

A Guide to Supporting Effective Programs for Mentoring Young People



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A Message from the Minister



Leading the Way: The Victorian Government's Strategic Framework on Mentoring Young People 2005–2008 was released in 2005. Led by the Department of Planning and Community Development through the Office for Youth, all Victorian Government departments now share a strategic approach to mentoring that will support the delivery of high quality, cost effective programs that meet safety and community standards.

Existing research and experience provides convincing evidence that good quality mentoring really works, with young people benefiting through higher school retention rates, better relationships with peers and family, higher levels of participation in community activities and lower levels of drug and alcohol use.

The most effective mentoring programs involve strong partnerships, and therefore this Guide has been produced as a practical resource to support Government, business, schools and philanthropic organisations involved in funding and supporting mentoring programs for young people.

This publication serves as companion to *A Guide to Effective Practice for Mentoring Young People* produced in 2006 to support community-based organisations establish and run effective programs.

This Guide draws on evidence of effective mentoring practice in Victoria, Australia and internationally. It has also had significant input from those with experience and involvement in running, funding and supporting mentoring for young people. Their contributions are gratefully acknowledged.

I encourage all those involved in funding and support for mentoring programs to use the Guide and am sure it will help build and improve investment in, and management of effective programs statewide.

A handwritten signature in black ink, appearing to read 'James Merlino'.

James Merlino

Minister for Sport, Recreation and Youth Affairs

Part One

Overview of Mentoring

This part provides an overview of the context in which mentoring is supported in Victoria, the value of mentoring and the purpose of this Guide



Mentoring in Victoria

Mentoring in Victoria is supported by a range of organisations and programs that are often delivered in partnership between various groups, including businesses, community-based agencies, educational institutions, employers, government, philanthropic organisations and volunteers. Their contribution to supporting mentoring can involve policy setting, developing legislation and standards, funding, research, capacity-building (including skills training and network building), program delivery, program development and review and evaluation, sector development and supporting volunteering.

The Victorian government supports mentoring at a number of levels including whole of government policies, portfolio-based plans and strategies, and department managed programs. Mentoring is supported both as the focus of specific programs as well as an integral component of broader programs which aim to improve a range of outcomes for young people.

Tables 1 and 2 provide examples of policy frameworks and plans that focus on young people and the context in which mentoring is supported in Victoria.

Table 1: Strategic Policy and Program Frameworks Informing Mentoring in Victoria

Whole of government policies			
Growing Victoria Together: A Vision for Victoria to 2010 and Beyond, 2001		A Fairer Victoria, 2005	
Leading the Way: the Victorian Government's Strategic Framework on Mentoring Young People 2005–2008		Respect: the Victorian Government's Vision for Young People, 2002	
		Future Directions: An Action Agenda for Young Victorians, 2006	
Examples of plans and strategies related to young people			
Health and wellbeing	Justice and safety	Education and training	Community participation
Protecting Children: The next steps	Juvenile Justice Reform Strategy	Blueprint for Government Schools	Victorian Indigenous Affairs Framework
Strategic Plan, Office of Child Safety Commissioner	Aboriginal Justice Agreement (2)	Framework for Student Support Services in Victorian Government Secondary Schools	Victorian State Disability Plan
‘Go for Your Life’			Valuing Cultural Diversity
			Sport and Recreation Victoria Strategic Plan 2005–2010

Growing Victoria Together is the Victorian Government's 10-year vision for the State. Originally released in 2001 and refreshed in 2005, the strategy outlines 10 goals to make Victoria a better place to live, work and invest. These goals include:

1. More quality jobs and thriving, innovative industries across Victoria
2. Growing and linking all of Victoria
3. High quality, accessible health and community services
4. High quality education and training for lifelong learning
5. Protecting the environment for future generations
6. Efficient use of natural resources
7. Building friendly, confident and safe communities
8. A fairer society that reduces disadvantage and respects diversity
9. Greater public participation and more accountable government
10. Sound financial management.

To support the achievement of *Growing Victoria Together*, the Government released *A Fairer Victoria* as a key policy for addressing disadvantage. This policy sets out the actions the Government is taking to improve access to vital services, reduce barriers to opportunity, strengthen assistance for disadvantaged groups and places, and ensure people get the help they need at critical times in their lives. One particular action to address this is 'Getting young people back on track'. This action provides significant support for turning around the lives of young people at risk and includes new mentoring programs.

The Government has developed *Leading the Way: The Victorian Government's Strategic Framework on Mentoring Young People 2005–2008* and is the first Australian state to adopt a strategic, coordinated framework for mentoring young people. This framework sets out to support the delivery of mentoring programs for young people which are guided by contemporary evidence and quality practice and can achieve positive outcomes for young people. The Government also recognises the need to ensure activities involving community participation are safe, meet community standards and are delivered where they are most needed.

The Office for Youth, Department of Planning and Community Development is leading the implementation of the Mentoring and Capacity Building Initiative (MCBI) to put in place the agreed goals of the *Framework for Mentoring Young People*. The MCBI aims to:

- develop a coordinated, evidence-based approach to build investment in mentoring;
- increase involvement of young people in high-quality mentoring programs; and
- build strong cross-sectoral community participation supporting mentoring.

The MCBI aims to see partners working together across government and the community to achieve:

- a whole of government and community approach to stimulate higher levels of access to quality mentoring programs for young people and support volunteering in mentoring roles;
- a means to support existing and potential providers of mentoring programs to achieve high quality assurance and continuous improvement in the delivery of mentoring programs; and
- a means to assist government, business, community and philanthropic organisations have greater confidence when supporting mentoring by ensuring that the programs meet important community standards.

The implementation of the MCBI includes the delivery of three components:

1. Building Mentoring;
2. Community Capacity Building; and
3. Tools for Better Mentoring.

Future Directions: An Action Agenda for Young Victorians released in 2006 (*Building on Respect: the Government's Vision for Young People, 2002*) is the new youth agenda, reflecting the broad range of activity occurring across Government for young Victorians aged 12–25 years. The operating principles underpinning this strategy include:

- Young people's voices are central to youth policy and services;
- Institutions that young people rely on should collaborate and take a shared approach;
- Young people should be considered in their family and community context;
- The diversity of young Victorians must be acknowledged; and

- Interventions and programs need to be put in place, early, because prevention based approaches work best.
- know how to access information, support and services they need;
- lead healthy, active and culturally diverse lifestyles; and
- live in a secure environment and choose safe behaviours.

Future Directions brings together a 'Top 40' list of initiatives which are grouped under five specific desired outcomes. *Future Directions* will increase the number of young people who:

- contribute more to their communities and want to make a difference;
- make a successful transition from school to a job they like;

The wide range of programs that exist throughout Victoria reflects the diversity of the different groups of young people and communities who participate in and benefit from formal mentoring.

Table 2: Examples of Mentoring Programs Supported in Victoria

Program Focus	Target Group	Examples
Cultural and Linguistic Diversity	<ul style="list-style-type: none"> • Culturally and linguistically diverse youth including newly arrived young people • Young refugees 	<ul style="list-style-type: none"> • Centre for Multicultural Youth Issues (CMYI) MC Voice Raiser OR Multicultural Youth Mentoring Project (Department of Planning and Community Development, Office for Youth)
Juvenile Justice	<ul style="list-style-type: none"> • Young people in juvenile justice custodial centers, on remand or serving a Youth Attendance order 	<ul style="list-style-type: none"> • Juvenile Justice Mentoring Program - Restorative Partnerships Project XLR8 (Department of Human Services, Juvenile Justice)
Child Protection	<ul style="list-style-type: none"> • Children under notification of child protection authorities • Young people aged 12–17 years, at risk of education breakdown, of becoming, or already, a client of Child Protection • 16–18 year olds preparing to leave state care including young pregnant women, young parents and homeless young people 	<ul style="list-style-type: none"> • Mentoring for Life Skills Connections (DHS, Child Protection) • Jesuit Social Services - Gateway: Leaving Care Mentoring Program (Office for Children)
Mental Health	<ul style="list-style-type: none"> • Young people with mental health issues • Children of parents with mental health issues 	<ul style="list-style-type: none"> • Carers Victoria - Young Carers Ambassador Mentoring Project (DPCD, OFY)
High Risk	<ul style="list-style-type: none"> • Young people aged 11–20 living within rural and metropolitan communities facing disadvantage and social exclusion • Young people 'at risk' of peer pressure to misuse drugs or other harmful substances • Boys not living with their fathers • Young people experiencing factors in their lives (including mental illness, chronic physical illness) which are making it difficult for them to reach their full potential 	<ul style="list-style-type: none"> • Good Shepherd - VOOOM: Volunteer One-On-One Mentors (DPCD, OFY) • Mission Australia - Mentoring to Mobilise Program

Program Focus	Target Group	Examples
Young Women	<ul style="list-style-type: none"> High-risk young women (14–17 years) who have been involved in the juvenile justice system Young pregnant women and young mothers 	<ul style="list-style-type: none"> YWCA - Asista Mentoring and Friendship program
Disability	<ul style="list-style-type: none"> Tertiary students with a disability who are in, or nearing, final year of study 	<ul style="list-style-type: none"> Willing and Able Mentoring Innovation Project (DHS, Disability Services)
Indigenous	<ul style="list-style-type: none"> Koori students in years 7–9 Young people in Koori communities 	<ul style="list-style-type: none"> Winda Mara – Community Dreaming Leadership Program (Community Support Fund, VicHealth) Kalay Wartee (Sister Brother) Mentoring Program - Gunditjmara in partnership with Brophy Family Services and Barwon Youth (DPCD, OFY)
School-based	<ul style="list-style-type: none"> Students in both primary and secondary school requiring academic and/or social development assistance Young people making the transition from school to education, training and employment 	<ul style="list-style-type: none"> Plan it - Youth Mentoring Program – Baw Baw Latrobe Local Learning & Employment Network Standing Tall, Baimbridge College, Hamilton
Vocational development	<ul style="list-style-type: none"> Young people looking for an apprenticeship-type relationship with a professional Young people seeking leadership or entrepreneurial skills 	<ul style="list-style-type: none"> NIECAP- Community and Regional Partnerships, RMIT University - Linking Young People with Employment and Training Project (DPCD, OFY) Mentoring through Internship (Victoria University) Workforce Participation Program (DIIRD)

A brief description of some programs is provided in Appendix 3. Information on the Victorian Government's support for mentoring in Victoria is available on the Office for Youth website at www.youth.vic.gov.au. Nationally, mentoring information is available on the Youth Mentoring Network website www.youthmentoring.org.au

Why this Guide?

This Guide has been produced as a practical resource for those involved in funding and supporting mentoring programs for young people. This Guide is a companion document to *A Guide to Effective Mentoring for Young People (2006)* which was produced to assist mentoring practitioners to develop and implement mentoring programs based on good practice. The Guide also covers some common knowledge and practical guidance on the development of quality mentoring programs but has a particular focus on program development and management undertaken by funding bodies and other organisations supporting formal mentoring programs.

The Office for Youth, and a Whole of Government Reference Group initiated the development of this Guide in 2006 in response to the expressed interests of those involved in existing programs as well as those thinking about how to develop effective practices and programs. The group provided ideas, feedback and guidance throughout the preparation of the Guide. A list of members is at Appendix 1.

The Guide has been developed using evidence drawn from effective mentoring practice in Victoria, in other states of Australia and internationally. The development of this Guide has also included significant input from people with relevant experience and knowledge in developing and evaluating mentoring programs from both a government and community perspective. These people have generously provided their knowledge, experience and resources and their contributions are gratefully acknowledged. Appendix 2 lists these people.

The Guide provides guidelines for developing and managing mentoring programs, evaluating outcomes and capturing evidence of good practice and takes into account a wide range of models of mentoring and programs targeted at different groups of young people. For mentoring programs that focus on Indigenous young people, young people from culturally and linguistically diverse backgrounds, young people with a disability, or same sex-attracted young people, it is highly recommended that in addition to using this Guide staff consult expert agencies in these fields for specific content and process for inclusion in implementation, assessment and evaluation criteria. Some key issues for consideration when working with these groups of young people are included in Part Two of this Guide.

The Guide is presented in seven parts. Part One provides an overview of mentoring in Victoria and the purpose of this document. Part Two examines the benefits of mentoring. Part Three outlines the principles and keys to effective mentoring. Part Four articulates how to provide effective support to mentoring for young people. Part Five presents some suggestions on building the evidence base on effective mentoring to ensure mentoring is acknowledged and continually supported as an integral strategy of community strengthening initiatives. Part Six provides some useful tools and templates and Part Seven lists some useful resources to help develop, implement and evaluate a program/project.

Part Two

The Benefits of Mentoring

This part provides an overview of mentoring and the evidence that exists in relation to the benefits of mentoring for young people, mentors, communities, businesses and other organisations



What is Mentoring?

'Mentoring' is used to describe various programs and/or relationships, whether formal or informal, which aim to build the skills or wellbeing of a young person through the input and/or assistance of another person who has more skills, experience and knowledge.

Carruthers (1993) gives a detailed account of the origin of the term 'mentor'. In Greek mythology, Mentor was the faithful companion of Odysseus, King of Ithaca. When Odysseus set off for the Trojan wars, Mentor was put in charge of the household with particular responsibility for ensuring that the king's son, Telemachus, was raised to be a fit person to succeed his father. Therefore Mentor acted as a parent figure, teacher, role model, approachable counsellor, trusted adviser, challenger, and encourager.¹

More recent views on mentoring have a lot in common with historical perspectives. For example, Rhodes (2002) describes mentoring as 'a relationship between an older, more experienced adult and an unrelated, younger protégé - a relationship in which the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and character of the protégé'.² Similarly, MacCallum and Beltman (1999) purport that mentoring involves an older, more experienced person guiding and helping a younger person in his or her development. The crucial component of mentoring is the trusting relationship that develops between the mentor and the mentee.³

Leading the Way: the Victorian Government's Strategic Framework on Mentoring Young People 2005–2008 defines mentoring as 'the formation of a helping relationship between a younger person and an unrelated, relatively older, more experienced person who can increase the capacity of the young person to connect with positive social and economic networks to improve their life chances'.⁴

Mentoring may occur either as **natural mentoring**, when a sustained relationship develops naturally between a coach, teacher, neighbour, or other adult and a young person, or as **planned mentoring**, when a relationship is purposefully created to help a young person who may otherwise not have the access he or she needs to the wisdom and support of a caring adult. Planned or formal mentoring can take several forms including:

- traditional mentoring (one adult to one young person);
- group mentoring (one adult working with a small number of young people);
- team mentoring (several adults working with small groups of young people);
- peer mentoring (caring youth mentoring other youth); and
- e-mentoring (mentoring via email and the internet).

