WORKPLACE MENTORING

SUPPLEMENT TO THE

ELEMENTS OF EFFECTIVE PRACTICE FOR MENTORING

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MENTOR

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One of the dominant trends of the youth mentoring movement over the last decade is the proliferation of mentoring roles into settings that go far beyond either dedicated mentoring programs (e.g., Big Brothers Big Sisters) or typical youth development contexts (e.g., after-school programs). A 2015 survey of organizations that provide youth mentoring services found that the vast majority of them also run some other service or intervention for youth or families.[1] While it is unclear how frequently the mentoring program within these organizations supported the other services and interventions, one can assume that in many of these organizations, dedicated mentoring was provided in conjunction with other services and supports, bringing mentors to everything from clinical mental health interventions to college and career preparatory services.

In fact, this same survey found that 26 percent of the agencies that run mentoring programs also offer separate workforce development and job training services. And when asked specifically about their goals and areas of emphasis for youth who receive mentoring, a quarter of mentoring programs indicated that they focus on career exploration, with an additional 6 percent focusing specifically on Science, Technology, Engineering, and Math (STEM) education and career pathways. Broadly speaking, career exploration and engagement is the third most common goal across mentoring programs in the United States.[2]

The application of mentoring relationships in service of career goals, especially for new or entry-level workers, is nothing new. In fact, we can trace the value of deep learning relationships with more experienced adult professionals back to the guild and apprentice structures that emerged literally several centuries ago. In more recent times, it has become fashionable for companies to offer internal mentoring opportunities to their adult employees as a way of encouraging employee retention, sharing institutional knowledge, and supporting the advancement of lower-level workers into supervisory positions and management over time.

But several recent trends have also converged to ignite renewed interest in using mentors to support older adolescents and young adults as they enter the world of work:

❏ **A growing emphasis on equity within certain fields.** There has been major investment in STEM mentoring programs for youth in an effort to bring more women, minorities, and people with disabilities into STEM careers where they are severely underrepresented. In fact, see our companion publication, the STEM Supplement to the *Elements of Effective Practice for Mentoring*, to read about how leading tech companies such as Genentech and 3M, and programs like Girls Inc. and Science Club, are using mentoring to address systemic inequities in those fields.[3] For a great example of a program that is working to make the world of work (both STEM and otherwise) more accessible for youth with disabilities, see the description of the Disability:IN program later in this chapter.

❏ **A general desire to strengthen talent pipelines.** Many American industries (e.g., manufacturing[4] and the aforementioned STEM fields[5]) are suffering from a shortage of qualified workers of all types and mentoring can be a way to initially interest youth in pursuing particular careers, as well as keeping them on that pathway as they overcome hurdles and build their sense of belonging within an industry.

❏ **Efforts to integrate "opportunity" youth into the labor market.** Much has been made in recent years about so-called "opportunity youth," young people ages 16–24 who are not working, enrolled in school, or engaged in other prosocial activities and institutions. The services provided to these young people require taxpayer investment, and they are not contributing to the economy more broadly.[6] To the nation's credit, there has been much effort over the last decade to reengage this population. Relationships with adults are often at the heart of efforts to get opportunity youth back into the worlds of education and work.[7]

These trends, along with recognition that it is harder today for young workers to find entry-level jobs and slowly build a resume and relevant job experience than in prior generations, have led to an explosion in the number of youth mentoring programs that are explicitly helping youth explore careers.

Today we find a diverse landscape of career and workplace mentoring options for youth, one that covers everything from mentoring programs for middle schoolers to introduce them to careers they may never have considered, to hybrid job shadow/ mentoring programs that bring young adults into worksites to build both hard and soft skills that will benefit them for the long haul (and perhaps even land them a job in the short term with that company).

What are the practices that make these mentoring programs effective? What are the day-to-day practices that these types of programs employ that differ from more traditional "developmental" mentoring programs? While there are some

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Defining Workplace Mentoring for Youth

While there are many ways that mentors can support youth of all ages as they learn about, explore, and engage in career pathways, this guide's recommendations will be most applicable to programs:

• Serving older adolescents and young adults (16–24).

• Connecting employees of a business or a particular industry to serve as mentors to youth who are considering a career in that industry or related field.

• Bringing, at least occasionally, mentees to job sites and workplace environments for hands-on learning and shadowing.

• Offering both job-related skill development and socioemotional support to ease the transition into the role of a worker.

While these actions may not describe many mentoring programs focused on career interests, they do represent the most common features of programs we observed utilizing mentoring to support career interests and placements for youth and young adults.

similarities of good practice across all youth mentoring programs, these workforce-focused programs often have complex partnerships between nonprofits, schools, local employers, and other entities, as well as different expectations for mentors and the youth themselves. So what makes this new generation of workplace mentoring programs tick?

Answering these questions is the purpose of this guide, as we examine the practices of successful workplace mentoring programs for youth and offer specific recommendations for running such a program beyond those found in the overall *Elements of Effective Practice for Mentoring*. Throughout the rest of this resource you can find recommendations and case studies that can help similar programs prepare the mentors who will in turn prepare youth for the world of work.

THE WORLD OF WORKFORCE-FOCUSED MENTORING PROGRAMS

To better understand the landscape of workplace mentoring programs for youth, the team of authors behind this resource conducted a literature search for scholarly articles, evaluation reports, training curricula, and other materials relevant to mentoring programs with a career exploration or job skills component. We utilized prominent databases— primarily Scopus, PubMed, Google Scholar, and ERIC—then expanded to include additional articles suggested in the references of documents found in the initial search. When possible, relevant chapters from books and essay collections were also included.

In all, we reviewed 198 separate articles, books, book chapters, reports, and other programmatic materials in developing this supplement. The following table offers a breakdown of these resources:

- 109 were articles published in peer reviewed journals.

- 58 featured results of formal program evaluations (including qualitative evaluations or non-experimental research detailing participant experiences, as well as meta-analytic summaries of research on formal programs).

- 11 focused on programs or mentoring experiences serving elementary or middle school ages, 43 focused on high school ages, and 74 focused on either young adults (post-high-school graduation) or on adult workplace mentoring.

- 34 featured examinations of natural mentors in workplace and academic settings, rather than mentors supplied through a formal program. A small handful addressed both.

While we did draw some themes and recommendations from the literature on adult-adult mentoring in the workplace, we emphasized the findings of programs focused on adolescents or young adults just entering the workforce. When looking at those programs, the vast majority described either brought professionals in a particular industry or field to a school or nonprofit service provider's facilities in order to mentor youth and discuss careers and skills related to their industry or, more often, brought youth to worksites for hands-on learning, skill building, and mentoring within the direct context of work.

Several of the studies reviewed focused on, or at least included, employee-employee mentoring within companies. While these programs technically exist outside of the preferred scope of this resource,

we found value in examining their practices, particularly in how those programs were managed and how the mentoring experience was framed for both junior and senior employees.

In looking across all of this literature, several themes emerged.

MAJOR THEMES FROM THE RESEARCH

There is compelling evidence that mentoring relationships can be beneficial to youth and young adults as they enter the workforce.

Looking broadly at the literature on workplace mentoring, we see strong evidence that mentored individuals benefit in a number of ways compared to workers who are not mentored. Perhaps the most global evidence for the impact of mentoring on careers are the meta-analyses led by Drs. Lillian Eby and Tammy Allen, which found that mentored employees often reported benefits related to compensation, promotion, fringe benefits, job satisfaction, commitment and intent to stay in a job, and overall career satisfaction and identity.[8] It is worth noting that some of the research informing these results included mentoring for adult employees, but the roles and functions of mentors described in these studies—a blend of hands-on job skill teaching and psychosocial support—mirrors the role of mentors working with youth and other entry-level employees.

Other research notes that supportive mentors can supplement the school-to-work transition and help integrate new employees into a workplace while also helping them identify with the role of "worker"— something that can be unfamiliar to young people just entering the world of work.[9] Mentors can be

particularly helpful with the transition into work for youth with disabilities, with studies noting significant improvements for these youth in career-related planning and preparation, knowledge of career options and transitions, and social skills and peer/coworker relations.[10]

Additional research has looked specifically at the value of mentors for high school–age students engaging in their first jobs. One study of workplace mentoring programs found that mentors for young apprentices in several trades were essential in helping youth apply concepts they had learned in school to real-world job settings, offering a safe environment for them to start applying knowledge, knowing that a more experienced professional was also there to assist them.[11] This study also found that workplace programs offered skill development that went beyond the technical skills of a job task— these additional "soft" skills included things such as managing client relations, customer service, and workplace communication. In another study, youth who were working in their first jobs at companies that had a formal mentoring component were more likely to see that school was relevant to the world of work, had higher self-esteem, and enjoyed their work experiences more than youth working without the benefit of workplace mentors. This study concluded that youth working without a mentor found this early job experience to be "demoralizing" and in many ways harmed their perceptions about work and themselves.[12]

Interestingly, this study was one of many to find that informal workplace mentors can be just as effective in supporting young workers as those provided by a formal program.[13, 14] Both formal and informal mentors in workplace programs seem to be effective at improving workplace attitudes,

motivations, and relationships.[15] But because not all youth are equally adept at finding "natural" mentors in workplace environments, formal programs can ensure that all youth engaged in the transition into work get the support they need.

We have strong evidence that mentors can help young people build their identities as workers, help them apply their school learning to work, teach them soft skills that can be essential to career success, improve their attitudes and motivations about work, and generally give young workers opportunities to learn new skills and how to be part of a team. This sets the stage for ongoing career success and tangible rewards, such as higher compensation, advancement up career ladders, and greater job stability.

Workforce mentoring programs often involve complex program structures and cross-organization partnerships.

Compared to most mentoring programs, which are often provided by a nonprofit, a school, or some combination thereof, we found many diverse partnership structures and collaborative models across the literature we examined. We found examples of programs run by a vocational placement center in partnership with multiple high schools and several local businesses,[16] a high school internship program that connected youth to worksites but also offered other courses and learning opportunities through the nonprofit that led the program,[17] a school-led program that connected young people to employers who offered mentoring but also offered academic credit for participation,[18] and a partnership between local businesses and a high school where youth spent one day a week at the job site engaged in work-based learning for all four years of their matriculation, to name a few. One

prominent meta-analysis examined programs set in classrooms (where employee mentors worked with groups of students on projects), in the community (where mentors were free to help youth explore many different careers, among other goals), and the workplace (where mentees served as entry-level employees, even if they were technically part of a nonprofit or school service that connected them to the job site).[19] Given this diversity of program structures, and the need to coordinate services and schedules across many locations, we place a greater emphasis on logistical considerations and clear roles and responsibilities for partners in the recommendations throughout the sections that follow.

Program goals and areas of emphasis shift with the age and career development stage of the mentees.

Programs serving younger adolescents tend to focus on building initial excitement and enthusiasm for careers in various fields, often letting mentees explore many different career roles or fields. As youth age, programs become more focused, offering deeper learning experiences and hands-on application of skills to youth who want to truly experience what being in a job might be like. At the farthest end of the development spectrum are programs for entry-level workers who are being oriented to the workplace with the help of a mentor. Generally, programs for younger mentees are about building workplace skills and competencies, as well broadening the horizons of possible careers. The hands-on teaching of skills and embedded experiences at worksites then increase over time as youth age and become eligible for real-work experiences (see the sidebar for examples of such experiences).

Mentors in workplace mentoring programs often wear many hats.

Perhaps the most striking finding from our review of the literature was the varied roles and responsibilities that workplace mentors often take in formal programs. While all mentors bring a variety of skills and actions to bear on their relationships, mentors in workplace mentoring programs often have to toggle between many different roles, some of which may be contradictory of each other.[20] For example, it is not uncommon in these programs for mentors to also be the supervisors of the mentees, meaning that they have to both provide friendship and support while also being responsible for giving direct feedback and work critiques. Several studies discussed the tension between the obligations to support the mentee and the obligations to the company to run a safe, productive team. Trying to maintain a friendly, supportive mentoring relationship while also balancing other work obligations is not easy.[21, 22]

One prominent meta-analysis of workplace mentoring identified several core mentoring behaviors that workplace mentors frequently engaged in: sponsorship (arranging for mentee involvement in special projects), exposure and visibility (touting the mentee to higher ups in the company), coaching (direct teaching of skills and giving advice), and protection (shielding the mentee from harmful decisions or blame).[23] Another prominent researcher, Stephen Hamilton, noted several distinct behaviors that workplace mentors engage in: (a) instruct a learner on how to perform a task, (b) demonstrate how a task is performed, (c) coach a learner as the task is being performed, (d) explain why a task is done in a particular way, (e) challenge a learner to perform well, (f) initiate a

Common Contexts for Career-Focused Mentoring

Career exploration
Learning about specific industries and jobs to find an initial "spark"; most often housed in schools.

Work-based learning
Teaching skills, often around a collaborative project with students; often a combination of classroom and worksite activities.

Job shadows
Brings youth into the workplace where they can observe, build skills, "try on" the role; can range from just a few visits to multiweek engagements (or longer).

Internships/Apprenticeships
Youth as quasi-employee, focused on skill development; generally lasting from one semester to a full year at the job site.

New employee onboarding
Youth is an employee and the emphasis is on deepening engagement, solidifying role identity, and integration into workplace culture; often offered during "probationary" periods of employment or longer.

Academic mentoring
Happens in postsecondary setting with the intention to build workforce skills and mastery of content knowledge; often offered through shadows or internships over the course of a semester or year of study.

learner into the culture of a work organization, and (g) affirm a learner's value as a person and talent as a worker.[24] This list was later expanded by Hamilton to include tasks such as critiquing the mentee's

performance, modeling problem solving, resolving problems in the workplace, and advising on further career options.

Another summary of the research on workplace mentoring focused on the knowledge, skills, and attitudes that these mentors need to be successful.[26] Among the traits that literature suggests workplace mentors need to possess or develop are:

- Empathy
- Ability to model work styles and behaviors
- Confidence
- Patience
- Trust
- Being good listeners and questioners
- Technical knowledge of job and field
- Strong past performance in the job
- Strong motivation to mentor
- Role-modeling skills
- Credibility as a messenger
- Adequate time during workday to engage in mentoring activities and teaching

And this list doesn't even include other critical skills and roles, such as the ability to give constructive feedback, setting and honoring boundaries, helping mentees set and plan for goals, and managing group dynamics when integrating a mentee into a collaborative team.[27] While all of the frameworks and lists of competencies in the literature are helpful when thinking about the mentoring role within a particular program, most workforce mentoring programs ask mentors to provide two explicit things: 1) psychosocial support that helps with the attitudes, motivations, and interpersonal relations

and skills of the mentee; and 2) career support that either teaches skills or helps the mentee apply classroom knowledge and helps them feel successful in their job and produce good work results. Broadly speaking, the research suggests that mentoring programs in work environments may be better positioned to offer psychosocial support, but that they can be effective in both.

