat him like a young man rather than as one of Christchurch's worst youth offenders.

Over the following years Ben was able to point to many times that Joe was there for him and clearly articulated that the key difference this mentor made was consistency, matched with fun and challenge. If Ben wanted to be a tough guy, then Joe gave him the opportunity but in a positive healthy way, without the need for adolescent bravado. If Ben's mates wanted to join in then they could - provided they understood the kaupapa and respected the privilege it was to be part of Te Ora Hou.

What especially stood out to Ben was that the relationship was not stagnant, he was allowed space to grow and make mistakes, Joe and others saw him for his potential, role-modelling and exploring what it meant to be Māori, not a "hori". Along the way he was given the opportunity to learn practical skills like driving a car, accompanied by the philosophical discussions that come with responsibility - conversations that fellas want to have about 'God, death, life etc.' but rarely get the chance without it being all serious all the time. For him it was always a natural relationship that was embedded in respect and care, it was not conditional on money or time and therefore had integrity in Ben's eyes.

Joe and some of the other youth workers gently hassle Ben, reminding him "Don't cry now" as he gets 'sweaty eyes' as he tells his story. Ben however doesn't mind, as this is a privilege he grants to those he calls whānau.

MENTORING IN THE NEW ZEALAND CONTEXT: MĀORI AND PASIFIKA YOUTH

E koekoe te tui,
e ketekete te kākā,
e kūkū te kererū.

The tui sings, the kaka
chatters, the pigeon
coos. Although all
unique, we each have
a voice.

OVERVIEW

A unique history strongly shapes the diversity of 21st century Aotearoa New Zealand. Our remote islands were the last significant landmass to be settled by humankind, while the nation's founding document of 1840 was one of the earliest treaties made between white colonists and an indigenous people.

Subsequent migration patterns mean that our population of Pasifika peoples is now greater than in any of the home islands. In emphasising this special identity and proud heritage, Māori and Pacific practices in youth mentoring have a specific contribution to make in cultural understanding, while the broad picture of mentoring diversity in wider contexts is well-traversed in the United States "Handbook of Youth Mentoring" (2005, 2014).

Natural mentoring has a rich history in New Zealand. The Māori concept of tuakana-teina is embedded in their social fabric (Farrugia, Bullen, Solomon, Collins & Dunphy, 2011) and was practised long before colonisation in the 19th century. Tuakana-teina captures the relationship between older guides (tuakana, or older sibling) with younger members of the whānau (teina, or younger sibling) in shared activities and the passing on of important cultural knowledge.

With the introduction of formal mentoring to New Zealand, significant numbers of youth from Māori or Pasifika backgrounds have been direct and indirect targets for intervention. In a direct sense, some programmes have been specifically designed for Māori and/or Pasifika youth (Farrugia, Bullen, Solomon, et al., 2011). Indirectly, programmes targeted at young people considered 'at-risk' tend to include large numbers of Māori and Pasifika youth by default, as many of the sociological factors that affect 'at-risk' youth – such as poverty, poor educational and health outcomes, alienation from positive self-identity and unemployment – are germane to these populations (Farrugia, Bullen, Davidson, Dunphy, Solomon & Collins, 2011).

This section explores the historical context and cultural values and principles that formal youth mentoring programmes need to take into consideration when working with Māori and Pasifika young people. We acknowledge that we are talking in very broad terms for the purposes of this Guide and therefore recognise that the commentary here may not be applicable in every instance of mentoring Māori and/or Pasifika youth.

2.1 MENTORING MĀORI YOUTH

Inākei te mōhio, koe ko wai koe, i anga wai koe ihea, ke te mōhio koe. Ki te anga a ki hea.
If you know who you are and where you are from, then you will know where you are going
(Lance O'Sullivan, with Margie Thomson, 2015)

2.1.1 Historical context

New Zealand's unique past and colonial experience for Māori, continues to influence modern treatment of and attitudes towards Māori and Māori youth. The Treaty of Waitangi forms the basis for Māori-Crown relations in Aotearoa New Zealand. Its principles are now understood to guarantee active protection of Māori youth wellbeing and development, partnership with Māori youth in decisions that affect them and participation of Māori youth in New Zealand society and Te Ao Māori (the Māori world).

The land wars of the 1860s were followed by Māori alienation from tribal homelands, new laws and institutions and a substantial drop in the Māori population, which then slowly recovered through the early 20th century. The postwar urbanisation period of the 1950s–1970s saw many Māori migrate from their rural areas to cities for employment. Colonial beliefs about the superiority of the British worldview had been internalised and often enforced to minimise Māori cultural practices and the speaking of the language.

Widespread postwar decolonisation, followed by the social justice movement of the 1960s, began to shift national attitudes. As more Māori sought tertiary education in the 1970s–80s, a period of renaissance occurred, which included Māori language pre-schools (kohanga reo) being developed while Te Reo Māori became a national language. The positive impacts of these significant political shifts gradually began to address the long-term traumatic effects Māori as a people were still suffering as a result of dispossession and assimilation.

2.1.2 Contemporary Māori youth

Māori youth today are living in culturally complex and socially diverse environments and often navigate multiple identities. While an understanding of the Māori historical context is important, awareness and acknowledgement of contemporary issues in their lives is also necessary, to ensure programmes which serve them are relevant and sensitive.

In the 1990s, a focus developed on reducing socio-economic inequalities between Māori and Pākehā. Programmes were introduced in the hope that these would increase positive social outcomes for Māori, but young Māori still face poorer social outcomes compared to many of their peers, such as high rates of suicide, unemployment and poor academic achievement outcomes. The impacts of these experiences remain wide-reaching, as recently noted by Spoonley in a newspaper article celebrating the work of renaissance leader the late Dr Ranginui Walker.

“We are presented with a paradox. Iwi and corporate Māori organisations now have much greater resources at their disposal, but Māori households and individuals remain amongst the most deprived in Aotearoa. This is compounded by educational underachievement and often, poor health”. (Spoonley, 2016).

2.1.3 Concepts and practices for mentoring Māori youth

In Te Puni Kōkiri's 2010 report, *Kaiako Pono: mentoring for Māori learners in the tertiary sector*, Tahau-Hodges identifies several factors relevant to mentoring Māori youth. Te Ao Māori (the Māori world) is the philosophy and practice of being Māori, and generally refers to living as appropriate and relevant by and for Māori. A common theme underlying kaupapa Māori theory and practice is tino rangatiratanga (self-determination) with respect to Māori asserting their right to achieve their aspirations for development and advancement anchored in Māori values, knowledge, and cultural practices. Ensuring mentoring programmes include key Māori concepts and practices should help programmes be more responsive to Māori mentees, and encourage Māori mentees to practise self-determination.

This approach is aligned with practices that have become widespread in the education sector in the 21st century, upholding the belief that where both Māori and Pākehā world views are adopted as legitimate and valid, children of the full range of diverse backgrounds in today's schools will flourish and learn, because inclusive approaches benefit everyone.

There is a positive coincidence between the Māori worldview that prioritises relationships and the fact that this centrality also applies to mentoring (refer Section 3). Manu Caddie writing for Te Ora Hou in 2008 notes that Youth Mentoring is about forming a flexible ribbon of relationship - reconnecting, and enhancing the young person's connections with the positive and protective factors of their own social and cultural environments (Youth Mentoring Network, 2008).

Figure 2: Youth Mentoring – a ribbon of relationship, reconnecting social and cultural worlds of a young person



He believes that non-Māori mentors can play an important part in reconnecting rangatahi with healthy whānau and helping them to realise their potential as tangata whenua. To do so, requires mentors to have both a good understanding of the history of Aotearoa and a robust self-awareness about their own culture and relative power in mentoring relationships.

Whānau

It is widely agreed that the use of traditional and contemporary concepts of whānau, including whānau values, structures and practices, is an important component of Kaupapa Māori theory and practice.

Core values include:

- aroha (care and respect),
- tika and pono (correct, true, honest and genuine),
- manaakitanga (mutually beneficial and reciprocal nurturing relationships),
- rangatiratanga (self-determination, authority and responsibility),
- kotahitanga (sharing a unified purpose), and
- kaitiakitanga (guardianship, responsibility and accountability).

In contemporary educational contexts whakawhanaungatanga (the process of establishing and maintaining familial relationships and connections between people) and whānau form the basis of teaching and learning practices, and are considered 'normal' in Māori contemporary educational contexts (Stuart and Jose 2014). Given the emphasis on relationships and connectedness in mentoring, practising whakawhanaungatanga should be central to all mentoring programmes.

Caddie (2008) also noted pukengatanga as a common and important traditional strategy where an elder (pukenga) took a young person under their care and taught them directly as a mentor. The student would accompany the elder to hui and special occasions – the child functioning as a link between generations that ensured survival of critical knowledge about connections between people, places and the natural world.

Tuakana/Teina (Senior/Junior)

As earlier noted, the Māori concept of tuakana-teina is embedded in their social fabric (Farruggia, Bullen, Solomon et al., 2011). The tuakana/teina relationship has some strong similarities to peer support, practised in NZ secondary schools since the 1980s. The tuakana is responsible for leading in the relationship, but it is a reciprocal one, where both tuakana and teina are teacher and student, mentor and mentee, with the cycle continuing as the junior student eventually undertakes the senior role. This ako (reciprocal) model is also widespread in the tertiary sector (e.g., Kai Awhina at Northtec and Tuākana at the University of Auckland).

Cultural identity

Despite the colonial and modern social history of the Māori experience, cultural identity remains a fundamental and

important indicator and protective factor for well-being amongst Māori. Māori generally are proud of being Māori (Durie 2015, Keelan 2014).

There is now broad consensus among researchers in a range of academic disciplines, strongly promoting the belief that Māori children in environments where their Māori identity and cultural practices are accepted as normal and valued alongside Pākehā culture, will achieve higher levels of success than when they are required to conform to dominant culture.

Kawa and tikanga

Providing Kaupapa Māori-based or culturally relevant mentoring is a significant step forward in mentoring practices in Aotearoa New Zealand. Approaches that highlight kawa and tikanga, and use this 'basket of knowledge and insights' are effective in building the connectedness and resilience of mentees (Ware, 2014).

Mentoring programmes show cultural responsiveness if they are open about their willingness to learn tikanga (practices), correctly pronounce Māori names and understand Māori kawa (protocols). Staff attitudes and behaviours are enhanced through the practice of important principles and connections such as whānaungatanga (relationship/togetherness/collectivity), the preservation of mana, mahakitanga (humility) and wairuatanga (spirituality).

2.1.4 Three contemporary insights into Te Ao Māori

The following three models provide important insights into Te Ao Māori and contribute to the commentary included in this section.

Professor Mason Durie's (1994) **Te Whare Tapa Whā** (The four-walled house) conceptual framework outlines the intrinsic connections between a person's spiritual, mental and emotional, social and physical wellbeing.

Te Wheke (the Octopus) is a bio-ecological model of human development based on the concept of the octopus. It is the work of Rose Pere (1991) and represents the healthy person integrating various aspects of whānau, hapū and iwi. The head of the octopus represents Te Whānau (the family); the eyes represent waiora (or the state of total well-being for the individual and family). The tentacles or arms of the octopus represent specific dimensions of health. The dimensions are interwoven and this represents the close relationships of the tentacles.

Both Te Whare Tapa Whā and Te Wheke models align with the view that mentoring for Māori is best achieved by catering to the total wellbeing of the person, or in some cases, the total wellbeing of the community. Further information on these models can be accessed via the Ministry of Health's website: <http://www.health.govt.nz/our-work/populations/maori-health/maori-health-models>

The principle of **āta**, developed by Taina Whakaatere Pōhatu relates specifically to the building and nurturing of relationships and can act as a guide to the understanding of relationships and wellbeing when engaging with Māori. (For further information refer to <http://kaupapamaori.com/assets/ata.pdf>).

2.2 MENTORING PASIFIKA YOUTH

In the beginning to now is the never ending Malaga (Journey)

2.2.1 Historical context

Pasifika youth are part of wide historical contexts and links to migration and settling in New Zealand. People of the Pacific Islands have a long history of migration to and from, then settling in New Zealand which started several centuries ago. In modern times, significant numbers of Pacific peoples arrived in New Zealand between the 1950s and 1970s, when immigration controls were relaxed because the post-war economic recovery provided work opportunities.

During the 1970s oil crisis, the economic downturn in New Zealand and the tightening of immigration policy and high unemployment rates, Pacific peoples continued to work in the low-paying manufacturing and service sectors. Then, during the 1976 government election campaign, many Pacific peoples were labelled 'overstayers', resulting in 'dawn raids' where police and immigration officials executed searches through their homes and workplaces looking for people who had overstayed their work permits. This has had deep impacts on the community, and today is still seen as a critical event in New Zealand–Pacific relations.

Partly because of these issues, Pacific peoples in New Zealand started to organise as a political force and the 'Pacific voice' was presented to Government. The first Minister of Pacific Island Affairs was appointed in 1984 enabling programmes and interventions to be specifically targeted, while migration continues to and from the Pacific Islands (Misa, 2010).

2.2.2 Contemporary Pasifika youth

In New Zealand, 'Pasifika' usually refers to people of Samoan, Tongan, Cook Islands, Fijian, Niue, Tokelauan, or Tuvaluan descent, although there are also people from French Polynesia, Kiribati, Papua New Guinea and the Solomon Islands. As with Māori, the term is also used to refer to people of mixed ancestry, where Pacific cultures combine with non-Pacific backgrounds.

While numerous Pacific cultures and identities are included under the term Pasifika, it is important to remember that differences do exist between them, not only in language and culture, but also with respect to interests, aspirations, and numerous other aspects of life.

According to Statistics NZ (n.d.), the Pasifika population constitutes 6.9 per cent of the total Aotearoa New Zealand population. Samoans are the largest ethnic group at 131,100 - almost half the Pasifika population while in recent years Tongans have been the fastest-growing Pacific ethnic group. The majority of Pasifika youth are New Zealand-born. In all, three out of five Pacific peoples are NZ-born and are most likely to identify as having multiple ethnicities.

The median age of the New Zealand-born Pacific group is 13 years, compared with 39 years for the overseas-born. Pasifika communities have a much younger age structure than the total population, with a median age of 21 years compared to 36 years for the whole population. Pacific peoples are highly urbanised, with the majority (66%) living in the Auckland urban areas alone.

Farruggia, Bullen, Solomon et al. (2011) note that as with any migrant community, Pasifika youth find themselves balancing the values and realities of Western society with traditional values and practices, which they and their parents are reinterpreting. So while there are general identity/culture perspectives, each family has particular immigrant experiences, shaping the identity formation of young people.

As noted, the Pasifika community is very young, with more than a third under the age of 15 years. In terms of the types of family living arrangements found amongst Pasifika households, about one third of the Pacific population continue to live in extended family arrangements. Similar to Māori youth, there is a high proportion of Pasifika young people attending low-decile schools and living in some of the poorest communities. Their identity and culture is not only affected by being a migrant community, but also by the sociological factors of having poor health outcomes and low educational achievement in school (Chu, Glasgow, Rimoni, Hodis & Meyer, 2013; Medical Council NZ, 2010).

2.2.3 Concepts and practices for mentoring Pasifika youth

As with the term European, there is great diversity among Pasifika peoples, with significant variation in customs, language, and histories. For example, Samoan cultural identity is linked to belonging and connection to aiga (Samoan word for whānau) and gafa (genealogy), ancestral land (faalupega), and knowledge of the Samoan language (gagana Samoa). Tongan cultural values are embodied in anga faka Tonga which includes faka'apa'apa (respect), evahevahe'aki (sharing), and 'ofa (love). Taki (leadership) is an important quality. Fakatu'utu'unga (rank) is a very key concept in the Tongan culture.

The church plays a significant role in cultural, social and community cohesion in all Pacific communities (Mila-Schaaf, Robinson, Schaaf, Denny & Watson 2008). The powerful and unifying importance of spirituality, is a key element in working with Pasifika young people.

The study by Farruggia, Bullen, Solomon et al. (2011), emphasises that while Māori and Pasifika youth have unique and diverse cultural values, they also share some similarities. This is particularly evident in the meaning and nature of family. In Māori and Pasifika cultures, family encompasses a broader grouping of kin than that of the nuclear family groupings of Pākehā youth. Additionally, Māori and Pasifika families are more closely aligned with narrow socialisation, which values conformity and obedience within the context of family socialisation. In contrast, their Pākehā counterparts tend to have broad socialisation, which emphasises autonomy, independence, and self-expression.

These differences have also been associated with collectivist versus individualistic values when it comes to social orientation (Sanders & Munford, 2015).

In the mentoring context, the emphasis on family and collectivism in Pasifika communities means Pasifika mentees are likely to benefit from being in a group environment. Group mentoring can foster a wider set of relationships amongst mentees and mentors. A review of mentoring programmes in New Zealand found that 60 percent of programmes aimed specifically at Pasifika youth used mixed-delivery mentoring (Farruggia, Bullen, Solomon, et al., 2011) in order to balance the power of one-to-one relationships with the fun and familiarity of being part of a group.

A recurring theme in Pasifika mentoring is the importance of positive role models who are representative of diverse Pasifika groups, and who can show others it is possible to succeed. When young people see others of the same cultural group achieve, this has a profound positive impact on both their cultural identity and aspiration levels. By “walking the talk”, mentors set the example of what can be accomplished.