Mentoring can take place in a wide range of settings including schools, faith-based organisations, a community setting, a workplace, a youth justice setting or in the virtual community.

Mentoring should not be confused with role modeling or coaching.

A mentor may be a role model, but a role model is not necessarily a mentor. A role model is a person who serves as a representative in a particular behavioural or social role which another person may choose to emulate. Role models can exist outside a formal relationship. In fact, a person may be a role model without even knowing the person who looks to them for examples of how to behave in a particular social or more formal context.

Similarly, mentoring is not the same as coaching although sometimes coaching programs are labelled as 'mentoring' and sometimes a mentoring relationship can include aspects of coaching. The key differences relate to the focus and

Why Invest in Mentoring?

objectives of mentoring compared with those of coaching. Coaching has a clear set of objectives and goals which once achieved, bring about a 'natural ending' to the relationship/agreement between the coach and the person being coached. Programs focused on a specific outcome such as employment placement, academic achievement, or sporting performance are more akin to coaching. Mentoring is much broader and relates to the whole person and their life. Goals and objectives evolve over time and the focus is the relationship between the mentor and mentee. While some specific goals may be agreed between the mentor and mentee, the building of the relationship is the key aim. First Train claims the major differences between mentoring and coaching relate to focus, role, relationship, source of influence, personal returns and the arena in which mentoring takes place.⁵

Unlike coaching and role modelling, mentoring describes programs and/or relationships, whether formal or informal, which aim to build the skills or wellbeing of a person (generally young) through the input and/or assistance of another person who has more skills, experience and knowledge. Further information on the differences between mentoring and coaching is provided in Part Six.

Overview

Practitioners, researchers, observers, participants in mentoring and community members are in general agreement that investing in mentoring can have enormous benefits for young people, mentors and communities. The available literature, numerous case studies and a range of evaluation reports suggest that mentoring can, and does, work.

Mentoring has the potential to be a key strategy for strengthening communities and building resilience of young people. Existing evidence points to the fact that well-planned and organised formal mentoring programs can provide strong individual support, advice and guidance and can help in practical ways at important 'transition' points in young people's lives.

Youth Development and Resilience

The Victorian Government aims to build stronger, resilient communities by providing improved social, learning, cultural and employment opportunities for young people. Youth participation in community decision making and activities can be achieved through:

- **Empowerment** – young people having greater control over their lives through participation;
- **Purposeful engagement** – young people taking on valued roles, addressing issues that are relevant to them, and influencing real outcomes; and
- **Inclusiveness** – ensuring that all young people are able to participate.⁶

Mentoring is one of many strategies that, when linked to and delivered in the context of other youth development services at the local level, can contribute to young people developing new skills and knowledge, making decisions to participate in community life, and encouraging and empowering them to make positive contributions to community building and strengthening.

Masten and Coatsworth (1998) claim most of the research on mentoring has pointed to the importance of resilience in young peoples lives.⁷ 'Resilience' refers to an individual's capacity to withstand stressors and not manifest psychological dysfunction such as mental illness or engagement in persistent negative/antisocial behaviour.

Stressors or 'risk factors' are often considered to be experiences of major acute or chronic stress such as death of someone close, chronic illness, sexual, physical or emotional abuse, fear, unemployment and community violence. The presence of risk factors in a young person's life may increase the likelihood of them engaging in health compromising behaviours. On the other hand, the presence of protective factors will either reduce the impact of the risk, or change the young person's capacity to respond to it.⁸ The resulting level of resilience refers to an individual's capacity to thrive and fulfill potential despite, or perhaps even because of, stressors/risks. Resilient individuals and communities are inclined to see and react to problems as opportunities for growth. According to Neill (2006), resilience is some kind of dynamic quality that is very private and not always visible to outsiders. When things go wrong, resilience emerges as the capacity to still find determination and reason to cope with the situation despite all odds, and more often than not, to find ways through.⁹

Rhodes suggests three clusters of resilience characteristics:

1. Characteristics of the individual, such as intelligence and disposition;
2. Characteristics of the family, such as its consistent and close relationships and/or socioeconomic advantages; and
3. Characteristics of the community, such as bonds to non-related adults who are positive role models, connections with community organisations and good schools.¹⁰

Most resilience researchers recognise these three clusters, even though sometimes they are presented slightly differently.

For example, Communities That Care Ltd (2003) refers to four clusters – community, family, school and peer/individual, while Pritchard and Payne (2005) refer to five clusters – individuals, family, school, peers and community/neighbourhood.¹¹

In Victoria in 1999, a major study titled *The Wellbeing of Young Victorians* summarised a statewide survey of the protective and risk factors that are present at these three levels – individual, family and community – as reported by young people. The presence of protective factors can have a particularly positive, counter-balancing effect on the presence of risk factors in a young person's life and can increase the likelihood of healthy behaviours. Examples of protective factors include strong bonds with family, friends and teachers, parental monitoring, the individual's ability to act independently, a belief in a positive future, acknowledgement for involvement in conventional activities, opportunity for participation in family, school and community activities, social and learning skills to enable participation, and recognition and praise for positive behaviour.¹²

There is a significant research base on protective and risk factors. Table 3 provides a summary of protective and risk factors which may be present in a young person's life which has been drawn from the available evidence.

Table 3: Building Resilience – Examples of Protective and Risk Factors*

Protective Factors	Risk Factors
Individual/peer:	
<ul style="list-style-type: none"> • strong spiritual or religious faith • ability to solve problems • respect for authority/boundaries • friends and peers engaged in positive behaviour • confident outlook on life • sense of social responsibility 	<ul style="list-style-type: none"> • harmful use of alcohol and other drugs • history of abuse – sexual, physical or emotional • mental illness and/or long term physical illness • exposure to suicide/self-harm in others • poor communication skills • tolerance for deviant behaviour • involvement in illegal behaviour • imprisonment • conflict over sexual identity or same sex attraction • early involvement in sexual behaviour
Family:	
<ul style="list-style-type: none"> • parental presence • sense of connectedness to family • high levels of family support and encouragement • rewards/acknowledgement of positive behaviour 	<ul style="list-style-type: none"> • death of a parent/care giver/family member • divorce/separation of parents • physical or mental illness in the family • alcohol or drug abuse by family members • parental attitudes positive towards drug use or antisocial behaviour • family violence and abuse (sexual, physical or emotional) • poverty • suicidal behaviour within the family
Community/school:	
<ul style="list-style-type: none"> • active involvement in school/community/sporting/recreational activities • presence of supportive, caring non-related adults • opportunities to achieve • rewards/acknowledgement of positive behaviour 	<ul style="list-style-type: none"> • lack of opportunities for involvement in community/school activities • low neighbourhood/school attachment • high levels of personal transitions and mobility • academic failure or poor performance • norms favourable to drug use • high levels of violence and crime

*Note: These protective and risk factors are put forward as examples only and are drawn from a range of studies that form part of the extensive evidence base on resilience.

In a mentoring context, Rhodes claims that the presence of non-related adults in a young person's life can have a positive influence, particularly where those adults provide strong emotional support over a period of time. She cites several studies which have confirmed the protective influence of caring, competent adults who are not parents, particularly in the lives of children and adolescents facing extraordinary

challenges.¹³ Similarly, Werner conducted a longitudinal study of a group of children born in 1955, and after analysing the presence of risk and protective factors during their lifetimes, found that the children with more protective factors than risk factors in their lives (that is, those defined as resilient) could identify at least one person in their life who had believed in them and offered them support when needed.¹⁴

The Benefits of Mentoring

Young people

All young people can potentially benefit from mentoring and mentoring programs can be designed to take into account the interests, needs and aspirations of various target groups. Programs may be developed with a focus on the goals of young people who are:

- disengaged or at risk of disengaging from the education system;
- seeking to make a transition from school to work;
- involved in or seeking to transition from the justice system;
- socially isolated, for whatever reason;
- young parents;
- seeking to connect or reconnect with cultural identity;
- wanting to further their sporting/athletic potential; or
- keen to increase their career options.

Young people involved in mentoring are likely to experience:

- improvements in their relationships with family and peers;
- an increase in their overall communication skills with others;
- reduced feelings of isolation;
- a reduction in risky behaviour;
- enhanced social and emotional development;
- increased options and opportunities for participation;
- continued and strengthened participation in educational and vocational opportunities; and
- increased resilience.

Mentors

Mentors as volunteers experience enormous feelings of satisfaction from 'making a difference' and from gaining opportunities to reflect on their own lives, goals, aspirations and ways of working with others. Many mentors value the opportunity to 'give back' to the community, particularly when they have benefited from mentoring themselves.

By being involved in mentoring, mentors can also build new skills through training, they can meet new people and develop stronger networks, and can add variety to their work and life experiences. Many mentors say, in fact, that they also learn and benefit from their relationship with a young person.

Community

Mentoring is an effective form of volunteering that benefits the community through the influence of positive relationships and increased community connectedness. Mentoring can also contribute to community strengthening by building collaborative partnerships and community capacity and abilities. Engaging young people and building their confidence and abilities can also increase the possibility that they will become more involved in their communities. In turn, communities then become more responsive to the needs of young people.

Organisations

Organisations that support their staff to become involved in mentoring report an increase in staff morale and skills and improvements in their corporate profile.

Research also supports the notion that mentoring programs which are not prescriptive but which focus on developing a trusting relationship between the mentor and mentee are more likely to last and be perceived as successful.¹⁵

Table 4 presents a summary of the benefits of mentoring.

Table 4: The Benefits of Mentoring

For Young People		
Benefit	Measure	Evidence
Improvements in academic performance	Improvements in school attendance/ reduction in truancy	Tierney et al 2000 ¹⁶ LoScuito et al 1996 ¹⁷
	Improvements in attitudes to school	LoScuito et al 1996 ¹⁸ Aseltine et al, 2000 ¹⁹ Zimmerman et al 2002 ²⁰
	Improvement in school completion rates and chances of moving into higher education	Quantum Opportunities Program, 1994 ²¹ The Commonwealth Fund, 1994 ²²
Reduction in high risk/ problem behaviour	Prevention or reduction of substance abuse	Tierney et al 2000 ²³ Centre for Substance Abuse Prevention, 1996 ²⁴ Sharon Beier et al 2000 – (smoking, drug use but not alcohol use) ²⁵ The National Drug Strategy: Australia's Integrated Framework 2004-2009 ²⁶
	Reduction in sexual intercourse, early involvement in sexual behaviour, pregnancies	Quantam Opportunities Program, 1994 ²⁷ Rowberry 1995 ²⁸ Grossman and Garry, 1997 ²⁹ Sharon Beier et al 2000 (unsafe sex) ³⁰ Rhodes et al 1994 (less use of alcohol while pregnant) ³¹
	Reduction in negative behaviour – unsocial, offensive, criminal, gang behaviour	Tierney et al 2000 ³² Blakely et al 1995 ³³ Grossman and Garry 1997 ³⁴ Aseltine et al 2000 ³⁵ Becker 1994 ³⁶ Fo and O'Donnell 1975 ³⁷ Sharon Beier et al 2000 (carrying a weapon) ³⁸ ARTD (2002) ³⁹
Social and Emotional Development	Promotion of positive social attitudes to school, others (families and friends) and the future	LoSciuto et al 1996 ⁴⁰ Tierney et al 2000 ⁴¹
	Improvement in young people's perceptions of their self-worth	Tierney et al 2000 ⁴²

For mentors

Benefit	Measure	Evidence
Increased 'cultural capital'	Building of 'cultural capital' that helps mentors to: <ul style="list-style-type: none"> • make sense of their own past (sometimes difficult), experiences and current challenges • gain insight into the day-to-day lives of youth • develop positive, more reciprocal relationships with youth • gain satisfaction from 'making a positive contribution' to the lives of others and the community 	Philip and Hendrey 2000 ⁴³ Freedman 1999 ⁴⁴ Erikson 1994 ⁴⁵ Rhodes 2004 ⁴⁶ Taylor and Bressler 1996 ⁴⁷
Skill development and increased network connections	Building of new skills through training and application during the mentoring match Increased opportunities to build networks with other mentors, program staff and partners	McLearn et al 1998 ⁴⁸ Murphy 1996 ⁴⁹

For communities

Benefit	Measure	Evidence
Community strengthening	Creating positive relationships and increased community connectedness Building collaborative partnerships as well as community capacity and abilities Increasing the pool of community volunteers particularly when young people become more involved in their communities Breaking down barriers between more and less privileged members of society Garnering support for other youth-development initiatives Where successful, increasing commitment to youth policies, programs and institutions	Van Willigen 2000 ⁵⁰

For organisations

Benefit	Measure	Evidence
Enhanced corporate responsibility and organisational image	Increased sense of corporate responsibility Building of positive corporate profile	Our Community 2006 ⁵¹ Big Brothers Big Sisters ⁵²
Increase in staff skills and commitment	Development of employee skills and improved staff morale and performance	Weinberger 1999 ⁵³

For further information, refer to: www.youthmentoring.org.au, www.mentoring.org and www.bbbbsc.ca
 Other useful resources are also listed in Part Seven.

Part Three

Effective Practice

This part provides an overview of the evidence that exists about good practice in mentoring programs for young people. Effective programs demonstrate a number of characteristics, the presence of which enhance the chances of successful outcomes



Mentoring Good Practice Principles

A wealth of information exists on good practice mentoring both from Australian and international practitioners and researchers. Whether developing a new policy or developing or reviewing a mentoring program, it is useful to understand the principles underpinning effective mentoring practice. Current thinking and practice indicates that mentoring good practice principles include:

1. The needs, interests and empowerment of young people being at the centre of thinking in the planning, development, implementation and evaluation of the program;
2. The input of key stakeholders, especially young people, into the design of the program;
3. Establishing, developing and nurturing a relationship between the mentor and mentee where the mentor is an equal rather than a teacher;
4. Approaches which are holistic in nature, recognising that there are many layers, relationships and influences in a young person's life, mentoring being just one;
5. Sound program design based on evidence of what works and supported by appropriate policies and procedures;
6. Culturally aware and gender appropriate content and processes;
7. Effective collaboration and partnering with other agencies;
8. Adequate funds to run the program over an appropriate length of time;
9. Well defined, effective structures of management and governance; and
10. Monitoring, evaluation and review integrated throughout the program.

Keys to Effective Mentoring Practice

Much of the evidence from Australia and internationally indicates that certain characteristics/components of mentoring programs, when present, increase the likelihood of mentoring being successful.