There are several keys to success for workplace mentoring programs for youth.

Most of the recommendations for good practice suggested in the literature can be found in the remaining sections of this guide. But there were a few findings from the literature that are worth noting here:

❏ For shorter-term programs, (e.g., those lasting just a semester or less in the case of working with a school class) **research suggests an emphasis on work skills and other hands-on learning might be more impactful than the psychosocial support that workplace mentors can also provide.**[29] Those relationships take time to gel and are often most beneficial when integrating new workers into a role where they will be longer term. Programs with short time frames may have more impact by emphasizing job skills and letting mentees focus on tasks and hands-on learning.

❏ **Frequency of interaction is an important consideration in workplace mentoring programs,** particularly those that are shorter in duration.[30] More interaction points simply provide more opportunities for knowledge to be shared and for the pair to develop a closer bond. As noted above, psychosocial support and overall perceptions of relationship quality both deepen with time, but if length of match will be inherently short, programs

should still ensure that mentors and mentees have plenty of discrete moments for interaction and engagement together. Unfortunately, some workplace mentoring programs give mentees repetitive, simple entry-level tasks that limit both mentor-mentee interactions and opportunities to learn.[31] Compared to academic mentoring, which may emphasize longer-term actions like role modeling and identity development, workplace mentoring really depends on frequency of interactions to let mentees feel supported around doing the work, while also laying the foundation for more personal forms of support.

❏ There were several discussions about good matching practices in the literature we reviewed. Most studies suggested that **matching based on experiential similarity** (mentor-mentee similarity in terms of background, education level, current job tasks, longer-term career goals, etc.) **was beneficial.**[32, 33] There seems to be some consensus that mentees should be paired with mentors who are above them in terms of position and mastery of skills, but who are still within the same department or job type.[34] Matching mentees to mentors who are similar but further along in their career path accomplishes several things:

   o It allows mentors to apply what they know best to what the mentee is learning. They get to share all the "tricks of the trade" with a junior colleague who is eager to learn and can emphasize both job skills and job-specific psychosocial support. Simply put, the mentor is in a more comfortable situation to teach.

   o It also allows for better role modeling. A mentee might be able to picture their future self more effectively in a more advanced peer in a way that they might not if they were

matched with, say, a vice president of the company. Those mentors are so much higher up the career ladder that it can be hard for a mentee to see themselves in that role, and the mentor likely has less direct knowledge to share.

   o It allows for easier integration of the mentee into a "team." While almost all the programs we reviewed featured one-to-one mentor-mentee pairs, the reality is that mentees often find themselves joining a team of coworkers in a department or unit that does similar work. Being matched with an experienced leader within that group helps ease the transition into the group environment and can lead to the establishment of additional informal mentoring relationships.

While there are some advantages of pairing mentees with management positions and higher, especially in programs intended to motivate mentees to go high up a career ladder, the chances are that they might find more common ground and more relevant forms of support from a mentor who is closer to where they are in their career.

❏ It is worth noting, however, that there was some evidence in the research we reviewed in favor of what might be thought of as **distributed mentoring**, where a mentee gets mentoring from a variety of people, positions, and roles within a company or an industry.[35] This approach can offer mentees broader perspectives and can alleviate negative mentoring experiences where there is conflict with a primary mentoring figure. Even in programs that intentionally match one-to-one, there should be efforts to encourage the mentee to find additional mentors beyond just

their primary one. When it comes to successful transition into a workplace or supporting feelings of belonging in an industry or field, it may be a case of "more is better."

❏ We found several examples in the literature of programs that provided more than just a placement at a job site and a mentor to "show you the ropes." These types of programs offer what can be thought of as **"pre-internship"** or **"pre-apprentice" experiences**[36] where program staff, usually from a nonprofit leading the program, provide a lot of the coaching and teaching around professionalism and soft skills in an effort to make sure that the mentee is prepared for the culture and ready to contribute when they get to the job site.[37] These models make a lot of sense as employee mentors are often not trained in strategies for teaching soft skills or the more subtle nuances of professionalism. These programs that spend time preparing mentees for the world of work can often experience fewer mentor-mentee conflicts and provide their business partners with youth who are ready to integrate into the culture of the organization, or who possess critical skills, when they show up. (For one such example of a program that

prepares youth for the mentoring experience while augmenting it with additional teaching and skill development, see the brief case study on the work of Urban Alliance on this page.)

Even in programs that don't offer this preparatory period for mentees, the literature suggest that employers should be prepared to help mentees develop their soft skills and learn what it is like to be a worker, to take on that identity and all it entails.[38] Employers should not expect that youth will show up with those skills inherently and may want to seek out program models where a school or nonprofit partner is helping get youth ready to be in the workplace environment.

There are also models where employees get ready for the world of work without focusing on being embedded in the worksite at all. One prominent example of this general skills approach can be found in the side bar about the work of General Motors's Student Corps program, which engages youth and GM employees in intensive community projects that are not strictly about entering the workplace but that provide youth with a wealth of job-related skills nonetheless.

WORKPLACE MENTORING IN ACTION:
BUILDING WORKER COMPETENCIES OUTSIDE OF THE WORKSITE WITH URBAN ALLIANCE

Urban Alliance recognizes that interns' on-the-job mentors must balance that role with their full workloads, so the organization's program coordinator role is incredibly important to act as a liaison between the intern, school, mentor, and workplace. Program coordinators not only facilitate the mentoring experience (matching youth with mentors, providing guidance on both sides, etc.) but also lead the program's skill-building and work preparation activities.

Interns begin the program with a six-week pre-employment boot camp called "pre-work" where they participate in skill-building workshops to develop critical workplace competencies (e.g., time management and clear communication) that prepare them not only for their specific internship placement, but also for the world of work in general.

Once interns begin work and are paired with a mentor, interns spend each Friday afternoon attending a series of ongoing trainings with their program coordinators. These sessions focus on a different core competency each week, such as receiving feedback, collaborating on a team, and handling harassment in the workplace. These lessons supplement what they are learning on the job, and students' mentors are also kept informed of the training schedule and encouraged to build upon the interns' new skills with unique real-world learning experiences at work.

This collaboration between mentors and program coordinators means that youth are getting far more than just advice—they are getting a coordinated opportunity to learn and practice new skills and ways of understanding that will allow them to thrive in any future workplace.

WORKPLACE MENTORING IN ACTION:
BUILDING QUALITY WORKERS BY FOCUSING ON COMMUNITY PROJECTS IN GM'S STUDENT CORPS

When one thinks about General Motors and a concept like workplace mentoring, it would be easy to assume that the company built their mentoring model around placing youth into specific jobs within the company for internships and other job-shadowing experiences. And while the company does offer college graduates and alumni of the Student Corps program an opportunity for those types of experiences down the road, the work of their Student Corps program takes a much more holistic and community-focused approach.

The program is built around a team structure of 10 high school–age interns, three GM retirees, and one college student who embark on an ambitious journey over 10 weeks to brainstorm, plan for, and implement a service project that betters the youths' community in some way. Examples of these types of projects include school improvement projects (e.g., redesigning and painting murals in common spaces), park beautification (e.g., installing new playground equipment), building and repairing bicycles for youth in need, and facilitating a reading program for children.

While those activities seem a conceptually long way from building cars, the program uses these service projects to teach valuable workplace and career skills: the value of planning and collaboration, managing budgets and timelines, managing multiple roles and tasks simultaneously, and effective communication and teamwork. The projects selected by youth also often involve specialized or technical skills, such as desktop publishing, design and engineering, or marketing.

By giving the interns the chance to identify a project that would be meaningful to them, the program gets great buy-in from the start. The learning that happens through the implementation of the project is further supplemented by life-skills trainings one day a week that further build the competencies of the interns, both in terms of professional skills and personal health and wellbeing. The program is dedicated to making great professionals tomorrow by giving youth these deep learning experiences and broad skills today.

DEVELOPING THIS GUIDE

As noted above, a literature search and review was conducted around concepts of workplace mentoring, school-to-work transition, work-based learning, job shadowing, apprenticeships and internships, and other career-exploration research that included a relational component. Based on this review, the authors drafted an initial set of recommendations that served as the starting point for this resource.

Expert Working Group

The reality is that there is only so much that the research on any mentoring topic can tell us—there will always be a lag between the innovations and best practices in place at high-quality service providers and the work of researchers, who often come in after the fact and validate practices that those working on the "front lines" could already

have confirmed were working. To that end, this project convened a working group of experts from many of the nation's leading workplace mentoring programs, as well as several prominent researchers whose work is foundational to understanding workplace mentoring. The members of this group are profiled in the table below.

This group reviewed several iterations of recommended practices, often suggesting additional practices or nuances that were not found in the literature but that had real-world applicability, before ultimately approving the list of recommended practices found here. MENTOR can't thank this group enough for their contributions to this resource. Readers can also find numerous case study examples throughout this guide that highlight the work of these workplace mentoring leaders and illustrate what many of the recommended practices look like "in action" in real-life programs.

Working group member/program	About their work
Janelle Duray – Jobs for America's Graduates	Jobs for America's Graduates (JAG) is a state-based national nonprofit organization dedicated to preventing dropouts among young people who have serious barriers to graduation and/or employment. In more than three decades of operation, JAG has delivered consistent, compelling results—helping over one million young people stay in school through graduation, pursue postsecondary education, and secure quality entry-level jobs leading to career advancement opportunities. JAG specialists provides individual attention to students focusing on reducing the number of barriers preventing them from receiving a high school diploma, securing employment, or pursuing postsecondary education and/or training that leads to a career. Additional adult mentors are recruited to assist with barrier reduction or removal.
Lillian Eby – University of Georgia	Dr. Eby is a professor of Industrial-Organizational Psychology and the director of both the Owens Behavioral Institute for Research and the Enhancing Connections and Health in Organizations Lab at the University of Georgia. She has published extensively on the topics of workplace mentoring and apprenticeship programs and on the impact of natural workplace mentors. Her research interests are focused on the area of relationships and occupational health, with a special emphasis on mentoring and the healthcare workforce.

Working group member/program	About their work
Stephen and Mary Agnes Hamilton – Cornell (Emeritus)	Stephen F. Hamilton served as professor of Human Development and codirector of the Family Life Development Center at Cornell University until his retirement in 2015. As a Fulbright Senior Research Fellow, he studied Germany's apprenticeship system as an institution supporting the transition to adulthood of youth without college degrees. His book, Apprenticeship for Adulthood, and the demonstration project he designed and led with Mary Agnes Hamilton helped to guide the School-to-Work Opportunities Act of 1994. He has also conducted research and contributed to program development related to service-learning and mentoring. Mary Agnes Hamilton served as senior research associate in Human Development at Cornell and director of the Cornell Youth and Work Program in the Family Life Development Center until her retirement in 2015. Dr. Hamilton taught for four years in public schools in Richmond, Virginia, and Montgomery County, Maryland. Dr. Hamilton's primary interests are education and adolescent development. Her research and program development have focused on the quality of learning environments in the community, mentoring relationships between nonrelated adults and youth, and the transition to adulthood. Throughout her career, she sought to advance educational opportunities for all youth to gain character and competence.
Corey Manning – YouthBuild USA	All local YouthBuild staff are trained to be caring mentors for students while they are in the program. In addition, in order to provide adequate adult support for YouthBuild graduates transitioning into employment or college, YouthBuild USA has developed a mentoring model to engage adult volunteers in 15-month mentoring relationships that cover this transition. YouthBuild USA has obtained funds from the Office of Juvenile Justice and Delinquency Prevention to create this mentoring model at over 42 local YouthBuild programs. Through this model, 4,000 mentoring matches have been made and s upported. The goal of this work is to ensure that mentored youth complete the program, enter college, stick with placements, provide higher levels of service and leadership to their communities, and become mentors themselves.
Linda Rodriguez – JPMorgan Chase/ The Fellowship Initiative	The Fellowship Initiative (TFI) provides intensive academic and leadership training to help young men of color from economically distressed communities complete their high school educations and better prepare them to excel in colleges and universities. TFI is part of the firm's broader ongoing efforts to provide adults and young people with the education, skills, and resources that contribute to greater economic mobility. To date, more than 200 JPMorgan Chase employees have worked with TFI fellows as mentors, coaches, role models, speakers, or volunteers in various capacities. Since its launch in 2010, the program has been expanded and will recruit new classes of fellows in Chicago, Dallas, Los Angeles, and New York.

Working group member/program	About their work
Wanda Rogers – Disability:IN Uinta County	Disability:IN Uinta County, an affiliate of the national Disability:IN, empowers businesses to achieve disability inclusion and equality. NextGen Mentoring is one of the initiatives sponsored by Disability:IN Uinta County that provides two distinct mentoring programs: Employment Mentoring is an innovative program that promotes quality employment and career opportunities for youth with disabilities. The program engages the active participation of employers in providing career exploration, employment workshops, and summer employment. Through these activities, youth participants gain career guidance, insight, and experiences they need to obtain jobs and develop meaningful, rewarding careers. One-on-One Mentoring is a long-term mentoring program where adults and youth are matched for one year. Mentee and mentors have weekly contact and engage in four-to-six hours of positive activities a month. Mentors assist mentees in goal setting and encourage them to become their best self. Mentors provide a positive influence and mentees gain a better outlook on life. The NextGen Mentoring staff provides personal, ongoing support to participants, helping each match thrive and succeed.
Helen Russell – Apprentice Learning	Founded in 2012, Apprentice Learning (AL) partners with middle schools serving high-needs students to teach career skills and help students enter the workforce equipped for success. Focused specifically on career readiness for Boston middle school students, AL serves more than 300 students annually through 12–15 hour workplace-based apprenticeships, one-day workplace explorations, a summer job placement service, and a summer program for girls. Our apprenticeship program, part of the regular school day at our partner schools, teaches essential workplace skills in a series of classroom-based seminars and then matches an eighth grader with an adult in the workplace. For six once-a-week, two-hour sessions, a young person learns alongside of their mentor, and has an opportunity to put skills like communication, self-presentation, self-advocacy, and problem solving into practice while learning about workplace purpose and culture.
Guy Saint Juste – Year Up National Capitol Region	In partnership with leading US employers, Year Up invests in highly motivated young adults 18–24 years old. Our young adults participate in an intensive year-long program, composed of six months of technical training and professional skills development, followed by a six-month internship with one of our corporate partners—industry leaders in the markets we serve. Students are paid a stipend during both phases of the program and may earn college credits for Year Up coursework. Throughout these experiences, students are supported by staff advisors, professional mentors, dedicated social services staff, and a powerful network of community-based partners. The career pathways Year Up offers directly reflect the needs of our corporate partners. Young adults develop valuable, in-demand skills, and our corporate partners gain access to a strong pipeline of talent to meet hiring needs at all levels.