There is an awareness that singular cultural approaches will not be appropriate for every youth that faces adversity. We need to think differently about each of the cultural groups we work with rather than responding in uniform ways, recognising that for Māori and Pasifika youth there are cultural resources (Matauranga Māori, Fa’a Samoa, Faka Tonga) to draw on that can be used to address risk. But where cultural connections are diverse or less obvious, attention may need to be given to creating resources and relationships to support the development of a stronger, positive sense of identity.

Summary of key points in this section

The literature review undertaken for this section of the Guide identifies a range of key concepts and effective practices for mentoring both Māori and Pasifika youth:

1	Māori and Pasifika youth are living in culturally complex and socially diverse environments. While an understanding of historical context is important, awareness and acknowledgment of contemporary issues in their lives is also necessary, to ensure programmes seeking to serve them are relevant and sensitive.
2	Natural mentoring was present in Aotearoa prior to colonisation, with the tuakana-teina concept embedded in Māori social fabric.
3	Māori young people respond positively to adults who understand, or even genuinely attempt to understand, kawa and tikanga – the basket of knowledge and insights that build connectedness and resilience .
4	Providing Kaupapa Māori-based or culturally relevant mentoring is a significant step forward in our country’s mentoring practice, with the potential to contribute to international mentoring knowledge.
5	The very essence of the Māori worldview is relationships – which are also the foundation of mentoring, so given the emphasis on this connectedness, whakawhanaungatanga should be central to all mentoring programmes.
6	A common theme underlying kaupapa Māori theory and practice is self-determination – asserting the right to achieve aspirations for development and advancement, anchored in Māori values, knowledge and cultural practices.
7	As with any migrant community, Pasifika youth find themselves balancing the values and realities of Western society , with traditional values and practices which they and their parents are reinterpreting.
8	The developmental needs of Pasifika youth are located in an identity/culture perspective, but also in their immigrant experiences . Like Māori, they need to understand their personal/familial history .
9	While Māori and Pasifika youth have a set of unique and diverse cultural values, they share some similarities , particularly around the meaning and nature of family .
10	Māori and Pasifika families are more aligned with socialisation that values conformity and obedience , compared with family socialisation valuing autonomy, independence and self-expression that is more widespread in Western societies.
11	We need to think differently about each of the cultural groups we work with, rather than responding in uniform ways . Many young people are navigating multiple identities .

VOICES FROM THE FIELD

Expanding Māori and Pasifika youth horizons – Great Potentials Foundation

MATES (Mentoring and Tutoring Education Scheme) is an Auckland-based programme, targeted to key transition stages in the schooling cycle. It supports low decile school students identified as being at risk of not reaching their academic potential to engage in positive learning experiences, by matching them with a tertiary student mentor/tutor. MATES started 14 years ago, drawing on Māori and Pasifika cultures and collaborating with Auckland University.

Programme Director Shana Malio-Satele, says the success of the MATES programme is built on the one-on-one mentoring relationship established over the 10 months of supervised, weekly after-school sessions. Mentors are carefully selected and trained, family engagement is a pre-requisite and achievement is celebrated at an end of year event for the mentees, their families and the mentors, along with sponsors who proudly acknowledge the work of MATES.

Shana says “At the heart of the MATES programme lie two concepts, the Māori tuakana-teina - that is the older tuakana (brother, sister, cousin) working alongside and guiding the younger teina (sibling, cousin) to acquire new knowledge and skills. The other is the Fa’a Samoa concept of tautua (service) and the idea that serving others (in a role such as mentoring) enables us to share the path to success. It is the tautua given in the form of tuakana/teina relationships that speaks to the heart of the Samoan maxim; ‘Tautua nei e foai mai manuia’aga a taeao - serve now for a better tomorrow’. MATES shows this ”

The key to MATES’ sustainability is built around excellent relationships between MATES staff, mentors and schools; important teachers’ support for MATES; operating on school sites; and maximising the number of Māori or Pasifika mentors, which adds credibility in the eyes of mentees, funders and partners.

Shana says “Academic and achievement barriers are constantly being broken down in the MATES programme and youth are being given bigger horizons about their future. MATES provides them the confidence to see what is possible. Having university students as mentors means that mentee perceptions about success start with a real person in front of them who is doing it, helping them in their journey”.

There is a strong development cycle or ‘ripple effect’, with many MATES leaders starting as mentees, then going on to become mentors and leading mentor teams.

THE MENTORING RELATIONSHIP

“

One good relationship can transform a life; it can become the means by which a young person connects with others, with teachers and schools, with their future prospects and potential ”

(Rhodes, 2002)

OVERVIEW

A wealth of research and practical experience shows that the vital ingredient of effective mentoring is a close, trusting and enduring relationship between mentor and mentee.

Through policies and practices, programmes play an important role in facilitating the mentor-mentee bond. In this section we present a model of youth mentoring to explain how mentoring relationships are understood to create positive changes for mentees. This is followed by an overview of research about mentoring relationship quality, and how mentors, mentees, and programmes can facilitate effective mentoring relationships. We also discuss the link between relationship quality and the duration, frequency and intensity of mentoring relationships, before ending with a summary of the core principles of youth mentoring relationships.

One challenge to researchers and practitioners is coming to a consensus about what relationship quality is and how it can be measured. A review of mentoring literature reveals the complexity of this issue: while closeness is the most commonly used proxy for quality, various researchers have used intimacy, satisfaction, feeling connected, warmth and mentees naming their mentor as a significant person in their life as descriptors of quality. When researchers have attempted to quantitatively measure relationship quality, even more indicators enter the equation, such as dependency, security, positive feelings, emotional engagement, trust, and support (Dutton, 2015).

Clearly, relationship quality is complicated but also important, as a significant amount of theoretical and empirical work has gone into exploring it. As a result, this section will focus on outlining the significant research about relationship quality, as well as highlighting some research that has been done in Aotearoa New Zealand with a local mentoring programme.

3.1 A MODEL OF YOUTH MENTORING

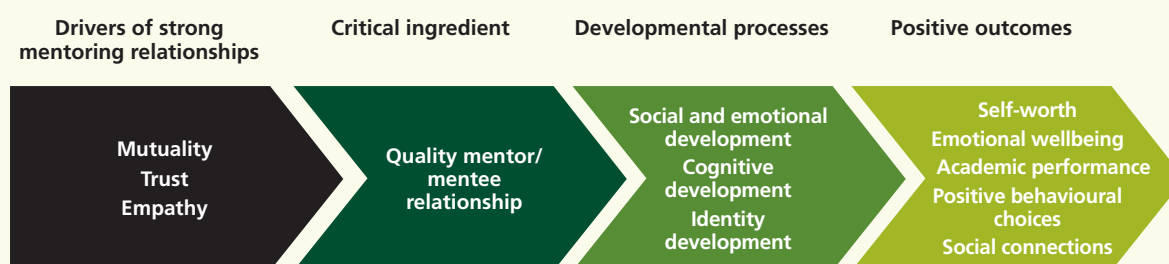
Research is clear that the beneficial effects of mentoring are optimised in situations where the mentor and mentee forge a strong bond. Many theoretical models of mentoring reflect the foundational nature of a quality mentoring relationship, including the well-regarded model from Rhodes and DuBois (2008). The model shows that mentoring begins with drivers of a quality mentor-mentee relationship. It is from this relationship that other developmental processes take place, followed by the positive mentee outcomes mentoring hopes to elicit.

Figure 3. Youth Mentoring – A Model (below)

In this conceptual model of youth mentoring, Rhodes (2002) highlights mutuality, trust and empathy as drivers of strong mentoring relationships. *Mutuality* refers to shared feelings of care and connection – this is not a one-sided relationship, but one with reciprocal feelings that both partners are committed to. *Trust* in one another is critical. For mentors, this means being reliable, dependable and honest. For mentees, this means feeling they can rely on their mentor and confide in them when needed. *Empathy* is particularly important for mentors; they must be able to understand things from the adolescent's perspective and contextualise any difficulties a mentee experiences. Trust and empathy are particularly important in the early stages of the mentoring relationship.

The Rhodes and DuBois (2008) model of mentoring also highlights three key developmental processes that facilitate positive outcomes:

Youth Mentoring: A Model



Influencing factors:

Mentee specific: Interpersonal history, social competencies, developmental stage, family and community context

Mentor specific: Interpersonal history, social competencies; cultural competencies; skills and experience

Programme specific: Dosage of the mentoring relationship i.e., duration, frequency and intensity of contact; and programme practices (mentor and mentee screening, matching, mentor and mentee training, monitoring and supervision).

Adapted from Rhodes, J. and DuBois, D. 'Model of Youth Mentoring', (2008)

Social and emotional development:

- fun, companionship and escape from stress
- mentor reliability, fostering secure attachment
- modelling effective communication
- assistance with emotional regulation

Cognitive development

- promotion of positive attitudes towards school, effort and assistance with learning, problem-solving and decision-making
- difference between mentee's current developmental level and potential, "scaffolding" from mentor promotes learning in this zone

Identity development

- new activities build new interests and self-knowledge
- extends connections to people in new settings
- mentors are a source of important feedback for mentees about their skills and strengths and possibilities of who they may want to become.

As noted in the introduction, the PYD approach suggests that when young people are embedded in an environment where close personal connections to caring adults are in place, strengths can be nurtured through positive developmental processes. These positive developmental processes then lead to positive mentee outcomes.

Finally, the model highlights a number of influencing factors that may affect the development of a successful mentoring relationship. These include mentee specific factors such as developmental stage; mentor specific factors such as cultural competence; and programme specific factors such as screening, orientation and training, and support and supervision. The research also highlights that these three areas are especially important in the development of successful relationships (Sipe, 2002).

Given the widespread acceptance that quality mentoring relationships are the critical ingredient for effective mentoring, the next step is to understand what these relationships look like and how mentors, mentees and programmes can develop high quality relationships.

3.2 CHARACTERISTICS OF QUALITY MENTORING RELATIONSHIPS

Mentoring is more than simply being a 'good friend'. Relationships that are based around moderate levels of structure, are youth-focused (where mentees are involved in the selection of the content, goals and activities of the relationship) and nurture a sense of fun are more likely to achieve greater outcomes for the young person. Not only is having fun a key part of relationship-building, but it provides young people with opportunities that are often not otherwise available.

Recent research undertaken in Aotearoa New Zealand offers some insight for identifying what relationships can be considered good quality. A qualitative study conducted by

Dutton (2015) used interviews with programme staff in a local youth mentoring programme to understand what programme staff are looking for as indicators of relationship quality.

Five key points were found:

- **Mentor-mentee bond:** mentors and mentees exhibit closeness and fondness for one another, as well as mutual respect and trust. Sometimes this happened immediately, but generally this took some time to develop.
- **Shared purpose:** mentors and mentees understand why they are together and what they wanted to achieve in their relationship. Goal-setting which reflected the genuine needs and interests of the mentee was important to this process.
- **Positive partnership in action:** mentors and mentees work together well and are fully engaged in their relationship. Collaboration was especially valuable. Mentors exhibited an attitude of mentoring being something they do 'with' their mentee, rather than 'to' their mentee.
- **Relationship trajectories:** even if they start slowly, quality relationships get better over time, continually learning from and building on their time together.
- **Positive mentee change:** observable changes to mentees, such as improved self-esteem, efficacy, or academic performance, are perhaps the ultimate indicator of a quality relationship. Although changes are often slow, small, and subtle, these developments are important indicators of a quality relationship.

3.3 FACILITATING QUALITY RELATIONSHIPS

It is critical that organisations understand the factors likely to impact relationship quality. Although there are many, research is fairly consistent in terms of what influences are important to relationship quality.

Characteristics of mentors in high-quality relationships

The way mentors approach the relationship can strongly influence whether or not positive emotional connections can be formed. A developmental approach, where mentors engage in a wide range of activities that are based on the mentees' needs and interests, is most effective in nurturing positive mentor-mentee bonds (Li & Julian, 2012). As the relationship deepens, the aim is to shift the balance of power, with the mentee developing increasing control and independence in determining goals and aspirations. By contrast, those who adopt a prescriptive approach, allowing their own goals and aspirations to take priority over their mentees' goals, are less likely to be effective in nurturing a positive mentor-mentee bond. It also reduces opportunity for youth agency (a key component of PYD).

Local research from Dutton (2015) found that programme staff predominantly attribute relationship quality to the influence of mentors. Staff were able to identify a range of practices which good mentors consistently use in their relationships with mentees. Her research distilled these practices into five supportive characteristics:

- **Attunement** refers to mentors being 'tuned in' to mentees by demonstrating a high level of perceptiveness and responsiveness to mentee needs and interests, which are essential for effective mentoring. This is often illustrated by engaging in mentee-focused activities, which show the mentor is thinking and caring about the mentee. Attuned mentors also demonstrate awareness of verbal and non-verbal mentee cues about their feelings, which are then followed up in sensitive ways. Relationships with highly-attuned mentors closely mirror the features of developmental relationships, whereas minimally attuned mentors parallel features related to prescriptive relationships. International research has also found attunement is critical to relationship quality (e.g., Pryce, 2012).
- **Critical self-reflection** occurs when high-quality mentors regularly take time to reflect on their own practice as a mentor. Reflection can help mentors think about what is or is not working, and what they could do to improve their relationship. It may also help them identify things they need help with. Critical self-reflection may be done through purposeful use of journals/portfolios, peer discussions with other mentors, or simply thinking time. Once again, international research has found similar benefits of self-reflection (Weiler, Zarich, Haddock, Krafchick & Zimmerman, 2014).
- **Self-efficacy** of mentors who feel confident and capable in their role as mentor has been associated with quality relationships in several studies (e.g., Karcher, Nakkula & Harris, 2005; Parra, DuBois, Neville, Pugh-Lilly & Povinelli, 2002). Mentors with higher self-efficacy may find it easier to fully focus on their mentee without getting distracted by their own insecurities or fears (e.g., does my mentee like me?). This study also associated mentor self-efficacy with having previous experience in a helping role, a best practice advocated by DuBois and colleagues (2002).
- Taking a **holistic view of mentees** means good mentors understand mentee wellbeing is multifaceted: it has social, emotional, cultural, academic, and spiritual aspects. Taking consideration and care of all these needs, facilitates quality relationships by showing mentees their mentor is interested in their whole self and whole life, not just parts of them. Programme staff in this study used the Māori philosophy of hauora (well-being) as a useful concept for engaging a holistic approach to youth mentoring.
- Mentors and mentees in Aotearoa New Zealand are diverse, especially in large urban areas, so **cultural responsiveness** is essential to quality relationships. Training mentors in cultural competence (Sue, 2006) and supporting them in their efforts to be culturally responsive is critical. Importantly, cultural

responsiveness is not just about mentors being attentive to a mentee's cultural background. They must also be aware of their own background and how they can transform potential obstacles to relationship-building e.g., turning limited English skills into assets by asking mentees to teach them about Aotearoa New Zealand slang so the mentees can demonstrate their own knowledge.

One of the most encouraging aspects of Dutton's (2015) research is that all the mentor characteristics identified by programme staff in her study can be taught. This means that programmes can take an active approach to developing and delivering mentor training, focused on mentor practices which have been shown to be effective for building strong mentor-mentee relationships.

Research has also found several other mentor characteristics which are beneficial to relationship quality (Spencer, 2006):

- **Collaboration:** working together to develop mentee social, cognitive and emotional skills; mentors participating alongside mentees, rather than directing them or taking over activities.
- **Authenticity:** where mentors are genuine and real with their mentee; aids trust and closeness; acknowledging barriers and dealing with them honestly and constructively.
- **Companionship:** enjoying being in each other's company and wanting to spend time together; feeling as if the relationship matters to each other.

Characteristics of mentees in high-quality relationships

A relationship based on mutuality, where the young person is an active participant, rather than a passive receiver is more likely to be successful. Mentors need to encourage young people to take ownership of the relationship and be committed to it. For some young people who have experienced dysfunction in their close family, it can be very challenging to open-up and trust another adult from the outset. However with encouragement and perseverance, and provided the young person wants the relationship to be successful, this can happen. This may also help the young person build a sense of empowerment, a key principle of PYD.

The influence of duration, frequency and intensity

Several studies have found that relationship duration is a key determining factor in the effectiveness of youth mentoring. Evidence suggests the longer a relationship lasts, the better the outcomes. Longer relationships (12 months or more) allow time to establish and build trust and mutuality in the relationship, before moving on to goal setting and other developmental functions of mentoring programmes (Grossman & Rhodes, 2002).

In addition to duration, frequent and consistent contact between mentor and mentee is important for quality relationships. Consistency helps establish mentor reliability, while frequency means pairs have plenty of opportunities to spend time together. Regular, consistent contact is particularly beneficial for youth who have experienced disruptive or unstable relationships with other adults in their life (Deutsch & Spencer, 2009).

The level of 'intensity' is described as the "psychological and emotional strength or depth of the mentoring interaction" (Karcher, Kuperminc, Portwood, Sipe & Taylor, 2006, p. 716). Intensity is significant because it focuses on the emotional quality of the time spent together. For example, a shorter programme involving a greater level of intensity may achieve similar results as a programme of over a year, because the mentoring pair experiences these sessions in a more powerful, concentrated way. As with programme duration, the level of contact between a mentor and a young person needs to be sufficient and consistent to foster the development of the young person and achieve the programme goals.