Table 5: Characteristics of Effective Mentoring

Characteristic	Description	Impact	Examples of Evidence
Clear Vision, Purpose and Values	A statement about what the program is trying to achieve and its underlying philosophies	<ul style="list-style-type: none"> Robust program framework as the basis for developing policies and procedures, promotional activities and evaluation techniques 	Mentoring Australia Benchmarks 2000 ⁵⁴
Collaboration with relevant agencies/ schools/ community groups	Partnerships, agreements, memorandums of understanding and referral protocols with relevant agencies and groups which have potential contact with the participants in the program	<ul style="list-style-type: none"> Facilitates an 'holistic' approach to meeting the young person's needs Assists in promoting and marketing the program to potential sponsors/ funders and mentors Members of advisory groups/ Boards of programs have a mutual interest in program outcomes Enhances sustainability of the program over time 	National Mentoring Partnership ⁵⁵
Policies and Procedures	Well documented policies, procedures and protocols which guide program implementation and management.	<ul style="list-style-type: none"> Consistency and integrity of program application Assists in 'managing risk' in all aspects of the program 	Mentoring Australia Benchmarks 2000 ⁵⁶
Screening of Mentors	Procedures for advertising, interviewing, undertaking reference checks and criminal reference checks.	<ul style="list-style-type: none"> Mentors with appropriate characteristics, skills and experience Safety of young people Program reputation 	BBBS ⁵⁷ Sipe 1998 ⁵⁸ Grossman and Furano 1999 ⁵⁹ Roaf et al 1994 ⁶⁰
Orientation and Training	Training of mentors and mentees include program requirements and rules; presentations on the developmental stages of youth; communication and limit-setting skills; relationship building; ways to interact; cultural awareness; understanding of people with disabilities, risk management; and protective behaviours	<ul style="list-style-type: none"> Mentor volunteers are aware of the commitments of being a mentor, understand their role, and have realistic expectations Mentees understand the role of the mentor and their own role in the relationship 	Sipe 1998 ⁶¹ BBBS 2004 ⁶² Tierney and Branch 1992 ⁶³ Styles and Morrow 1992 ⁶⁴

Table 5: Characteristics of Effective Mentoring continued

Characteristic	Description	Impact	Examples of Evidence
Matching Process	Matching procedures take into account the preferences of the young person, their family and the mentor, and use a professional case manager/ coordinator to determine which mentor would work best with the young person	<ul style="list-style-type: none"> • Good matches which minimise the risk of early termination of relationships • The young person's goals more likely to be achieved • Mentor more likely to stay involved and gain more personally 	Tierney et al 2000 ⁶⁵
Ongoing Support and Supervision	Programs include professional staff providing ongoing and regular supervision and support to mentors and mentees before and after they are matched	<ul style="list-style-type: none"> • The likelihood of effective matches is increased • Builds capacity of the mentor to get through the early stages of the match while the relationship is being established • Additional training or organisational support needs can be followed up • Programs where mentors are not contacted regularly by staff are most likely to fail • Poorly supervised matches are more likely to be disbanded because of loss of interest 	Sipe 1996 ⁶⁶ Furano et al 1993 ⁶⁷ LoSciuto et al 1996 ⁶⁸ Mecartney et al 1994 ⁶⁹ Jekielek et al 2002 ⁷⁰
Selection of Mentors	Selection criteria target mentors who: <ul style="list-style-type: none"> • Have a sincere desire to be involved in the life of a young person • Respect young people; • Actively listen; suspend judgement, ask thoughtful questions; • Empathise with the young person; • See solutions and opportunities; • Are flexible and open; and • Volunteer 	<ul style="list-style-type: none"> • Young person is helped to pursue their interests, achieve their goals and handle tough decisions • Young person is provided with an opportunity to explore their own thoughts and find solutions 	National Mentoring Partnership ⁷¹

Table 5: Characteristics of Effective Mentoring continued

Characteristic	Description	Impact	Examples of Evidence
Length of Match	Length of match needs to be considered in light of program goals. Programs that focus on developing long term relationships between mentors and mentees need to be at least 12 months and preferably longer (some programs suggest up to three years)	<ul style="list-style-type: none"> • Mentoring relationships sustained over a significant period are more likely to produce beneficial outcomes and become progressively more effective over time • Earlier than expected terminations dissolve the bond of trust between mentor and mentee and can have longer term negative effects • Young people in mentoring relationships that terminate within three months have been shown to have negative impacts in terms of the young person's self esteem and capacity to trust others 	Grossman and Rhodes 2002 ⁷² Dubois and Neville 1997 ⁷³ Rhodes 2002 ⁷⁴ Grossman and Johnson 1998 ⁷⁵
Managed Closure	A Closure Policy with procedures for exiting the program and assistance for mentees to define the next steps in achieving their goals	<ul style="list-style-type: none"> • Formal relationships are ended responsibly • Reward and recognition of the relationship and celebration of achievements • Expectations for further contact are clear for both mentor and mentee • The mentee is supported to continue to pursue his/her own goals 	Mentoring Australia Benchmarks 2000 ⁷⁶
Evaluation Process	A clear framework, indicators, data collection and reporting processes are established to evaluate effectiveness at an individual and program level	<ul style="list-style-type: none"> • Continuous improvement linked to the program's strategic plan • Evidence base for pursuit of further funding, community involvement and partnerships 	Mentoring Australia Benchmarks 2000 ⁷⁷ McCallum and Beltman 1999 ⁷⁸

Gippsland Mentoring Alliance (GMA) - Baw Baw Latrobe Local Learning and Employment Network

case study



The Gippsland Mentoring Alliance (GMA) is the key stakeholder group for mentoring in Gippsland. As a community agency, we are funded by the Office for Youth to provide a whole of region co-ordination role for mentoring programs in Gippsland. The GMA provides programs and communities with resources, training options, information about latest research and support to groups and organisations running and setting up mentoring programs.

Being involved in this innovative way of supporting mentoring has been both an exciting and challenging experience. Being a partner with Government through our funding relationship, and with the local communities in Gippsland through support to mentoring programs, we are able to contribute to the achievement of current government policies and directions in relation to mentoring and work at a local level to deliver valued outcomes for young people.

It also means that we can have a direct say in what happens to mentoring at a strategic level and can help government plan and shape the direction of mentoring in ways that, through our experiences, we know will meet the needs of local communities.

To be successful, we also have to work with many other people and organisations. Professional development and/or links to other useful networks include contact with the Victorian Youth Mentoring Alliance, which involves people from across the state; the Düsseldorf Skills Forum, which has a wealth of knowledge about different aspects of creating and running programs; and networks at local levels. At least four times a year, program coordinators in the Gippsland area get together and discuss issues, common ideas and promotion of mentoring across the region.

Success for us includes increased connectedness, involvement, education, transition and pathways for young people. We have been very mindful of the need to develop evaluation measures that focus on outcomes for a range of stakeholders including young people, organisations, community members and the community itself. A major part of this mentoring initiative focuses on community capacity building and creating links across communities, and re-engaging or retaining young people in education, study or work. It is therefore critical we measure success at a range of levels.

We see our approach as contributing to the capacity of our communities to support mentoring and think it is a great way of delivering effective and inexpensive mentoring outcomes for young people.

Kate Boyer
Mentoring Coordinator
Gippsland Mentoring Alliance

Recognising the Diversity of Young People and Communities

Effective mentoring programs are characterised by adherence to generic good practice design principles. Where programs seek to include particular groups within the community, additional program design specifications are needed to ensure that young people (who may find it difficult to engage in and achieve successful outcomes from participation in mentoring) have access to and are encouraged to maintain their involvement. An important consideration in selecting mentors for specific groups such as Indigenous, CALD, same sex-attracted and young people with disabilities is whether

mentors need to be from the same background or can be drawn from the wider community. This may depend on the goals of the program. To find out 'what works' for specific groups, funders and supporters should ensure that the organisations they are supporting have consulted with expert individuals and organisations about how to engage young people from specific groups. Expertise and resources in mentoring can also be found at the National Youth Mentoring Network at www.youthmentoring.org.au and the Victorian Youth Mentoring Alliance at www.youthmentoringvic.org.au

Table 6: Program Design Considerations

Target Group	Checklist of Considerations
Remote/Isolated Communities	<ul style="list-style-type: none"> <input type="checkbox"/> Does the method of interaction between mentors and mentees include phone, email, group and face-to-face meetings? <input type="checkbox"/> Are the locations for activities accessible? <input type="checkbox"/> Does the budget allow for reimbursement of appropriate travel expenses? <input type="checkbox"/> Are the confidentiality policies and procedures adequate to ensure that the privacy of individuals, especially in small towns, is protected?
Young people 'at risk'	<ul style="list-style-type: none"> <input type="checkbox"/> Do the training packages for mentors contain information on stages of adolescence and on how protective factors and risk factors affect resilience? <input type="checkbox"/> Is support provided to mentors to help them deal with negative behaviours such as 'acting out', lying or confrontation? <input type="checkbox"/> Where the young person is involved with a statutory agency how is the mentoring auspicing agency going to work with other case workers? <input type="checkbox"/> Is the mentor recruitment process rigorous enough to ensure selection of mentors results in engaging adults with the right skills, knowledge, and attitudes to assist young people at risk? <input type="checkbox"/> Are the rights and privacy of the young person protected, particularly in relation to past behaviour and/or convictions, while ensuring the safety of the mentor?
Indigenous Youth* * Indigenous youth are highly likely to be in the 'at risk' category. Please also refer to issues covered in the Young people 'at risk' section.	<ul style="list-style-type: none"> <input type="checkbox"/> Is the local Indigenous community actively engaged in supporting your organisation to mentor Indigenous youth? <input type="checkbox"/> Has the organisation modified or adopted its mentoring program on advice from the local Indigenous community Elders and leaders (including through the Local Indigenous Network, Aboriginal Cooperative, Local Aboriginal Education Consultative Group)? <input type="checkbox"/> Does the organisation currently have the capacity to deliver effective mentoring or will additional support and/or training be required? <input type="checkbox"/> What type of support would be available to non-Indigenous organisations that attract Indigenous youth (that is, what type of information would help them to provide a culturally appropriate service/program?) <input type="checkbox"/> Is cross-cultural training included in induction and ongoing mentor support activities where mentors are non-Indigenous? <input type="checkbox"/> What strategies are in place to attract mentors, and if mentors are in short supply, what models of mentoring will be put in place (for example, group mentoring, e-mentoring)? <input type="checkbox"/> Are cultural events and celebrations included as part of planned mentoring activities? <input type="checkbox"/> Are the performance measures used to assess success culturally appropriate? <input type="checkbox"/> Have performance measures to assess cultural appropriateness been included?

Table 6: Program Design Considerations continued

Target Group	Checklist
Culturally and Linguistically Diverse (CALD) background	<ul style="list-style-type: none"> <input type="checkbox"/> Have existing organisations or community groups been consulted in the design of the program, and if so, do they support the program? <input type="checkbox"/> What pre-program planning is required to ensure the community embraces the program, especially if mentoring is not normally a part of the community's culture? <input type="checkbox"/> If non-community members are to be involved in mentoring, what cross-cultural training and support is needed? <input type="checkbox"/> Has the program engaged interpreters where needed? <input type="checkbox"/> Are the performance measures used to assess success culturally appropriate?
Same Sex-Attracted	<ul style="list-style-type: none"> <input type="checkbox"/> Has the mentor induction program and other training incorporated information on issues faced by young people who are same sex-attracted? <input type="checkbox"/> What strategies are incorporated to ensure the program is supported by the wider community? <input type="checkbox"/> Has the organisation developed additional policies and procedures to support the mentoring process? <input type="checkbox"/> What organisations have been consulted to ensure the program design is appropriate? <input type="checkbox"/> Has the auspicing agency engaged the support of relevant organisations who can provide information and advice to participants (for example helplines)? <input type="checkbox"/> Are the confidentiality policies and procedures adequate to ensure that the privacy of individuals is protected?
Disability	<ul style="list-style-type: none"> <input type="checkbox"/> What external support has been engaged to assist the mentoring relationship (for example, translators, carers, health professionals)? <input type="checkbox"/> Are there specific needs for transport and access to program activities? <input type="checkbox"/> Does the program design contain sufficient emphasis on individual development, not just on caring? <input type="checkbox"/> What training will be provided to mentors to help them manage particular issues facing participants? <input type="checkbox"/> Is there adequate information, advice and support available to ensure young people and others who are significant in their lives can participate? <input type="checkbox"/> Are the selection criteria for mentees inclusive enough to ensure potential participants who may have high support needs are not excluded?

Part Four

Providing Effective Support to Mentoring Programs for Young People

This part provides a framework for managing a mentoring program for young people from a development, design, implementation and review/evaluation perspective





Types of Support

A Mentoring Support and Management Framework

Government departments, philanthropic trusts, volunteer organisations, businesses and other bodies can support mentoring by:

- Developing a policy direction and commitment to identify the value of mentoring to young people and communities which will be the basis for action;
- Directly funding and supporting programs which are specifically focused on mentoring and working in partnership with others;
- Providing some assistance to mentoring programs to expand and enhance the program (eg greater participation, review and evaluation, promotion);
- Embedding mentoring as a component of a broader program focused on improving outcomes for young people;
- Providing non-financial contributions to programs which include mentoring through, for example, encouraging staff to become involved as volunteer mentors or support staff;
- Supporting organisations involved in mentoring in research and evaluation efforts;
- Creating opportunities for building the capacity of communities through, for example, volunteer skills training, information forums, community awareness and recognition celebrations; and
- Providing training and capacity building opportunities to mentoring program administrators.

Mentoring is often supported by a range of partners and through arrangements between various organisations and community-based groups, with contributions varying depending on interests and capacity.

Whether working in an existing program, about to establish a program or decide on the type of support to provide to mentoring, it is useful to think of the development, support and management of mentoring as falling into a continual cycle of activities of planning, design, implementation and review/evaluation. The concept of continuous improvement is integral to good mentoring management practice.