Working group member/program	About their work
Jim Schroder – Spark	Spark is a career exploration and self-discovery program that helps middle school students understand, experience, and pursue what's possible for their future. We are leading The Possibility Movement by bringing together diverse communities of families, schools, and companies who care, share, teach, and inspire. Spark's program offerings help students to: • Understand What's Possible: Students are introduced to and explore various careers. • Experience What's Possible: Students are immersed in activities that increase social and emotional learning skills and build social capital. • Make Possibilities Reality: Students are equipped to successfully transition to high school and take the steps needed to pursue their unique future. Spark was founded in 2004 in Redwood City, California, and has grown to serve nearly 10,000 students across four regions— Chicago, Los Angeles, Philadelphia, and the San Francisco Bay Area.
Dan Tsin – Urban Alliance	Urban Alliance's core High School Internship Program prepares underserved high school seniors for future economic self-sufficiency through an intensive, year-long experience combining paid professional internships, job skills training, one-on-one mentoring, and ongoing post-program support. Paid interns work part-time during the school year (Monday through Thursday for up to 12 hours per week) and full-time during the summer (Monday through Thursday for up to 32 hours per week). Interns also complete up to six weeks of pre-employment professional skills training, and then transition into weekly post-high-school-planning and job- and life-skills workshops on Fridays for the duration of their internship. Each intern is assigned a dedicated Urban Alliance program coordinator, as well as a workplace mentor, who provide support to guide the intern's professional development and post-high-school transition planning.
Matt Ybarra – General Motors Student Corps	Student Corps, founded in 2013 as an extension of GM's commitment to education, matches teams of 10 high school interns with retired GM executives and college interns to plan and execute community service projects, usually at schools and parks. The students manage all aspects of their projects, from budgeting, planning, and troubleshooting to meeting deadlines. Student Corps interns are selected based on their leadership potential, dedication, determination, and academics. In between physical tasks of cleaning, landscaping, and painting, they attend workshops on managing money, building relationships, and staying healthy and safe. They tour GM facilities, dealers, and local college campuses to sample career and educational opportunities.

USING THIS GUIDE

This supplement to the *Elements of Effective Practice for Mentoring* will be most useful to those starting workplace or career-focused mentoring programs, as well as to those who are looking to strengthen existing services. Each section, from Recruitment through Closure, offers research-informed recommendations that should help workplace mentoring programs implement effective services beyond just adhering to the generic practices suggested in the original Elements.

For each Benchmark and Enhancement recommended in the original Elements, the authors have either:

❏ Offered additional practice recommendations for these specific types of programs

❏ Noted where no additional recommendations were warranted

❏ Noted where a Benchmark or Enhancement might not be applicable at all for workplace mentoring programs (these most often relate to parental involvement in programs where mentees are over 18 and parental permission is no longer mandated)

Programs are encouraged to implement as many of the core Benchmarks and Enhancements of the Elements as possible. There is always room to improve or to strengthen the delivery of any program. But we feel that following the recommendations here will be helpful to any mentoring program that is:

❏ working with older youth to learn deeply about careers or get hands-on experience with the help of mentors;

❏ supplementing more traditional job training or entry-worker training with a highly relational or mentoring-focused component; or

❏ connecting youth who are matriculating out of educational experiences to real-world job experiences, internships, and apprentice-style relationships with established employees and professionals.

One thing came through clearly: it has become remarkably hard for young people to find an initial foothold in the job market. This is especially true for youth who may be forgoing post-secondary education and entering the workforce directly after high school. The current generation of young workers has a harder time building relevant job experience through the teenage years and faces myriad challenges landing a quality job that invests in them as contributors to the success of the company and potential long-term assets. MENTOR is proud to support the types of programs and practitioners that are working to bridge the divide between school and work, between adolescence and young adulthood, by utilizing mentors at this critical transition point. We thank you for your programming and your recognition of this critical moment. We hope this guide helps you do your work more effectively and helps more young people find a home in our economy.

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STANDARD 1 - RECRUITMENT

<div style="background:red">Standard: Recruit appropriate mentors and mentees by realistically describing the program's aims and expected outcomes.</div>

BENCHMARKS:

Mentor Recruitment

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

❏ **Recommendation 1:** Program should include at least one general message in recruitment strategies about the many potential benefits to mentees of participating such as increased exposure to workplace settings, employment opportunities, employability, workplace retention, and access to college and job training programs; as well as other benefits that may be unique to the specific mentoring program.

❏ **Recommendation 2:** Program should include information in the recruitment strategies about requirements for being a mentor in the program and specifically, whether the time spent mentoring will be compensated by the employer as part of the mentor's work schedule or whether mentoring will be conducted outside of work.

❏ **Recommendation 3:** Program should include information in recruitment strategies about the types of pre- and post-match support that will be provided to mentors, as well as who will provide the support.

❏ **Recommendation 4:** Program should be clear in recruitment strategies about the roles mentors are expected to play in the program (e.g., a connector, advocate, job trainer or coach, job

supervisor, or friend who is available to provide social-emotional support in the workplace).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mentee and Parent or Guardian Recruitment

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

❏ **Recommendation 15:** Program should use strategies for recruiting mentees that illustrate the myriad benefits of being mentored, such as exposure to a workplace, increased employability (possibly at the company sponsoring the

mentoring program), increased workplace retention, increased understanding of the relevance of school, increased credentials for college or job training programs, and increased school engagement.

❏ **Recommendation 16:** Program should mention in its mentee recruitment materials if there are tangible benefits to mentees for participating in the program, such as being paid to participate in the program; receiving assistance in obtaining a GED, academic credit, or job-related certificate; or prospects for subsequent hiring by the company.

❏ **Recommendation 17:** Program should communicate the level of time and effort commitment required for participation in the program.

❏ **Recommendation 18:** Program should communicate in the mentee recruitment materials if accommodations are offered to mentees with a disability.

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

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

Company recruitment

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

ENHANCEMENTS:

Mentor Recruitment

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

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

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

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

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

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

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

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

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

No additional recommendations.

JUSTIFICATION

The first contact that mentors, mentees, and parents/guardians of mentees have with a workplace mentoring program is typically during the recruitment process. Expectations for program activities, outcomes, and responsibilities are often established during this critical early stage. Thus, workforce mentoring programs, like any mentoring program, need to think carefully about their recruitment messages and strategies and how their policies at this initial stage will help establish and maintain effective mentoring relationships.

Because workforce-focused mentoring programs are often located within a workplace, they have some distinct advantages over community-based or even other types of site-based mentoring programs with respect to mentor recruitment—they have a readily accessible target audience of prospective employee mentors. In addition, volunteers in these types of settings may receive some form of compensation or other incentive (e.g., release time, recognition) for participating in the mentoring program, which can be an additional source of motivation. Similarly, mentees may receive financial compensation or stipends for working in workplace mentoring programs, in addition to the myriad other benefits associated with being a mentee. Taken together, these tangible and intangible benefits may draw both mentors and mentees to the program. However, despite these advantages, workplace mentoring programs can still face challenges to recruitment and retention of mentors and mentees.

The nascent stage of research evaluating the effectiveness of mentoring program practices generally is also reflected in the literature on workplace mentoring. Unfortunately, the empirical literature on workplace mentoring provides little direct guidance regarding specific recruitment practices and their effectiveness for recruiting the needed quantity or type of match participants, or in predicting match success. In fact, participant recruitment *settings* are frequently mentioned in reports about workplace mentoring programs, whereas the *content* of recruitment messages is mostly missing. As in other types of youth mentoring programs, more research is needed on the types of messages that are effective during the recruitment process for workplace mentoring programs. Due to the paucity of studies on this topic, most of the recruitment recommendations were derived from conversations with practitioners and this project's Working Group members, and non-peer-reviewed reports designed to describe workplace mentoring programs.

This Supplement for Recruitment into workplace mentoring programs adds one benchmark practice to those found in the original fourth edition of the *Elements of Effective Practice for Mentoring* (B.1.8 WORKPLACE). The remaining recommendations for this standard are discussed in five main sections including: 1) the types of benefits that could be included in recruitment messages; 2) the resources available to support mentoring relationships; 3) the attitude or emotional tone to use in recruitment messages; 4) the inclusion of information about program requirements in recruitment messages; and 5) ideas about recruitment settings and strategies.

COMPANY RECRUITMENT

Commitment and Resources of a Host Workplace

In order for a workplace mentoring program to be successful, a workplace or company needs to agree to host or partner with a mentoring program. Because this involvement is fundamental to defining a workplace mentoring program, a new **Benchmark 1.8** was created in the Recruitment Standard. The most important issue related to this new benchmark is that the employer or company needs to commit sufficient resources to supporting the program or it will likely fail[1]. Specifically, getting buy-in from the executive leadership is considered to be a key to program success, especially for stimulating mentor recruitment[2], but it is noteworthy that it could take some time for employers to become educated and understand the level of commitment needed to fully support a workplace mentoring program.[3]

The literature provides several strategies for recruiting companies to participate in a mentoring program including having program recruiters think like a salesperson and have recruiters learn to speak the "business language" of employers.[4] One example Sullivan (2018) provided is that employers in the tech industry understand the term "talent" better than the term "participant." Gaining familiarity with the target industry and their common vocabulary would help for preparing to recruit host companies and partners into workplace mentoring programs. Recruitment strategies could be conducted word-of-mouth and networking, but could also occur at discipline-specific conferences and networking events. Sometimes the local Chamber of Commerce; state departments of employment; national, state, or local guilds, professional associations, or councils;

or community colleges or universities can help with introductions to potential industry partners.[5]

One factor to consider when recruiting companies to participate in a workplace mentoring program is their motivation to participate in or host a program. The program needs to meet a clearly defined need of the company or the leadership may lose interest in the program over time.[6] The motivation can range from wanting to provide employees with a volunteer experience to training employees in leadership skills and creating a pipeline of talent that might feed into the company, specifically, or the industry, more generally. Although many companies are dedicated to and motivated by civic engagement and increasing their corporate social responsibility, committing employee time, and hence money, to supporting this type of initiative represents a major, long-term commitment. Thus, the more that company recruitment efforts can speak to company needs and goals, the better the chance that the program will find business partners who properly resource and maintain their commitment.

BARRIERS TO RECRUITING AND RETAINING COMPANIES

There are several barriers to companies making this type of deeper commitment to a workplace mentoring program. Some companies believe that student interns or mentees do not contribute enough to the workplace to justify the time and effort needed to supervise them.[7] Some programs that include job training have the challenge of coordinating their program content with existing high school or trade school curriculum.[8] Other programs may worry about possible negative reactions from labor unions, if present in the workplace, to using student or temporary labor to do work that might be perceived as threatening the full-time jobs of employees.[9] Another barrier

is that some companies may be concerned that student employment might violate child labor laws.[10] Some companies may have an attitude that having apprentices or mentees on the job is only for some limited set of professions or trades (e.g., construction).[11] Taken together, organizations or individuals interested in initiating a workplace mentoring program may need to be prepared to address one or more of these barriers when recruiting an employer or company.

To address these and other possible barriers, companies launching or joining a workplace mentoring program for the first time might consider committing to several pilot years before deciding whether or not to continue long term. The first year may represent a paradigm shift at the company from having no time spent on mentoring and having no mentees in the workplace to having employees spending time engaged in a mentoring program. It can take time for everyone at the company to become acclimated to the new program, and for the program to recruit sufficient numbers and types of volunteers to meet he needs of all students placed there. Longitudinal studies report tremendous volatility in companies participating in workplace mentoring program,[12] particularly, when outside funding to support program operations ceases. Thus, planning for a "training-wheels" year or two may help to ease both the company and mentors into making a longer-term commitment to the program.

For a great example of a workplace mentoring program that uses a varied and sequential approach to bringing local companies into the fold for increasing levels of participation, see the example of Apprentice Learning detailed below.

WORKPLACE MENTORING IN ACTION:
GETTING COMPANIES ENGAGED IN MENTORING THROUGH MULTIPLE ON RAMPS AT APPRENTICE LEARNING

Apprentice Learning has engaged over 60 different worksite partnerships largely through outreach and "cold calls" to local businesses. While not efficient, this has been very effective for many of our small retail businesses located near partner schools. Our success has been based on building strong, positive relationships with these business owners and providing a good match between a worksite and an apprentice. Any participating worksite partner must be within a 30-minute radius and accessible by public transportation to one of our partner schools.

Last year, we launched an initiative to "Demystify the Skyline" for Boston youth with outreach efforts to recruit more corporate business partners located in Boston's downtown economic engine neighborhoods. To this end, we host downtown breakfast events and invite prospective mentors. We also have current mentors on hand at these events who showcase their work with apprentices. We have recently added two new board members, both from the corporate sector, who have been actively engaging colleagues across their professional networks to consider participation.

Our summer program, City Summer Internship, offers an opportunity for businesses to host a one-day Workplace Exploration. This has proved to be a great entry point for companies who can use the summer months, typically a slower time, to "try out" Apprentice Learning. Typically, a business engages a group of employees to host a group of 12–15 interns for a tour, presentation, and a small group Q&A over lunch. Once employees meet with young people and realize how capable, curious, and engaging they are—even at 14 years old, they are more likely to consider an apprenticeship.

It is our hope to mount a bigger marketing campaign citywide although this is so funding- or pro bono dependent.