3.4 BENEFITS OF MENTORING RELATIONSHIP QUALITY

When a strong personal bond is developed in a mentoring relationship, mentoring can transform the lives of mentees. Positive outcomes, which have been associated with relationship quality include: improved relationships with adults (parents and teachers), academic functioning (e.g., interest, comprehension, scholastic ambition), academic performance, positive behavioural choices and school bonding, feelings of self-worth and life skills (e.g., attitude towards substance abuse).

3.5 MENTOR'S CORE PRINCIPLES OF YOUTH MENTORING RELATIONSHIPS

Included in the latest edition of the MENTOR (USA) Elements of Effective Practice is a set of core principles that apply to both the work of the individual mentor and programmes as a whole. It is recommended that these be considered at every stage of the youth mentoring relationship (MENTOR, 2015):

- promote the welfare and safety of the young person
- be trustworthy and responsible
- act with integrity
- promote justice for young people
- respect the young person's rights and dignity
- honour youth and family voice in designing and delivering services
- strive for equity, cultural responsiveness and positive social change.

VOICES FROM THE FIELD

The Power of One Positive Adult - Rock Solid programme, Dunedin

Youth development research shows that every child needs around six positive adult role models in their lives (excluding parents) in order to grow into well-rounded adults. This story is about one of those six for a young man who was a part of our Rock Solid programme approximately seven years ago.

I recently went to apply for a fundraising BBQ permit from council and was asked if my name was Graham. It is not. But Graham was our boys' youth worker for about 10 years and whose role I'm now doing. When I asked why she asked she said "My brother used to go to Rock Solid when he was at school and he was always talking about Graham".

To me this was amazing. I remember him well and he was one of our more difficult youth, whom you might never have guessed was appreciative. Yet seven years later, his sister (whom Graham had never met) remembered Graham's name due to the positive impact he had on this one young person.

The youth, who is now in his early twenties, is doing really well and has a stable job with an earth-moving and contracting company.

This interaction reminded me that so often we do not see the fruit of our work and effort until many years later. It should also serve to remind you, that no matter what your role - be it uncle, aunt, teacher or sports coach - you have the potential to be one of the six positive adults in the lives of the young people around you.

PROGRAMME DEVELOPMENT

Tēnā ko te toa mahi
kai e kore e paheke.

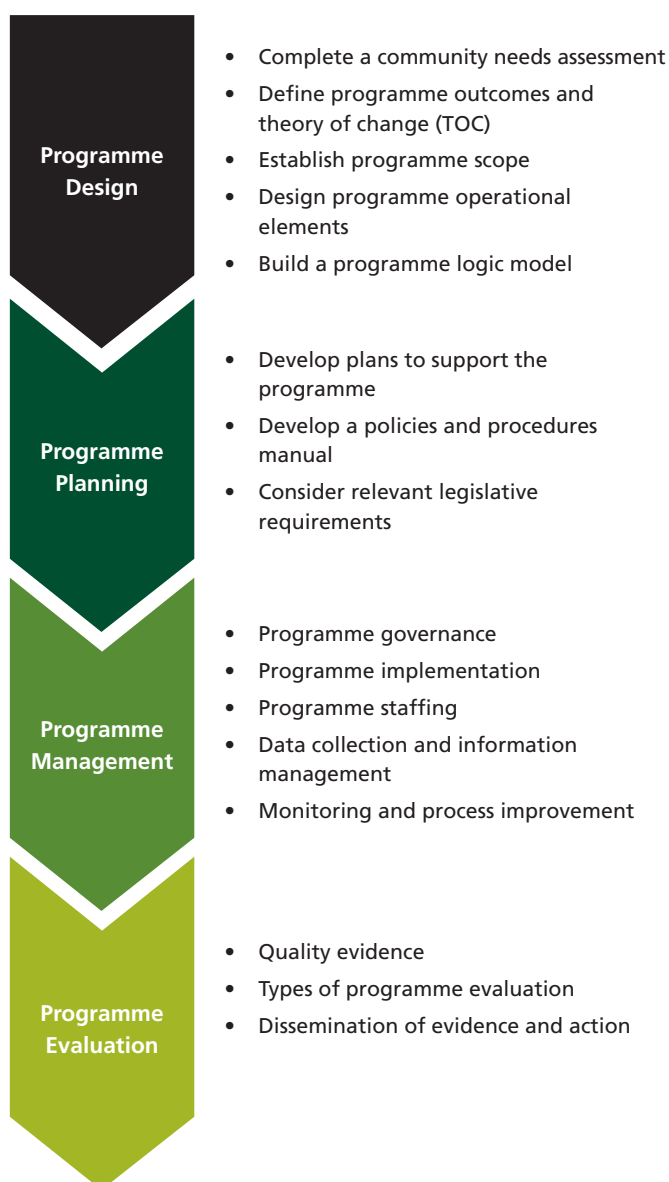
A warrior who works
hard at growing food
will not fail.

OVERVIEW

Developing a formal youth mentoring programme requires proper planning and preparation.

Allowing time to work through the practical steps outlined in this section will help to ensure higher quality and more effective mentoring. Programme development comprises four main stages: design, planning, management and evaluation. The core components of each stage are summarised in the figure below. Each component is further discussed in the accompanying sections.

Figure 4. Stages of programme development and their core components



4.1 PROGRAMME DESIGN

This section outlines a series of key activities to undertake when designing a mentoring programme.

Completing these activities will help ensure programmes have a clear sense of direction and purpose, both in terms of the outcomes of the mentoring relationships established and the long-term viability of the programme.

Key questions to consider when starting a mentoring programme include:

- What is your programme trying to do/achieve through mentoring?
- What is your programme's unique role?

4.1.1 Conduct a needs assessment

A needs assessment of the young people in the target community is the first step when considering whether to initiate a formal youth mentoring programme. Such an assessment will help determine any potential gaps in services for young people and identify specific populations who could benefit from mentoring support. A needs assessment will also help identify the presence of any similar programmes and therefore avoid overlapping services.

Teachers, guidance counsellors, the police and social service agencies will be able to provide valuable insights into the needs of the young people in the target community.

Questions to ask community members when conducting a needs assessment might include:

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? (Weinberger, 2005).

4.1.2 Define programme outcomes and theory of change

After establishing the needs of the young people in the target community, the next step is to confirm desired **programme goals** and specify associated **measurable outcomes**. For example, a programme goal may be 'improved academic performance' and the measurable outcome may be 'achieving university entrance'. It may be necessary to define smaller measurable goals on the way to achieving a larger goal; using the previous example, achieving university entrance may start with improved school attendance. This provides mentors with opportunities to reinforce positive feedback and journey with the young person.

Having established the desired outcomes, developing a **theory of change** (TOC) that explains how mentoring and the activities that mentors and mentees engage in will result in the desired outcomes is highly recommended. In other words, how does the organisation believe the programme works?

A theory of change should explain how the programme is designed to clearly bring about change, as well as other external factors that influence programme effectiveness. It should also show how the programme, through the work of a mentor, achieves meaningful and measurable results. Finally, it should

draw on relevant theory and research to validate the programme design and explain how the services align with the needs, contexts and circumstances of the young people it serves (MENTOR, 2015).

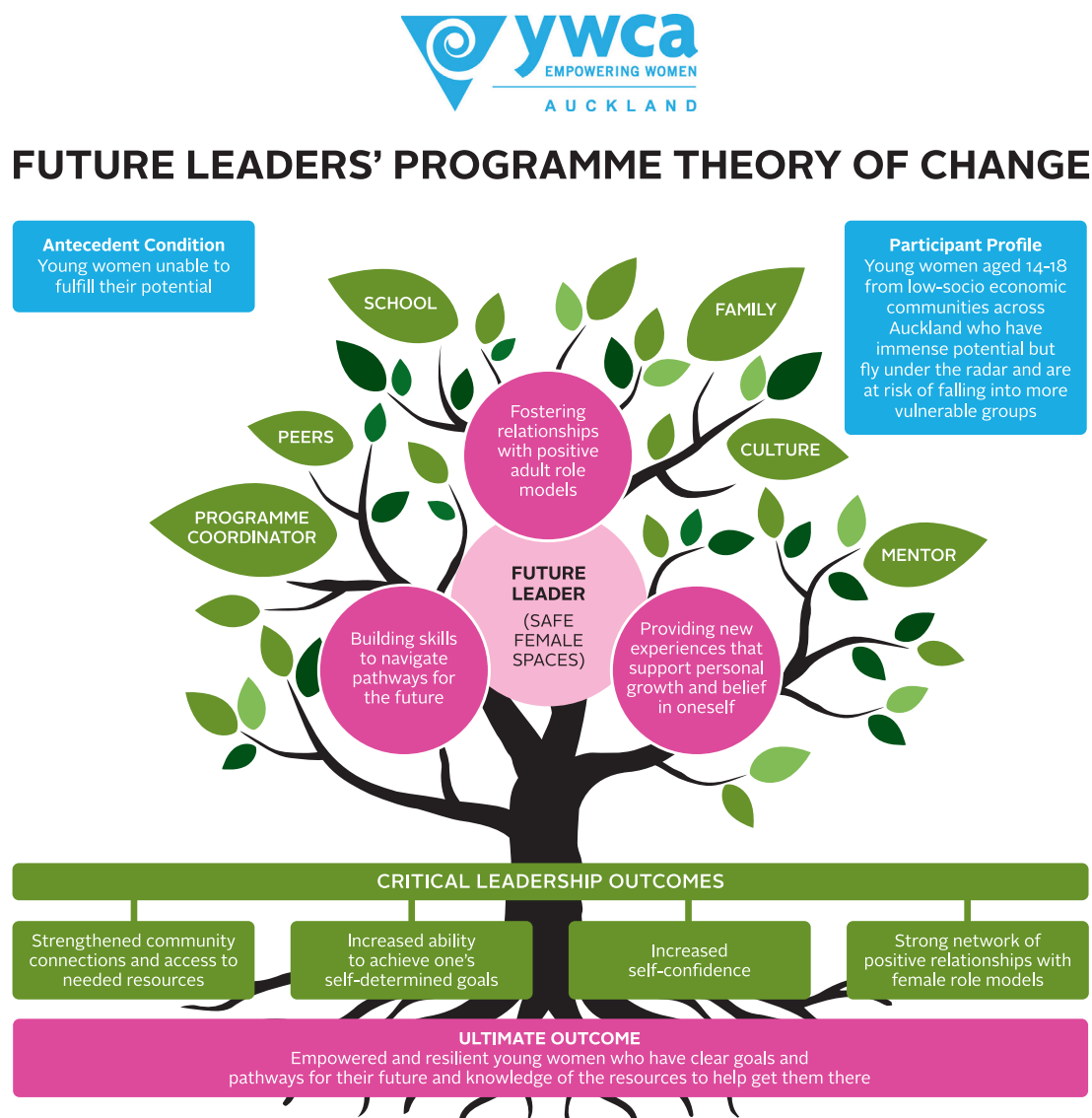
The theory of change is effectively the framework for the mentoring programme, and will influence every decision made going forward.

The key elements of the theory of change are:

- **Identified need/antecedent condition:** why is this programme needed and what conditions contribute to that need?
- **Critical programme processes:** what mechanisms does the programme use to drive change?
- **Moderating influences:** what variables affect the likelihood of success (either positively or negatively)?
- **Programme outcomes:** immediate, short and long term outcomes that are directly connected to the critical programme processes.

The YWCA Future Leaders mentoring programme theory of change provides a real-life example of how the theory has been applied.

Figure 5. YWCA Future Leaders' Programme Theory of Change



Over the past fourteen years, Future Leaders has offered a wrap-around and engaging programme for young women. The programme has focused on mentoring, leadership and positive connections. Through a recent extensive, iterative and reflective review the critical programme processes of Future Leaders have been clarified.

The Future Leaders Programme Theory of Change is depicted as a tree, which represents the unique and individual nature of each Future Leader participant. The young woman is at the centre. The moderating influences (dark green rectangles), which are key determinants and influential factors in her life, surround her. The critical programme processes intersect and support development (dark pink circles in the diagram). These highlight the wrap-around support that the programme provides. The Future Leader is central to all of the programme's activities, as is creating a safe and supportive environment for young women. There is an acknowledgement that the young women exist within an external environment which they themselves, as well as the programme, may not always have control over. Nevertheless, there is potential for the programme to impact the moderating influences, thus the relationship is multi-directional.

The processes lead into the critical and ultimate programme outcomes, which are in-line with the 5 C's of Positive Youth Development (Confidence, Competence, Character, Caring, Connection). The programme outcomes (light green rectangles) focus on resilience, confidence and empowerment through connection to resources, positive women and community. Additionally, research and evaluation of the programme have shown that the processes also have a positive impact on academic and leadership achievements, as well as increasing cultural understanding.

4.1.3 Establish programme scope

Having a theory of change will greatly assist when establishing the scope of the programme. In particular, it will help determine the:

- **Youth population to be served:** age range, gender, family circumstances, socioeconomic status and ethnic background of the young people to be supported.
- **Delivery method of mentoring:** one-to-one, group, team, peer, e-mentoring, or mixed-delivery.
- **Programme structure:** stand-alone mentoring programme or a component of an existing youth development programme.
- **Setting (location):** where the mentors and mentees will meet: site-based (e.g., school, marae), community-based, or virtual community (e-mentoring).

- **Nature and focus:** of the mentoring programme, e.g., career preparedness, academic support, socialisation skills.
- **Programme duration and frequency:** how often the mentors and mentees should meet and how long their sessions are, as well as the length of the match (refer to Section 3).
- **Mentors:** what types of individuals will be recruited as mentors, and from where.

4.1.4 Design programme operational elements

Once the programme scope is established, the next step is to design the core programme elements that directly support the mentoring relationship. These are:

- recruitment of mentors and mentees
- selection and safety checking of mentors and mentees
- orientation and training of mentors, mentees and parents/caregivers
- matching of mentors and mentees
- monitoring (supervision) and support of the mentoring relationship
- closing the mentoring match

These programme elements are essential to the success of any mentoring programme, and are covered in detail in Section 5 of the Guide.

4.1.5 Build a programme logic model

As a final step, programmes may also wish to develop a programme logic model in addition to, or as an alternative to, a theory of change model. The process of constructing the model will enable a realistic assessment of the work to be undertaken and to identify if further resources may be required to achieve the desired outcomes. Both the theory of change and programme logic models will be helpful for focusing and directing programme evaluation (Weinberger, 2005).

In its simplest form, a logic model provides a graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of the programme. Table 2 illustrates this relationship.

Table 2. An example of a programme logic model

>> 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?
e.g. staff, volunteers, funds, materials, equipment, facilities	e.g. safety checking, training, supervision, marketing, fundraising, programme evaluation	e.g. mentors, mentees, parents	e.g. improve school attendance	e.g. improved academic results	e.g. achieve university entrance
Assumptions			External factors		
The beliefs we have about the programme, the people involved, the context and the way we think the programme will work			The environment in which the programme exists includes external factors that interact with and influence the programme		
Evaluation					

(adapted from Program Development and Evaluation, University of Wisconsin – Extension, 2003)

4.2 PROGRAMME PLANNING

Thorough programme planning is the crucial next stage of programme development to ensure high quality and effective mentoring.

Plans will help address key variables such as what resources will be required to deliver a sustainable programme? How will the programme be funded? How will the programme be evaluated?

A policies and procedures manual providing clear guidelines to staff, mentors, mentees and parents/caregivers should also be developed at the planning stage, and consideration of any relevant legislation the programme will need to adhere to should be reviewed and taken into account.

4.2.1 Develop plans to support the programme

The following is a list of the plans that programmes should consider developing in order to build an efficient and robust service.

Resource plan

A comprehensive schedule detailing the resources that will be required to set up and run a sustainable mentoring programme should be developed. A thorough analysis of all activities undertaken to deliver the mentoring programme will be required, to ensure the resource plan is complete. Typically, the plan will include: people resources (staff and volunteers), materials (marketing, training), equipment, technology,

facilities, money, time, and partners, who may deliver specific aspects of the programme (training delivery, evaluation).

Financial plan

A detailed resource plan will help programmes estimate the associated costs and develop a comprehensive financial plan. Estimating costs related to the activities the programme undertakes will be important here too. For instance, the activities and costs pertaining to programme marketing and programme evaluation will need to be included in the financial plan.

Essentially, the plan should determine the amount of funds that will be needed to start and sustain the mentoring programme over time. It may comprise a separate 'start up' budget and an annual operating budget for the current financial year, and forecasted budget for at least two further years.

Funding plan

To sustain a programme, developing a diversified funding stream with multiple sources of funding is highly recommended. These may include in-kind gifts, special fundraising events, individual and philanthropic donations, corporate donations, government funding, annual giving programmes, online fundraising (crowd funding) and foundation grants. Third-party events can also be a good source of funding. These events involve another organisation running a fundraising event with your mentoring programme as the beneficiary of the funds raised (such as Grocers' Charity Ball or the Auckland City Marathon).

Marketing and communications plan

A marketing and communications plan to raise awareness of the programme with key stakeholder groups will be important. The plan should begin by identifying all stakeholder groups the programme will need to communicate with: prospective mentors, mentees, parents/caregivers, sponsors and funders, programme collaborators and the community. The plan should also describe how the programme will be marketed to each group, key messages, imagery and branding about the programme and strategies for working with media. It may also articulate how and when to engage in public relations efforts and other strategies for gaining publicity for the programme.