Table 7: A Mentoring Support and Management Framework*

Step 1	Step 2	Step 3	Step 4	Step 5
Strategic Context Setting	Business Case/ Proposal Development	Program Design and Planning	Program Implementation	Review and Evaluation
1. Undertake environmental scan <ul style="list-style-type: none"> - Determine relevant government/ community/business/ organisational strategies and policies related to young people - Identify existing evidence of best practice and promising approaches to mentoring - Document current programs and projects which incorporate mentoring and the communities in which they are located - Identify networks/ groups supporting the development of mentoring practice 	1. Develop business case/ proposal <ul style="list-style-type: none"> - Document strategic context and ensure alignment of project within policy context and funding model - Develop a project statement including a description of the program, the expected outcomes, performance measures, timeframe and cost - Establish program objectives and goals - Identify stakeholders with an interest in the success of the project including potential partners, key decision makers, third party organisations, communities and young people - Assess risks and develop risk management strategies - Develop project timeframe and key project milestones - Develop detailed budget - Document project governance arrangements - Outline project communications strategy 2. Submit business case/ proposal to decision makers 3. Obtain agreement/ endorsement of project proposal	1. Establish program governance structure 2. Develop comprehensive program/project documentation <ul style="list-style-type: none"> - Program/project context - Program/project overview - Description of target group and any specific needs - Partnership arrangements - Funding model - Program/project organisational structure, roles and responsibilities - Project logic model including goals and objectives, resource requirements, key program/project activities, outputs, outcomes and benefits - Project timeframes and key milestones - Key stakeholders and communication strategies - Project risks and management strategies - Evaluation framework including performance measures, evaluation methodology, reporting requirements 3. Develop detailed project plan to document specific project components – program design, implementation, review and evaluation – and the associated activities, timing, responsibilities and resource implications for each 4. Submit detailed project plan to key decision makers 5. Obtain agreement/ endorsement of detailed project plan	1. Formalise partnership agreements 2. Promote program and provide information to key stakeholders 3. Where providing funding to one or more projects undertake procurement development and submission assessment processes 4. Determine support and training needs of funding recipients 5. Develop and sign off contracts/ service agreements 6. Manage contract/ service agreement requirements, including release of project funds, project liaison and monitoring activities 7. Provide, source or broker project training and support 8. Facilitate mentoring networking activities 9. Produce and disseminate communications to stakeholders 10. Review risk management strategy	1. Establish key performance indicators and data requirements 2. Determine evaluation methodology 3. Establish review and evaluation timeframe 4. Undertake monitoring and evaluation site visits 5. Gather and analyse relevant data 6. Report to key stakeholders 7. Review appropriateness and effectiveness of program 8. Implement relevant changes to improve or discontinue the program

* This framework is meant as a guide to effective mentoring management practice. The relevance of all these activities will depend on the type and level of mentoring support and funding involved.

Department of Innovation, Industry and Regional Development (DIIRD) Workforce Participation Partnerships



Workforce Participation Partnerships address two priorities of the Victorian Government: increasing sustainable employment opportunities for Victorians facing significant barriers to work and addressing areas of emerging labour and skill shortages. The program provides \$24 million to support flexible solutions at a local, regional or state level to address these two priorities. Partnerships build on existing services and programs to achieve sustainable employment outcomes for jobseekers.

Mentoring is an integral part of the Workforce Participation Partnerships program. While the timeframe of the mentoring relationship varies, one-on-one mentoring has been incorporated into more than 90 currently funded projects. Mentoring ensures there is advocacy and support for young people to assist with their retention outcomes.

During program development it was really important to establish a solid transparent partnership with the organisations and agencies involved in the projects. Our program forms linkages between industry – which provides jobs – and unions, community organisations or local government which provide the support for the mentoring and other component activities. We support the development of strong bonds between agencies to build on the strengths of each. Partners know their core business. If they see the value of the program for their business they will respect the role of the other partners.

An example of a great partnership is between the Electrical Trades Union (ETU) and the Indigenous community which uses mentoring as part of the program to place Indigenous young people into electrical apprenticeships. We've seen fantastic results from this program with young Koories being placed and succeeding in their trades. Similar partnerships include the one between the YMCA and the TWU (Transport Workers Union) and the Melbourne Fire Brigade and Malmsbury Youth Training Centre.

The funding agreements with project agencies need to identify and specify milestones to be met and reflect their capacity and ability to deliver the outcomes sought. Importantly, the milestones need to be realistic and achievable and as simple as possible. Partners need to know up-front what is expected of them so they can collect the information required for monitoring and auditing of participant and project progress. Regular reporting is needed so any problems can be picked up early and rectified. If we sense a program is not meeting the outcomes needed to achieve milestones, this will affect expenditure and lead to a poor reflection on all stakeholders, including the Department. These issues should be managed quickly.

Each project is evaluated externally and if the project achieves its outcomes, is successfully audited and acquitted and there are no complaints from stakeholders, including young people, then it can be said to be accountable. Of course the best outcome for our mentoring-related activities is that young people are still working in sustainable jobs!

Mentoring is critical to the success of our projects and their outcomes and our program overall. I think mentoring for internal government employees, especially trainees, is also vital to ensure they have a good journey and a great start to their first job.

Jan McCalman
Senior Project Officer
Workforce Participation Partnerships Program

Step 1

Step 2

Identifying the Strategic Context

for mentoring will help to determine whether mentoring, as a strategy to improve outcomes for young people, is the right strategy for your department or organisation at a particular point in time. This stage (or part of) is often referred to as environmental scanning or strategic context setting and is a broad exploration of all the major trends, issues, government policies, research, current practice, events and ideas across a range of activities related to mentoring. Information is collected from many different sources including Government policy and strategic directions, not-for-profit peak bodies, advocacy groups, professional networks, direct consultation with communities to ascertain community attitudes and practice, newspapers, journals, conferences and reports. A number of tools are available to help individuals and organisations undertake a systematic mapping of the socio-political context in which a mentoring program will, or does, sit. This phase will enable you to identify:

- relevant government and/or other strategies, policies and frameworks that support and encourage mentoring;
- current community attitudes towards, and willingness to embrace mentoring;
- existing best practice and promising mentoring approaches;
- local practitioner/professional networks which support mentoring; and
- current programs and projects with a mentoring focus/component.

Developing a Business Case/ Proposal for Mentoring

serves to provide an outline of the business rationale for undertaking the project and to define the parameters and management factors involved in the project itself. Building a business case to support mentoring ensures the direction of the program is linked to relevant Government, organisational or community strategic objectives and goals. The business case will also ensure the key components of the program are developed, appropriate partnerships are put in place, the budget is determined, and performance measures established.

A business case/formal proposal is used to engage the support and commitment for your mentoring proposal from the key person/people in your organisation/department who will be responsible for sponsoring and/or providing the financial and other resources needed by the project manager to develop and implement the program. Without a written business case, your chances of persuading decision makers within your organisation to implement your idea for mentoring, instead of a competing project, stand little chance.

An effective business case demonstrates:

- why a project should be undertaken;
- why a decision maker should invest in it;
- why the project represents a worthy expenditure of available funds and resources; and
- the framework for completion of the project on time and on budget.

By developing the business case, the following aspects of the program will be determined:

- Program objectives and goals which directly support the achievement of relevant overarching/guiding strategies and policies;
- Identification of the target population;

Step 3

- Specific program design requirements needed to support particular target groups will be documented in consultation with relevant 'expert' individuals and/or organisations;
- The range of mentoring project models to be supported;
- The cost and other resources needed to support the program;
- The funding model (direct, negotiated, collaborative);
- The timeframe within which the program will be funded;
- An internal program governance structure, that is, who is accountable and how the program will be managed will be put in place;
- The expected program outputs and outcomes;
- Types of support and training that might be needed by funded/supported projects to ensure consistency in quality of mentoring; and
- Relevant partnerships/agreements with organisations, government departments and/or community groups identified and appropriate support secured.

A template for working through this process is provided in Part Six.

Program Design and Planning

builds on the business case/proposal and ensures the detail on all aspects of the design, implementation and evaluation phases of the program are worked through, documented and signed off by project sponsors.

Program documentation detailing the program framework and associated policies and procedures are an essential part of effective program management providing background and guidance on program development, implementation and review.

During this phase a comprehensive project plan will also be developed and include specific details on project components, activities, timing responsibilities and resource implications. This plan will provide the 'road map' for how the program will be developed, rolled out and evaluated.

The outcomes of this phase include:

- The establishment of the program governance structure (for example, a steering committee/reference group) including representation from key stakeholders including young people. This committee/group will be responsible for:
 - approving any changes to the project scope or overall project plan monitoring project progress
 - providing guidance to project implementation issues and assisting in the resolution of possible project issues
 - assisting in the resolution of project conflicts (inter and intra organisational) reviewing major deliverables
 - approving project progress reports.
- Program documentation (sometimes referred to as an Operational Model) including the program/project context, program/project overview, funding model, partnerships, target group, project logic model, program/project management structure, timeframes and milestones, stakeholders, communication strategy, risk management strategies, and evaluation framework; and
- An approved project plan.

Figure 1 provides a schematic view of developing a project logic model – an integral part of the program documentation. This type of model adopts a goal-based approach to planning, for understanding the thinking and logic and causal relationship between what the program/project is setting out to achieve and the actual results of program/project implementation. The logic is a road map that shows the steps in thinking through the design of the program starting with the overall

goal and objectives of why the program is important and what the program is intended to achieve. By clearly describing each of the steps in the logic diagram, the resources required to support mentoring, a blueprint for its implementation and the need to review the program at important milestones will become evident. This will include, for example, annual planning, completion of activities, budget review and program evaluation.

Figure 1: Project Logic Model

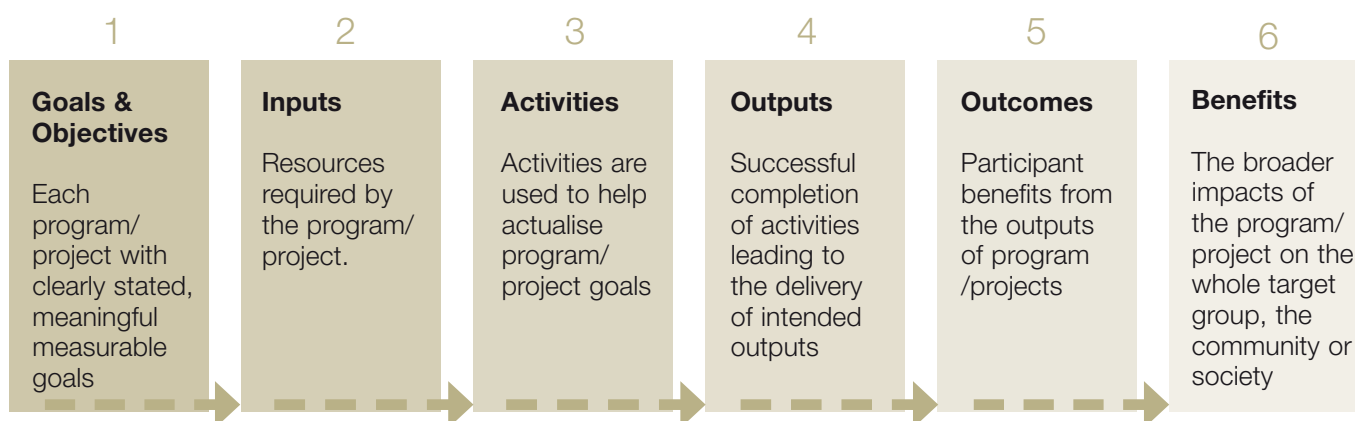


Table 8: Example of Mentoring Project Logic Model Components

Goals and Objectives	Inputs	Activities	Outputs	Outcomes	Benefits
<ul style="list-style-type: none"> Goals Objectives 	<ul style="list-style-type: none"> Budget Program staff Promotional materials Funded agencies/organisations and their partners Young people Volunteers 	<ul style="list-style-type: none"> Establishment of Steering/Reference Group Organisations Funded Partnerships Program/project delivery Capacity building e.g. mentor support, training and networking Contract/service agreement management Monitoring and reporting of results 	<ul style="list-style-type: none"> Number of funded agencies/organisations Number of projects meeting reporting and acquittal requirements Number of young people mentored Number of volunteers engaged as mentors Number of successful matches Number of partnerships/agreements between funded agencies/organisations and relevant local organisations Expenditure 	<ul style="list-style-type: none"> Improvements in young people's <ul style="list-style-type: none"> - Emotional/psychological wellbeing - Problem or high-risk behaviour - Social competence - Academic/educational achievement - Career/employment opportunities Increased participation in volunteering Demonstrated Cost Benefit from investment 	<ul style="list-style-type: none"> Increased participation by young people in community Increased capacity of community to respond to needs of young people Community strengthening e.g. increased close personal networks, increased capacity of community networks

Step 4

Program Implementation is where the action takes place. If you have put in place all your planning and preparation activities, this phase should be relatively easy, because thorough planning can greatly enhance the effectiveness of your program's operations.

It's important to remember that implementation and program operational activities rarely occur in a straightforward, sequential or logical way, no matter how much you have planned. Ensure you use your detailed project plan and steering committee/reference group to optimise your chances of staying on track and taking corrective action as soon as any issues arise.

During this phase:

- Formal arrangements with program/project partners should be put in place;
- The program should be promoted to key stakeholders including formal launches if appropriate;
- If your program involves funding to one or more organisations that will be delivering mentoring, formal tender and assessment of submission processes need to be put in place (Part Six provides an example of assessment criteria);
- Discussions with recipients of your department/organisation's funding/support will take place to identify and agree specific project support and training requirements;
- Service agreements/contracts will be developed and signed off with funding/support recipients. (While there is a need for consistency in how these are developed, it is critical that flexibility is allowed to account for program specific characteristics, (for example, target groups, mentoring settings, geographical location, type of mentoring);
- Service agreements/contracts will be actively managed including the development of a formal timetable of project liaison, contact on an as needs basis, release of project funding and project monitoring activities;
- Additional support activities and training identified with contracted organisations delivering mentoring should be provided, sourced or brokered on their behalf;
- Facilitation of mentoring networking activities should take place to help organisations develop their mentoring capabilities and share their learnings with others; and
- Agreed communications should be developed and disseminated to key stakeholders who have an interest in the success of the program and in the outcomes for the young people participating.

Step 5

Review and evaluation are critical to continuous program improvement. At a program and project level, success can be measured in terms of process, outputs and outcomes. Outcomes should be considered as two-fold. Short term outcomes, sometimes described as impacts, are the immediate effects on participants. Long term outcomes are those related to broader measures such as school retention rates, increased volunteering in the community and reduced juvenile crime rates. Program evaluation, in particular, also needs to consider the inclusion of a cost benefit analysis to measure the degree of program efficiency.⁷⁹ At a program level, the challenge is to sensibly aggregate the evaluation results of funded projects into an overall review of program success.