PARTICIPANT RECRUITMENT

Messaging about the Benefits of a Workplace Mentoring Program

Participant recruitment messages traditionally contain information about the benefits of program participation, and these messages are designed to appeal to and motivate volunteers and youth to action. Because of the power of inspirational and motivational messages, there are several recommendations about benefits that have been reported for workplace mentoring programs that can be incorporated into recruitment strategies. It is important to remember that although there are some general ways that workplace mentoring programs have been found to be effective; each mentor, mentee, mentoring relationship, and workplace is unique, and the exact benefits of a workplace program may vary across individuals, mentoring programs, and host companies.

Benefits to Mentees

Recommendation 1 (mentor recruitment) and **Recommendation 15** (mentee recruitment) suggest that both mentor and mentee recruitment messages should address the benefits to mentees of participating in *workplace* mentoring programs. Furthermore, recruitment messages should mention the specific benefits associated with participating in a workplace mentoring program and not just the generic positive effects of being mentored. These messages can attract both youth participants and altruistic employee mentors who want to know that their time commitment will positively impact youth. Learning about the potential benefits of workplace mentoring for mentees, particularly if they are industry or job specific benefits, may be particularly motivating.

As noted in the Introduction, the literature and practice wisdom on recruitment suggest that workplace mentoring participation is associated with myriad benefits for mentees in terms of growth, both personally and professionally,[13] and the most commonly mentioned and supported benefits are described below. These benefits can be included in both mentor and mentee recruitment materials.

❏ **Job training skills.** Participation in a workplace mentoring program often includes job training and job shadowing resulting in mentees acquiring some growth in specific job-related skills as a consequence of participation. In one example, almost half of YouthBuild programs surveyed mentioned the vocational skill-building components of the program in their recruitment materials.[14] Through both direct instruction in job training and apprenticing with an experienced, older mentor, mentees may increase their self-confidence and sense of responsibility in the workplace, as well as develop a deeper appreciation of building job-related expertise.[15, 16, 17] Learning specific job-related skills can assist mentees in finding paid work when the program ends and this is highly motivating to them.

❏ **Exposure to workplace settings.** One intangible benefit of the fact that many workplace mentoring programs are located in a company is that it provides mentees with an opportunity to be engaged in the culture and inner operations of a workplace. This context provides them with the opportunity to develop skills related to understanding company culture and policies, such as how to behave and communicate with managers and other superiors, as well as practice developing interpersonal skills in collaborating and communicating with coworkers.

❏ **Networking skills and growth of social capital.** Workplace mentoring can facilitate mentees developing broader networks of social support in addition to the support that they receive from their mentors. These networks are beneficial in many ways, such as being resources for information on career pathways, and educational, internship, or job opportunities; helping connect with other professionals; looking for advice about dealing with conflict or disagreements with coworkers; or needing emotional support. Having multiple mentors has many benefits, especially for mentees with previous mentoring experiences, which may have taught them how to participate in a healthy, productive mentoring relationship.[18] Mentees are thought to benefit from having "developmental networks" that provide them with multiple relationships with a "portfolio of advisers", rather than one relationship with a single mentor.[19, 20]

Helping adolescents and young adults develop this portfolio of mentors and supportive adults can be a great program benefit that extends far beyond the youth's time in the program.

❏ **Employment opportunities and employability** (possibly at the company sponsoring the workplace mentoring program). In interviews with program participants, one study noted that a key reason youth were interested in being a mentee was the vocational training opportunities offered and, if they were successful, the future potential of the program in helping them find a job.[21] In fact, almost half of YouthBuild programs surveyed reported that they promoted their program in recruitment materials as a way to help young people find jobs. Some workplace mentoring programs also serve as feeder programs into a job pipeline where mentees can transition from being interns or apprentices to becoming full-time employees. Increased employability and job earnings, either through skills training or making job-related connections, has been associated with other programs for older adolescents that integrate a mentoring component.[22]

❏ **Career-related outcomes.** Mentoring appears to have positive effects not only on workplace behaviors, but also on increasing commitment to the workplace. In a meta-analysis on the potential career benefits of mentoring, a wide range of positive career-related effects were found— mentees reported being more satisfied with their careers and jobs, as well as more committed to their careers than non-mentored individuals.[23] However, mentoring did not appear to have a statistically significant effect in this meta-analysis on having greater intentions to stay at the current company, although it did trend in that direction.

• **Access to and increased credentials for college and job-training programs.** One consistently reported benefit from participating in workplace mentoring programs is increasing one's access to and credentials for college and other job-training programs, such as obtaining a high school diploma or GED, or earning college credits.[24] In addition, students may obtain paid summer jobs and receive job training in a workplace mentoring program resulting in being more likely to enroll in a college preparatory or specialized academic program.[25] Speculating on the importance of these types of outcomes, the YouthBuild program's most popular recruitment message, used by 80 percent of programs surveyed, was letting prospective mentees know that if they participated in the program, they would have the opportunity to secure an academic credential such as their GED certificate or a high school diploma.[26] Notably, the majority of program participants interviewed about their experiences in YouthBuild reported that this potential benefit was the main reason they applied to participate in the program.[27]

❏ **Reduced antisocial behavior.** The evaluations of most workplace mentoring programs tend to focus on outcomes related to educational and vocational success; however, one well-designed experimental study bears mentioning, because it reported an unexpected positive finding of decreased criminal behavior.[28] This outcome may not be a universally useful benefit to include in recruitment messages directed at mentees, although it may be appealing to youth involved in the juvenile justice system and their families.

❏ **Enhanced belief that school is relevant**. As students develop across adolescence and in schools that do not provide training related to

job skills or career success, many students are skeptical about the relevance of school to their lives. Through perceived support from mentors, youth may grow to feel more positively about school and better appreciate its relevance to the world of work and their roles at work.[29] In another study examining high school students from low-income families who participated in an urban work-based adult–youth mentoring program, and who requested and developed a relationship with a workplace mentor, student participants believed more strongly that school was more relevant to work than students who worked without having a mentor.[30]

❏ **Tangible benefits.** Some workplace mentoring programs offer tangible benefits to mentees such as stipends or certificates. **Recommendation 16** notes that programs should mention in recruitment messages if they offer tangible benefits to mentees for participating in the program. For example, 43 percent of YouthBuild programs advertised that they offer a stipend to participants and used language in their recruitment materials such as "earn while you learn" to attract youth to the program. About 15 percent of participants mentioned that the stipend was an attractive aspect to the program, but not the primary reason they applied to participate.[31] Thus, tangible benefits are important to mention, but not sufficient by themselves for attracting mentees.

Benefits to Mentors

While common recruitment messages tend to focus on impacting the lives of mentees, few studies have directly examined whether these types of messages are motivating to volunteers. There may

be other benefits that are more directly associated with the needs and goals of mentors that may also be motivating to them and that can support their ongoing commitment to the mentoring program. Consistent with a need for diversity in recruitment messaging around program benefits, **Recommendation 20** addresses communicating about potential benefits of volunteering in a workplace mentoring program to prospective mentors. Four types of benefits are described below.

First, some potential **altruistic** benefits for mentors include outcomes that are related to being a contributing member of one's community or company, and developing skills that support the mentor's own career development. In fact, the mentoring relationship provides opportunities for the mentor to develop both personally and professionally. The intrinsic satisfaction of helping improve the lives of young people, having a larger sense of purpose and fulfillment at work through sharing their knowledge and expertise with others, and contributing to improving the quality of education available in one's own community through providing on-the-job training and mentoring are all potential benefits to volunteers.[32, 33, 34, 35] In fact, improved communication skills are commonly reported as resulting from the experience of being a mentor.[36]

Second, although the primary goal of a workplace mentoring relationship is to promote the career-related goals of the mentee, mentors may also **learn from their mentees** in a reciprocal, mutual relationship.[37] Mentors can gain insights into the backgrounds and complexity of the lives of their mentees, and this knowledge can enrich their understanding of their mentees, but also

contribute to their own personal and professional development.[38] Mentors may also develop their social capital in the process of helping their mentees build their social capital. Mentors can learn a lot about their own company and coworkers from introducing their mentees to both other jobs and functions within the company, as well as to other coworkers, colleagues, and collaborators.[39, 40]

Third, related to the career goals and development of mentors, the receipt of training and ongoing support in a workplace mentoring program, as well as the experiences associated with being a mentor to a younger protégé, can support the d**evelopment of leadership, management, communication, and coaching skills**, particularly for workplace mentors who are new to being a job manager or supervisor.[41, 42, 43, 44] When mentees are successful, mentors may also be recognized and rewarded by company management for nurturing new talent.[45] In addition, being a mentor can positively effect mentors' perceptions of their career success, increase their commitment to their company, and potentially enhance their own job performance.[46] Moreover, cross-sectional research has found that proximal benefits of mentoring such as a sense of fulfillment for mentors predict more global work-related outcomes, such as job satisfaction, organizational commitment, and the willingness to serve as a mentor in the future. It is worth noting that the literature on the benefits of being a workplace mentor have not supported the idea that mentoring is related to long-term objective career outcomes, such as having an increased salary or being more likely to be promoted (for a review, see Tong & Kram, 2013[47]). The main reason that authors have suggested for this hypothesis not being supported is that there are many other factors (e.g., job

performance) that influence these specific types of career outcomes.

Finally, in addition to provide tangible benefits to mentees, workplace mentoring programs may consider providing **incentives** for mentors and including this information in their recruitment materials, particularly within the company. Some examples that have been suggested include cash bonuses, time off, and favorable citations in their personnel files.[48] Incentives could be made contingent on mentee's job performance, meeting goals, or retention on the job.

Benefits to the Community

Although not directly related to volunteering or applying to be in a workplace mentoring program, mentioning benefits of the mentoring program to the community may be worth including in recruitment messages. These types of programs have the potential to positively impact the community by increasing employability and reducing dependence on public support,[49] reducing violent crime,[50] establishing cross-organization partnerships to support positive youth development, and stimulating local economic growth and development.

Benefits to Companies

There are many potential benefits to employers or companies for hosting or supporting a workplace mentoring program for youth. Most of the empirical research on benefits to companies have focused on benefits of having mentoring programs for nurturing the careers of adult employees rather than of youth from the community. Hence, the findings from these studies need to be applied with caution. Furthermore, although these papers report that

employees love their mentoring experience and like their job more, no empirical papers were found on the impact of employee mentoring programs on company revenue or climate. Notably, companies vary in their motivations for having mentoring programs and the frequency of these different types of motivations vary across companies based upon their goals, needs, size, resources, and values. Three basic types of motivations were suggested for why companies may decide to adopt a workplace mentoring program, including philanthropic, individual, and collective,[51] and they are described below.

First, **philanthropic** motivations include a commitment to public service, a desire to improve the communities adjacent to the workplace, and a commitment to social or corporate responsibility.[52] These altruistic goals can spillover into more individual company goals of wanting to project a positive image in the media, to stakeholders and stockholders, and the local community. Through leadership and engagement in a workplace mentoring program for local youth, companies may find a side benefit that participation results in positive public relations. Notably, philanthropic reasons were the most commonly reported reasons employers gave for participating in a student internship program, 95 percent of which included a workplace mentor who counseled students and taught them job-related skills.[53] Specifically, employers reported their main goals were to contribute to their community and improve the public education system.

Second, **individual** reasons for having a workplace mentoring program include goals that are specifically related to the individual company or organization. For example, some companies have

difficulty meeting their hiring goals and by having student interns participate in a mentoring program at the company, they may be able to identify and nurture local talent.[54] This approach to hiring can be seen as an advantage to mentees as well, who are looking for paid work opportunities. In a survey of companies across a wide range of industries who had work-based learning programs, most of which included informal mentoring, employers reported being very pleased with the quality of work completed by their interns, believed that the interns were productive workers, and viewed the program as a means to expand their pool of qualified candidates and acquire entry-level workers when the program ends.[55, 56] By hosting a youth workplace mentoring program companies are able to screen, train, mentor, and observe potential employees during a kind of probationary and training period, thereby, making an investment in the future of their company and workforce, while also providing a community service. Similarly, companies may be attracted to the fact that high school students participating in a workplace mentoring program are an inexpensive source of labor which might further motivate companies to be involved.[57]

Third, **collective** motivations for participation refer more indirect or longer-term benefits that may be seen as a variation of individual benefits to companies. These collective goals reflect the shared interests of a united group of employers. In this case, a group of employers may be motivated to facilitate the growth of an entry-level workforce with a particular set of skills and hosting a workplace mentoring program may be one way to support this effort.[58, 59, 60] In other words, when employers recognize a local, regional, or national shortage of qualified workers or they know of disparities in

the workforce related to a particular type of job or discipline, they may join forces to support workplace mentoring or school-to-work programs. These types of apprenticeship/learning programs may increase the number of skilled workers available, thereby, improving the number and diversity in the applicant pool from which to choose in the future. Another interesting angle related to the collective motivation of companies to participate in a workforce mentoring program is that employers may believe that their participation can help to reverse negative stereotypes associated with the people who work in a particular industry as well as stereotypes about the work itself.[61]

These three general types of motivations do not operate in isolation from one another and it is likely that companies are motivated by more than one goal. For example, employers reported dual motives for participating in youth workforce preparation programs including supporting their corporate mission to directly invest time and money in local programs, as well as seeking public recognition for their philanthropic work.[62] In addition, individuals who mentor and whose employer supports youth mentoring in some way were significantly more likely to have higher career and job satisfaction than those who work at places where the employer does not support mentoring.[63] Furthermore, the happiest employees in that same study, both in their careers and in their commitment to their employers, were individuals who mentored with the backing of their employer showing that supporting mentoring programs addresses both individual and collective motivations.

For a great example of a program that really makes a compelling case to potential partner companies and their workers, see the box below on the work of the Spark program.

WORKPLACE MENTORING IN ACTION: GETTING COMPANIES TO VIEW MENTORING AS A WIN-WIN PROPOSITION

While Spark's primary impact is focused around student growth and skill development, a critical component of the program's success is partnership with local businesses who provide access to their workplace and the recruitment of their employee volunteers. Each partner company has unique business and community investment priorities that motivate their engagement, including the following.

• Spark's model provides opportunity for companies to address business challenges such as talent recruitment and retention among millennials, who, studies demonstrate, often bring a social impact focus to their work, or creating informal networks across siloed company departments, as well as providing opportunities for positive public relations exposure.

• Many partners are seeking a turnkey yet meaningful opportunity for employees to leverage their professional skills in making a local impact. Others carry a responsibility for investing long term in a pipeline of diverse future employees in their industry.