Programme evaluation plan

Developing a programme evaluation plan at the planning and design phase will help ensure programmes are collecting all relevant data and materials that will be needed to conduct a rigorous evaluation. The plan should specify what will be measured to determine if the programme is being implemented with fidelity, and that it is achieving its stated goals and desired outcomes for the participants and the community. The theory of change and/or logic model should greatly assist in this task (MENTOR, 2015).

It is also important to set a plan to disseminate findings on a regular basis to programme stakeholders. The means by which these are shared will vary depending on the stakeholder. However, inclusion of findings in the annual report and periodic updates through newsletters is a good start. Providing information relevant to stakeholders and ensuring they are kept aware of how the programme is progressing may also increase the likelihood of their continued support (Weinberger, 2005).

If your organisation does not have the resources to conduct evaluations, you may wish to check the Aotearoa New Zealand Evaluation Association (ANZEA) directory. The What Works website is also a helpful resource. When engaging an independent evaluation consultant, always ensure you check their credentials and that they are a good fit for your organisation (www.anzea.org.nz; www.whatworks.org.nz)

4.2.2 Develop a policies and procedures manual

Programme policies and procedures covering all aspects of the mentoring programme are critical to the effective management of the mentoring programme. They provide staff with clear guidelines about how to administer the programme and ensure consistent service delivery. A policies and procedures manual also provides mentors, mentees and parents/caregivers with a clear understanding of the ground rules governing the mentoring relationship.

It is important to review policies and procedures on a regular basis, to ensure they continue to be relevant and support the programme's objectives.

The following is a checklist of policies and procedures that programmes should consider developing. The need for some will be dependent on the type of mentoring being undertaken, the setting and the young people being served.

Checklist 1. Policies and procedures

Note: these have been grouped by (a) relevance to programme staff, and (b) relevance to mentors, mentees and their parents/caregivers.

Further references for the relevant section in the Guide are included in brackets.

Policies and Procedures		CHECK
(a) Programme staff		
1	Recruitment, including inquiry and eligibility (refer Section 5.1)	
2	Mentor safety checking Mentee referral and screening Child protection (refer Section 5.2)	
3	Training (refer Section 5.3)	
4	Matching (refer Section 5.4)	
5	Relationship support and supervision (refer Section 5.5)	
6	Recognition and closure (refer Section 5.6)	
7	Evaluation and use of data (refer Section 4.3)	
8	Photos and image use	
9	Reporting requirements associated with suspected child safety issues e.g., child abuse, neglect, suicide	
10	Record keeping	
(b) Programme participants (mentors, mentees, parents/caregivers)		
1	Confidentiality and disclosure	
2	Relationship boundaries	
3	Transportation	
4	Overnight visits and out of town travel	
5	Emergency and crisis situations	
6	Approved activities	
7	Digital and social media use	
8	Giving and accepting of gifts	
9	Grievances/complaints	
10	Inclusion of others in the match meetings e.g., siblings, mentee's friends	
11	Smoking and substance use	
12	Unacceptable behaviour	
13	Money spent on activities/reimbursement policy	

4.2.3 Consider relevant legislative requirements

Programmes will need to stay up to date with any legislative requirements that are of relevance. In particular the safety checking and child protection policies that have recently come into force as part of the Children's Action Plan (CAP) and the Vulnerable Children's Act (VCA) 2014. Appendix C provides a summary of the CAP and VCA.

Regulations under the new Health and Safety at Work Act (2015) came into force on 1 April 2016. The Act creates an opportunity for organisations to review their health and safety practices and behaviours, and consider how risks that could cause illness, injury and death can be appropriately managed. The Act requires everyone to work together to improve health and safety.

4.3 PROGRAMME MANAGEMENT

This Guide does not attempt to explore the many general management areas of mentoring programmes.

Rather, it provides a high-level summary of recommended practices that aim to support the ongoing growth, sustainability and reliability of mentoring programmes. It gives consideration to: programme governance, programme implementation, staffing, data collection and information management, and monitoring and process improvement.

4.3.1 Programme governance

The formation of a board of trustees and/or an advisory committee that can provide advice and oversight is an important part of programme management. Some programmes may decide to have both, with the formal board handling normal governance responsibilities and the advisory committee providing the opportunity for participants and stakeholders, including the young people being served, to contribute to how services are delivered as the programme evolves over time. Both the board of trustees and the advisory committee should have representatives from a diverse set of backgrounds, so that together they can offer the assistance and expertise required to cover the full range of activities required for developing, managing and evaluating a programme.

4.3.2 Programme implementation

Programme implementation is a significant task with a number of facets to be considered and addressed. Given the size and importance of programme implementation, the Guide has a dedicated section which describes the six core elements of effective practice in youth mentoring. Please refer to Section 5 for details on:

- Recruiting mentors and mentees.
- Safety checking and selecting potential mentors, and screening of mentees.
- Orientation and training for mentors, mentees and parents/caregivers.

- Matching mentors and mentees.
- Providing ongoing support, supervision and monitoring of mentoring relationships.
- Helping mentors and mentees reach closure and recognise the contribution of all programme participants.

4.3.3 Programme staffing

Although most mentoring programmes are run by not-for-profit (NFP) organisations, it is important to realise the skills and experience required to run a NFP do not differ substantially from running a 'for-profit' organisation, particularly one that is operating in the service sector. NFPs will therefore need management and staff skilled in strategic planning; annual planning; budgeting and financial management; human resource management; information management; programme development and delivery; client services; and marketing and communications. A unique area for NFPs is fundraising, and many programmes will have staff specifically skilled in this discipline.

It is important to consider the mix of staff skills and competencies. Youth development, child psychology, education, youth work and social work are all relevant to the youth mentoring field. Staff with a sound cultural skills base and who reflect the diversity and experiences of the young people being served are also highly recommended (MENTOR, 2015).

Programmes also need to ensure they have sufficient staff to follow all procedures and practices, and to implement the mentoring programme as intended. In particular, attention should be paid to the critical practices that impact child and youth safety and the quality of the mentoring experience.

4.3.4 Data collection and information management

Programmes will need to develop and maintain a comprehensive system for managing programme information. In particular, secure storage of information pertaining to the young people being served will be crucial.

Programme information that will need to be maintained includes: mentor and mentee recruitment documentation; police vetting, safety checking and reference checks; referral forms; parental consent/mentee assent records; records pertaining to the mentor/mentee match including meeting dates and activities; training records; monitoring and support activity logs; programme evaluations; complaints proceedings; and exit interviews.

In addition to the programme information listed above, there is a lot of management-related information that will need to be maintained. This includes information on programme finances (such as detailed records of all funds received from the various funding and donor sources) and personal records of all employees documenting when they were hired, safety-checked and trained to work with mentors and youth.

Investing resources in data collection and information management will help ensure the programme is accountable to all stakeholders, especially the participants and those who have invested time and money.

4.3.5 Monitoring and process improvement

Establishing a system of ongoing programme monitoring is essential to success (DuBois, Holloway, et al., 2002). Staff should be allocated time to review policies, procedures and operations on a regular basis. Mentors and mentees should be regarded as clients of your mentoring programme and they should be given the opportunity to provide feedback on a regular basis to determine how well the programme is achieving its goals. Staff should be encouraged to proactively observe the mentor/mentee matches, anticipate any problems that arise and respond promptly to them. Ongoing monitoring will help identify problems, so that programmes will be better placed to address issues immediately (Weinberger, 2005).

4.4 PROGRAMME EVALUATION

Programme evaluation, whilst it may seem somewhat daunting and challenging, is an opportunity to think critically and reflectively about what works and what can be improved.

It is not simply an exercise in compliance, but a way to check that the programme is robust and effective at serving young people.

Research clearly indicates that mentoring programmes with a history of evaluation are more likely to be effective than programmes that do not conduct evaluations (Farruggia, Bullen, Davidson et al., 2011). There are several reasons why evaluations are important (DuBois, 2014).

- Evaluations help diagnose and remedy problems within a programme.
- Evaluations contribute to programme effectiveness and sustainability.
- Evaluations contribute to the safety and well-being of programme participants.
- Evaluations help to highlight what is going well and contribute to organisational learning and development.
- Programmes that use systematic processes for monitoring and evaluation have been shown to be more effective.

Increasingly, government agencies and philanthropic organisations expect programmes to be able to demonstrate a positive return on investment, hence a good evaluation strategy is required.

Evaluations should therefore be an integral part of programme practices. To achieve this, all organisations should include evaluation in their regular operational budgets. This part of the Guide offers a brief breakdown of different types of evaluation programmes may engage in, as well as some guidance regarding dissemination and use of results.

4.4.1 Quality evidence

Evidence can take many forms. These can include checklists, questionnaires, interviews, focus groups, school data (e.g., attendance), and programme data (e.g., number of mentor training hours, length of match).

There are several factors that impact the quality of the evidence collected in an evaluation. These include information being gathered:

- in a systematic, rigorous manner,
- following ethical principles, and
- from multiple informants (e.g., schools, mentors, mentees, families, or others).

Regardless of the type of information gathered, it is strongly advised that organisations refer to the evaluation standards developed by Aotearoa New Zealand Evaluation Association (ANZEA) in partnership with Social Policy Evaluation and Research Unit (SuPERU). This document outlines how to conduct quality evaluations that are guided by ethical principles (ANZEA, 2015).

4.4.2 Types of programme evaluation

The main objective of an evaluation is to determine if a programme is working or not working, and why (ANZEA, 2015). There are several ways that programmes can do this.

Evidence-informed Practice

Evidence-informed practice compares programme practices against practices that have been found, through previous research, to be associated with effectiveness (i.e., youth outcomes). Research has shown that there is a strong positive association between programme practices and programme effectiveness – **the more effective practices your programme engages in the more likely your programme will be effective** (DuBois, 2014).

The checklists in this Guide can be used to demonstrate the extent to which the programme follows evidence-informed practices. This information can be used to help develop an evidence-informed programme; identify and action areas for improvement; and demonstrate to key stakeholders that the programme is evidence-informed. Using best practices is an example of evidence-informed practice.

Evidence-based Practice

Another way to evaluate your programme is by gathering and reviewing data or information specifically related to your programme. This is called evidence-based practice. Information can be gathered on both programme processes and outcomes (DuBois, 2014). Although these are presented separately below, it is important to acknowledge that processes and outcomes are clearly linked and both should be considered when assessing programme quality.

The purpose of a *process evaluation* is to assess programme fidelity, i.e., is the programme being delivered as intended or planned. DuBois outlines six key process evaluation components (DuBois, 2014):

- adherence (do the intended activities actually take place?)
- exposure (is the amount of service provided enough?)
- quality of delivery (how well are the services provided?)
- responsiveness (how do staff, stakeholders and young people respond to and experience the services provided?)
- programme differentiation (to what extent is the programme different from existing services?)
- dosage (to what extent are individual participants involved with and exposed to programme services?).

In order to examine processes for evaluation, organisations should:

- clearly document all programme processes,
- set up a mechanism for regularly monitoring processes, and
- create an action plan for addressing any inconsistencies and adjusting programme practices.

The purpose of an *outcomes evaluation* is to assess if a programme is effective, i.e., the extent to which the programme has influenced the intended outcomes for participants (DuBois, 2014). As a basis there will need to be a pre- and post-mentoring relationship level of measurement. **It is important to be clear that this is not simply measuring whether the outcomes have occurred, but to what degree the programme has caused these outcomes to occur.** Therefore, a critical precursor to an outcomes evaluation is the development of a programme specific theory of change or logic model (refer to Section 4.1). This should include a clear understanding of the intended outcomes and the relationship between programme practices and outcomes.

“
Gauging outcomes accurately and doing so in ways that can be attributed persuasively to programme involvement is a challenging undertaking.
”
(DuBois, 2014, p. 481)

Organisations are encouraged to seek support and guidance prior to engaging in an outcomes evaluation for their programme. In particular, organisations are encouraged to seek advice on general study design, sampling, measurement, and data analysis. For example you could seek advice from an evaluation consultant or a researcher based at your local tertiary institution who has relevant experience.

There are also a number of well-recognised frameworks to assist with outcomes evaluations. In particular, Results Based Accountability™ (RBA; RBA, n.d.) and Social Return on Investment (SROI; Community Research, n.d.) are two outcomes-based frameworks organisations are finding useful. Resources and professional development opportunities are available

through a number of agencies including The Tangata Whenua, Community and Voluntary Sector Research Centre. www.communityresearch.org.nz

4.4.3 Dissemination of evidence and action

It is important that programmes have a clear plan regarding how research findings will be shared with stakeholders. When developing this plan keep the intended audience(s) in mind. For example, how information is shared with families may be quite different from how information is shared with funders. Information provided to stakeholders should also include a clear set of recommendations detailing how the information will be used to improve the quality of the programme and how this will be monitored.

Checklist 2. Programme evaluation

Programme Evaluation	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	
Disseminate evaluation findings to key stakeholders (including young people)	

CORE ELEMENTS OF EFFECTIVE PRACTICE IN YOUTH MENTORING

He waka eke noa.

We are all in this
together.

OVERVIEW

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.

Effective implementation of these core programme practices supports the development and maintenance of effective mentoring relationships. Each of the six elements comprise a number of key activities, which are summarised in the figure below. These activities are further discussed in this section.

Figure 6. Core elements of effective practice and their key activities

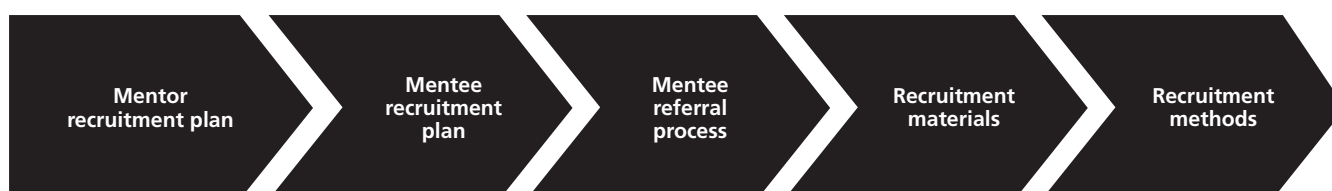


5.1 RECRUITMENT OF MENTORS AND MENTEES

He ika kai ake i raro, he rāpaki ake i raro. As a fish begins to nibble from below, so the ascent of the hill begins from the bottom.

OVERVIEW

Figure 7. Recruitment - key activities



Recruitment is about attracting and engaging mentors, mentees and their parents or caregivers who are going to be a good fit with a programme's core purpose and objectives.

Research on volunteering, particularly volunteering in activities that require a long-term commitment, provides valuable guidance on effective recruitment practices for mentoring programmes (MENTOR, 2015).

When **recruiting potential mentors**, materials that accurately and realistically reflect the commitment, rewards and challenges of mentoring are going to be most effective. Mentors may be more likely to engage if they know they will receive adequate training and support in the role. Understanding a person's motivation to volunteer may also help determine their suitability to be a mentor (MENTOR, 2015).

It is equally important that prospective **mentees and their parents/caregivers** are well-informed about mentoring and the specific programme requirements. If the experience is not what the mentees or the parents expect, the relationship may end prematurely (Spencer, 2007; refer to Section 5.6). Hence recruitment materials should accurately reflect the benefits, practices, support and challenges of being mentored.

A programme's credibility and reputation within the community will have an influence when trying to attract and engage volunteers to be mentors. Programmes need to first establish then build upon their positive reputation and image to promote mentoring as a rewarding and worthwhile activity.

5.1.1 Mentor recruitment plan

Clear **eligibility criteria** and a list of **desirable characteristics** for becoming a mentor in the programme will help target those with the skills and motivations that best match programme goals (refer Section 3).

Further, a clear **mentor role description** will help ensure mentors share the programme's values and are compatible with the programme's culture. It can also prompt unsuitable candidates to self-select out of the recruitment process.

The mentor role description may include:

- an overview of the mentoring programme, its purpose and goals, specific programme requirements, kaupapa (processes), format and content
- desired attributes and qualifications of applicants
- eligibility criteria
- an outline of the safety checking that will be undertaken
- a description of the mentor's role and responsibilities
- the time commitment and duration required

5.1.2 Mentee recruitment plan

As with the mentor recruitment plan, clear **eligibility criteria** and a list of the **characteristics** of the young people the programme is looking to support will help ensure the programme is recruiting mentees whose needs best match the services being offering.

Developing a **mentee role description** may also help a programme formulate a more accurate picture of the young people it is looking to support and therefore where it will source them from.

The mentee role description may include:

- an overview of the mentoring programme, its purpose and goals, specific programme requirements, kaupapa, format and content
- eligibility criteria
- responsibilities
- the time commitment required and duration of the programme

Note: eligibility criteria for acceptance of mentors and mentees into a programme will drive both recruitment and also safety checking and selection practices which are covered in Section 5.2.

5.1.3 Mentee referral process

For mentoring programmes that accept referrals from social services agencies including Child, Youth and Family (CYF) and Police Youth Aid, it will be important to have a formal referral procedure in place, so all stakeholders are aware of the requirements. Programmes working with schools may also have specific referral processes.

Written intake criteria are important. Consider the language used in the document so that mentoring is portrayed as a positive and active experience for the mentee. For example, it may be preferable to use the word “chosen” rather than “referred” when talking with the young person.

5.1.4 Recruitment materials

When designing recruitment materials, ensure you match recruitment messages to the motivations of potential mentors. People are motivated to volunteer for many reasons including enhancing both career and personal development, learning new skills and altruistic intentions (Clary et al., 1998). Being able to include extra-curricular activities on a CV to demonstrate skills development may also be valuable, as organisations are increasingly looking at skills and relevant experiences outside academic achievements.