Evaluation involves:

- Establishing key performance indicators at a Program and Project level;
- Determining the reporting requirements of funded projects (to be included in contracts/ service agreements) and of the program as a whole (to be included in the Program Governance structure). This involves clarifying the content, responsibility and timing of reporting;
- Determining what data needs to be collected, by whom, and when – this will usually involve both quantitative and qualitative data;
- Data gathering;
- Analysis of data;
- Reporting to key stakeholders; and
- Review of findings of the evaluation and consideration of whether changes are needed to the program or project model.

Why evaluate?

Effective evaluation will enable you to make a decision about whether your program or the projects your program funds or supports are worth doing. Evaluation serves to:

- Determine whether or not program or project goals and objectives have been achieved;
- Demonstrate whether the resources (inputs) allocated to the program or projected contributed to their achievements;
- Identify opportunities for program or project improvements;
- Test whether stakeholder expectations have been met;
- Meet accountability requirements of key partners and funding bodies; and
- Assist in the building of a case to secure additional or future funding

Evaluation Principles

Mentoring evaluation principles include:

- The inclusion of young people in the design and evaluation of mentoring program/projects;
- An overall focus on outcomes and benefits as experienced by young people;
- The use of program/project designs with direct links to government/ organisationally defined outcomes;
- Accountability and transparency in all activities and designs;
- Valuing open dialogue about the design and implementation of program/projects and projects;
- An objective and ethical approach to evaluation (including due process to ensure informed consent and privacy);
- A consistent set of evaluative processes and tools;
- An overall focus on continuous improvement;

- The use of evaluation efforts that recognise the expertise and interests of stakeholders;
 - The use of evaluation efforts that are respectful of program/project and project staff and participants; and
 - The use of evaluation efforts proportional in size, scope, and complexity to the program/projects and projects under evaluation.
- Extent of young people's engagement and participation;
 - Delivery of support components such as training sessions;
 - Communication strategy;
 - Quality of staff and volunteers; and
 - Measurement of the accuracy of program/project related information including output measurement, analysis of the effectiveness of risk management systems and feedback processes for stakeholders and audit of networks and partnerships.

Levels of Evaluation⁸⁰

The three levels of evaluation are outputs, process, and outcomes. Specific evaluation requirements will vary based on history, maturity of program, funding requirements, and resources.

1. Output Measurement examines deliverables – the direct products of programs and projects. Such measurements often reflect numbers of events or numbers of young people participating in program/activities. As such, these figures shape the majority of funding body reporting requirements. From time to time, output measurement may consist of the collection of qualitative data through the use of, for example, participant surveys and focus groups.

Output targets are generally detailed in program or project documentation, including Funding/Service Agreements and budgets. The clearer these targets are defined at the start of a program cycle, the easier they are to measure during evaluation.

In addition to measuring the outputs of individual projects, Program Managers should measure outputs across all projects to ensure compliance with broader funding body policies and guidelines.

2. Process Review is often an annual activity that reviews and gathers information to assess the degree to which a program or projects run effectively and according to plan.

Particular focus is often placed on:

- Factors which hindered implementation or detracted from achieving anticipated targets; and
- Factors which were particularly effective or useful in facilitating implementation.

A Process Review can focus on and encompass issues such as:

- Review and analysis of how well the program/project activities were implemented and to whom;

3. Outcome Evaluation reveals some of the planned and unplanned consequences that are attributable to a program/project. In terms of program/project design, defining outcomes is the first step towards identifying the differences a program/project is intended to make in the lives of young people and in the communities in which they live. These differences might be immediately evident or may be revealed in the longer term. Short-term outcomes might include improved school attendance, securing employment, completing a community-based order as required. Longer term outcomes might include improved health and wellbeing, sustained involvement in school or work, community strengthening, or the ongoing contribution of young people to decision making processes in their local communities.

As with output measurement, outcome evaluation is made easier when desired outcomes are defined in the early stages of a program/project cycle. The clearer they are at the outset, the easier they are to measure during evaluation.

To define realistic, measurable and sustainable outcomes, programs and projects must be clear about:

- Desired outcomes;
- Processes necessary for the achievement of desired outcomes;
- Causal links between program/project and activities, policy and evidence-based research;
- Assumptions, hypotheses and theories informing program/project design;
- External factors affecting or possibly affecting the achievement of outcomes; and
- Anticipated links between intent, output and outcome.

Mentoring Evaluation Measures

Evaluation measures need to be specific and measurable. Regardless of whether the data used to measure an output, process or outcome is qualitative or quantitative, targets should preferably be set during the program/project design phase. At a program level it will be useful to establish a minimum set of measures that are consistent across all

funded projects to allow for aggregation of results. It is, however, important to note that targets set against measures may need to be flexible according to the nature of each project and take into account the types of young people involved (for example, high risk, disabled, school students) and what method of mentoring is used (for example, one-to-one, group, e-mentoring).

The Duke of Edinburgh's Award – Neighbourhood Renewal Mentoring Program for Young People

case study



The Duke of Edinburgh's Award is a well established, structured personal development program for young people aged 14 to 25. The program has been made possible with funding from the Government's Neighbourhood Renewal Mentoring Program. It provides mentoring to at-risk young people who may not otherwise have the opportunity to get involved and succeed in achieving their personal goals. Mentees in the program value the mentoring match and see it as one of the ways that will help them achieve an award.

Youth mentoring provided through this program has enabled the improvement of participants' self-esteem, increased their ability to set and achieve goals, provided a structured program, and helped them to develop a mentoring relationship with an adult mentor.

Mentors are asked to make a minimum one-year commitment to their mentee, and sometimes the match may go longer depending on the progress of mentees through the award program. Mentors have really loved being involved in our program. As a recent mentor commented:

"I think this mentor approach is great – I am a strong believer in it! I am a mentoring advocate – a devotee. I think the whole mentoring approach is truly wonderful".

Another mentor said:

"[It's been great] sharing experiences, gaining a wisdom from doing so and seeing the participants achieving their goals and sharing in them."

Adding a mentoring component to the existing Award program has provided challenges for both our funding body and our organisation because the objectives and expectations of our respective programs have been slightly different. However, we were all convinced of the value of adding a mentoring component to the Award program to enable young people who may not have had the opportunity or capacity to succeed in the program without the added support of a mentor. Having a common overriding objective to increase opportunities and improve outcomes for young people gave us the incentive to sit down and work out how it could happen.

Open communication, a willingness on both sides to adapt our expected outcomes and reporting to meet the needs of both parties without compromising each of our program needs, and the rapid response of Government to our questions were key to building a successful partnership.

Incorporating a volunteer mentor program component has meant we have also had to network and form relationships with other organisations to build our own mentoring capacity. We have found Volunteering Victoria and the Youth Mentoring Network particularly useful in helping to build our capacity to manage mentoring within our overall program. Through this experience we have become aware of other possibilities and partnerships for mentoring that we can get involved in to improve the lives of young people who participate in our programs.

Elizabeth Young
Youth Projects Officer
The Duke of Edinburgh's Award (Vic.) Limited

Table 9 provides examples of types of **evaluation** measures that could be used at a program and project level. These examples are provided as a guide to program and project managers, but are not exhaustive.

Table 9: Examples of Mentoring Evaluation Measures

	Outputs	Process	Outcomes	
Program Level	<ul style="list-style-type: none"> • Number of projects funded • Range of target groups supported (e.g. Indigenous, justice etc) • Number of young people involved • Number of volunteers recruited • Training support provided/ brokered/ sourced • Mentee satisfaction ratings • Mentor satisfaction ratings • Costs of program 	Appropriateness and effectiveness of: <ul style="list-style-type: none"> • Funding allocation model and process • Contract/ service agreement requirements and compliance • Program Governance protocols and reporting requirements • Continuous improvement process • Program partnerships • Event management – training, promotions, network events etc • Evaluation framework 	Short-term	Long-term
			For mentees:* <ul style="list-style-type: none"> • Regular participation in a structured program • Increased school attendance rates • Improved training and/ or employment outcomes • Development of a trusting relationship with a non-related adult • Increased family/ cultural /community connection For mentors: <ul style="list-style-type: none"> • Increased commitment to volunteering • Increased skills, knowledge about mentoring and working with young people For community: <ul style="list-style-type: none"> • Establishment of partnerships/ collaborative working arrangements between relevant agencies, local government and community groups • Expansion and strengthening of mentoring networks 	<ul style="list-style-type: none"> • Improvements to wellbeing, education, or life transitions • Reduction in contacts with the justice system • Community strengthening <ul style="list-style-type: none"> - positive community attitudes - increased participation in community activities ⁸¹ • Improved social support structures • Enhanced community responses to the needs of young people • Revised or new products or services designed with young people in mind, especially in terms of accessibility and viability • Increased integration of existing systems of support • Improved and sustainable social and economic conditions for young people • The development of inclusive attitudes toward younger members of communities

*Note: Relevant measures of mentee outcomes will depend on the purpose of the project/program and the target group participating.

Table 9: Examples of Mentoring Evaluation Measures continued

	Outputs	Process	Outcomes	
Project Level			Short-term	Long-term
			For mentees* <ul style="list-style-type: none"> Increased school attendance rates Improved academic performance Attainment of employment Reduction in anti-social behaviour and/or engagement in risky behaviour Increased classroom engagement Improvement to young person's well-being Improvements in parent-child/family relationships Increase in cultural/community connection Achievement of goals established as part of the mentor/mentee plan Participation in community activities For mentors increased: <ul style="list-style-type: none"> Commitment to volunteering Skills and knowledge about mentoring and working with young people For agency or community: <ul style="list-style-type: none"> Establishment of partnerships/collaborative working arrangements between relevant agencies, local government and community groups Involvement in and strengthening of local and statewide mentoring networks 	Improvements in local: <ul style="list-style-type: none"> School completion rates Levels of education achieved Employment participation rates Rates of involvement in the justice system Mentees' levels of social and emotional wellbeing Participation in community groups and projects Collaborative and partnership arrangements between relevant agencies, local government and community groups with an interest in young people Volunteering rates

*Note: Relevant measures of mentee outcomes will depend on the purpose of the project/program and the target group participating.

case study



When to evaluate

Timing plays a critical part in effective evaluation. Evaluating too soon in the life of a program or project may put you in a position where you need to justify a program or project that has not had time to deliver any significant outcomes. Mentoring is a long term 'intervention' strategy with a substantial lead-time needed to ensure program/project planning, design and implementation are appropriate and robust. It may be 12 months or more before any meaningful outputs, let alone outcomes, are evident. Generally evaluation for mentoring programs/projects should be timed as follows:

- Process review – annually
- Outputs evaluation – after 12 months, then annually
- Outcomes (short term) evaluation – following the completion of the first round of mentoring matches
- Outcomes (long term) – six months following the completion of mentoring matches and preferably with some follow-up at the one year and two year marks.

Whitelion provides mentoring for young people leaving out-of-home care in the north-west metropolitan region, Gippsland and Barwon regions. It also provides the RAMP program which, in partnership with REACH, caters to young people in residential care in the eastern metropolitan region.

Our mentoring model focuses on one-to-one mentoring and building a community for young people through group activities, and is one of the few programs that continue to work with young people who are over 18 years old. Over many years we have found that mentoring really does make a difference to young people's lives through increasing their resilience by providing them with a significant other who connects them to their community.

The most essential factor for the initial development of our mentoring programs has been adequate and sustainable funding from Government and other supporters of our programs, including a wide range of businesses. Our success has also seen us form links with other agencies and being actively involved in professional development and networking activities, such as:

- The Victorian Youth Mentoring Alliance (including the Practice Based Network)
- Leaving Care State Based Network
- Involvement in the Department of Human Services Leaving Care Reference Group
- Choose with Care training by Child Wise
- The Centre for Excellence in Child Welfare run a variety of training sessions in which coordinators have participated

We have developed a strong, supported and very positive relationship with DHS, and have been fortunate enough to receive sufficient funding to establish and maintain a number of mentoring programs. The Department and its officers have been actively involved in our programs through steering committee membership. One of the real benefits of their involvement is that together we have built a solid understanding of the real and ongoing costs of a long term mentoring program.

continued next page



Whitelion continued

Having Department representatives on our committees enables them to get a handle on how the programs work and enables us to renegotiate targets as the program grows to ensure they are holistic, relevant and realistic. Our successful partnership with DHS has been due to the hard groundwork we put in at the beginning of the program. At this time, we clearly defined the target group and process for the program, established clear reporting systems, committed to ongoing evaluation of the program, and managed our relationship with the Department's head office, regional office and regional agencies.

We have also established strong connections, sponsorships and partnerships with corporate businesses that provide mentors, in kind contributions, and goods and services. For example, Red Rock Leisure Services provides and host functions for the program, PricewaterhouseCoopers provides mentors and other practical support, Metlink provides camping equipment, transport and assistance with funding and KFC provides in-kind contributors, goods and services.

By providing opportunities for their employees to be involved in delivering assistance to their communities in very tangible ways, we find that our corporate supporters benefit from their involvement in our mentoring programs.

It has been important that we continue to demonstrate our program strengths and challenges to the Department and other supporters through regular reporting. In measuring success we focus on three different aspects of the program every six months:

- The match and the program, identifying ways to strengthen both
- Changes for young people across four domains of change – self-awareness, skill base, social network and life change
- Tracking the most significant change in young people's lives.

Mark Watt
CEO
Whitelion

Part Five

Building the Capacity of Mentoring Programs

This part covers the role of Government and other agencies involved in funding and supporting mentoring in building the practice, evidence base and skills for mentoring young people



A Collaborative Approach to Building Capacity in Mentoring

Developing the Skills and Role of Volunteers

Governments, philanthropic trusts, community and business organisations currently fund and support specific mentoring programs and programs with mentoring components. The shared long term goal is to build the capacity of communities and community-based organisations across Victoria to deliver sustainable, high quality and effective mentoring and skills based programs for groups of young people.

This goal can be further progressed through a collaborative approach to capacity building that focuses on some important themes:

- Developing the skills and involvement of volunteers in mentoring;
- Sharing experiences of effective mentoring practices; and
- Building on the evidence base of the benefits of effective mentoring.

The role of volunteer mentors in supporting young people - and their ongoing recruitment - is critical to any mentoring program. However, while harnessing their motivation, empathy and commitment, programs should ensure volunteers get the most out of their mentoring experience.

Providing volunteers with support, training in effective practices and involving them in the planning and review of programs leads not only to important skills development for the individual mentors, but also creates better quality mentoring programs.