• Finally, there are many studies that demonstrate how mentors can grow their communication and supervision skills—as well as soft skills such as cultural understanding, teamwork, patience, and empathy—through the mentoring experience.

Spark's best partners determine alignment between Spark's mission and their business priorities and recognize they are better positioned to attain their organizational goals through the partnership.

MESSAGING ABOUT THE RESOURCES AVAILABLE TO SUPPORT MENTORING RELATIONSHIPS IN A WORKPLACE MENTORING PROGRAM

Recommendation 3 and **Recommendation 5** address the importance of recruitment messages containing information about the types of pre- and post-match support that mentors will receive if they participate in the program. Mentors need to know what level and types of support they will receive from both the management at their company and from their mentoring program (assuming the program is not run in-house, but rather through a nonprofit partnership). Being a workplace mentor may be an unfamiliar role for many employees—having training, guidance, and tangible and intangible sources of support may make the difference between a successful and unsuccessful match. Similarly, recruitment messages should be clear that company executives, including mid-to-senior level leadership, value the program and endorse its presence in the workplace. Similarly, **Recommendation 17** suggests that messages should mention the specific supports or accommodations that may be offered to mentees with a disability. This information is particularly relevant for workplace mentoring programs that are specifically designed for youth with a disability, but all mentoring programs should note how they support youth with varying levels of disability-related needs or challenges.

CONVEYING A POSITIVE ATTITUDE IN RECRUITMENT MESSAGES

There are three related recommendations regarding using recruitment strategies that contribute to potential volunteers having positive attitudes and emotions about being a mentor. These recommendations focus specifically on promoting positive attitudes related to the type of work and jobs that the mentors do, and presumably, that the mentees will do under their tutelage **(Recommendation 6);** positive attitudes about the company sponsoring the workplace mentoring program **(Recommendation 7);** and positive attitudes about being a mentor in this specific program **(Recommendation 8).** Communicating positive messages about mentoring more generally is consistent with research suggesting that people volunteer when they believe that the work that they will do will be a positive emotional experience, rewarding, and satisfying.[64] Thus, the tone and affect used in recruitment strategies is important for attracting appropriate and dedicated mentors. Not only does mentoring, generally speaking, need to be presented in a positive way, but the workplace setting, host, the work itself, and the program also need to be positioned to enhance mentor recruitment and retention. Using positive affect and enthusiasm in recruiting youth applicants is also important. Employees who are passionate about their work can share their excitement about what they do every day and their career path in getting there. Youth may gravitate toward placements where there seems to be genuine enthusiasm about the work and the culture of the industry.

RECRUITMENT MESSAGES ABOUT PROGRAM REQUIREMENTS

One of the primary reasons for premature closure of mentoring relationships is that match participants often have unrealistic or unrealized expectations. In order to counteract this trend, there are seven recommendations that address the importance of recruitment messages including clear and complete information about program requirements.

Mentor Requirements

Recommendation 2 (e.g., time commitment and compensation) addresses the types of information to include about program requirements in marketing messages directed at mentors. Volunteer mentors need to fully understand the requirements of their workplace mentoring program, including the type of time commitment they are expected to make.[65] The time that mentors spend on mentoring activities will detract from time available to spend on work tasks and responsibilities. Thus, support from senior management will be critical and managers will need to communicate to their employees that time spent on mentoring and related activities is expected and will be compensated appropriately. For example, it is generally not expected that employees serving as mentors will take vacation time or have to make up time when they go through training for the program or spend time mentoring. Policies around time parameters spent on mentoring need to be documented and communicated to program participants, as well as the HR department to ensure that employees get paid for their time spent as a mentor and maybe even receive additional incentives for making this contribution to their workplace.

Mentors also need to have sufficient time to commit to being a mentor and need to consider the timing of volunteering within the context of their other job responsibilities.[66] Given other work demands, it is important for mentoring programs to make it easy for volunteers to apply to the program; be clear about their responsibilities related to the program; track mentoring activities and time spent with mentees; receive resources and support for mentoring; and receive recognition for their efforts. Mentors also need to know if their performance as a mentor will be incorporated into their formal performance evaluations as an employee, or if their volunteering is not considered within their evaluations.[67] Companies may be cautioned about including mentoring activities into job performance appraisals in case it undermines mentors' commitment and interest in the program. Employers should avoid creating scenarios where employees are only mentoring for performance evaluation or compensation reasons.

Recommendation 4 speaks to being clear during the mentor recruitment process about the roles that mentors should and should not play with their mentees. Providing a clear statement of expectations regarding the roles of mentors in workplace mentoring programs is particularly important given the complexity of the typical workplace and the fact that mentees will be working together at the company. This information is critical to communicate both pre- and post-match to mentors to prevent boundary violations, confusion about appropriate behavior, and reduce impediments to establishing an effective mentoring relationship. Most programs are careful to define the role of the mentor to be different than other roles related to the workplace. For example, it is uncommon for direct supervisors or managers to be assigned to supervise their mentees because of the risks associated with having a dual—and occasionally conflicting—relationship. Roles for mentors can range from training mentees in general work habits and skills to training mentees in specific job skills, and from being a connector, supporter, and adviser to being less deeply involved in providing socioemotional support. In addition, mentors serve as positive role models related to job skills and career development[68]. Whatever the roles are for a particular program, they need to be clearly articulated.

If **job definition, status, or title** is a requirement for eligibility, this information should be included in marketing messages. Although there are differences of opinion on this recommendation, one suggestion is that it is "essential to identify mentors (or coaches) high enough in the hierarchy to understand the workplace as a system. Workers who know only one job can teach only that job, which is not what we mean by mentoring."[69] Perhaps a broader way to interpret this recommendation may be that mentors need to be familiar enough with their jobs, companies, professions, and coworkers to be able to adequately provide their mentees with sound advice, networking opportunities, and support. If mentors are also early in their careers, they may not have the time, wisdom, or work experience to provide career-related guidance to essentially a peer. On the other hand, as noted in the Introduction, when mentors are too senior in their positions, it may be hard for a mentee to see themselves as sharing the same perspectives and employment possibilities as their mentor. In these cases, the mentor may be too far removed from the actual work being done to teach the right skills or to allow the mentee to build their identity as a worker in the roles that are most immediately in front of them. Thus, assessing the program's goals, as well as the needs, goals, and competencies of the mentor and mentee will be instrumental in determining criteria for recruitment and matching.

Additional mentor requirements are described in **Recommendation 9** regarding mentors who are passionate about their work and who will share their excitement about the work they do every day and the career path they followed with their mentees; **Recommendation 10** regarding recruiting mentors who have an interest in **building a relationship**

with mentees and not just teaching them technical skills; and, relatedly, **Recommendation 11** speaks to recruiting mentors who have strong communication and socioemotional skills, such as patience, dependability, and confidence.[70] Given the disparities observed of women, first-generation college students, minorities, and youth with disabilities working in certain professions (e.g., STEM) and in the workforce, one criterion that may be assessed is cultural sensitivity (e.g., related to gender issues).[71] Also, given the interest in helping connect mentees to other employees, one requirement may be that mentors have well-established social networks within the company[72, 73] or profession, or be willing to expand their networks.

A final recommendation for workplace mentoring programs, **Recommendation 21**, suggests that programs define the **eligibility requirements** for employees and retirees participating in the program and to make this statement clearly available within the company. For example, because mentees may be learning a specific job-related skill as part of the program, mentors may need to have expertise or competency in that skill.

Mentee Requirements

Recommendation 17 notes that it is important to communicate clearly in recruitment messages to prospective mentees about the **time and effort commitment** required for program participation to help prevent unrealistic expectations and program dropouts.[74] Some programs are intensive and time-consuming, or long-lasting, whereas others are shorter and focused on specific skill development. Mentees may need to reorganize their schedules or commit time during their school or workday to the program, while still accomplishing their other

responsibilities, and need to know in advance about the program structure and requirements in order to avoid having practical constraints result in quitting prematurely.

Recommendation 19 suggests that programs define whether there are specific types of knowledge, skills, or attitudes that are required for mentees to have in order to participate in the program and further, that recruitment strategies should inform mentees if any competencies in **specific or general skills** are required for acceptance or continuation in the program. Because some workplace mentoring programs involve applying technical knowledge or skills, or even interpersonal skills needed to integrate smoothly into a worksite, programs should include information in their marketing materials clarifying any required skills. Workplace-related skills may include behaviors such as demonstrating a history of being on time for appointments or work, the ability to focus on tasks without interruption, being open to feedback, being eager to establish a relationship with a workplace mentor, and the willingness to learn new skills.[75, 76, 77] Attitudes towards work and mentoring are also important in predicting positive outcomes and should be mentioned in recruitment messages. In one example, in a small study of workplace mentoring, mentees who were motivated to participate in a mentoring relationship had higher-quality mentoring relationships.[78] Thus, programs should ensure that youth who apply have the right attitudes and frame of mind to benefit from the program.

Many workplace mentoring programs match junior employees with more senior employees. The literature has fewer reports of workplace mentoring programs delivered to young out-of-work adults or adolescents who are not already employees.

Stringent **entrance criteria** have been reported for some workplace mentoring programs.[79, 80] For example, the YouthBuild program has an initial rigorous Mental Toughness Orientation (MTO) used to screen out applicants. This process requires applicants to demonstrate a readiness to change and high levels of motivation. Given that the MTO plays a central role in the program for determining eligibility and suitability for remaining in the program, it is important to describe this program requirement in recruitment materials. You can learn more about this aspect of the YouthBuild model in the chapter that follows, "Standard 2: Screening," as MTO represents the last hurdle youth must clear before participating in the full program.

In another example of a program with strict entrance criteria, only high-performing mentees were eligible and nominated by both their manager and a task force to participate in a leadership mentoring program for women.[81] In a third example, high school student participants accepted into a workplace mentoring program had to meet minimum requirements of having a GPA of 2.0 or better, and have a school attendance rate of 80 percent of days present or more.[82] These examples illustrate the importance of defining eligibility requirements in recruitment messages, so appropriate applicants are recruited and enter the program with realistic expectations.

Recommendation 23 specifically advises that a publicly available written statement regarding requirements for mentees in the program isn't required if the recruitment is happening by nomination or preselection. Nonetheless, recruitment and retention efforts might be supported by having eligibility criteria be publicly available, particularly when trying to locate and

recruit young adults, who may not be enrolled or connected to a school or formal program. By having the statement available to the public, parents, significant others, case workers, personal aides, and support workers may see it and suggest the program to individual adults they know, thus increasing the potential pool of applicants.

STRATEGIES FOR RECRUITING MENTORS

Recommendation 12 suggests recruiting mentors whose backgrounds best match the goals of the program, and also addresses the value of recruiting company **retirees** to be mentors. Retirees would have a wealth of knowledge about the company and their former job, more free time to volunteer, and the ability to provide career support and advice to a young person. This strategy has proven to be successful for many companies because they have a cadre of alumni and retirees, where many want an ongoing relationship with their former employer and the opportunity to maintain connections with their former coworkers and colleagues, field of work, and former workplace. For one such example, see the following box about the creative use of General Motors retirees in the Student Corps program.

Recommendation 13 thus focuses on using recruitment materials to address the value and benefits of mentoring in the program specifically related to recruitment of coworkers to serve as mentors. Sometimes peer-to-peer conversations are very influential in comparison to broader marketing efforts or communications from company executives or supervisors.[83, 84] There are some mentoring programs that ask supervisors and current workplace mentors for recommendations for employees who would make good mentors rather than soliciting volunteers from the entire company.[85] In this type of situation, if mentors

are identified as being desirable candidates for a workplace mentoring program, they might be emailed a description of the program with a cover letter from the managers who recommended them.[86] One interesting suggestion we noted in the literature was to leverage existing affinity groups in the recruitment process. An example that was suggested involved companies with a large group of employees who were veterans. This group of employees might be recruited as mentors and matched with mentees who were also veterans or who had served in the same branch of the military.[87]

Another strategy for identifying and recruiting mentors is described in **Recommendation 14** suggesting that the program should teach mentees to locate and develop a system of support within the company in addition to their assigned mentor, and that mentees can be assisted in making these connections by their mentor, who would activate their relationships with coworkers. This recommendation reflects the burgeoning literature on the benefits of youth- or in this case, mentee-initiated mentoring. The benefits of building social capital and networks of support were described earlier in this chapter. In addition to having mentees recruit additional mentors for themselves, they can also help recruit mentors for their peers. In fact, one youth program, YouthBuild, reported that word-of-mouth referrals from program alumni proved to be their most successful recruitment strategy.[88]

Recommendation 22 suggests that the mentoring program conduct group presentations at company meetings to recruit volunteers. In addition to mentoring program staff describing the program and its requirements to employees, testimonials from current and former mentors and mentees might also highlight their experiences in the

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WORKPLACE MENTORING IN ACTION:

TAPPING INTO RETIREES AS A CRITICAL FORM OF SUPPORT FOR YOUTH IN GM'S STUDENT CORPS

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One of the great untapped resources across the world of workplace mentoring are retirees, including those from the very companies that choose to get involved in mentoring young people directly. As noted in this chapter, retirees bring a wealth of institutional and job-specific knowledge, the experience of working on many roles in an industry, and considerable amounts of time to devote to the program. Yet the authors of this report noted very few examples of programs purposefully engaging retirees in the studies and reports we reviewed. One company determined to change this dynamic is General Motors, whose Student Corps program is built explicitly around the strong participation of GM retirees.

Any company the size of GM likely has a large retiree pool to draw from, but GM has cultivated a strong alumni network over the years that engages in a number of activities and projects that keep former employees connected to the company. But the Student Corps program is where that alumni network is placed front and center. Retirees, along with a college student partner, lead the groups of 10 youth interns in developing and implementing their community projects over the 10 weeks of the program. They provide youth with planning advice, resources, connections to other collaborators, and even technical knowledge that draws on their careers with the company (an engineer helping design a play structure for a community park, for example). The alumni also get ample opportunities to engage their interns in conversations about career paths, their own work experiences (both in the company and beyond), and the life lessons they have learned along the way.