Information packs should be tailored to particular groups for mentors, mentees and parents/caregivers. The table below summarises what should be included in each pack.

Table 3. Information Packs

Packs
<p>Information packs All information packs should include:</p> <ul style="list-style-type: none"> • A brief one page overview of the programme, the goals and desired outcomes it is looking to achieve with mentees, specific programme requirements, kaupapa, format and content • Mentor/mentee eligibility criteria • Mentor/mentee role descriptions • Application forms • Consent forms for police vetting and referee checking • A description of the intake process for both mentor and mentees i.e., safety checking/screening and selection, orientation and training, matching and ongoing monitoring and support • Mentoring stories
<p>Mentor information packs In addition, the mentor information pack should include:</p> <ul style="list-style-type: none"> • Information about the benefits of being a mentor • Realistic expectations – acknowledging the benefits but also the commitment, boundaries, challenges and limitations of the role • Consent forms to access police vetting and to contact referees
<p>Mentee and parent/caregiver information packs In addition, the mentees and their parents/caregivers information packs might include:</p> <ul style="list-style-type: none"> • Information about what mentoring is and how it can be helpful • Referral forms • Health and medical consent forms

Child protection policies about identifying and responding to child vulnerability and policies on appropriate conduct around children should be provided to all parties during the recruitment process. Incorporating these in the programme’s orientation and training programme will be essential.

It is good practice to be explicit about how information will be obtained and what purposes it will be used for. The fact that all mentors will be checked without exception should be a written policy and included in the recruitment materials. This helps manage the expectations of potential mentors who are uncomfortable with being checked.

Recruitment materials should also acknowledge **conflicts of interest**. For example: candidates should not be screened by someone with whom they have a close personal relationship; screening staff should never screen a person they would feel uncomfortable about rejecting because of a personal or perceived connection³.

Any conflicts of interest that do arise should be documented.

5.1.5 Recruitment methods

Evidence suggests that word of mouth approaches are the most effective way of recruiting potential mentors (MENTOR, 2015) Three strategies that may help a programme increase its pool of mentors are:

- Encourage current mentors to be ambassadors and to make approaches on behalf of the programme.
- Consider training and encouraging young people to identify and recruit appropriate mentors for themselves from their wider community when appropriate - referred to as Youth Initiated Mentoring (Pryce, Kelly & Guidone, 2014).
- Consider multiple methods of recruitment as research suggests prospective mentors need to receive a number of contacts/connections before making the commitment (MENTOR, 2015).

Other methods that are commonly adopted to recruit mentors include: social media; information sessions with community groups; creating a tradition within an organisation e.g., with a university that fosters a culture of volunteering.

Resources may need to be tailored to attract different groups of volunteers. For example, university students and retirees will need to be approached using different methods and language. Similarly, programmes may need to produce materials in different languages if English is not the first language in the prospective mentees’ home. **One size marketing does not fit all!**

It is also a good idea to recruit more mentors than needed, to allow for some dropping out during the selection and safety screening process.

For recruiting mentees, programmes will need to consider how to engage young people if they do not handle formal referrals from social services agencies or schools. The following table provides some ideas for engaging prospective mentees.

³Safer Recruitment, Safer Children includes extensive discussion of the attitudes and behaviours that organisations should be looking for when appointing suitable persons to work with children.

How do I 'sell' the idea of mentoring to prospective mentees?

- Messages might include: "it's a great opportunity to spend some time with someone with different experiences" or "it's a fantastic chance to discover and extend your interests".
- Mentees can include their Certificate of Participation in their resume, illustrating their commitment.
- Engage a previous mentee to speak to a group of interested young people about their positive mentoring experiences. Also consider having a mentor speak as well.
- Prepare a presentation of photos of fun, interactive activities that have been undertaken by matches in your programme.
- Encourage schools to acknowledge the programme as a way of developing leadership potential in the participants.
- Highlight the positives of the programme from the perspective of young people, such as access to group activities, trying new things, spending time outside the classroom (for school-based programmes), learning new skills.

VOICES FROM THE FIELD

Using local talent as mentors, it works - Pacific youth mentoring programme, Wellington

A highly-successful sportsperson herself, Serena Curtis-Lemuelu says UP² - Unearthing Pasifika Potential Mentoring Programme (funded by the Ministry of Education) has been successful because they have engaged mentors for the students who have standing and achievement in their local community in the areas of sport, professions, academic, church and/or community leaders, who are able to relate, motivate and support the mentees at their weekly mentoring sessions.

Serena also highlighted, that the key to mentoring success is when everyone who has an impact on the student (family, school and community) are actively working together and involved in the mentoring experience, by not only encouraging and supporting the young person to achieve their goals, but also being open to learning more about the young person's environment so they can understand the real challenges that the young person is facing (e.g., parents learning about NCEA).

Checklist 3. Recruitment of mentors and mentees

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.		

5.2 SELECTION AND SAFETY CHECKING

Āu mahi, e te kawau moe ra – The net remains quiet, but secures the fish.

OVERVIEW

Figure 8. Selection and safety checking - key activities



Effective selection and safety checking practices are primarily aimed at ensuring the safety of all participants, but particularly for the young people involved in a programme. These practices are designed to increase the likelihood that all participants are safe, suitable and committed to making the mentoring relationship a positive experience. A robust process also gives all participants confidence that the programme is run in a professional manner.

Safety checking **potential mentors** helps programmes determine if applicants are safe, and have the personal qualities to be effective mentors to young people. This can include whether they have the necessary time and personal commitment.

Screening of **prospective mentees** and their **parents/caregivers** is also important to determine if they have the time and desire to participate.

New **safety checking** regulations and **child protection policy** guidelines as part of the Vulnerable Children's Act 2014 (VCA) are of particular relevance to the selection and checking of people to mentor young people, whether in a paid or voluntary capacity.

In summary, the VCA requires safety checking of paid employees and contractors, employed or engaged by government-funded organisations, who work with children⁴. Unfunded non-government organisations and voluntary organisations are not legally obligated to safety check employees and volunteers, but are encouraged to also adopt the new standards voluntarily⁵.

A **child protection policy** will guide programme staff to recognise symptoms of suspected abuse and neglect, and to be alert to warning signs throughout the selection and checking process, as well as during the mentoring relationship. The policy should have clear guidance about responding to concerns about people applying to be involved in the programme as a result of the safety checking undertaken. The decision to follow-up a concern about a person you have safety checked should be made in consultation with Child, Youth and Family and the New Zealand Police. This will ensure any actions taken do not

⁴Refer to the Vulnerable Children Act 2014 for a definition of children under this act.

undermine any investigations being conducted by the external agencies. Further, the policy is about ongoing vigilance and providing guidelines and support for mentors who have a concern.

The Children's Action Plan website has guidelines on child protection policies, safety checking, and these also cover how programmes should respond to concerns about existing or potential staff. Appendix B of this Guide also provides a summary of the relevant publications and information:

- Safer Recruitment, Safer Children
- Safer Organisations, Safer Children
- Children's Worker Safety Checking under the Vulnerable Children Act 2014.

5.2.1 Mentor selection criteria

Establishing appropriate criteria for accepting mentors into the programme as well as criteria for disqualifying mentor applications is a critical first step in ensuring a robust checking and risk assessment process.

Mentor selection criteria will vary depending on the programme's goals and the desired outcomes for the young people. However, common themes include:

- age, gender and ethnicity
- level of education/academic skills; career interests
- geographical location (lives in proximity to the programme)
- cultural awareness
- interpersonal and communication skills
- personality profile (e.g., caring, trustworthy, empathetic)
- motivation for mentoring
- ability to commit for the duration of the relationship
- willing to attend all training sessions
- has a current drivers licence; good driving record and reliable transportation
- results of the police vetting check, in-person interview, identity and referee checks are all in order.

⁵For the purposes of MSD accreditation approval the definition of 'staff' includes anyone its organisation relies on to deliver its services, ie. volunteers and contractors as well as paid staff members. Safety checking is required for all staff including volunteers. Refer to the Social Sector Accreditation Standards on the MSD website for further information.

Criteria for ruling out mentors will include:

- questionable motives: to increase status, gain reward, sort out own problems
- inadequate skills and experience
- lack of availability
- a criminal record, history of violence, child abuse etc.⁶

5.2.2 Mentor Safety Checking Process

“

When designing the mentor safety checking process, it is crucial for programmes to remember that the young people, not the mentors, are their clients and keeping the young people safe is an absolute priority.”

(Kremer & Cooper, 2014).

Your organisation should have a formal safety recruitment process that describes the checks on mentors you will do. This can be part of your organisation's child protection policy. This will ensure that checking is done consistently, without exceptions.

When developing this policy, you should be clear about whether your organisation is required to do VCA safety checks; is doing the same checks on a voluntary basis; or is doing a different set of checks based on a robust evaluation of the risk profile of the role being checked for. Different checks may be required for different roles, and you may wish to do additional checks beyond the VCA standard (some of which are described below).

At the outset of safety checking, it is important to outline the entire process to potential mentors and provide an indication of how long the process is likely to take so that expectations are clear and realistic. It is also important to outline any exclusion criteria and communicate these early in the process.

The safety checking process can include:

- a written application
- face to face interview(s)*
- police vetting*
- referee checks*
- proof of identity*
- checking at least a 5 year chronological work history*
- confirmation of professional memberships or licences*
- an assessment of risk*
- other checks as desired (e.g., credit checks, qualification checks).

* denotes a mandatory requirement for a check that meets the VCA standard.

Every interaction during the process is an opportunity to screen potential mentors and it is important to act on any concerns that come up, no matter how late they arise in the process.

Written application

In addition to gathering information relevant to the specific mentor criteria set down by the programme, the written application provides important information to programme staff for creating effective mentor-mentee matches. Research shows programmes that match mentors and mentees based upon shared interests achieve greater positive outcomes for the young people (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011), therefore gathering information about potential mentors' hobbies, skills, and interests is key (see Section 5.4).

In summary, the application form should allow space for applicants to provide:

- Personal details: name, (including any previous names), current address, phone, email; gender; date of birth; ethnicity; languages spoken; current job and workplace or place of study.
- Hobbies; interests; skills; experience; educational background; and membership of clubs and groups.
- Reasons for wishing to mentor a young person, including any previous experience volunteering or mentoring, or working with children and young people.
- Information to enable background checks (refer proof of identity page 42).
- Names and contact details of personal and professional references (refer referee checks page 41).
- Consent to contact people and organisations for information about them and to consult any agency or individual regarding the person's suitability to mentor.
- Consent to undertake a criminal history check or police vet (refer Police Vetting page 41).
- A declaration of whether or not they have been convicted of a criminal offence, which is not eligible to be concealed under the Criminal Records (Clean Slate) Act 2004.
- Any other disclosures that could be relevant to child safety.
- Agreement to commit to the duration, frequency and total hours of mentoring relationship as specified by the mentoring programme.

Face-to-face interview(s)

Face-to-face interviews provide the means to ascertain an individual's character (attitudes, temperament and personality), the skills they would bring to the role, and their fit to the goals of the programme. As described in a recent literature review, "Mentors need to be caring and have a positive, non-judgmental approach to young people, particularly for programmes involving young people at risk, and be able to meet young people 'where they are' and guide them in their journey" (Scrine, Reibel & Walker, 2012).

⁶From 1 July 2015, the VCA introduces a restriction on people with certain criminal convictions from working as core children's workers. The restrictions apply to people with convictions involving children and/or violent behaviour, including child abuse and sexual offending. There is an exemption process that can be followed. The specified offences subject to the Workforce Restriction are listed in Schedule 2 of the VCA.

Interviews should focus on whether prospective mentors have the capability to establish and maintain appropriate relationships with children and young people. Programme staff should look for evidence of understanding of the needs and capabilities of young people, appropriate attitudes and behaviours, professionalism and an understanding of boundaries, and a willingness to be open and transparent as part of the mentoring relationship.⁷

At a practical level, interviews can also identify logistical issues, such as unpredictable schedules, a high level of family and other personal commitments, employment circumstances, immigration status and other aspects of the applicant's personal life that may be a barrier to them being able to carry out a mentoring role reliably for the duration of the relationship.

Questions should be designed to help the programme to assess the applicant's safety and suitability to mentor a young person:

- motivation to become a mentor
- willingness to commit to meeting the mentee regularly for the agreed length of the programme match
- willingness to commit to programme requirements, including initial and ongoing training, reporting and feedback sessions.

Where possible, programmes should consider having more than one person involved in the interview process to provide alternative perspectives on potential mentors. In particular, this will help ensure:

- you have someone to record, verify and discuss responses with,
- your values and biases don't sway the decision, and
- your impartiality, if you know the applicant already.

Referee checks

A minimum of two referees should be contacted as part of the safety checking process. Referees should have a close knowledge of the person and have known them for at least a year. Referee checks should be completed by staff trained to undertake these. Information provided in the application and the interview should be cross-checked with referees for accuracy, and consultation on the individual's safety and suitability for the role of mentoring. A record of referee checks should be maintained.⁸

Police vetting

While criminal conviction information can be obtained from either the Ministry of Justice or the New Zealand Police, police vetting checks are more comprehensive and can contain other information relevant to the safety and responsibilities of a mentor. They can also include information regarding family violence, and violent or sexual behaviours that may not have resulted in a criminal conviction.

While mentors of children and young people may not be required under the VCA to undertake police vetting if they are

in a volunteer role, and/or are not paid/funded by a government agency, this Guide recommends that mentoring organisations use the comprehensive police vetting checks for all prospective mentors where practicable.

In order to undertake police vetting checks, your organisation will need to be approved to use the vetting service. Police vetting also requires the consent of the person being checked.

Some criminal conviction information will not be available through checks as it may be subject to the Criminal Records (Clean Slate) Act 2004, which may allow for less serious convictions to be concealed after seven years of the person remaining free of further convictions. There are exceptions to a person's eligibility to have this information concealed but in most mentoring instances these exemptions would not be applicable.⁹

At a minimum, police vetting checks should be repeated once every three years, to ensure the ongoing safety of children and young people. Depending on the nature of the programme, more regular checks may be warranted. Individuals can be required to disclose any convictions or matters involving the police in the interim. Guidance on safety checking for people who have lived overseas for one or more years in the past ten years is also available.¹⁰

All information relating to the vetting and checking of the individual should be fully documented.

The results of police vets must be carefully considered in terms of the following:

- Nature of the offence and relevance to the role.
- Length of time since the crime was committed.
- Age and maturity now, as compared to when the crime was committed.
- Seriousness of the crime e.g. length of sentence, use of a weapon.
- Circumstances at the time of violent behavior.
- Pattern of crime, e.g. a short spate may indicate a "phase" but a regular pattern may indicate continuing inappropriate behaviour.
- Proximity of the person undergoing vetting to the vulnerable person(s). For example, are they likely to have unsupervised access to vulnerable people?
- Any explanation the person makes when discussing the information with them.¹¹

Police checks may include a "red flag" stamp, a recommendation that the individual not have unsupervised access to children, young people or more vulnerable members of society. A red flag is used where details relating to this recommendation are not able to be divulged to the programme

⁷The Safer Recruitment Safer Children guide has sample interview questions to help elicit the mentors' attitudes and experiences with children, pg 23-26.

⁸Safer Recruitment, Safer Children contains important information about referee checks including sample questions and maintaining the rights and interests of the applicant – e.g., how to deal with references provided in confidence, the circumstances where adverse comments should be shared etc. These are important issues that should be addressed explicitly, as they can be a source of problems for providers.

⁹Children's worker safety checking under the Vulnerable Children Act 2014, pg 28.

¹⁰Children's worker safety checking under the Vulnerable Children Act 2014 RC v 1.00 May 2015, www.childrensactionplan.govt.nz.

¹¹New Zealand Police, <http://www.police.govt.nz/information-organisations-receiving-police-vetting-services>.

provider. These red flags indicate that the individual's application to mentor should be declined.

Proof of identity

In order to confirm a person's identity, the VCA requires two forms of identity documentation, one of which is photographic (e.g., passport and Community Services Card, or birth certificate and driver's licence). It is also good practice to obtain a person's proof of address. This may be an original utility bill or a letter from a bank. This Guide recommends following the VCA identity confirmation process, even if it is not required, as it is a robust standard.

Use of evidence-based screening instruments

Some programmes may decide to incorporate assessment screening instruments that measure the characteristics of potential mentors' personalities and motivations. When considering utilising these types of tools, programmes should not only consider the cost-benefit analysis, but also keep in mind the validity of the tool is limited by the expertise of the person using it. In other words, many screening tools only achieve high validity when delivered by a suitably qualified person.

Additional checks that programmes may consider

Driving record check: if the mentor is likely to transport the young person, then driving history and possibly motor vehicle records should be checked.

Home assessment check: if the young person is likely to visit the mentor's home, then the screening process should incorporate a home visit, to assess the safety of that person's living arrangements. This may include interviewing and completing a police vetting check on other adults living in the home.

The VCA also requires some further checks (e.g. work history checks and checks of professional licences).¹²

Evaluating prospective mentors and making a decision

It is helpful to keep in mind that the safety checking and selection process is not a simple checklist but more akin to a risk assessment process, which can aid in evaluating the suitability of potential mentors. When making a final decision on whether to accept or decline a prospective mentor, it may be important to consider individual contexts. For example, someone may not be suitable to work one-to-one with children due to past convictions but may be able to work in a supervised group setting.