A number of opportunities can be expanded to encourage and build the capacity of volunteers in mentoring, such as:

- Joint promotion and advertisement of mentee opportunities;
- Shared tools and knowledge of recruitment and matching processes;
- Coordinated skills training sessions for mentoring young people;
- Links to existing volunteer groups and resource centres;
- Assistance with cost and expenses associated with mentoring;
- Recognition of, and rewards for, volunteers' contribution to communities; and
- Information on other opportunities to participate in community activities.

Some examples of practical support for the participation of volunteers are the information and assistance which existing organisations and the (National) Youth Mentoring offer on their websites to volunteers looking to learn more about mentoring opportunities.

Sharing Experience of Effective Mentoring Practices

A wealth of practice experience and knowledge is available across Victoria and Australia. Greater sharing by practitioners of the lessons, current program approaches, engagement of young people in mentoring, management, promotion and recognition of mentors and other characteristics is important to build on what works and ensure the quality of mentoring programs.

Practice forums, networks and exchanges provide a process for all those involved in mentoring to learn more about, reflect and contribute to the body of knowledge and skills development of mentees and organisations delivering programs.

A number of opportunities can be expanded to encourage and build the capacity of mentoring, such as:

- Networks of mentor programs to share practice and tools;
- Joint use of and access to electronic information on programs;
- Forums on current program strategies e.g. recruitment, matching, reporting
- Training sessions to develop skills and meet legislative requirements of working with young people;
- Recognition and celebration of the value of mentoring for young people and mentors; and
- Mentor networks.

A number of existing networks are involved in such activities and can provide assistance in setting up and expanding these in other communities. For example, the Victorian Youth Mentoring Alliance is a partnership with members from mentoring programs and practitioners that is working to develop the capacity of all involved in mentoring and is supported by the Victorian Government and partner organisations.

Building on the Evidence Base

As outlined earlier in this Guide, practitioners, researchers, observers and participants in mentoring are in general agreement that mentoring can have enormous benefits for young people, mentors and communities. The available literature, numerous case studies and a range of evaluation reports suggest that mentoring can and does work. That said, it is also important to note that rigorously conducted studies involving, for example, control or longitudinal methodologies are in short supply. This is generally put down to:

- Problems of measuring long-term outcomes;
- Strong reliance on participant observation;
- Voluntary nature of many programs;
- Short timeframes or pilot nature of programs⁸²; and
- Funding restraints.⁸³

A challenge is to find ways of investing in studies to capture the sustainability of benefits over longer time periods, and to develop a robust evidence base and tools that can be used to gather and expand on the existing evaluations. Partnerships between organisations to support research at a national and state level could support such work and lead to greater sharing of knowledge of effective practice.

To ensure the support for mentoring is sustainable in the future more evidence needs to be documented. In particular, the long term and relative benefits of mentoring must be captured. Measuring mentoring outcomes needs to focus on four main areas:

Young Person Benefits <ul style="list-style-type: none"> • Emotional/psychological wellbeing • Problem or high-risk behaviour • Social competence • Academic/educational achievement • Career/employment outcomes 	Mentor Benefits <ul style="list-style-type: none"> • Mentoring competence • Engagement with young people • Networks
Social/ Community Benefits <ul style="list-style-type: none"> • Engagement of young people in community activities • Volunteering • Community capacity to respond to the needs of young people • Mentoring Networks 	Economic Benefits <ul style="list-style-type: none"> • Cost–Benefit Analysis • Return on Investment

Organisations managing mentoring programs are likely to be funding or supporting more than one mentoring project at any one time. As such they are a repository of information from a range of programs and are well positioned to consolidate, document, and make available evidence on the benefits of mentoring to the sector and key stakeholders (particularly those responsible for making decisions around the allocation of program funding). They can consider how to:

- ensure budgets for programs include an evaluation component;
- take a long term view of the impacts of mentoring including those at a community and societal level;
- establish collaborative evaluation projects with credible and independent research organisations;
- share, promote and disseminate the evidence broadly through the sector;
- develop consistent evaluation frameworks across programs and departments; and
- collaborate and contribute to research studies.

Some excellent examples of governments and other funding agencies contributing to the building of an evidence base for a range of social policy interventions already exist. For example, the William Buckland Foundation has made a significant contribution to Big Brothers Big Sisters to undertake a study which contributes to the evidence base for mentoring.⁸⁴

Part Six

Tools and Checklist



The FReeZACentral Mentoring Program

case study



The FReeZACentral mentoring program is a Victorian Government initiative to assist young people in pursuing a career in the music industry. It is delivered by The Push, a non-profit, statewide youth entertainment organisation in its 15th year of operation.

The program was established to provide opportunities for young people to access affordable, alcohol-free events and to have the option to participate in the life of the local community. The Push is currently funded through the Office for Youth, for both the FReeZACentral program directly and to deliver support services for the FReeZA program, which focuses on helping young people create music and cultural events for their peers.

The FReeZACentral program assists in developing the knowledge and skills of fifty selected 15–25 year olds, who hold a keen interest in careers in the industry. The mentees benefit from:

- one-on-one career guidance from industry professionals in their chosen field of event management, marketing and promotion, technical performance and music business operations;
- hands-on industry experience by helping to organise and run a statewide tour and recording project; and
- expanding their networks in the music industry.

Recruiting mentors from the music industry is sometimes challenging. The term 'mentoring' can be confusing to potential recruits. Initially some think that a mentor program would require unrealistic time commitments. Making sure we explain clearly what it means, and the benefits for them as mentors and the young people involved, is really important.

Mentors who have volunteered their time to be part of our program have benefitted enormously by:

- being recognised for their contribution to the industry and community by mentoring a promising young person;
- participating in the success stories of the young people involved; and
- providing an opportunity for the mentor to practice their skills, develop personal skills, increase their job satisfaction and improving their self-esteem.

The program adds real value to the music industry by providing members a role in shaping the next generation of potential employees, enabling the industry to retain its skills, and building the industry's reputation. Importantly, our mentoring program demonstrates to everyone involved – mentors, mentees. The Push and the industry – that music is a viable career choice for young people.

We are enormously proud when a young person who is, or has been, a mentee gets a job in the industry or goes on to bigger and better things. We recently saw one of our mentees secure her first industry marketing job, and another had just the right skills and qualities we need at The Push, so we employed him ourselves!

Final advice we'd give to government departments and other funders supporting volunteers and volunteers engaged in mentoring – be very clear about what the term mentoring means to you. Take the time to define it and the program so that everyone involved understands what is involved and what can be gained from participating. A good understanding of what is involved and what the expectations are makes for a better program and better relationships for all of us.

Vanessa Brady
Project Manager
FReeZACentral Program
The Push

Mentoring vs Coaching

The differences between mentoring and coaching have been explored by various researchers. First Train ⁸⁵ have described the differences as:

	Mentor	Coach
Focus	Individual The focus is on the person and support for individual growth	Performance Goal-focused and performance-oriented
Role	Facilitator with no agenda Mentors are facilitators and teachers allowing the mentee to discover their own direction	Specific agenda A coach's role is to change skills and behaviours in a guided fashion – there are specific goals and objectives to be achieved
Relationship	Self selecting The mentee participates voluntarily and has an active role in initiating and maintaining the relationship	Comes with the job In most cases the coach is assigned
Source of influence	Perceived value A mentor's influence is proportionate to the perceived value they can bring to the relationship. It is a power-free relationship based on mutual respect and value for both mentor and mentee	Position A coach has influence because of their position and/or title
Personal returns	Affirmation/learning The mentoring relationship is reciprocal. There is a learning process for both the mentor and mentee. The relationship is a vehicle to affirm the value of and satisfaction from fulfilling a role as helper and developer of others. Mentees can develop new skills and learn to build trusting relationships	Teamwork/performance The 'return' comes in the form of the achievement of specific goals or performance improvement
Arena	Life Mentors are sought for broad life issues. The mentee is proactive in seeking out mentors and keeping the relationship productive	Task-Related Even in the sporting arena, coaching is task-related: – it focuses on improvement of knowledge, skills or abilities to better perform a given task

Sample Business Case Template

Proposed Program/Project Title	Include a succinct title
Program/Project Description	Provide a summary description of the program/project including its purpose, its target group, the program delivery method, the geographical location/s, the timeframe, and the overall budget. Keep this brief - no more than two or three paragraphs
Program/Project Context	<p>Provide a description of the government's/department's/organisation's key policies, strategies, philosophies and values that relate to the proposed program</p> <p>State whether there is any relevant history of support for similar programs/projects and if so what the results were</p> <p>Are there any related programs/projects to which this program/project will add value? Identify linkages with outputs and/or initiatives that are delivered by other departments/organisations to address priorities. Also indicate if and how the initiative can be integrated with existing areas to maximise the benefits of additional funding</p> <p>What evidence exists to suggest that supporting this program will deliver positive mentoring outcomes for young people?</p>
Consultation Process	Who has been consulted about the program/project? Describe the outcomes of the consultations, particularly in terms of support for the program/project
Program/Project Objectives	State in single sentence statements (or dot points) what the program/project is hoping to achieve. These must be specific, measurable, and realistic, and four to six objectives are sufficient
Program/Project Partnerships	What arrangements are in place/proposed with other departments/agencies/organisations to support the development and implementation of the program/project and what is the nature of those arrangements?
Program/Project Performance Measures	<p>What performance indicators will be used to measure the success of the program? These can include process, output and outcome measures but at a minimum should include output and outcome measures. Measures must be related to the program/ project objectives</p> <p>Are there existing performance measures in place within your department/government/ organisation or partners which should be applied to this program/project?</p> <p>What new/additional performance measures will be put in place?</p>
Program/Project Targets/Deliverables	<p>State the yearly and total targets related to the outputs and outcomes of the program/project; for example:</p> <p>Year 1 100 young people, 25 employers participating 80% young people placed in employment 70% retained in employment for more than 3 months 90% satisfaction rating for program from employers</p> <p>Year 2 150 participants, 50 employers participating, 85% young people placed in employment 80% retained in employment for more than 3 months 70% retained in employment for more than 6 months (including Year 1 intake)</p> <p>Year 3 150 participants, 50 employers participating 90% employers since Year 1 retained in program/project 90% satisfaction rating from young people participating</p>

Program/ Project Milestones	What is the overall timeframe for the development and implementation of the program/project? What are the critical milestones and when are they expected to occur?
Program/ Project Management	State the governance structure for the program/project; for example, will there be a steering committee to guide the project? Where do the accountabilities for the program/project lie?
Program/ Project Support	What types of program support, such as training, will be needed for the recipient of the funding/ support to ensure quality and consistency in application of mentoring good practice principles?
Implementation Plan	Identify the process by which the milestones will be achieved For each year the initiative is funded, identify the milestones (by quarter) by which the initiative is implemented. The milestones must clearly demonstrate that the funding for each year will be full expended
Program/ Project Budget Support	What is the total proposed budget for the program/project? What costs are proposed to be met by your organisation? What costs or proportion of costs will be provided by program/project partners? If the program/project is to be supported financially by more than one organisation, describe how the project funds and expenditure will be managed
Program/ Project Detailed Budget	Ensure a yearly as well as total budget for the life of the program/project is provided. Include a breakdown of sources of funding and major expenditure for salaries, on-costs, capital items, recurrent costs, and one-off costs such as marketing, evaluation, printing
Program/ Project Monitoring and Evaluation	What are the proposed monitoring and evaluation arrangements? What involvement will other program/project partners have in supporting monitoring and evaluation? How will these be reported, when and to whom?
Risk Analysis and Management	Explain factors that may prevent the initiative from achieving milestones or outputs, and indicate strategies to remedy them
Communication	Provide a brief description of the communication and marketing strategies for the program/project, including, where appropriate, strategies for inviting organisations/agencies to submit for funding and how submissions will be assessed
Program/ Project Impacts	Describe the expected social and economic impacts of the program/project in relation to: <ul style="list-style-type: none"> • Participants • Collaborating organisations/agencies • Communities

Assessment Criteria for Funded Mentoring Projects

Key points

Establishing comprehensive assessment criteria and processes:

- will help to ensure strategic alignment between funded/supported projects and guiding policies and strategies;
- will ensure that agencies/organisations funded/supported have the capacity to manage mentoring programs.;
- facilitates good practice mentoring design and implementation;
- strengthens the capacity of the funding body to evaluate outcomes; and
- minimises the risk of unsuccessful programs.

Checklist

- ☐ ***Does the proposal support government/organisational policy/strategy?***
 - Which government/corporate strategies are supported by this proposal?
 - In what ways does the proposal help to achieve strategic objectives and targets?
- ☐ ***Is the need for the mentoring program well demonstrated?***
 - Does the project proposal indicate consultation with local stakeholders?
 - Have young people been involved in the consultations?
 - Who is the target group? Why?
 - Is there support for the program from local groups?
 - Do the young people from the target group support the proposal?
- ☐ ***How unique is this proposal?***
 - What other organisations/groups in the local area are providing similar programs?
 - Does this proposal add something new?
- ☐ ***Does the proposal add to the capacity of local networks involved with young people?***
 - What organisations/agencies are currently working with young people in this community?
 - What other mentoring programs operate in this area?
 - How does this submission propose to support/get involved in local mentoring networks?
 - Are there partnerships/collaborations proposed? Who with?
- ☐ ***Does the submitting body have adequate capacity to support the program/initiative?***
 - Is the governance structure appropriate?
 - Does the organisation have the appropriate number of skilled personnel and leadership?
 - Is infrastructure such as building and equipment, already established and adequate?
 - Are the organisational systems and processes sufficient – IT, financial management, human resources?
 - Is the budget sufficient to support the project?
- ☐ ***Is the program design consistent with the principles of effective mentoring practice?***
 - Is there a clear project logic and strategic plan?
 - Is there a set of program components supporting good practice design and implementation – matching, recruitment, training, support, closure, celebrations, safety?

- Does the program design take into account the needs of the particular target group? Has the organisation sought advice from relevant agencies/experts?
- Is the program length adequate for achieving the desired outcomes?

☐ ***Will this program help to build the evidence base for mentoring?***

- Does the project plan incorporate an evaluation framework?
- Is there sufficient allocation in the proposed budget to support evaluation?
- Does the organisation have the capacity to collect, analyse and report on findings?