The program spurs the engagement of retirees by asking newly retired executives to act as champions for the program, reaching out to colleagues they worked with over the years to see if they can spend some time over the summer giving back and reconnecting with the company. In fact, it is not uncommon for GM alumni to fly or drive back to the region over the summer months just to participate in this unique experience.

program and the benefits, challenges, and supports they experienced. Other suggestions for company recruitment include all-company emails about the launch and progress of the program, detailing the work of the program in a company newsletter or on a centrally located bulletin board, and including information about the program for new employees during their onboarding process.[89]

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STANDARD 2 - SCREENING

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

BENCHMARKS:

Mentor Screening

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

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

- Guidelines regarding the acceptable jobs or type of work the potential mentor does at the company and position (e.g. entry level only, upper management only, or support staff only);

- Whether, or under what circumstances, the mentor can be a supervisor of the mentee;

- Being designated as an "employee in good standing" in terms of their performance and professional relationships as determined by a review by Human Resources; and

- The motivations necessary to establish a supportive relationship with mentees in the program.

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

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

- Job position and responsibilities, including whether they have a supervisor role within their workplace;

- Previous experience or training as a supervisor, job coach, personal coach, or mentor;

- Length of employment at the company; and

- What the mentor would like to do with the mentee (e.g. projects they may work on together, tasks the mentor will assist the mentee in completing, or activities the mentor and mentee may do together) and how the mentor might fulfill the program or mentee's goals.

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

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

- Enthusiasm and commitment to being a mentor and the mentoring program;

- Communications skills (clarity of language or instruction, use of open-ended questions, giving feedback and constructive criticism);

- Motivations for volunteering as a mentor in the program to ensure they are consistent with the goals and values of the program;

- Attitude towards his or her job activities, career choice, and employer;

- Beliefs about roles and boundaries in workplace mentoring relationships;

- Ability to make a commitment to establishing and maintaining a mentoring relationship with a mentee, especially in terms of their travel or personal schedule and ability to be available during the times they are expected to meet with their mentee; and

- How the mentor expects to work with the mentee to accomplish the mentee's goals and the goals of the mentoring program.

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

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

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

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

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

No additional recommendations.

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

No additional recommendations.

Mentee Screening

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

❏ **Recommendation 6:** The criteria for prospective mentees should include:

- Whether mentees need specific technical or job-related skills to participate as a mentee in the program, and,

- The attitudes and motivations that are needed for mentees to be successful in the program.

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

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

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

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

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

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

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

No additional recommendations.

ENHANCEMENTS:

Mentor Screening

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

❏ **Recommendation 10:** Programs must work with partner organizations to determine if this

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

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

This enhancement is likely not relevant to workplace mentoring.

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

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

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

This enhancement is not relevant to workplace mentoring programs.

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

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

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

No additional recommendations.

Mentee Screening

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

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

- Previous experience being coached or mentored in a job coaching or mentoring program,

- Length of employment or previous experience at the workplace organization, if relevant,

- Attitudes and motivations that are needed for mentees to be successful in the program. This includes the mentee's motivation to establish a relationship with a mentor and not just focus on developing their own technical or job skills, attitudes towards help-seeking, receiving social support, and openness to receiving feedback, and

- Ability to make a commitment to establishing and maintaining a mentoring relationship with a mentor especially in terms of their schedule and ability to be available during the times they are expected to meet with their mentor.

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

No additional recommendations.

JUSTIFICATION

The screening practices outlined in the *Elements of Effective Practice for Mentoring* serve to determine whether a mentor will be safe and reliable, to ensure that mentees and their families meet the eligibility and participation requirements, and to gather information that can inform the matching process. Unfortunately, no studies were located that tested the effectiveness or compared specific screening practices relevant to workplace mentoring programs. However, there are conclusions that can be drawn from practices described in the workplace mentoring literature that inform the recommendations below.

Workplace mentoring programs have some unique challenges because they are often embedded within a workplace, which can result in competing demands on both mentors and mentees in the program. Mentors and mentees must be prepared to engage in a meaningful mentoring relationship in the context of the expectations of the workplace. Even when programs are not located at a workplace, employees are often mentoring during worktime hours, which can lead to similar challenges such as availability and competing demands. Thus, many of the screening recommendations for workplace programs attempt to mitigate some of the challenges associated with these competing

expectations by screening mentors and mentees to determine if they have the background, attitudes, goals, and approach to mentoring that will promote an effective mentoring relationship.

MENTOR SCREENING

The recommendations regarding mentor screening for workplace programs emphasize establishing criteria and gathering information about the background, motivations, and potential approach of prospective mentors.

Mentor Background Considerations

Unique to workplace mentoring programs is that they are often embedded within companies that have many different types of jobs, some of which are directly related to the overall mission of the company, such as software engineers who work for a technology company. Other jobs may be more generic, such as accountants who help manage the company's finances. Each of these jobs require a unique set of knowledge and skills. Workplace mentoring programs must carefully consider the goals of the program and the outcomes they hope to achieve in mentees and create criteria for accepting or rejecting mentors based on whose job tasks and skills best fit with the program goals and desired outcomes **(Recommendation 1)**.

Workplace mentoring programs must also determine whether mentors can be a direct supervisor of the mentee. Some considerations when making this decision include the heightened potential for role conflicts and boundary issues such as excessive monitoring of the mentee, perceived preferential treatment of the mentee by others reporting to the supervisor, and potential conflicts of interest when making decisions about pay raises, performance evaluation ratings, and

job assignments, if the mentor is also the mentee's supervisor.[1, 2] On the other hand, several studies have found that when the mentee has a direct reporting relationship with the mentor, this can increase the amount of contact between the partners, facilitating the development of the relationship.[3, 4, 5] Furthermore, a mentor who is closer in rank to the mentee may be better able to relate to the mentee's position and role within the organization compared to a mentor who is several levels higher than the mentee. And one study reported no differences in reports of negative mentoring experiences when comparing matches in which the mentor was a supervisor to matches in which the mentor was not the supervisor.[6] Another study found no effect of the relative position or rank of formal mentors on mentees' perceptions of relationship quality and job attitudes.[7]

Given these findings, there is reason to have some concern about the dual roles of supervisors serving as mentors; however, many programs do allow mentors to supervise mentees. When programs have clear policies and procedures for screening mentors who may be in both roles to ensure they have the qualities necessary to be an effective mentor in the program, then programs should feel more comfortable allowing mentors to be the supervisor of their mentee. This issue is also discussed further in the Matching Standard, which provides guidance regarding how mentor rank should be considered when making matches.

Finally, prospective mentors in workplace mentoring programs should be considered in "good standing" by the human resources department of the company in order to be considered as a mentor. The definition of "good standing" may vary from company to company but should include aspects

of the employee's work performance as well as their professional relationships. Employees in "bad standing" may be on probation or have some disciplinary action against them. Programs must determine how this information will be gathered from the company and how it will be documented for each prospective mentor.

Consideration of Mentors' Motivations for Mentoring

There are many facets to a prospective mentors' motivations for mentoring and there are some unique aspects of mentor motivations that must be considered by workplace programs **(Recommendation 1).** First, mentors should be highly motivated to mentor[8, 9] based on a desire to help support their mentee, as opposed to only helping their own career, because they feel pressured, or because they were required by a supervisor to do so.[10, 11]

In addition, workplace mentors should be motivated to develop a personal, supportive relationship with their mentee that goes beyond just teaching job skills—our review of the literature made a clear case that the quality of the mentoring relationship is a key ingredient in the success of formal, workplace mentoring relationships.[12] One concern with workplace mentors is that they might be more likely to have goal-focused approach to the mentoring relationship or be focused on developing specific skills in their mentee. This concern is rooted, in part, in the embedded nature of workplace mentoring programs within the workplace, which is inherently task and goal focused. This approach could be appropriate based on the goals, duration, and desired outcomes of the mentoring program (and the goals of the mentee). However, in most circumstances, mentors should be screened

to determine if they will be able to prioritize establishing a supportive relationship with their mentee in service of more goal-directed activities and outcomes—the two are not mutually exclusive.

Mentoring programs should therefore establish what motivations are important for mentors to possess and then develop procedures regarding how to gather information about these motivations during the screening process. These procedures may include application, survey, or interview questions designed to gather information about the prospective mentors' motivations. Programs might also consider identifying specific motivations that would screen out potential mentors, but should also keep in mind that motivations can be diverse and can be positively influenced through mentor training and ongoing support.[13] When mentors have multiple, positive motivations for volunteering with the program—such as the desire to establish a supportive relationship with their mentee and help the mentee achieve their goals, to have a fun experience at work, teach the mentee good work habits, or support the company's efforts to give back to the community—then they are more likely to have an effective relationship. In conclusion, identifying and training mentors about the value of developing a close, supportive mentoring relationship is a recommended practice for all mentoring programs but is given special emphasis for workplace mentoring due to the ease with which relationships can become task-focused.

Mentor Application and Interview

Written applications for mentors should gather information that will assist programs in determining if the mentor meets the criteria established by the program, as well as inform the matching of mentors and mentees. For example, asking

prospective mentors about their current job position, responsibilities, and supervisory roles allows program staff to determine if they will match a mentee with a mentor who would also be their supervisor **(Recommendation 2).**

Whether the mentor has previous experience in a role that involved supervising, mentoring, or coaching a young person or colleague should be included in the application. Previous research has established that when mentors have experience in a helping profession, they are more likely to be an effective mentor.[14, 15] Thus, mentoring programs may choose to prioritize selecting and matching prospective mentors who have some previous experience or training in a role similar to that of a mentor.

Mentor expectations are a powerful factor in the success of mentoring relationships[16] and mentors will likely have some important expectations about many aspects of their participation in the mentoring program, including what they expect they will do with their mentee and how these activities will impact their ability to do their own job. Thus, the mentor application should include questions about what the mentor expects to do with the mentee, such as providing advice and support to the mentee through less structured meetings or whether the mentor expects to help support the mentee in developing specific workplace-related skills and completing projects or tasks together. This information should be used to determine if the mentor is a good fit based on the goals and desired outcomes of the program. In addition, program staff can use this information to inform the questions asked during the mentor screening interview and may decide to address the mentor's expectations about activities during mentor training, particularly

if those expectations may not match the likely experience.

Interviewing Mentors

The face-to-face interview with prospective mentors provides additional information that is difficult to capture from only the written application and can greatly help determine the suitability to be a mentor in the program. In particular, prospective mentors' enthusiasm, attitudes, motivations, commitment, approach to mentoring, and communication skills should be addressed during the interview (**Recommendation 3**).

Mentor attitudes that should be probed during the interview include attitudes about their job, career, and employer, and their enthusiasm and commitment to mentoring. These attitudes should be overall positive and realistic about both the workplace and the potential mentoring experience. Overly positive attitudes could be addressed in mentor training to help ensure that mentors do not have unrealistic expectations or paint an unrealistic picture of work life for their mentee. Negative attitudes, however, might be difficult to address during training, particularly negative attitudes about the workplace and these attitudes could interfere with the development of an effective mentoring relationship.

As described in the Introduction, workplace mentors are often asked to take on many different, sometimes contradictory, roles and responsibilities. For example, being a friend to their mentee while also providing feedback to mentees regarding their performance in the workplace. Thus, the mentor's communication skills are commonly recommended as a screening criteria for workplace mentoring programs.[17]

One particular concern from the practitioners in this project's Working Group is that mentors must be able to meet the minimum participatory requirements of the program and that volunteers should be asked throughout the screening, training, and matching process to consider whether their work travel, personal plans, and work project timelines will interfere with their availability to be a mentor in the program. When mentors are not able to meet the minimum meeting length and frequency requirements of the program, there can be negative consequences for relationship and, ultimately, mentee outcomes.[18] The interview provides an opportunity for mentoring program staff to evaluate whether the prospective mentor will be able to commit to the mentoring relationship, both emotionally and logistically. Interview questions might pose specific scenarios to mentors to gain insights into how the mentor might handle various situations when a conflict arises to help evaluate the potential mentor's priorities and level of commitment. The interview is also an opportunity for mentoring program staff to address any concerns of the mentor such as how the mentoring relationship might impact the mentor's work, how to integrate the mentee with other team members in the workplace, and what types of support to expect from the mentoring program and company for the mentoring relationship.

Carefully Consider Background Check Policies and Procedures

As with any mentoring program, workplace mentoring programs that involve an adult mentoring a minor must conduct a criminal background check to help ensure the safety of the children and adolescents involved in the program—even if the mentor and mentee will always be supervised

during their meetings. Background checks within workplace mentoring programs require some additional considerations **(Recommendation 4)**. The primary concern regarding background checks within workforce programs is about information sharing: whether background check information about a prospective mentor that is already available to the employer will be shared with the organization or individuals responsible for screening mentors, how information learned during a background check may be shared with the employer or other organizations, and how the prospective mentor will be informed about information learned during a background check. Based on feedback from the Working Group members on this project, most programs obtain consent from prospective mentors to conduct a background check but typically have policies that the information learned from the background check will not be shared with anyone, including the employer themselves in the case of a brand-new check, and will only be used to make a decision about the person's suitability to be a mentor in the program.

MENTEE SCREENING

As with mentor screening, the recommended mentee screening procedures emphasize establishing criteria for selecting mentees that will best fit the program's goals and requirements **(Recommendation 6).** Workplace mentoring programs vary widely in their expectations for the skills that mentees should have going into their experience with the program. Some programs, such as internships and work-based learning programs, expect mentees to already have mastery of specific skills in order to fully participate in the tasks of their "workplace." Whereas other programs, particularly career exploration or short-term work shadow

WORKPLACE MENTORING IN ACTION:
THE ROLE OF MENTAL TOUGHNESS IN DETERMINING WHO GETS INTO A PROGRAM CYCLE

YouthBuild mentoring coordinators begin each program year by providing an orientation to all youth enrolled in the YouthBuild program. This orientation is part of the standard YouthBuild enrollment process, which includes our initial Mental Toughness training. Although this is an ideal time to present on the mentoring program, programs also recognize that students may express interest in being mentored throughout the year.

The Mental Toughness period plays an important role in the YouthBuild model, though, as it helps identify youth who are ready to take on the demands of being a YouthBuild student while also providing a bit of the flavor of what the overall experience will be like. The reality is that young people get referred to or sign up to participate in YouthBuild for a variety of reasons and not all of them will be ready to take on the challenge of completing school, learning a trade, and working on personal development all at once. Knowing that there are limited spaces in the program each year, Mental Toughness plays a critical role in ensuring that those spaces are given to youth who are ready to put in the effort and who have the communication skills, temperament, and maturity to succeed in the program.