It is always good to keep in mind that traditionally qualified/skilled people may not necessarily be the best mentors. People with rich life experiences, both positive and negative, who have developed coping and problem solving skills can bring a lot to a mentoring relationship.

Safety checking records, including decisions made in response to the information gathered in the safety checking process, should be kept on file.

If you decide to decline a prospective mentor's application, then they should be given the opportunity to respond to any concerns raised by third parties about their suitability, if applicable.

5.2.3 Mentee selection criteria

While mentoring can be a valuable social intervention and an opportunity for young people to develop in positive ways, not all young people will benefit from, or be suitable for, particular mentoring relationships or programmes. Hence, it is important for your programme to establish clear selection criteria to determine whether to accept or reject a young person.

5.2.4 Mentee screening process

There are several considerations to be made before a potential mentee is accepted into a mentoring programme. Programmes should collect relevant information for ascertaining whether the programme meets the youth's needs, and whether the young person is a suitable fit for the programme. This will often involve requesting information held by other organisations in order to develop a profile of the young person. You may therefore need to enter into formal agreements with these agencies on how information is to be used and disclosed in accordance with the Privacy Act 1993.

It may be helpful for programme staff to be knowledgeable on a broad range of other programmes and services offered in the community, in order to refer potential mentees who are unsuitable for your programme, elsewhere.

It is important to outline the mentee screening process to the young people and their parents/caregivers so they know what to expect.

The mentor screening process should include:

- an application,
- formal permission from parents/caregivers for their child to participate in the programme, and
- assent from the prospective mentee.¹³

Application (written/verbal)

At a practical level, application forms gather contact information in case of an emergency. More importantly, applications should be designed to provide information for creating effective mentor-mentee matches. For younger mentees, programmes may find it easier to gather this information through an interview with the young person and their parent/caregiver.

As part of the application process, programme staff should find out what other services and support, both formal and informal, prospective mentees have had previously, or are currently receiving. This will help to ensure the mentoring relationship builds on these prior services and experiences and avoids duplication and overlap. Prior services may include previous mentoring experience, so it will be important to ask prospective mentees about this.

¹²For more information see www.childrensactionplan.govt.nz, or the guidance documents referred to throughout this section.

¹³In New Zealand young people under 16 will require parental consent and young person assent. Young people 16 and over can consent without parental permission.

Formal permission (written consent) of parents/caregivers

There are a number of practices programmes should consider adopting, to ensure the mentee and their parents/caregivers are fully informed about the programme (including its duration) and are satisfied that the programme is suitable for their child (refer section 5.3).

These include:

- Parents/caregivers give formal permission for their child/young person to participate.
- Parents/caregivers agree in writing to support their young person's commitment to the mentoring relationship and to the terms of the programme. In particular, the duration of the relationship and the frequency/amount of hours they are expected to meet with their mentor.

Assent from mentees

In addition, programmes may consider getting written assent from mentees 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. Young people who have the opportunity to express some willingness or consider what their participation will mean are more likely to have a successful match than those who are involved against their will (MENTOR, 2015).

VOICES FROM THE FIELD

Confidentially and disclosure: Pillars Children of Prisoners Mentoring Programme, Christchurch

The mentor, when collecting her 6-year-old girl from her home, noticed she was very quiet and sullen. As she had built up trust with the young girl she was able to discover that she had been physically abused and her life put in danger by her siblings. The mentor was gravely concerned about her welfare and contacted the Mentoring Coordinator who made a notification to Child Youth & Family with her caregiver being involved in the process.

A Child Youth & Family plan was put in place to ensure the safety and well-being of the young girl, and Pillars was able to put extra resources and support around the whole family. The young girl is now safely at home free from the physical abuse she had suffered.

Checklist 4. Selection and Safety Checking

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.		

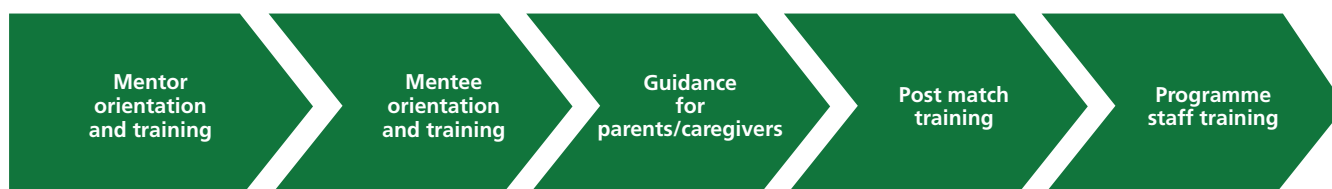
5.3 ORIENTATION AND TRAINING

The way you see people is the way you treat them, and the way you treat them is what they become.

(Johann Wolfgang von Goethe)

OVERVIEW

Figure 9. Orientation and training - key activities



Before commencing a mentoring relationship, prospective mentors, mentees and their parents/caregivers will need training in the basic knowledge, attitudes and skills required to build safe and effective relationships.

For **mentors**, the initial orientation and training session may form part of the safety checking and selection process. This allows potential mentors an opportunity to learn more about the programme, what is expected of mentors, and help them make an informed decision about whether or not to proceed with their application. This initial training also provides an opportunity for programme staff to observe and learn more about potential mentors to determine their suitability.

For **mentees**, the orientation session gives the young person an opportunity to learn more about the programme and what will be expected of them in the relationship. It should outline their roles and responsibilities in language that is appropriate for their age. This knowledge can contribute significantly to the success of the relationship and empower the young person to feel this relationship is equal, rather than having just another adult entering their life telling them what to do.

Parental support of the mentoring relationship can greatly increase the likelihood of success and positive outcomes for the young person (Taylor & Porcellini, 2014).

A clear understanding of everyone's role can help reduce anxiety regarding what things are appropriate and not appropriate for each party to do in the mentoring relationship.

5.3.1 Mentor orientation and training

As highlighted in Section 3, good mentoring relationships require a broad range of skills and attributes, including:

- empathetic listening
- effective communication
- cultural responsiveness
- supporting personal development
- goal setting
- problem solving
- conflict management

Initial orientation and training should cover:

- Programme overview: The programme's goals and desired outcomes for the mentees, specific programme requirements, kaupapa (processes), format and content.
- The basics of mentoring: what it is; what it seeks to achieve and how to be an effective mentor.
- Your role and responsibilities: a clear expectation of the role, the level and nature of engagement and commitment required and boundaries of the relationship.
- Programme ground rules: a clear explanation of allowable activities e.g., for community-based programmes, no overnight stays at the mentor's home; for school-based programme, no meetings with your mentee outside of school, except in school-approved group field trips.
- Programme policies: relating to child protection, confidentiality and disclosure, transportation etc. (refer Section 4.2).
- Culturally-appropriate practices: an understanding of culturally-appropriate practices to help mentors interact effectively with mentees who are from a different culture to their own.
- Explore motivations or goals for being a mentor: help mentors identify their goals and modify any unrealistic expectations.
- Specific information: to address the needs of the young person e.g., mental health; accessing educational pathways.
- Where to go for assistance: programme co-ordinators and support personnel contact details.

The training should also cover essential aspects of the mentoring relationship, and be aligned with the core principles of youth development relationships (refer Section 3).

Guidance on the nature of the relationship expected with parents or caregivers to ensure expectations are clear to everyone involved is helpful. Good communication between the mentor and the parents/caregivers can greatly assist a strong match being established and help achieve positive outcomes (Taylor & Porcellini, 2014).

It is critical that mentors are sensitive to the cultural background of their mentees, and conduct mentoring in a culturally

appropriate and respectful manner. This requires mentors to have a sound knowledge and understanding of the values, priorities, obligations and perspectives of the cultural environment in which they are engaging. A failure to recognise this can have a disempowering effect on young people and can leave them feeling culturally disconnected (Scrine et al., 2012).

Mentors will also need clear guidance on the programme's confidentiality and disclosure policy and procedures, and how to treat information disclosed to them by young people as part of maintaining trust. In particular it will be important for them to understand what information needs to be passed back to programme staff and what actions the programme will take with this information. Therefore, practical training needs to educate on matters of safety and security and bring to life elements of the organisation's child protection policies. Mentors also need to be clear about relationship boundaries.

In addition, it is recommended that mentors are familiar with the following texts, which are fundamental to the youth development sector in Aotearoa New Zealand (refer Appendix C for a summary):

- Youth Development Strategy Aotearoa (YDSA)
- Code of Ethics for Youth Workers in Aotearoa

Potential mentors with previous experience should still complete orientation and training, to ensure they are working from a shared perspective and understand your particular programme's goals and expectations.

Training is also an opportunity to complete any necessary paperwork, distribute training schedules and complete any compulsory consent forms.

Training sessions may also be indicators of a volunteer's commitment to turning up. If they are too busy to attend and the session is at a similar time to when the mentoring will take place, then this should act as a red flag about whether or not they are genuinely committed.

Finally, it is important to maintain records of all training that is undertaken and in particular, records of how and when volunteers are trained in child protection.

5.3.2 Mentee orientation and training

As with mentors, mentees need to have a good understanding of what the programme involves, what they can expect from their mentor, and what is expected in terms of their engagement in the relationship.

Many young people will need time to build engagement and enthusiasm regarding the relationship, but at the outset, their consent and commitment is a necessary requirement.

It is also important young people have a clear understanding of complaints processes, and how to raise any concerns they have. Young people need to be informed of these processes and feel safe in raising concerns and to know that it is okay for relationships with mentors to end early if they are not working for the young person.

To help the relationship to get off to a positive start, programme staff should help young people to understand the potential benefits of being mentored and to set goals for the relationship

which will in turn help build motivation and encourage them to be active contributors to the relationship.

When considering the format for mentee orientation sessions, it may not always be appropriate to run these as group sessions. Rather a meeting with the young person and parents/caregivers may be more suitable.

Mentee orientation should cover these topics:

- Programme overview: the programme's purpose and goals, specific requirements, kaupapa, format and content.
- What is mentoring and how it can benefit them?
- Why they have been chosen for this opportunity.
- A clear understanding of what to expect from the programme, how to engage with the mentor and the programme, and what to do if there are problems.
- Level of commitment required and boundaries of the relationship.
- Programme ground rules, including confidentiality and disclosure.
- Explain how matching with a mentor will happen.
- Confirm and discuss any goals and interests identified in the young person's application.
- Schedule of upcoming activities.
- Complaints process: where to ask for help if they have any concerns about the mentoring relationship.
- Communication that may occur between mentors, teachers, case workers and parents/caregivers about the mentee.
- Effective closure of the mentoring relationship.
- Establish clear pathways for progression to becoming mentors.
- Completion of any consent forms and other paperwork.

5.3.3 Guidance for parents/caregivers

In addition to the topics above, mentoring programmes should also cover the following areas with parents/caregivers:

- Their role in the mentoring relationship.
- Their relationship with the mentor.
- Their goals for the mentoring of their young person.
- Their consent and support for the programme and mentoring relationship.

As noted earlier in this section, for young people under the age of 16, parents/caregivers need to be well-informed about the mentoring relationship and provide their consent. Mentoring relationships always benefit from the commitment and active support of parents and caregivers. Mentors and parents should agree to the location of meetings and anything that requires parent/caregiver consent. Written material covering expectations of the relationship and matters of disclosure and confidentiality should be an integral part of consent forms.

5.3.4 Post-match training

Once the relationship is underway and mentors have some experience, they are likely to have a number of questions about how to handle various situations. Research points to the need for ongoing training and support for mentors to be able to

carry out their role effectively and safely (Scrine et al., 2012).

Ongoing training and support should be tailored to help mentors continue to build their relationships and address specific issues that may arise.

Some key topics that may help mentors to be more effective in their role include:

- An appreciation of how to help young people build resilience. The key factors that foster resilience include: feeling secure, feeling connected, and feeling valued. Initially, resilience can be fostered through positive experiences, and further developed through learning from challenges and mistakes. It can also be developed through participation in community networks or groups, which can help build essential, supportive connections among young people. Massey University's Resilience Research Project is a good source of information: http://www.massey.ac.nz/massey/learning/departments/centres-research/resilience-research/resilience-research_home.cfm
- An understanding of adolescent brain development may also help mentors be more effective. The Brainwave Trust is an excellent source of information on brain development and the associated impact of such things as alcohol and drugs. <http://www.brainwave.org.nz/what-we-do/unravelling-the-adolescent-brain-about/>
- Guidance for supporting young people with stress, anxiety and/or depression. The guidelines developed under the Prime Minister's Youth Mental Health Project are a useful resource on these issues. <http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/brochures/guidelines.html>
- Understanding the importance of peer affiliation/relationships and the strong influence they have in shaping young people's behaviours and thoughts. From a mentoring perspective, mentors may be able to support and empower their mentees to be agents of change. For further information on promoting positive peer relationships refer to <http://smhp.psych.ucla.edu/pdfdocs/peers.pdf>.

5.3.5 Programme staff training

To ensure that training and support for mentors is of high quality, programme staff will also need ongoing training and development. Professional development plans and adequate supervision for programme staff involved in training and supporting mentors and mentees is crucial for ensuring they have the right skills, experience and support to undertake their role effectively.

Programmes need to stay up to date with any child and young person protection policies and adhere to these at all times.

Checklist 5. Orientation and Training

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.	

VOICES FROM THE FIELD

Tuilaepa Youth Mentoring Service (TYMS), West Auckland.

CEO Robson Tavita says 'Developing our staff is just as important as mentoring our young people'

The TYMS Bridge-Back Mentoring programme focuses on addressing the underlying needs of their young people through academic mentoring that is informed by a holistic approach to wellbeing. The programme provides for young people's range of needs and seeks to reflect and engage with their cultural heritage and beliefs. TYMS has a strong partnership approach with aiga, whānau, families, and communities to ensure the young people have positive and ongoing support which reaches beyond its programmes.

Two underlying factors for the programme's success are the post-programme follow up service to ensure there is ongoing support for the young person and continuous support for staff development and training. Staff are empowered, more confident and able to meet the diverse needs of this vulnerable group of Māori and Pasifika youth, many who have only one parent. Cultural aspects of the programme emphasise responsibility to family, peers and community, and that education is the key pathway for success.

5.4 MATCHING MENTORS AND MENTEEES

‘E le sili le ta’i ilo le tapuai’ - One cannot achieve without the help of many.

OVERVIEW

Figure 10. Matching - key activities



Effective mentoring relationships require a good “fit” between the mentor and mentee. The dynamics between the pair, and their ability to form a good connection, will affect the quality of the relationship and its capacity to achieve positive outcomes. If a pair does not feel compatible, the relationship may not develop and mentees may never feel that they can open up and trust their mentor.

The matching process should focus on the developmental needs of the mentee and consider the relevant characteristics, skills, and interests of both the mentor and mentee in light of those needs (MENTOR, 2015).

The most consistent evidence suggests that matching based on shared interests should take priority. Gender and ethnicity-based matching has yielded more mixed results (DuBois et al., 2011). Further, it is important for both the mentee and mentor to have a say in the match, and that there is an opportunity to do this before a final match is made (Miller, 2010).

Your programme will need to establish a step-by-step procedure for making the match. The practices adopted will vary depending on your programme’s overall goals and desired outcomes. However, in establishing these there are several points to consider:

- What matching criteria will be utilised?
- What forms/paperwork will be used to collect information that will help decide on the match? e.g., application forms; personal profiles; interview responses; reference checks and any other information that may help programme staff in making an appropriate match.
- Who will be responsible for making the match?
- What involvement will parents/caregivers, teachers, or social workers have in the matching process? What involvement will the mentors and the young people have?
- How will the mentors and mentees be informed of the match and formally introduced?

5.4.1 Matching criteria

When matching mentors and mentees, the criteria to be considered may include:

- preferences and goals of the young person, mentor and

their parent/caregiver (where appropriate)

- mentor’s experience, skills and expertise
- similarities and shared interests between the mentor and mentee that will assist them in forming a strong bond
- similarity of personality and temperament
- age, gender and ethnicity
- special needs
- any other significant considerations that may be important for the young person, such as religion
- geographic closeness and compatibility of meeting times
- other logistical matters, such as access to transport, internet and phone and holding a current driver’s licence.

Once you have decided on the criteria, ensure your recruitment, safety checking and screening materials are designed to collect the relevant information (application forms, personal profiles, interview responses and reference checks).

5.4.2 Matching process

Once the criteria are established, you will need to decide on a suitable process for matching. Some programmes run a group event where prospective mentors and mentees can meet and interact with one another and then provide programme staff with feedback on their match preferences. This practice gives mentors and mentees more say in the matching process leading to greater engagement in the programme and therefore a greater likelihood of longevity and long-term youth outcomes (Karcher, 2008).

If your programme promotes mentor/mentee input into matching, it is important to address the risks of this approach (e.g., feelings of rejection, or how to handle feelings of responsibility when matches fail to bond). Handing over this choice to mentees and mentors should not be seen as a shortcut for programmes – it must be carefully and thoughtfully done.

Other programmes may provide mentees with a selection of mentor profiles for them to review and indicate their preferences commonly referred to as ‘voice and choice’. Similarly, programmes may provide mentors with the mentees’ profiles and ask them to indicate their preferences.

Matching is not a science and sometimes the best matches are not what you expect, so it is important to be open-minded when undertaking this process.