☐ ***Can the following be demonstrated to minimise the risk of the mentoring project failing?***

- The mentoring project operates within an established organisation
- The budget is sufficient
- The organisation/s being funded/supported has/have a demonstrated track record in managing and delivering programs
- The proposal has the support of locally based related agencies/organisations
- The governance arrangements are clearly outlined
- Support and training needed can be provided/resourced
- Capacity to meet reporting and acquittal requirements is demonstrated
- The proposed program complies with child safety legislation (Working with Children) and good practice
- The organisation has the capacity to undertake quality evaluation

Having answered these questions are you satisfied that:

- Mentoring is a 'good fit' with the overall strategic directions and goals of your program and/or organisation?
- The program/project budget is adequate to support effective mentoring outcomes, based on an estimate of costs-per-match?
- The program/project development design is based on effective mentoring principles and practice?
- The proposed program/project is compliant with relevant local child safety legislation³ (refer to p.69 Working with Children)?
- Evaluation is integrated into program/project design?
- The organisation/program within which mentoring is auspiced has the capacity to manage and deliver positive mentoring outcomes?
- The program/project implementation and review will help build the capacity of the sector and support mentoring as a sustainable strategy that provides positive outcomes for young people?

Example of Mentoring Program Coordinator Position Description

Mentoring Program Coordinator

The mission of XXX is to empower young people in our community to make positive life choices that enable them to maximise their personal potential. Through collaborative programming with schools and other community-based organisations, we provide educational, social and mentoring opportunities to enhance the academic performance, social and community connections, and career options of young people.

The Program Coordinator oversees the development and implementation of the youth mentoring program, which matches adult volunteer mentors with young people one-to-one. The Program Coordinator ensures program quality and performance in terms of recruiting, screening, matching, monitoring, and closing the relationship with the mentor and mentee. The coordinator also communicates with the mentor and mentee throughout the relationship.

Reporting to the Program Manager, the Program Coordinator is responsible for overseeing all aspects of the mentoring program, and will carry out the following responsibilities:

Duties

- Maintain and update the Policy and Procedures Manual as needed
- Develop and manage relationships with schools, training providers, and community-based organisations
- Build a strong working relationship with the mentoring program advisory board
- Oversee the enquiry and induction process for mentors and mentees
- Create and oversee the implementation of an ongoing mentor recruitment plan, which includes developing annual recruitment and quarterly activity plans, developing and distributing program marketing materials, making presentations

to targeted organisations, and ensuring a presence at key community events

- Perform and oversee participant screening, training, matching, support and supervision, recognition, and closure activities
- Oversee organisation and implementation of mentor/mentee group events such as day trips, celebrations and end of year events
- Plan and implement recognition activities for program participants
- Oversee program evaluation activities
- Oversee mentoring program staff
- Attend regional/national conferences to increase knowledge of other mentoring programs and best practices
- Complete other duties and activities as needed

Position Requirements

- Qualifications in social work, psychology, and/or education
- Expert knowledge of mentoring program policies and procedures
- Two or more years experience in mentoring and/or youth development, preferably working within community organisations and/or schools
- Strong organisational, writing, verbal, and interpersonal skills
- Creativity and flexibility
- Experience working with diverse communities

Collecting Data on Mentoring Participants

Key points

Where information is collected on individuals, it is important to ensure they have provided informed consent. Information collected as part of an evaluation process is likely to be personal and, in some cases, sensitive. Some participants may be reluctant to speak out or be honest in their responses if they think they will be identified or if they are suspicious about how the information may be used. In addition, privacy legislation also states that evaluators may not release any information about an individual without their prior consent. Even if information is de-identified and only used in aggregate form, it is good practice to ensure you gain permission to use participant data, that you ensure they understand the purpose of the study, and assure them that they may withdraw their permission for the use of the data at any time.

Adopting a policy on informed consent will:

- ensure evaluators comply with relevant privacy legislation*
- assist organisations/researchers obtain ethics approval (where relevant)
- provide assurance to participants and guardians/carers that information will be treated confidentiality
- enable participants and guardians/carers to understand that they may withdraw consent for their information to be used for research or evaluation purposes
- encourage participants to give permission for their 'stories' to be used for program and evaluation purposes.

Checklist

- ☐ A privacy policy
- ☐ A written description of the research/evaluation project that can be given to participants and/or their guardians
- ☐ A consent form for participants/guardians to sign – one copy to be provided to the participant/guardian and one to be kept by the researcher
- ☐ A consent form for the use of photographs in evaluation or program promotional activities. In line with the *Children and Young Persons Act 1989*, the *Information Privacy Act 2000* and the Department of Human Services' privacy policy, the Department of Human Services has a clear process and guidelines regarding publicity and media exposure of young people involved with Child Protection or Juvenile Justice. If your program provides a service to department clients please consult with the department before involving the young person in publicity or media exposure
- ☐ A process for ensuring that information about the project and consent form can be adequately explained to participants with limited literacy skills or English proficiency
- ☐ Information provided in languages other than English where relevant
- ☐ A system for keeping records of who has given consent

*See National Privacy Principles contained in the Privacy Act 1988 (Cwlth). Sharing of information between Victorian Government departments must also comply with the Information Privacy Act 2000 (Vic.).

Indigenous Leadership Program

– joint project between
VicHealth, Aboriginal Affairs
Victoria and the Victorian
Aboriginal Community
Services Association Ltd



In 2005–06 a partnership between VicHealth and Aboriginal Affairs Victoria was formed to develop 12-month pilot mentoring programs in several Indigenous communities throughout Victoria. The project recruits participants employed in Indigenous organisations, Government departments and non-government organisations, providing training in residential workshops in six Koori communities across Victoria. The project is conducted in partnership with RMIT University, resulting in credits toward the RMIT Graduate Diploma in Community Services.

At the start of the project a reference group was established consisting of representatives from Government with support from the Victorian Indigenous Leadership network and the Victoria and the Victorian Aboriginal Community Services Association Ltd Koorie Community Leadership program. Taking the time to plan the scope and nature of projects in Indigenous communities/settings can't be underestimated; having input from external experts who were willing to share their experiences with us was invaluable.

Of course, it is not just us working with Government; other partnerships and networks were so important to us in getting this program off the ground. These included other Indigenous leadership groups both within Victoria and nationally; the Australian Community Leadership Group, which was valuable in terms of creating tailored professional development opportunities to help us better engage with philanthropic organisations; Leadership Victoria; and relevant mainstream leadership and mentoring groups such as Leadership Plus, a leadership program for people with disabilities. I cannot emphasise enough how much value these groups provided in terms of support, professional development and the opportunity/exposure to consider other ways to 'do it better' or differently.

In the development of this program, an important lesson learned by our Government partners was the need to be flexible in relation to timelines and that 'one model doesn't fit all'. There is enormous diversity within and between Aboriginal communities and these differences need to be understood and respected. You cannot impose the same model/ program in mentoring across all communities because of these differences.

It is important for any funding bodies involved in Indigenous programs and initiatives to seek out and undertake cultural awareness training. Many groups can provide this training, including our own agency. Improving 'cultural awareness' can build positive relationships that add enormous value to the quality and outcomes of mentoring initiatives, rather than create poor relationships with stakeholder groups that can have disastrous consequences.

Relationship building is of critical importance when working with Indigenous community groups and it is important to invest the time to develop these relationships. This includes maintaining regular contact and ensuing appropriate 'handover' when there is any turnover of staff. New staff need to start building relationships and developing their own credibility, and not assume they can just pick up where their predecessor left off.

There is enormous experience and expertise in communities and any opportunities for mentoring activities would probably be supported, provided the right resources are available, the timing is right and importantly, that the communities' knowledge of what's needed and how it could best happen is respected and built upon.

Helen Kennedy
**Indigenous Leadership Program
VACSAL**

Examples of Informed Consent Templates

STATEMENT OF INFORMED CONSENT FOR PARTICIPANTS AGED OVER 18

Project title: *INSERT Title*

Research investigators: *INSERT Name/s*

Project description: *INSERT Project description*

Consent:

I certify that I have read (or, where appropriate, have had read to me) and understood the information contained about the evaluation/research.

I agree that I have been given a copy of the information sheet on the project, and have had any questions I asked answered to my satisfaction.

I agree to participate in the study, realising that I can withdraw at any time.

I provide permission for the researchers to access information from xxx (a school, for example) to supplement information gathered through my participation in the mentoring program and research/evaluation study.

I understand that all information gathered will be treated in a way that complies with relevant privacy legislation.

I agree that the information collected by this project may be published in documents on condition that my name or any other identifying information is not used.

Participant's name: Signature:

Researcher's name: Signature:

Date:

Examples of Informed Consent Templates

STATEMENT OF INFORMED CONSENT PARTICIPANTS AGED UNDER 18

Project title: *INSERT Title*

Research investigators: *INSERT Name/s*

Project description: *INSERT Project description*

Consent:

I certify that I have read (or, where appropriate, have had read to me) and understood the information contained about the evaluation/research.

I agree that I have been given a copy of the information sheet on the project, and have had any questions I asked answered to my satisfaction.

I certify that I am the legal guardian/carer of xxxx. (Unless the carer has guardianship of the young person, they are eligible to provide consent only where authorised by the guardian of the young person).

I certify that I have explained the purpose of the research and the implications of participation to xxxx.

I agree, in my capacity as xxxx's guardian/carer, for xxxx to participate in the study, realising that he/she can withdraw at any time.

I provide permission for the researchers to access information from xxx (a school, for example) to supplement information gathered through xxxx's participation in the mentoring program and research/evaluation study.

I understand that all information gathered will be treated in a way that complies with relevant privacy legislation.

I agree that the information collected by this project may be published in documents on the condition that xxxx's name or any other identifying information is not used.

Participant's name: _____

Guardian's/carer's name: _____ Signature: _____

Researcher's name: _____ Signature: _____

Date: _____

Examples of Informed Consent Templates

STATEMENT OF CONSENT TO USE PHOTOGRAPHS OF MENTORS AND MENTEES

(Please refer to p.55 regarding the process for Department of Human Services clients.)

Purpose

This consent form covers your participation in a series of photos being taken by [name of organisation] and grants a non-exclusive use of their use. The photos may be used by [name of organisation] in publications, brochures and on internet sites to promote our programs. Please read the form carefully before signing it. If you have any questions please contact [name of organisational contact] on [phone number].

Consent

I agree to grant a non-exclusive license to [name of organisation], or its representative, at its discretion to copy or reproduce such material (whether by photo, film or other electronic or printed media) as the [name of organisation] may determine without acknowledgement of myself and without my entitlement to any remunerations or compensation now or in the future. I agree I have no further rights in the photographs including moral rights and copyright.

[Name of organisation] agrees not to use any image in a manner that may be deemed adverse, or defamatory to the person signing this form. [Name of organisation] further agrees that it will not use the image for any political or commercial gain.

Authorisation

I hereby agree to the terms and understand the conditions set out above.

Name:

Signature:

Address:

.....

Phone number:

Email:

Date:

Willing and Able Mentoring (WAM) Program

case study



The Willing and Able Mentoring (WAM) Program focuses on assisting young people who have a disability prepare for and make that vital transition from study to work. The program matches job seekers or tertiary students who have a disability with mentors in leading organisations in the job seekers/students field of interest. Participants meet with mentors for a series of eight sessions during which they explore career options and pathways, work on interviewing skills and presenting a professional profile, and generally discuss issues about disability and the workplace.

Since being established in 2000 by Deakin University and the University of Melbourne, WAM is now available across Australia for any job seeker or tertiary student who has a disability and is dependent on funding support.

The programs do not operate in isolation and we work hard to form relationships and partnerships with other organisations that can help us achieve our goals. Partnerships have been developed with tertiary education disability liaison officer networks, career advisers' networks, disability employment specialists and services, tertiary student disability networks, and major corporate and government equity groups and personnel as sources of mentors.

Where we have received program support from Government our experience has been very positive. The people we have worked with have been flexible and understanding of what our program is trying to achieve. Because there is an understanding that the program has been developed for a specific purpose and has been very successful in the past, our programs have been allowed to operate without undue intervention and monitoring. Having said that, we understand ongoing evaluation of our programs is a way of maintaining our accountability to our funders, partners, mentees, and the mentors and their organisations. We use an action research approach drawing on both qualitative and quantitative data so that learnings from evaluation information is continually modifying and improving the program. We report formally during and after the completion of the program, which helps us be efficient and effective in our program operations.

We know our program delivers positive outcomes to both mentors and mentees and we need to make sure all our key stakeholders are aware of our successes so we can harness ongoing support and ensure our sustainability over time. Personal stories from mentors and mentees are important, as are specific answers to targeted questions addressing program objectives (for example, In what ways did your organisation benefit from providing a mentor in the WAM Program this year?).

WAM has the potential to reduce negative beliefs about people with disabilities in the workplace, and enhance personal/professional strategies (for example, networking skills) to assist people who have a disability become more competitive in the challenging transition from study to career. One of our recent mentees reported that:

"This program was a great help to me, not only to give me a better understanding [of my field] but as my mentor had a similar physical disability to me, she made me realise that my own experience will be the way to gauge whether I can do everything required [in my chosen field]. I definitely feel more focused and have clear ideas about my goals now."

We've also found other benefits including more general positive cultural compliance and development in the workplace and clarification of essential requirements of job roles in the workplace. Mentors learn a lot as shown by the following comments:

"I found this program beneficial to my understanding of the barriers that confront disabled persons. [The student] was great to work with and I'm sure his positive outlook will enable him to succeed in his chosen career."

"I would like to congratulate you and your team for putting together a most worthwhile program, and I look forward to being involved in future programs that may be suitable for our organisation."

Kevin Murfitt
Coordinator
Willing and Able Mentoring

Evaluation Tools

Summary of Evaluation Designs*

Design	Characteristics	Strengths	Weaknesses
Pre- and Post-test	Compares one group of individuals at two points in time – before and after the mentoring has occurred	Easy to implement provided the 'effects' to be measured are determined prior to the intervention Needs only one group	Is not able to establish causation, as other factors may account for some or all of the change
Post-Test only	Looks at one group at one time only after the mentoring has taken place	Only needs to have access to participants at one point in time. Useful for mentoring programs which may have participants who are transient and/or not available for repeated measures	Cannot measure change and therefore allows few, if any, conclusions to be drawn about the effectiveness of mentoring
Experimental Design	Looks at two groups whose members have been randomly assigned. One group is assigned to a mentoring intervention and one is not. Measures both groups before and after mentoring has occurred	Allows for control of differences between groups Can measure change and draw conclusions about the effectiveness of mentoring	Ethical challenges arise in deliberately assigning one group for mentoring while excluding another from a potentially beneficial intervention Requires additional resources to measure a group not actually participating in the program
Quasi - Experimental Design	Looks at two groups whose members are not randomly assigned. Measures both groups before and after mentoring has occurred	Easier to implement than experimental designs because groups are not randomly assigned to receive or not receive mentoring Can measure change Allows for some conclusions to be made about the effectiveness of mentoring	Need to try and match groups on a number of characteristics, otherwise it is not possible to conclude that changes are a result of mentoring rather than of pre-existing differences between the two groups
Mixed Methods	Mixes pre-and post-test design with quasi-experimental design	Helps strengthen the validity of quasi-experimental designs	Somewhat more complicated to analyse results

* Based on JUMP 2000, *Evaluating your program: a beginner's self-evaluation workbook for mentoring programs*, Office of Juvenile Justice and Delinquency, Office of Justice Programs, US Department of Justice.