The Mental Toughness period lasts between one and two weeks at most sites and involves a variety of training and team-building exercises, fun activities, and introductions to the demands of the program. Youth who do not pass Mental Toughness are always invited to return and try again and are given feedback about what they can work on to improve their chances of being accepted. This process ensures that the students who are accepted are going to be safe, responsible, and ready to handle the challenges that come from being on a construction site, as well as in getting back into the classroom and completing important academic work. These youth are also often ready for the role of a mentor in their lives.

This initial YouthBuild Mental Toughness (YBMT) orientation covers:

- Why a young person would want a mentor.

- How mentoring can enhance the YouthBuild experience (highlight increased social networking, access to more opportunities to learn and advance their careers, individualized help in reaching goals, and the fact that mentoring should last past graduation for extra mentee support).

- When and where matches meet and what typical mentoring activities look like.

- Mentee responsibilities for participation (frequency of meetings, duration of match, data-collection responsibilities, program rules of conduct).

- The next steps in signing up for the mentoring program (permission forms, etc.).

At many of the established YBMT sites, past mentoring participants are invited back to help refine and deliver the orientations to new YouthBuild students. Many of these youth also come back specifically to serve as mentors, knowing exactly how valuable that role can be in helping a young person succeed in the program.

programs, are likely to have fewer expectations for the existing technical or job-related skills of mentees.

Also, in alignment with the mentor screening recommendations, programs should establish criteria outlining the mentee attitudes and motivations that are critical for success in the program. Despite their perceived lower levels of power in the mentoring relationship, mentees exert significant influence in the success or failure of a mentoring relationship through their attitudes and approach toward it.[19] No previous research was located that describes the specific mentee attitudes and motivations that are more likely to lead to successful workplace mentoring relationships; however, it has been recommended that mentees should be highly motivated and excited to participate in the program, eager to learn new things, and open to constructive criticism.[20, 21] They should not be solely motivated by the potential for a future job at the workplace or by any monetary incentive provided to mentees in the program. Programs should carefully consider what mentee attitudes and motivations are critical for success in the mentoring program and establish procedures for determining if a mentee possesses the relevant attitudes and motivations. For one example of how a program can assess youth motivations and readiness for the mentoring experience, see the following box on YouthBuild USA's Mental Toughness portion of the program.

Special Instructions for Programs Involving Adult Mentees

Many workplace mentoring programs target mentees who are 18 or older to expose them to job opportunities or to provide new employee onboarding. For these programs, there are several mentee screening recommendations that are not relevant for mentoring programs which serve mentees who are 18 years or older **(Recommendations 7, 8, and 9)**. That being said, there may be specific programs or situations in which workplace mentoring programs would require a parent or guardian of a mentee who is 18 years or older to complete an application, provide informed permission, or agree in writing to the time commitment requirements of the program, such as when the mentee is dependent on the parent or guardian for transportation to the workplace mentoring program.

ENHANCEMENTS

The mentor and mentee screening enhancement recommendations provide some additional nuance and context to the existing screening enhancements given the unique contexts of workplace mentoring.

Additional Mentors Screening Recommendations

Two of the mentor screening enhancement recommendations provide additional guidance on mentor background checks **(Recommendations 10 and 11)**. Workplace mentoring programs must determine if their program should conduct an FBI background check and/or consider background checks for other individuals that may interact with mentees in the workplace. If a workplace mentoring program places mentees in more than one company or works with a particularly vulnerable population of youth, they may have different policies regarding background checks for each company and based on the different mentee populations they serve. Programs should develop written policies and procedures outlining the requirements for additional background checks on mentors and

others that interact with mentees. Further, as with the recommendations described above under the mentor screening benchmark, workplace programs must carefully consider how and whether background check information is shared with everyone involved.

Mentee Application

The mentee screening recommendations mirror those for mentor applications, specifically the goal of obtaining information about the mentee's background, attitudes, and motivations in order to evaluate the potential mentee's suitability for the program and inform the matching process **(Recommendation 13)**. One potential challenge for workplace mentoring programs is the requirement that mentees be available on a very consistent basis for established meeting times at the workplace. When mentees are not available or do not attend these meetings, it can have a significant impact on the mentoring relationship and the effectiveness of the mentoring program (and potentially of the job site itself if the youth is creating real work product). Although it is difficult to guarantee that mentees will be able to follow through with their commitment to the mentoring program, the mentee application should include questions and scenarios designed to better assess the extent to which the mentee is committed to developing and maintaining a mentoring relationship and how the mentee will handle situations when they may not be able to attend mentoring meetings—including how likely that might be based on other circumstances in their life. Some programs may want to consider requiring a mentee interview during the screening process to allow for a more in-depth discussion about the mentee's goals, motivations, commitment, and ability to meet the program requirements. This

experience will also give potential mentees a chance to practice this skill.

The unique screening recommendations described above for workplace mentoring programs aim to help programs think carefully about who can best benefit from the mentoring program and what skills, attitudes, and approaches are needed by mentors and mentees to help them be successful in the program. We encourage programs to document these decision points and criteria in both policy and procedure. Done with intentionality, the screening of mentors and mentees sets the stage for matching and provides information that can be leveraged by program staff during the training and monitoring and support of matches.

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STANDARD 3 - TRAINING

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

BENCHMARKS:

Mentor Training

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

No additional recommendations.

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

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

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

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

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

- Help their mentees to identify their educational and professional goals;

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

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

c. Mentors' obligations and appropriate roles.

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

d. Relationship development and maintenance.

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

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

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

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

f. Effective closure of the mentoring relationship.

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

mentoring program ends.

g. Sources of assistance available to support mentors.

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

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

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

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

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

i. Initiating the mentoring relationship.

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

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

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

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

a. Appropriate physical contact

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

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

d. Approved activities

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

f. Confidentiality and anonymity

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

g. Digital and social media use

h. Overnight visits and out-of-town travel

i. Money spent on mentee and mentoring activities

j. Transportation

k. Emergency and crisis situation procedures

l. Health and medical care

m. Discipline

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

n. Substance use

o. Firearms and weapons

p. Inclusion of others in match meetings (e.g., siblings, mentee's friends)

q. Photo and image use

r. Evaluation and use of data

s. Other program relevant topics

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

❏ **Recommendation 17:** Program should provide mentors with training on how to prepare their mentees for any lockdown or emergency re-

sponse procedures.

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

No additional recommendations.

ENHANCEMENTS:

Mentor Training

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

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

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

a. How developmental functioning may affect the mentoring relationship

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

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

❏ **Recommendation 20:** Program should provide mentors with training in how to help and support

their mentees when their mentees are faced with challenges in the workplace related to the mentees' job skills; job knowledge; cultural identity or background; gender; gender identity; sexual orientation; race; religion; socioeconomic status; disability status; or other demographic characteristics.

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

d. Closure procedures

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

No additional recommendations.

Mentee Training

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

a. Purpose of mentoring

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

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

c. Mentees' goals for mentoring

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

d. Mentors' obligations and appropriate roles

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

e. Mentees' obligations and appropriate roles

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

f. Ethics and safety in mentoring relationships

g. Initiating the mentoring relationship

h. Effective closure of the mentoring relationship

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

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

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

Parent or Guardian Training

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

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

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

No additional recommendations.

Company Co-worker Training

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

JUSTIFICATION

Mentor training has consistently been found to be associated with better match and youth outcomes; thus, workplace mentoring programs should plan to consistently implement all of the training benchmark practices described in the *Elements of Effective Practice for Mentoring* (4th Ed.). In addition, this chapter describes a set of new related recommendations for mentor training that were primarily developed based upon descriptions of effective workplace mentoring programs in the practice literature, as well as suggestions from this project's Working Group. In addition, some training recommendations have been added with respect to training within the broader company environment. Given the additional training needs of workplace

mentors and the universally voiced advice from this project's Working Group, **Recommendation 18** suggests that mentor training last for a minimum of six hours in order to address all of the additional topics added to this Standard. In addition, mentee, parent, and coworker training needs and topics are discussed in this section of the Supplement.

Clarifying Program Practices and Sources of Support with Mentors

There are many nuances in the content of workplace mentor training associated with the core pre-match training topics in the *Elements of Effective Practice for Mentoring* that appear in Benchmark 3.2. Mentors need information not only about general program requirements, but as **Recommendation 1** suggests, they also need training on practical matters such as the program schedule (e.g., weekdays), duration (e.g., typically a calendar or academic year in community-based mentoring programs with youth), location (e.g., company office, offsite jobsite), compensation (e.g., miss work to mentor or receive paid release time), and structure (e.g., use of a curriculum) of mentoring meetings. This is particularly important in workplace mentoring because presumably the mentoring will occur during the workday and mentors need to know whether they will be paid for their time as part of their regular work responsibilities, or if the time spent mentoring is considered vacation time or has to be made up. Because new volunteers wouldn't necessarily know the rationale for different types of program requirements such as these, addressing these topics provides a good opportunity to explain how the program requirements are related to the purpose of the program and the goals of the company.[1] As suggested across volunteer programs, workplace mentoring programs need to be clear

about their program requirements right from the beginning in training to avoid mentors having unmet expectations, becoming disappointed, and quitting prematurely.[2]

In addition to training on required program practices, mentors also need to be trained on when to seek support and who to contact. Since mentors are volunteers, they need to know what resources are available to help them if they face challenges in their mentoring relationship or if their mentee is facing challenges in the workplace that extend beyond the knowledge or expertise of the mentor. Thus, **Recommendation 8** suggests that programs should train mentors about whether assistance will be available to them during the program, who will provide the assistance, and whether this assistance will be kept confidential (and the boundaries of confidentiality). Also, since eligibility to participate in a mentoring program may include having some form of risk status due to family background or personal characteristics, participants may come to the mentoring program embedded with a team of other service providers who may want to coordinate their goals, plans, and activities with mentors. Thus, **Recommendation 9** suggests that programs should train mentors in their roles and responsibilities related to collaborating with other service providers (e.g., juvenile justice system, social services, wraparound teams). Having some basic knowledge of the relevant partner agency could be instrumental in mentees' being successful in the workplace.

Train Mentors to Identify and Communicate about Their Goals and Expectations

In all mentoring programs, it is important for mentors to identify their own goals and expectations for their mentee and mentoring relationship, and, if relevant, for their relationship with their mentee's parent or guardian. Goals for mentees can include growth in areas such as behavioral, social/interpersonal, emotional, educational, vocational, or extracurricular development; however, in workplace mentoring, because the program is situated in the workplace, program goals typically center around job skills training, educational plans and adjustment, and career development. Thus, mentors will likely have expectations and goals that are focused on the transition, and attitudinal and behavioral adjustment to a workplace setting, as well as nurturing educational and career growth goals. However, as suggested in **Recommendation 2**, mentor training should not only encourage mentors to become conscious of their own goals, but also, to learn about their mentee's goals for themselves and the mentoring relationship. Then, mentors and mentees can co-create realistic, shared goals for both the mentee and the relationship.

Because mentors are also often expected to train their mentees in specific job skills in a workplace mentoring programs, it is even more important for matches to receive training in how to identify and articulate goals for their relationship and not solely focus on the job performance of the mentee. As part of this training, mentors also can learn about how to support their mentees, who may be unfamiliar with workplace norms, so that their mentees will successfully integrate into the company culture and build their skills around professionalism and workplace behavior in general.[3] Taken together, by each person articulating their own goals and then, discussing them, matches can use a collaborative process to give their relationship direction and purpose.

We also found examples in our literature review of programs that tried to reduce the amount of goal identification and negotiation that mentors and youth needed to do as their relationship was getting started, often by using a set curriculum of some kind that gave the match a beginning structure that mentors and youth could then add to with other goals and projects that they decided on together. For a great example of one such program that uses a structured curriculum to ensure that youth are building core competencies, while also making this an easier lift for mentors, see the boxes below about the use of weekly lessons and activities in the Spark program.

TRAIN MENTORS TO BALANCE JOB-RELATED ROLE REQUIREMENTS WITH A FOCUS ON RELATIONSHIP DEVELOPMENT

A fundamental component of preparing a volunteer to be a mentor is to be sure that expected mentors' behaviors toward mentees are clearly defined in terms of the roles that are appropriate and inappropriate to play. Given the complexities of working together—mentors are simultaneously serving as supporters, advisers, connectors, and role models—role definition in workplace mentoring programs is uniquely essential for both mentors and mentees in these programs. For example, mentors in the workplace often must balance multiple goals including those that are pragmatic and instrumental (e.g., teaching the mentee how to use job-specific software) as well as those focused on providing their mentees with psychosocial support (e.g., making sure the mentee feels like part of the team). Workplace mentors tend to be motivated by providing mentees with career development support and job-skills training, as well as helping them with psychosocial support in navigating a new

WORKPLACE MENTORING IN ACTION: USING CURRICULUM TO GUIDE THE WORK OF MENTORS AND YOUTH IN THE SPARK PROGRAM

One of Spark's key priorities is providing employee mentors with a gradual on ramp to the mentoring experience. Both first time and returning mentors appreciate the support of a turnkey curriculum that prompts group activities and one-to-one discussion, as well as the support of onsite staff facilitation in helping mentors feel confident in building rapport with mentees.

Each week the Spark curriculum provides mentors and students with activities and discussion points that are aligned with specific skills related to socioemotional development and social capital. Specific skills include goal setting, networking, teamwork, growth mindset, and public speaking, among others. Each week's materials define the skill and provide discussion prompts and an activity the mentoring pairs can work on together. It also then encourages them to apply the skill to their chosen career exploration project.

Spark understands the careful balance of giving mentors the structure they need to feel supported without feeling stifled by the curriculum. By structuring the pairs' work around skill building related to the student's career interest project, Spark creates space for both autonomy and guidance. Spark's goal is for mentors to feel supported and to allow them to focus on relationship-building with the student instead of preparation for each session. The curriculum also encourages students and mentors to be creative and explore key topics in a way that still feels personalized to their unique experience.

interpersonal workplace environment.[4, 5] Mentors can also provide career support by acting as a sponsor for their mentees, advocating for them within the company, and seeking opportunities for them to grow and develop.