5.4.3 Preparation for the initial match meeting

The initial meeting between the mentor and mentee is crucial to ensuring the relationship starts out positively. Investing the time to prepare all parties for this meeting is therefore time well spent. For example, staff may need to spend time getting to know the young people beforehand. It can also be helpful to share information about their potential match with mentors, mentees and parents/caregivers prior to matching. For example:

- Provide mentors with a profile of their prospective mentee, including information relating to risk factors and discuss any associated opportunities/challenges.
- Provide mentees and their parents/caregivers with background information about their selected mentor and discuss what information the family would like to share with the mentor.

If relevant, parents/caregivers should be given an opportunity to express any concerns or provide feedback on the proposed match. This will help with parent engagement and buy-in to the programme.

5.4.4 Initial match meeting

Once all parties have been briefed, your programme staff will need to organise the initial meeting between the mentor and mentee and parent/caregiver (when appropriate). This meeting should provide a safe environment for the mentees and mentors

to discuss what they hope to get out of the relationship and to get the relationship off to a positive start. Things to consider when organising the meeting:

- What are the goals for the first meeting?
- How will the meeting be organised to help achieve those goals?
- Who will be present?
- Where will it take place?

Allowing plenty of time for this initial meeting is important, as this will allow mentors and mentees to feel comfortable and start to build a rapport. It may be helpful to include a fun activity designed for them to get to know each other. It is also a good idea to encourage them to set a time for their next catch up.

If practicable, holding the initial meeting at the mentee's home can be very helpful, particularly for community-based programmes where the mentor is likely to be picking their mentee up from their home when doing things together.

Regardless of the location or practice adopted, programme staff should be present to facilitate this initial match meeting and should follow up with all participants to ask how they felt about the match.

5.4.5 Match agreement

The initial match meeting provides an excellent opportunity to complete any paperwork including consent forms and a match agreement between the mentor and mentee and parents/caregivers (if appropriate). This agreement demonstrates

VOICES FROM THE FIELD

Otago Youth Wellness Trust – 'Johnny Depp was the connection', Dunedin

Bringing two strangers together and inviting them to have a relationship is a tall order! Otago Youth Wellness Trust mentors/programmes co-ordinator Anna Bragg explains, "Young people who opt for a mentor have been linked into our service, working with a caseworker 1:1 for many months, if not longer.

I distinctly remember this one particular matching meeting, when the mentor and I were waiting for the young person, her Mum, and the caseworker to arrive. Eventually the young woman and her Mum could be seen walking into our service. It was very evident that the young person did not want to be attending this meeting and was doing so only under duress. Both the mentor and I shared a rather awkward moment before the young woman and her Mum joined us.

Throughout the meeting the young person was tense and avoidant and seeds of doubt started to sprout... 'Does this young woman really want a mentor? Were we doing to rather than with?' It wasn't until nearing the end of the meeting that the mentor made mention of her love of Johnny Depp, and unbeknown to us the young woman also adored Johnny. Once this connection was made the barrier dropped and a rather animated conversation was shared between mentor and young person around their favourite movies. This was a lovely reminder to me that we can have robust procedures around matching, however you never can actually pinpoint what is going to be the catalyst for the beginnings of the relationship. We need to trust that human beings who are wanting to connect will find all sorts of creative ways to do so!"

their understanding of their respective roles, responsibilities, boundaries and expectations of the relationship, and will help to reinforce the commitment each party is making to the relationship. This is important, as research shows that matches lasting the intended duration of the original commitment is a critical factor in achieving programme outcomes (Grossman & Rhodes, 2002).

The agreement should cover:

- Programme requirements, including the intended duration of the programme and frequency of meetings.
- Roles, responsibilities and expectations of all participants.
- Boundaries of the relationship and confidentiality.

Some programmes invite their mentors and mentees to create a joint agreement where they agree to the goals they are looking to achieve through the relationship. A joint agreement may also include the parent/caregiver and the mentoring agency (in other words, a four-way agreement).

Checklist 6. Matching mentors and mentees

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 .	

VOICES FROM THE FIELD

Challenge for Change - the matching process, Wellington

Programme co-ordinator, Jacinta Krefft describes the process Challenge for Change follows to match mentors with mentees.

The first step is that staff involved in mentor training and those who completed the home referral visit, meet to decide the best options for a match. The mentors complete eight training sessions and the home visit is comprehensive, so there is a lot of information. A colour-coded card is prepared with key information for each person, so the process is clear and streamlined.

Considerations such as common interests as well as the resilience and experience of the mentors aligned with the vulnerability and needs of the young person are of primary concern. However we also take into account where the mentor and mentee live and whether or not they have access to a vehicle and other practical considerations.

The mentors find out some key information about the young person they have been matched with at their last training session. They know the suburb where they live, where they go to school, their age, ethnicity, interests and a brief explanation as to why they have been referred. They do not know the young person's name.

We then have a dinner where mentors and mentees meet for the first time. While the parents are being briefed about the Parenting Programme and the Weekend Camp that begins the programme, mentors and mentees withdraw to a separate room. Everyone is given a card with three questions on it. Once all have their cards they begin asking the other mentors or mentees the three questions until they each find the one person in the room who can say 'yes' to all three questions. The questions are about interests, their school/ job and who is in their family. The questions are of a light nature. Even though the matches have been predetermined, having the questions facilitates an experience that feels like they are finding their own mentor. The mentors and mentees have been anticipating this moment for weeks and with the reality of meeting their chosen person so imminent, the atmosphere in the room is electric.

Seeing the connections being made is magical. Once everyone has met their match, they pick up a template to write an acrostic poem together about their interests and hobbies. As all the partnerships are involved in this activity, there is so much inspiration and a sense that a small miracle has occurred.

Once they have finished writing the poems, the mentees take their mentors through to meet their parents, then the evening concludes with everyone eating dinner together.

5.5 MONITORING AND SUPPORT

Kia mau koe ki te kupu a tōu matua – Hold fast to the words your father gives you.

OVERVIEW

Figure 11. Monitoring and support - key activities



Ongoing monitoring and support of mentors and mentees is critical to your programme's success. This will help ensure the safety of the young person, assess the quality of the relationship being formed and enable programme staff to respond in a timely manner to specific needs and/or challenges being encountered in the relationship that may cause it to falter.

In her research summary, Sipe (2002) highlighted the importance of monitoring (supervision) and support in fostering the development of successful mentoring relationships. In particular, whilst initial orientation and training prepares mentors for their role, ongoing monitoring and support from programme staff provides the encouragement mentors need to keep meeting with their mentees and to get through the challenges so that the relationship has a chance to develop, rather than dissolving prematurely.

Contact with all parties should ideally be in person or via phone rather than solely relying on email or a web-based form. Programme staff should have a list of pre-prepared questions to use for these conversations in order to assess the quality of the relationship being formed from both the mentor and mentee's perspective. This will provide valuable information for supporting the individual match.

Regular contact with mentees will help keep communication channels open for them to raise anything that is making them uncomfortable. The processes should enable programme staff to provide support and advice to mentees in response to their identified needs.

Regular feedback to mentors on the impact the relationship is having on the mentee is an important component of the support function. It can help reinforce their motivation for mentoring. It also provides programme staff with the opportunity to ensure mentors have realistic and positive expectations about the relationship.

Organised activities and events for mentors, mentees and their families can be an effective means to enhance the relationship. For parents/caregivers, it is a great way to involve them and get their support for the relationship.

Recognising and acknowledging mentors, mentees and parents/caregivers throughout the relationship is also important and can again help to enhance the relationship.

5.5.1 Monitoring the relationship

Monitoring the relationship should be consistent and frequent over the course of the match. To achieve this, it is recommended programmes undertake the following activities.

Establish a schedule to contact mentors, mentees and their parent/caregiver on a regular basis. For mentors and mentees, consider contact twice per month for the first month of the match and once per month thereafter. For parents, contact on a monthly basis is recommended (MENTOR, 2015).

Create questionnaires to use for these meetings. The questions should cover: how often have they been meeting; what activities have they done together; how are they finding the relationship; do they have any concerns or issues they would like to raise; do they need any additional support; mentors and parents/caregivers should also be asked their perception of the impact of the mentoring is having on the mentee – what changes are they observing.

Maintain records of the conversations to monitor the progress of the relationship and the mentee's development over time. Tracking this progress can also help pick up any behavioural patterns or other issues that may require special attention.

Monitoring and support will vary depending on the type of mentoring and setting where mentoring is taking place. For instance, with site-based programmes (e.g., schools) there should be ample opportunity for programme staff to observe the activities of the mentor and mentee, and assess if their meetings are going well and are achieving good outcomes for the young person. For community-based programmes, events may provide programme staff with the opportunity to observe the relationships firsthand. For group mentoring, monitoring and assessing group dynamics will be important.

Monitoring and support contact may need to occur more frequently should challenges arise. This may particularly be the case when supporting 'higher risk' young people. However, it is important not to micro-manage and to keep in mind that the match is a relationship and may therefore need time for rapport and trust to develop.

5.5.2 Assessing the relationship

The information gathered from monitoring the relationship should enable programme staff to assess the quality of the relationship being formed from the perspective of all parties and help determine the specific support required for individual matches (refer to Section 3).

Programme staff should also assess whether the relationship is encountering challenges that could lead to early termination. Anticipating closure and preparing mentors and mentees for it can help manage any negative consequences.

Programmes may consider including an opportunity to review the relationship match after a set period of time. For example, assessing after one month appears to be a relatively common practice. This allows both the mentor and mentee to express how they are feeling about the relationship, to address any issues before they escalate and, in some cases, decide to conclude the relationship. Programmes should have clear procedures in place to handle these types of closures. This should include whether they attempt to rematch the mentee with a new mentor and vice-versa (refer to Section 5.6).

It is important not take things at face value and to be proactive about supporting the match as both mentors and mentees may lack confidence to express concerns about the relationship.

5.5.3 Supporting the relationship

Research shows that when mentors receive high-quality support from the programme, they report stronger relationships with their mentees and are more likely to continue their mentoring relationship (MENTOR, 2015).

In the initial stages of the mentoring relationship, mentors will need regular ongoing support to help them continue to develop skills and confidence and deal with specific issues that may arise. Mentors need to be confident that professional staff are there to assist them when they have issues, concerns or do not feel that they are making progress in the relationship. Staff

should be available to mentors to answer questions that arise, troubleshoot when there are issues and concerns in the match, and recommend alternative strategies for what can be done in the mentor and mentee relationship (Weinberger, 2005).

Programme staff may need to provide mentors with ideas for activities, advice on managing a particular behavioural or communication issue and so forth. Support may also include access to additional resources and/or further training on particular topics.

Having one-to-one support available to mentors can help solve problems that may arise. Mentors may also benefit from establishing a schedule of regular group support/training sessions for mentors. These sessions should be responsive to identified needs and the evolving relationship. This provides the opportunity to undertake ongoing training, as well as providing peer support for mentors. Set a topic for each session, such as an ethical dilemma mentors may face with their mentees.

5.5.4 Feedback on the relationship

Programmes should provide regular feedback to their mentors about their mentee and the relationship. This will help them to develop their mentoring skills and modify their approaches, behaviours and activities in order to meet mentee needs.

Programmes need to ensure they have clear procedures for mentors, mentees and parents/caregivers to raise any concerns or issues they may have. It is a good idea to incorporate alternative means (email, phone, face-to-face) for people to be comfortable raising these concerns.

An **escalation process** should be available to deal with instances where someone is dissatisfied with any aspects of the support they are receiving, and to ensure these issues are resolved promptly.

A clear and accessible **complaints resolution process** to receive and resolve any complaints should also be available. These

VOICES FROM THE FIELD

The whole of youth is so important - Solomon Group Youth Services Programme, Auckland

The Auckland-based Solomon Group Youth Programme co-ordinator Sid Tuaoi says 'The programme relies on key elements all being connected to make it successful for youth and families.'

While educational achievement is a key focus of the Youth Mentoring Programme where the youth are given direct mentoring support, this is centred within a broader range of activities and services. This holistic approach on mentees and families needs means the programmes can address issues over and above standard youth mentoring programme delivery. The programme's close monitoring allows it to nimbly adapt to youth needs and circumstances.

Sid said 'Collaboration and communication is needed with schools, families, funders and youth and is so important for the Youth Mentoring Programme to achieve our goals. When the whole of the youth's world is looked after, then the youth is more likely to succeed. The programme's success relies on good relationships with school heads of departments, who see the value of the programme for their schools, the youth and for the family.'

processes need to be fair and reasonable and ensure any complaints are dealt with in a timely manner, with parties being kept informed throughout the process and about the outcome. Programme staff need to be mindful of the need to act with discretion and protect the interests of the young person involved.

These processes need to be equitable, sensitive, inclusive and timely, enabling honest feedback to be given, and confidential.

5.5.5 Acknowledgement

Recognition and acknowledgement of mentors, mentees and their parents/caregivers throughout the relationship is important and can help support and enhance the relationship.

A regular schedule of events provides opportunities for everyone to get together and acknowledge and celebrate the mentoring relationships. These events help build a sense of community within the programme that allows mentors to identify with the programme's goals, to feel bonded with other mentors and to feel pride in their association with a valuable endeavour. They also provide opportunities for participants to socialise with other matches in the programme, for mentors to see their mentees in a wider context and to role-model healthy relationships. For mentees and their families, events can provide access to a wider community of support. Ensuring mentors feel respected should also improve retention.

Checklist 7. Effective Practice – Monitoring and Support

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.	

5.6 CLOSURE OF THE MENTORING RELATIONSHIP

“Leave-taking is always healthiest when done deliberately.” (Johnson, 2007)

OVERVIEW

Figure 12. Closure - key activities



Closure of the mentoring relationship is about looking back and reviewing accomplishments, looking forward to areas of continued growth and goals, and saying goodbye (Spencer & Basualdo-Delmonico, 2014). It is a time to celebrate and recognise what has been accomplished, for mentors and mentees to discuss memories of the fun times they have had together, and participate in special activities to mark the end of the formal relationship. A practice many programmes adopt is to hold a special graduation ceremony. This allows the mentees to have a sense of closure with both the mentor and the programme and provides a formal opportunity to recognise contributions of mentors and mentees. It should be transition-focused and inclusive of all participants, including parents/caregivers and programme staff.

Even when programmes hope the relationships will continue after the conclusion of the formal programme, it is important to position closure as a normal part of the mentoring process and prepare mentors, mentees and their parents /caregivers to know what to expect.

Research suggests that in cases where the match ends prematurely, the young person can be vulnerable, reinforcing the negative experiences or sense of abandonment they may have felt with other adult relationships. Thus the aim is to achieve a positive closure, regardless of why the relationship is ending.

Once a relationship has been introduced into the life of a young person, mentoring programmes must do everything they can to ensure that the relationship is handled responsibly – from beginning to end.

It is also important to recognise that mentoring does not happen in isolation. Establishing healthy relationships with other key adults in young peoples' lives can help support their social connectedness and empower them. This can also help with transition, so the learnings and changes both influence those around the young person, but equally are sustained beyond the end of the mentoring experience.

5.6.1 Preparing mentors and mentees for closure

Preparing mentors, mentees and their parents/caregivers for closure will help to ensure the relationship ends positively, regardless of whether the closure is anticipated or not.

Effective practices to support positive closure include:

- Ensuring this is planned in advance and the plans are fully implemented.
- Ensuring clear and realistic expectations are set about the ending, preferably from the outset of the match, including any rules for post-programme contact.
- A focus on accomplishments and opportunities for mentors and mentees to reflect on the past, present and future of the relationship.
- Assistance to mentors and mentees to work through how each is feeling about the closure – reflect on what the relationship has meant to them, including reviewing goals, gains and preparing for the future.

Introducing the concept of closure at the outset of the mentoring match can help to ensure this is viewed as a normal part of the mentoring process. Encouraging mentors to adopt the 3:2:1 *reflective technique* at the end of each mentoring session may help prepare mentees for positive closure.

To use this technique, mentors ask their mentees to think of:

- three things that went well in our meeting today,
- two areas for improvement, and
- one hope for our next meeting (Karcher, 2015).

Guidance to mentors for the final meeting with their mentee

The following points provide guidance to mentors for the final meeting with their mentee:

- Set a specific date for your last meeting and inform the mentee of this well ahead of time to allow them time to prepare for it.
- Be honest and supportive, regardless of the reasons for the closure.
- Talk about the reasons for ending the relationship.
- Talk about your thoughts and feelings for the mentee and about closure, and encourage your mentee to do the same.
- Be positive and supportive, especially about what the future may hold for your mentee.
- Don't make promises you may not be able to keep, particularly about keeping in touch.

Mentors may need to be flexible with timing of closure to ensure it does not impact negatively on their mentees. For instance, it is important to make sure it does not fall around the same time as a significant event in the mentee's life, such as an anniversary of a family member's death. Closure may evoke more anxiety for some mentees than for others. Mentors will need to be empathetic to this. For instance, if closure is at the end of the year, it may be appropriate to send a Christmas/holiday card and/or New Year's card. Contact does not have to be face to face.

5.6.2 Handling unplanned closures

In those instances where the mentoring relationship comes to an end prematurely, it is important for programme staff to ascertain why and to help the pair end the relationship on a positive note for everyone involved. Debriefing all participants if the match closes for reasons other than coming to a natural conclusion is highly recommended. Programmes should also consider completing exit interviews whenever possible to identify and manage any possible issues from mentors or mentees.