Evaluation Tools

continued

Summary of Data Collection Methods*

Method	Description	Strengths	Weaknesses	Application
Indirect observation	Includes analysis of content, analysis of available data, or observation of a group that is unaware it is being studied	Generally inexpensive Avoids subject reactivity	Won't give a complete picture Needs to be done in conjunction with other methods Potential observer bias	Process and output evaluation
Direct observation	Uses videotapes, audiotapes that are observed and scored Participants know they are being observed	Can be relatively unstructured and allows participant flexibility in responses. Allows capture of data such as mood, atmosphere or feelings which may be difficult with other methods	Resource-hungry Potential problems with inter-rater reliability and observer bias Should not be used alone	Outcome evaluation in relation to effects of mentoring on participants (mentors and mentees) and relevant stakeholders
Archival records	Glens information from existing records (including from other agencies) that are kept on participants that may or may not be related to their involvement in mentoring	Can be inexpensive and unobtrusive Does not require program/ project staff to complete additional paperwork	Agencies may not wish to share information Access likely to be restricted by privacy legislation May require payment of a fee Records may be inaccurate or incomplete	Output evaluation
Interviews	Face-to-face or telephone discussions with participants and stakeholders. Can be tightly scripted or unstructured. Can use open or closed questions	Rich source of data as respondents have great flexibility in their responses especially to open ended questions	Can involve a substantial commitment of time from interviewers and participants Respondents may be reluctant to respond truthfully face-to-face Can be difficult to aggregate data	Output evaluation, particularly in terms of satisfaction measures Outcome evaluation in terms of changes in the participant's behaviour, achievements

* Based on JUMP 2000, *Evaluating your program: a beginner's self-evaluation workbook for mentoring programs*, Office of Juvenile Justice and Delinquency, Office of Justice Programs, US Department of Justice.

Summary of Data Collection Methods* continued

Method	Description	Strengths	Weaknesses	Application
Questionnaires and surveys	Participants answer a series of prepared questions, which can be open or closed or both	<ul style="list-style-type: none"> Can be anonymous Particularly useful with large groups Respondents can complete in their own time and in privacy Can be mailed, emailed, or completed online saving administration time 	<ul style="list-style-type: none"> Potentially low response rates to mailed questionnaires Relies on respondents being literate and questionnaires being culturally appropriate May be difficult to locate transient subjects Mailed questionnaires may be expensive 	<ul style="list-style-type: none"> Output evaluation, particularly in terms of satisfaction measures Outcome evaluation about changes in the participant's behaviour, achievements
Focus Groups	<p>A group of mentoring participants or stakeholders meet with a facilitator to give feedback on their mentoring experiences</p> <p>Generally led by a professional facilitator with a structured format</p>	<ul style="list-style-type: none"> Allows focus group participants flexibility in phrasing their responses Allows information to be gathered from several people at one time Encourages group discussion on topics, eliciting responses that may not be given in a one-on-one interview 	<ul style="list-style-type: none"> May be time consuming and expensive Group dynamics can influence responses and must be well facilitated Needs a trained facilitator, which may be expensive 	<ul style="list-style-type: none"> Output evaluation, particularly in terms of satisfaction measures Outcome evaluation about changes in the participant's behaviour, achievements

* Based on JUMP 2000, *Evaluating your program: a beginner's self-evaluation workbook for mentoring programs*, Office of Juvenile Justice and Delinquency, Office of Justice Programs, US Department of Justice.

Sample Evaluation Template

Mentoring program for young people disengaged from school

Objective	Indicator	Data Required	Data Source	Evaluation method	Responsibility for collection	Frequency of collection
Increase the participation of disengaged 15–17 year olds in school programs	School attendance rates	Attendance figures	School	Access school records	Program/ Project Coordinator	At commencement of mentoring program Quarterly through life of the mentoring match At completion of mentoring program Six months following completion of program
	Mentee views on school participation	Mentee opinions on returning to school	Mentees	Survey	Evaluator	Pre- and post-mentoring program
	Satisfaction with mentoring match	Mentee satisfaction with their experience in the mentoring match	Mentees	Survey	Program/ Project Coordinator	Half way through and at the completion of the mentoring match

Sample Mentee Satisfaction Survey

1. Overall, how well would you rate the mentoring program you have been participating in?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

2. How would you rate your mentor?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

3. How well would you rate the support received from the Program Coordinator/staff?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

4. How well would you rate the training/activities offered as part of the program?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

**5. Please rate in order of importance to you, the following aspects of the program
(1 is most important, 5 is least important)**

- ☐ Relationship with my mentor
- ☐ Induction training
- ☐ Support provided by program staff
- ☐ Program activities/events
- ☐ Goal setting

6. What other aspects of the program did you find useful?

.....

7. Overall how well did the program meet your expectations?

- Exceeded my expectations
- Met my expectations
- Partially met my expectations
- Did not meet my expectations

8. What benefits have you gained from your participation in mentoring?

.....
.....

9. Would you recommend this mentoring program to your friends/peers?

- ☐ Yes ☐ No ☐ Not sure

10. What suggestions do you have for improving this program in the future?

.....
.....

11. Are there any other comments you would like to make?

.....
.....

Optional

I would/would not be available to participate in a follow-up study?

(If yes, please provide your name and contact details)

Name:

Address:

Phone:

Mobile:

Email:

Signature:

Sample Mentor Satisfaction Survey

1. Overall, how well would you rate the mentoring program you have been participating in?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

2. How would you rate the match with your mentee?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

3. How well would you rate the support received from the Program Coordinator/staff?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

4. How well would you rate the training/ activities offered as part of the program?

- Excellent
- Very Good
- Satisfactory
- Fair
- Poor

Why?

.....

**5. Please rate in order of importance to you, the following aspects of the program
(1 is most important, 5 is least important)**

- ☐ Relationship with my mentee
- ☐ Induction training
- ☐ Support provided by program staff
- ☐ Program activities/events
- ☐ Goal setting

6. What other aspects of the program did you find useful?

.....

7. Overall how well did the program meet your expectations?

- Exceeded my expectations
- Met my expectations
- Partially met my expectations
- Did not meet my expectations

8. What benefits have you gained from your participation in mentoring?

.....

.....

9. Would you recommend this mentoring program to your friends/peers?

- Yes • No • Not sure

10. What suggestions do you have for improving this program in the future?

.....

.....

12. Are there any other comments you would like to make?

.....

.....

Optional

I would/would not be available to participate in a follow-up study?

(If yes, please provide your name and contact details)

Name:

Address:

Phone:

Mobile:

Email:

Signature:.....

Working with Children Check

The Victorian Government has introduced a new checking system that applies to people who work or volunteer with children. The Working with Children (WWC) Check helps to protect children from sexual or physical harm by checking a person's criminal history for serious sexual, violence or drug offences and findings from disciplinary bodies. The WWC represents a mandatory minimum checking standard across Victoria.

Existing employees, new employees, and volunteers in mentoring programs will need a WWC Check. All employees and volunteers who have regular, direct contact with a child where that contact is not directly supervised will need to apply for a WWC Check. Without passing a WWC Check employees and volunteers will be ineligible to work or volunteer with young people.

The WWC Check has been phased in from 2006. Further information can be found on the Department of Justice's website www.justice.gov.au

Police Checks

Police checks will remain a critical component of the WWC Check. Running a mentoring program must include compulsory police checks for people wishing to be involved in your program and should be undertaken prior to their selection as an employee or mentor. Police checks cannot be provided without the written consent of the individual involved.

Further information can be obtained from:

Public Enquiry Service
PO Box 418
Melbourne, Victoria, 8005
Phone: (03) 9247 5907
Email: publicenquiryservice@police.vic.gov.au

Part Seven

Useful Resources



Websites

Australian Mentor Centre
www.australianmentorcentre.com.au

Big Brothers Big Sisters Melbourne
www.bbbs.org.au

Big Brothers Big Sisters Canada
www.bbbsc.ca

Community Toolbox
<http://ctb.ku.edu>

Dusseldorp Skills Forum
www.dsf.org.au

Mentoring Australia National Benchmarks
www.dsf.org.au/mentor/benchmark

National Mentoring Centre
www.nwrel.org/mentoring

National Mentoring Partnership
www.mentoring.org (includes a comprehensive toolkit)

NRGize Mentoring Workshops
www.dsf.org.au/mentortraining

The Foundation for Young Australians
www.youngaustralians.org

Victorian Youth Mentoring Alliance
www.youthmentoringvic.org.au

Youth Justice Board for England and Wales,
www.youth-justice-board.gov.uk

Washington State Mentoring Centre
www.washingtonmentoring.org/toolkit/

Youth Mentoring Network
www.youthmentoring.org.au

Reports, Books and Guides

Department of Family and Community Services (Cwlth) 2005, *Evaluation of the mentor market place*.

Department of Human Services (Vic.) 2003, *Integrated health promotion resource kit – a practice guide for service providers*.

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APPENDIX 1

Whole of Government Reference Group Membership 2006

Gina Fiske (Chair)	Principal program manager, Office for Youth, Department of Planning and Community Development
Angela Scarfe	Senior project officer, Student Wellbeing Unit, Department of Education and Early Childhood Development
Jenny Vizec	Group manager, Community Programs, Community Sport and Recreation, Sport and Recreation, Victoria
Leela Darvall	Group manager, Post Compulsory Education, Department of Education and Early Childhood Development
Geoff Gook	Manager, Community Capacity Building, Aboriginal Affairs Victoria, Department of Planning and Community Development
Jasmine Thompson	Manager program development, Office for Children, Department of Human Services
Tammy Sheedy	Senior project officer, Community Strengthening and Volunteering, Department of Planning and Community Development
Guy Hatfield	Senior project officer, Office for Youth, Department of Planning and Community Development
Lisa Moore	Senior project officer, Indigenous and Diversity Issues, Department of Justice
Trevor Flemming	Senior project officer, Office of Senior Victorians, Department of Planning and Community Development

APPENDIX 2

Focus Group Participants and Project Contributors

Bridgid Anderson	Foundation for Young Australians
Paul Matthewson	Big Brothers Big Sisters
Angela Scarfe	Student Well Being, Department of Education and Early Childhood Development
Alex Jakob	Mentor Market Place, Commonwealth Department of Family, Community Services and Indigenous Affairs
Anna Burke	Disability Services, Department of Human Services
David Penham	Manager Volunteering, Department of Planning and Community Development
Liz Gillies	Helen Macpherson Smith Trust
Trevor Flemming	Office for Senior Victorians, Department of Planning and Community Development
Mark Braun	Victoria Police
Mike Williams	Good Shepherd
Sharon Cappon	Department of Education and Early Childhood Development
Mason Atkinson	Department of Justice
Margherita Coppolino	Corporate Services, Department of Planning and Community Development
Kathy Phythian	Office for Youth, Department of Planning and Community Development

APPENDIX 3

Examples of Mentoring Programs

Organisation	Program	Description
Centre for Multicultural Youth Issues	Mentoring CALD* Youth Advocates Program	Targets young people, aged 15–25 years old from CALD backgrounds to increase their skills, confidence, community networks and community connection. Using group and individual mentoring, the program provides opportunities for young people to become stronger advocates in their communities
Juvenile Justice Mentoring Program	Restorative Partnerships Project XLR8	The juvenile justice mentoring program connects eligible young people to employment, education and training opportunities through a mentor, increases social connectedness and reduces re-offending
Delivered through Grassmere Child Youth and Family Services (Narre Warren)	Mentoring for Life Skills Connections	A preventative program providing mentors for young people who are considered to be at-risk in relation to drug abuse or crime
Mission Australia	Mentoring to Mobilise	A place-based mentoring program, targeting at-risk school students aged 14–15, which provides training in leadership and an opportunity to actively participate in the community to bring about positive outcomes
Carers Victoria	Young Carers Ambassador Mentoring Project	More experienced carers aged 18–25 years support the reengagement with education and vocational outcomes for young carers aged 15–18 years through mentoring
Good Shepherd	Mentoring One-On-One Volunteers (MOOOV) Project	To assist adult volunteers mentor disengaged young people to support their reengagement with education and vocational options
Jesuit Social Services and Office for Children	Gateway - Leaving Care Mentoring Program	A program connecting young people, who are close to leaving the care of the Child Protection Program, to an adult role model who can support them through their transition from care into the wider community

* Culturally and linguistically diverse

Examples of Mentoring Programs continued

Organisation	Program	Description
Big Brother Big Sister	Big Brother Big Sister program	A preventative program that provides young people aged 7–25 years with a caring adult mentor to confide in and look up to
YWCA	ASISTA	Mentoring and friendship program for young women considered at-risk
Deakin University and the Department of Human Services DisAbility Services	WAM (Willing And Able) Innovation Project	The aim of WAM is to acknowledge the disadvantage faced by students with a disability, and equip them with the skills and experience they need to gain employment relevant to their academic training and abilities
Winda Mara Aboriginal Cooperative, Heywood	Community Dreaming Leadership Project	Working with Indigenous and non Indigenous young people, encouraging them to undertake further education, secure more responsible employment and increase their participation in community activities, organisations and decision making
Gunditjmara Aboriginal Cooperative Inc.	Gunditjmara Mentoring Program	Offering mentoring programs to young Indigenous people through an Indigenous and non-Indigenous partnership
Baw Baw Latrobe Local Learning and Employment Network	Plan-It Youth Mentoring Program	A Gippsland community initiative supporting young people by linking them with a mentor
Baimbridge College	Standing Tall	School-based mentoring program enabling community members to help young people fulfill their potential
NIECAP - Community and Regional Partnerships, RMIT University	Linking Young People with Employment and Training Project	Linking with disengaged unemployed young people and newly arrived migrants within the cities of Whittlesea and Darebin
Victorian University of Technology	Mentoring through Internships	A teaching and learning grant to develop personal and professional attributes and enhance vocational pathways for young people
Department of Innovation, Industry and Regional Development	Workforce Participation Program	A mentoring program increasing sustainable employment opportunities for young people facing significant barriers to work

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