Some of the most common reasons why relationships fail are (Spencer, 2007):

- Mentee's lack of motivation: not realising commitment, family pressure to participate (highlighting the importance of intrinsic motivation on the part of the young person).
- Mentor's unrealistic expectations of the relationship and the young person: naïve about the challenges of forming a relationship with a vulnerable young person; overwhelmed by difficult circumstances; possibly driven by the need to 'feel' good and be appreciated by the young person.
- Mentor's lack of youth focus: unwilling to engage in activities that are fun and interesting to young people.

- Mentor's low awareness of personal biases: including cultural biases and prejudicial stereotypes about poverty and socio-economic status.
- Family interference: family members obstructing communication between mentor and mentee; family member dislikes the mentor influencing the mentee.
- Inadequate support: from the mentoring programme.

Being aware of these reasons can help guide the initial orientation and training provided to mentors, mentees and parents/caregivers. Consistent and frequent monitoring of the relationship should also help programme staff to provide additional resources or support to address these issues before they cause the relationship to fail.

5.6.3 Re-matching procedures

If the mentoring relationship does finish earlier than expected, then it is important to have clear procedures in place to find a replacement mentor and to transition the mentee to the new mentor, if appropriate. Understanding why the relationship ended will help to ensure these issues are resolved through a subsequent match.

In situations where the young person is not responding to mentoring as an intervention, programmes should liaise with the young person's referrer (if there was one) regarding alternative arrangements.

5.6.4 Closure activities

Programmes may undertake a number of closure activities including:

- separate exit interviews with mentors, mentees and parents/caregivers
- a match meeting with all parties and/or a special group event if a number of matches are finishing at the same time.

These activities give everyone the opportunity to reflect on and process the mentoring relationship. In particular for mentees, these activities will help to prepare them to move on and to reflect on what they have gained. Mentors and programme staff should utilise positive strength-based terminology and help them define next steps to continue to achieve their personal goals.

Research suggests that closure, if not formally processed, may contribute to negative feelings even if the relationship has been good (Spencer, Basualdo-Delmonico, Walsh & Drew, 2014).

If your programme supports and encourages the transition to an ongoing relationship after the formal programme concludes, it is important to give clear support and guidance to mentor and mentee to transition the relationship successfully e.g., Keeping in touch and connecting at key points/milestones.

Establishing an 'alumni' for mentors and mentees can be a good way of creating a community. Experienced mentors may consider mentoring another young person and if appropriate the mentee may consider becoming a mentor at a future point in time, thereby creating a ripple effect.

Checklist 8. Effective Practice – Closure of the match

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.	

VOICES FROM THE FIELD

Seeking happy endings - Otago Youth Wellness Trust, Dunedin

The Otago Youth Wellness Trust mentors/programmes co-ordinator Anna Bragg says this phase of the mentoring journey is just as important as the matching phase. Ensuring there is an end date means that we are placing parameters around the relationship; yes we are wanting an authentic friendship to develop, however it is still important to hold a framework as this allows for reflection, feedback and closure to happen in a safe, ethical and meaningful way.

We work with young people who have high and complex needs. Many have not had positive experiences of endings. This part of the process often requires a collaborative approach from both the caseworker and the mentor coordinator to ensure that this phase is done in a way that honours the relationship. Both the young person and mentor are encouraged to talk about their 'last official session' to plan something a bit more unique to signify the time that they have spent together. Mentors are encouraged to give a card with some reflections and memories, and when appropriate, the young person is also encouraged to share some reflections, be it by card, e-mail or face-to-face. For some it can feel like a natural time to end, whereas others comment that they only just feel like they are really getting to know each other and opt to remain in regular contact.

If mentors and mentees choose to stay in contact, we encourage them both to talk transparently about their expectations about continuing catch-ups. We also always say to our mentors that they are most welcome to touch base with us if they have any questions/concerns or feel-good stories that they would like to share post 12 months. It is not uncommon for us to get a phone call from a past mentor asking for some advice.

APPENDIX A – FACT SHEETS



A.1 SCHOOL-BASED MENTORING FACT SHEET

**Mahia ngā mahi kei tamariki ana –
Make the most of your time while you are young.**

School-based mentoring (SBM) is one of the most popular delivery formats in Aotearoa New Zealand (Farruggia, Bullen, Davidson, et al., 2011). This is not surprising, given evidence that suggests school-based programmes are more cost-effective than community based programmes (Herrera, Sipe, McClanahan, Arbretton & Pepper, 2000). Despite the assumed cost-effectiveness, research on the effectiveness of SBM in achieving positive outcomes for youth (compared with community-based mentoring) is limited, and the studies that have been conducted show small (Wheeler, Keller and DuBois, 2010) and somewhat mixed results (Wood & Mayo-Wilson, 2012). Why might this be?

Moderating factors for effectiveness

Match length and frequency

Researchers suggest that one of the main reasons for the variability in effectiveness is match length and frequency (Herrera & Karcher, 2014). Many SBM programmes are restricted by school terms and the school year. A recent review (Wood & Mayo-Wilson, 2012) indicated that in SBM programmes some pairs can be matched for as little as 2 months, although the norm seems to be 6-9 months (McQuillin, Terry, Strait & Smith, 2013). While pairs tend to meet weekly, most meetings are for one hour.

Goals

SBM programmes tend to focus on instrumental (e.g., improving grades) rather than developmental (e.g., developing positive

relationship skills) goals (Herrera et al., 2000). Given the limited timeframe of SBM, it may be difficult to achieve instrumental goals. Furthermore, mentoring is about relationships, ***so while mentoring can include tutoring, tutoring is not mentoring.*** Academic activities are likely to be important, but should not be the sole focus. Programmes that focus primarily on tutoring are less likely to nurture a strong mentor-mentee bond.

Recommendations for practice

Despite mixed findings about the effectiveness of SBM programmes, research has also indicated there are several ways programmes can enhance effectiveness through the delivery of programmes.

Programmes should promote the development of *high quality relationships*. Provide the support structures needed to allow mentors and mentees to develop strong bonds (refer to Section 3).

Programmes should carefully review *match length and frequency*. Try to extend both to achieve at least 50 hours of mentoring each year, with matches in place for at least 6 months to help support the development of quality relationships.

Similarly, *programme goals* should be checked to see whether identified goals can realistically be achieved given the expected dosage. Also consider adding developmental goals to the programme's list of evaluated outcomes.

Suitable *mentor safety checking, training and support* is critical. Ensure mentors are provided with quality training and support throughout the programme (Portwood & Ayers, 2005; refer Section 5 of the Guide). It should not be assumed that teachers already possess (due to their profession) the qualities and skills required to be effective mentors.

Create a *youth-centred environment* where mentees feel valued, as relationships are most likely to flourish in such settings. Accordingly, it is important to avoid prescriptive approaches (e.g., telling mentees what they need to do and how they need to do it; Herrera et al., 2000). Also provide opportunities for youth participation, including youth training and supervision (with opportunities for feedback without mentors present).

Developing opportunities to *create partnerships* between mentors, teachers, other school staff and family is likely to improve buy-in and support, and ultimately lead to better outcomes for the young person. Ensure programme practices include opportunities for developing partnerships between all key stakeholders.

Interventions are most effective at *key transition time* points – intermediate to secondary, secondary to tertiary or work (Sawhill & Karpilow, 2014). Consider targeting programmes at these transition points.

Risk management in SBM

Providing mentoring in a school setting may inhibit some young people's willingness to disclose personal information (Portwood & Ayers, 2005). In addition, there may be some confusion regarding the role of the mentor (Herrera & Karcher, 2014). For example, mentors need to differentiate their role from the teacher. Mentors also need to understand that their main focus is to build a strong relationship with their mentee. Peer influence, such as peer pressure and stigma, is likely to be stronger in a school-based programme, and this is likely to increase with mentee age (Herrera & Karcher, 2014).

Therefore, it is essential to establish a welcoming, inclusive and safe environment where young people will feel comfortable sharing personal information. It is important to ensure mentors and young people clearly understand the role of the mentor, with precedence given to building a strong mentor-mentee bond. Be mindful of potential negative labelling and develop proactive strategies to manage this.

A.2 GROUP MENTORING FACT SHEET

Nau te rourou, naku te rourou, ka ora te manuhiri – Your food basket and my food basket will satisfy the guests.

Group mentoring is a term which includes a diverse set of mentoring practices outside traditional one-to-one mentoring relationships. It has lacked proper definition for this reason. A recent review of group mentoring argued that rather than defining group mentoring in accordance with the size or makeup of the group, the defining characteristic of group mentoring is the use of relational processes within the group for the development and benefit of mentees (Kuperminc & Thomason, 2014).

Group mentoring typologies

Group mentoring can broadly be broken into three categories:

- *Group mentoring*: one mentor with multiple mentees
- *Team mentoring*: multiple mentors with multiple mentees

- *Mixed-delivery mentoring*: matched mentor-mentee pairs in a group environment where they can engage in activities with other pairs.

Group mentoring in Aotearoa New Zealand

Researchers and practitioners have argued that group mentoring is a culturally appropriate way of delivering mentoring to Māori and Pasifika youth. The social organisation of Māori and Pasifika communities tends to be collectivist, valuing the connectedness of group relationships rather than the one-to-one relationships mentoring has traditionally utilised (Evans & Ave, 2000). Māori and Pasifika youth may also be more comfortable with group interactions which more closely resemble their familial and social structures, however it should not be assumed that this is always the case.

This approach is illustrated in the numbers of Māori and Pasifika youth engaging in group mentoring. Programmes for Māori were found to be more likely to use group mentoring, while 60% of programmes for Pasifika youth used mixed-delivery mentoring (Farruggia, Bullen, Solomon, et al., 2011). However, it should not be assumed that group interactions are only applicable to Māori and Pasika youth. All young people tend to enjoy the camaraderie of group activities.

Relationship quality in group mentoring

Perhaps the biggest barrier to group mentoring has been the argument that the group environment lessens relationship quality, as the amount of dedicated mentor-mentee time is limited. As a result, the emotional bond at the heart of quality relationships is less likely to develop (Herrera et al., 2002).

The largest study of group mentoring to date found positive relationships were able to be developed, although mentor feelings of closeness were not as strong as typically found in one-to-one mentoring pairs (Herrera et al., 2002). Another study done with a mixed-delivery programme found mentees did experience connectedness with other mentees, their own mentor and other mentors in the group (Deutsch, Wiggins, Henneberger & Lawrence, 2013).

Benefits of group mentoring

Group mentoring has not been subject to research to the extent that one-to-one mentoring has been. In Aotearoa New Zealand, one study found a group-based peer mentoring programme was more effective for Pasifika youth, and suggested the alignment of mentoring environment to family environment may have had an effect (Noonan, Bullen & Farruggia, 2012).

Research with mixed-delivery mentoring programmes has found several benefits of the group environment: support for building quality relationships; providing connectedness and support for both mentors and mentees whose one-to-one relationships are not close; and promoting collaboration between mentees on larger projects or activities (Deutsch et al, 2013; Dutton, 2015).

Risks of group mentoring

Group relationships can be highly complex and introduce several risks when compared to one-to-one mentoring. In particular, research has highlighted the risk of mentors negatively influencing other mentors, as well as negative peer interactions between mentees (Deutsch et al, 2013; Dutton, 2015). It is likely that these risks can be reduced with effective supervision of the group.

APPENDIX B



THE CHILDREN'S ACTION PLAN (CAP) AND THE VULNERABLE CHILDREN'S ACT 2014 (VCA)

A better future for vulnerable children is at the heart of the 2012 Children's Action Plan, which was informed by submissions from almost 10,000 New Zealanders – including children.

The Children's Action Plan (CAP) led to the Vulnerable Children's Act 2014 (VCA) and other legislative change in 2014. A key focus of the changes in both the CAP and the VCA is fostering a safe and competent **children's workforce** that can better identify, support and protect vulnerable children.

Specifically, **safety checking** and **child protection policies** have been introduced and are of relevance to mentoring programmes that are recruiting and screening people to work with children and young people.

A summary of these new requirements, user guides, and practical advice is available at www.childrensactionplan.govt.nz.

Safety Checking

Advice on interpreting the new safety checking requirements, including good practice guidance, is available in the Children's worker safety checking under the Vulnerable Children Act 2014 publication.

This document is an agreed, all-of-government position on interpreting and applying the VCA and the regulations.

It covers lots of useful information including:

- A children's worker safety checklist (page 5)
- Confirming identity procedures (page 18)
- Carrying out interviews, including example questions (page 22)
- Reference checking (page 24) and
- NZ Police Vetting (page 27).

The VCA also contains a restriction on the employment of people with convictions for certain offences in some children's worker roles, subject to a government-run exemption process.

In summary, the VCA requires safety checking of **all paid employees and contractors, employed or engaged by government-funded organisations, who work with children**. The requirements for safety checking also apply to people undertaking unpaid children's work as part of an educational or vocational training course.

Businesses, unfunded non-government organisations, and voluntary organisations are not legally obligated to safety check their employees and volunteers, but are encouraged to adopt the new standards voluntarily.

While not compulsory for everybody, agencies are encouraging all employers of people who work closely with children to safety check their children's workers. This will help us all to build a culture of child protection in Aotearoa New Zealand and we want to help employers and others to do the right thing.

An additional resource for community and volunteer organisations is **Safer Recruitment, Safer Children** which was developed in partnership between the Ministry of Education and Child Matters, a Hamilton-based NGO with child protection expertise. The resource includes a set of good practice guidelines released in advance of the changes in the VCA. It gives organisations advice on selecting safe people to work with children.

Child Protection Policies

Sometimes children's vulnerability to abuse or neglect goes unrecognised. Child protection policies encourage early identification and referral of suspected child abuse or neglect. They also help build a strong culture of child protection across a workplace.

Under the Vulnerable Children Act 2014, certain State services and all providers they contract to deliver children's services, must have a child protection policy. Voluntary and non-government funded organisations are encouraged to adopt the new child protection policies and ways of working.

Child protection policy guidelines and sample templates are set out in **Safer Organisations, Safer Children**. The guidelines will help organisations develop high quality child protection policies.

High quality policies include:

- A purpose statement about why the policy is needed.
- Clarity about who the policy applies to – workers, visitors, clients etc.
- Clearly stated principles for making decisions concerning child protection.
- Definitions of key terms and concepts.
- Detailed guidance on identifying possible abuse or neglect.
- Specific instructions on how to respond to suspected abuse or neglect.
- Guidelines on how to respond to disclosures made by children.
- Guidelines on what to do if concerns are raised about workers.
- Guidance for workers about confidentiality and information-sharing.
- Ongoing commitment to appropriate training, development and supervision in child protection.

Note: The VCA defines a child using the same definition as the Child, Young Persons, and their Families Act 1989, and will cover most children and young people aged 0-16. The one exception is children who are, or have been, in a civil union or marriage.

APPENDIX C



RECOMMENDED PUBLICATIONS

The following is a list of recommended publications that have been referenced in the writing of this Guide.

Youth Development Strategy Aotearoa (YDSA)

<http://www.myd.govt.nz/documents/resources-and-reports/publications/youth-development-strategy-aotearoalydsa.pdf>

The YDSA was developed by the Ministry of Youth Affairs in 2002. It outlines a vision and six principles for youth development in Aotearoa New Zealand and is based on developing a 'connected young person' i.e., family/whānau, community, peers and school/training/work.

Code of Ethics for Youth Work in Aotearoa New Zealand

<http://www.arataiohi.org.nz/images/uploads/general/CoE2.pdf>

The second edition of the Code of Ethics was published by Ara Taiohi, the peak body for youth development in New Zealand, in 2011. It provides a set of guidelines to ensure that youth work is carried out in a safe, skilled and ethical manner. Whilst it is designed for youth workers, it is relevant to all people working with young people.

Positive Youth Development in Aotearoa (PYDA) Framework

<http://www.wfct.org.nz/assets/Positive-Youth-Development-Aotearoa.pdf>

The PYDA framework, published in 2011 was written by the Wayne Francis Charitable Trust Youth Advisory Group. It explores different approaches to Positive Youth Development, offering guidance to communities on how to organise programmes and offer support to young people. It builds on the YDSA principles providing links to models that support these principles.

Elements of Effective Practice for Mentoring™, 4th Edition

http://www.mentoring.org/new-site/wp-content/uploads/2016/01/Final_Elements_Publication_Fourth.pdf

The 4th edition of the Elements of Effective Practice in Mentoring, published by MENTOR: The National Mentoring Partnership (USA) reflects the most up-to-date research and best practice advice in the mentoring field. In drawing together the second edition of our Guide, we have referred to this publication on a number of occasions.

Handbook of Youth Mentoring, first and second editions (2005, 2014)

The Handbook of Youth Mentoring is the definitive reference on youth mentoring, presenting a compilation of the current theory, research, practice and application of best practices in the field of youth mentoring. Editors David L. DuBois and Michael J. Karcher have gathered leading experts in the field to offer critical and informative analyses of the full spectrum of topics that are essential to advancing our understanding of the principles for effective mentoring of young people.

Supporting young people with stress, anxiety and/or depression

<http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/brochures/supporting-young-people-stress-anxiety-depression.pdf>

Developed under the Prime Minister's Youth Mental Health Project, this online resource aims to help anyone who a young person confides in about supporting their wellbeing, including support for mild to moderate mental health issues such as stress, anxiety and mild depression. You could be a friend, whānau or family member, or part of the community.

The Guidelines are designed to support people 'walking alongside' a young person to help them access mental health advice and support.

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