Because of the potential complexities that could result in boundary violations and interpersonal conflict, **Recommendation 3** addresses the importance of clarifying the unique obligations and roles associated with being a mentor in a workplace mentoring program. This training should primarily include how to balance providing mentees with both emotional and psychosocial support while also providing career and job training. Furthermore, mentors need to know if they are expected to provide job performance feedback to their mentees and if so, receive training in how to give constructive feedback delivered in ways that support their mentees' learning and perceived self-competence.[6, 7] In addition, mentors need to know whether they will be expected to evaluate the performance of their mentees on the job and if so, how frequently these evaluations will be expected to occur. Thus, **Recommendation 15** suggests that programs should train mentors on how to handle incidents when mentees have broken company rules or regulations. Procedures will need to be in place and communicated to mentors regarding who would handle disciplinary proceedings involving mentees. In general, mentors should not be in the position of having to discipline their mentees, even if the mentor is the mentee's job supervisor, because of the damage it would likely cause to their mentoring relationship. Workplace mentoring programs will need to clearly think through the pros and cons of setting up dual relationships involving both mentoring and job supervising, because of the challenges that they will create for developing

enduring, close, positive, trusting relationships. Consistent with **Recommendation 6**, mentors will need training on potential ethical dilemmas that may arise related to having dual roles with their mentees, if the program is designed for mentors to take on dual roles. Examples of such dilemmas include criticizing the work of mentees, while trying to support their feelings of self-efficacy in the workplace; assigning easy work to the mentee and more challenging work to others, which can create jealousy among coworkers; giving the mentee light criticism, while being harsh with other supervisees; promoting mentees to work on projects that they are unqualified to do.

TRAIN MENTORS ABOUT RELATIONSHIP INITIATION, DEVELOPMENT, AND CLOSURE

While workforce mentoring programs are designed to provide job skills and career guidance to mentees, the most important factor related to the success of the mentoring relationship remains the quality of the personal relationship between mentor and mentee. Ensuring that mentors and mentees develop a trusting, personal bond should be the program's primary concern, as this is the factor most directly associated with match quality and duration. Theoretically, high socially skilled mentors should be better able to provide their mentees with engaging and productive mentoring relationships, and the pair will be more likely to build a trusting, enduring match.[8] Thus, **Recommendation 4** (training mentors on issues related to relationship development in the workplace) and **Recommendation 12** (training on the sequencing of focusing initially on the mentoring relationship before focusing on assigning work to mentees) speak to the primacy of building the relationship first over other goals. Mentors

with stronger interpersonal skills are better able to maintain more successful matches with their mentees.[9] Thus, training topics should include learning and practicing the social skills that are related to the different forms of support expected to be provided by a workplace mentor.[10, 11] Programs should guide mentors on how to initiate a personal relationship with their mentee, how to build trust, and how to manage issues that may arise over the course of the relationship that may threaten the trust the match has built.[12] Given that it can take up to three months to establish a trusting relationship between mentors and mentees,[13] mentors need to learn to be patient as their relationship develops over time. One consequence of a long onramp to establishing close, positive mentoring relationships is that programs may train mentors to avoid assigning major work duties during the startup phase, in order to focus more time and attention on relationship development.

Training on relationship development and maintenance should also include preparing mentors for how to handle relationship closure, as noted in **Recommendation 7.** This topic is described in detail in "Closure," one of the last chapters in this supplement. If one or more mentees are hired by the company at the conclusion of the mentoring program, mentors need training in how to discuss this topic with their mentees, whether their mentee received a job offer or not. Either way, closure can be complicated. If mentees remain in the workplace after the program ends, mentors need to understand how their mentoring program would like the mentoring relationship to evolve over time with former mentees. Because mentoring in workplace programs is focused on career development, programs need to also decide and train mentors in what types of continuing contact with mentees

are allowed, or even encouraged, when the program ends. Mentees will continue to need assistance making decisions around their education, internships, job choices, and skills training; receiving letters of recommendation for applications to education programs or jobs; evaluating job-related tools such as résumés; learning to be a manager or supervisor; and handling interpersonal or human resources issues in the workplace. Maintaining some form of relationship with former mentors can be very beneficial to mentees over the course of their careers, and mentors will need guidance on navigating these situations and post-program asks.

ETHICS, SAFETY, AND RISK MANAGEMENT TRAINING FOR MENTORS

The workplace poses a unique set of circumstances under which to form a successful mentoring relationship. Matches must work to build their relationships while accounting for a number of potential conflicts. As discussed in the section on roles and boundaries, one of these potential conflicts may be tension between the mentors' role as employees in their company and their role as trusted advisers to their mentees. Programs should work to relieve this tension for their mentors, which may arise as the demands of their job duties may conflict with the demands of maintaining their mentoring relationships. Mentors need training to defer to their manager or supervisor in any situation in which they feel their role as an employee may come into conflict with their role as a mentor. Thus, **Recommendations 5** (train mentors to immediately contact a designated staff person when faced with an ethical or safety dilemma) **and 6**, (mentioned previously, which involves training mentors on potential ethical dilemmas that may arise related to having conflicting roles with their

mentees) address procedures for handling this and other ethical dilemmas, and the critical role of the mentoring program in facilitating solutions. Similarly, **Recommendations 8** (train mentors about where they can go for advice and support) **and 9** (train mentors on collaborating with other community-based agencies and service providers related to the well-being of their mentees) focus on the supports mentors will have to help them address the needs of their mentees, as well as what protocols to follow when faced with complex decisions about their mentees' health and well-being.

Mentors may also face conflicts within their mentoring relationships. Some mentors may serve as both a supervisor to their mentees, being responsible for assuring the quality of their mentees' work, as well as responsible for their mentee's emotional, social, and behavioral adjustment in the workplace. **Recommendation 6** suggests that programs address this type of potential conflict of interest in their mentor training. Training could explore potential scenarios in the workplace involving outcomes of decisions that may be in the best interests of mentees, but not in the best interests of the company. For example, if mentors give preferential treatment to their mentees, it might come at the expense of the other people supervised by the mentor. This type of treatment would further present a problem if a mentee is assigned to a high-profile project that may advance the mentee's career, but for which they may not be qualified.

Mentors may also find themselves in a bind if or when a mentee shares personal information in confidence that may have implications for their role in the company. Because mentors will serve as trusted confidants to their mentees, a mentee may share information in confidence that could impact the mentee's standing in the company. To provide mentors with tools to manage potential conflicts such as these, **Recommendation 14** suggests that workplace mentoring programs train mentors on challenges to maintaining confidentiality about their mentee and their mentoring relationship in the workplace, as well as how to handle information shared by their mentees in confidence that may affect their mentee's job performance.

The workplace can also pose a variety of safety hazards for which both mentors and mentees will need to be prepared. Programs should ensure mentees are well-trained on how to respond appropriately during an emergency in the workplace. Consistent with this general suggestion, **Recommendation 17** suggests that mentors need to be trained on how to prepare their mentees for any lockdown or emergency response procedures and then, in **Recommendation 25**, mentees also need to be trained on the lockdown or emergency procedures.

Mentors will need to have expertise in their line of work in order to best support their mentees, as they "learn the ropes" at the company. Mentees may enter the workplace with varying degrees of experience or competence in the duties to which they will be assigned and the skills that are required for success; mentors must be able to work with mentees at all levels, in order to provide them with a positive experience. Mentoring programs operating externally from the company may want to ensure mentors possess full command of the skills and knowledge of the equipment the mentees will be using; for programs operating within the company, they may want to provide mentors with supplemental training on relevant skills and equipment to guarantee that mentees will be safe,

as well as have the resources needed to perform. **Recommendation 16** suggests that programs provide training on these topics to mentors, and, potentially, to also train mentors on how to train mentees on the proper use of equipment at the work site.

Mentors and the host company will know how to best train mentees on the specifics of their assigned duties, including necessary equipment and work procedures. If the workplace mentoring program is managed by an external organization, then they should be sure that mentees have a foundational knowledge of the essential skills that will be

required of them in the workplace and awareness of the potential safety hazards associated with their line of work. Thus, **Recommendation 26** notes that mentoring programs either train mentees or ensure mentees are trained on workplace safety issues and the proper use of equipment at the worksite, before mentees enter the workplace. That way, companies can be assured that their new mentees have a minimum baseline level of knowledge of the work they will be doing, and are prepared to avoid or prevent safety or health risks that may be relevant to a specific workplace.

WORKPLACE MENTORING IN ACTION:
DISABILITY:IN UINTA COUNTY'S SEE*DO*APPLY WORKSHOP

In addition to providing employment mentoring to youth with disabilities, Disability:IN also offers all the young people they serve with an advanced workshop designed to improve their ability to join the work-force and engage with local employers. The workshop provides youth with disabilities the opportunity to interact with employers, practice interview skills, learn about and build soft skills, and understand the importance of networking with employers. The program has found this to be a valuable opportunity for connecting youth with disabilities to employment opportunities. Youth with disabilities can often feel intimidated when thinking about entering the world of work, and this workshop addresses those barriers by:

• Engaging youth in a team-building activity that helps them understand how they can fit into a team-oriented workplace environment.

• Conducting mock interviews with more than eight employers so that youth get multiple exposures to different interview styles and how they can respond effectively to questions they are asked.

• Having lunch with the employers to facilitate getting to know each other and further information sharing.

• Going on site visits to businesses so they can see the work environment and get a better understanding of the potential careers in Uinta County, the education needed for specific positions, what employers look for in employees, and the value of networking when starting a search for a job or career.

This workshop empowers youth with disabilities and sets the stage for the deeper mentoring experiences that the program offers. It expands their connections to employers and the community, while also providing staff a chance to teach skills and offer their advice on how to enter the world of work.

MENTEE TRAINING

Mentee training, either pre- or post-match, has been recommended as an enhanced practice in the general mentoring literature, but this practice, in isolation from other practices, has not yet been empirically evaluated. Consistent with this enhancement and specific to workplace programs, **Recommendation 21** suggests that programs should clearly define the purpose and goals of their mentoring program to mentees, particularly related to mentee employment and career advancement. **Recommendation 22** states that programs should train mentees on how to build an identity in their new role as a worker, in general, as well as in a particular career or profession. These recommendations have been found in some existing programs, such as Urban Alliance, which conducts about a month of mentee training with each session lasting about 1.5 hours daily, to prepare youth for entering the workplace on issues such workplace etiquette and culture, as well as such general job skills such as interviewing and specific job skills such as using office equipment and software.[14] YouthBuild also puts considerable effort into their pre-worksite preparation for youth.[15] Others such as Youth Villages[16] also provide youth with training on post–high school education and employment opportunities, financial literacy, and some life skills.

For more insights into this form of complimentary training for youth as they enter the worksite, please see the box below about the work of Disability:IN.

THE ROLE OF PARENTS/GUARDIANS IN WORKPLACE MENTORING PROGRAMS

Several of the workplace programs reviewed for this supplement seem to be designed for late adolescents or young adults, many of whom are over the age of 18. In this age range, programs are not required to obtain parent permission for their child's participation in the program nor are parents typically involved in program activities. Thus, Benchmarks regarding requiring training mentors on how to develop a positive working relationship with their mentee's parents/guardians may not be relevant or warranted. Nonetheless, **Recommendation 13** suggests that if the mentoring program does involve parents, then mentors should receive training on relationship development with parents/guardians that is focused on supporting their child's professional development. Parental involvement may be particularly important for mentees with a disability.[17, 18] Mentors can be trained to communicate with parents/guardians about ways that parents can help their children advance in their children's education or careers. For example, many adolescents and young adults won't be able to participating in a mentoring program without help with transportation. Mentors might communicate with parents about the importance of providing a ride for their child to the program as well as the benefits of their deeper engagement in the program. Mentors can also receive training on how to communicate effectively with parents/guardians about the performance of mentees or the next steps that will be taken to help support the mentee's career growth and development. Finally, mentors can be trained about the value of inviting parents/guardians and other supportive family or community members to any closure ceremonies or parties.

DIVERSITY TRAINING FOR MENTORS

Given that most youth mentoring programs primarily serve higher-risk youth, it is imperative that mentors are trained in how to support youth from a wide range of backgrounds.

Recommendation 10 applies the general mentor training requirement to the topic of training mentors on how they can provide support to diverse populations of youth, recognizing their own cultural biases, and how to teach their mentees about workplace culture, behavior, and professionalism. Similarly, **Recommendation 19** takes this idea a step further, and suggests that mentoring programs train mentors in how the mentor's and mentee's cultural identity, background, gender, gender identity, sexual orientation, race, religion, socioeconomic status, disability status, or other demographic characteristics may affect the mentoring relationship and the mentee's experience in the workplace. This is particularly important in the case of programs accommodating youth with disabilities. Mentors, and ideally their coworkers, need to be trained on any disability issues the youth may bring and how to both be respectful and provide reasonable accommodations around that disability, as part of their mentoring and teaching roles. This orientation will not only ensure that the young person has the support they deserve and that no inadvertent harm is done, but that the company also gets a chance to see how well they accommodate workers with certain disability challenges. Furthermore, **Recommendation 20** suggests that mentors need training in how to support their mentees when they face challenges in the workplace related to these issues of diversity.

Diversity training for mentors should begin with helping mentors to identify their own biases about background or demographic characteristics of either mentees in the program or their mentee, in particular. As part of this training, mentors should also examine the dynamics of their power and potentially, their privilege. Implicit biases have the potential to invite prejudice into the mentoring

relationship, and threaten its success and the success of the mentee. Mentors must also recognize the privilege that has been afforded to them not just in their position of power in the workplace, but also their potential positions of power with regards to their racial identity, gender identity, and sexual orientation, for example.

Without diversity training, a mentor's privilege may blind them to the realities that confront their mentee. It is possible that mentors will be matched with a mentee who has never stepped foot in a professional setting before. Some work environments and norms may be foreign to mentees who may not have had adults in their lives who had the privilege of pursuing a career. Thus, mentees may require time and resources to simply adjust to the workplace setting. Programs should ensure that mentors have the tools to work with mentees to adjust to this new social and performance context, and to help them thrive. This training should also include helping mentors to understand the barriers their mentees may face in building professional networks and seeking help from important referents in the workplace. Evidence suggests that youth from marginalized populations may face cultural barriers to help-seeking activities; mentors can serve as a role model, coach, and connector to reduce their mentees' reluctance to seek help and contribute to building their mentee's networks, and by so doing, advance their mentees' career goals and interests.[19] Programs should communicate this gap in social capital and bias against help-seeking to mentors, and communicate the importance of addressing this disparity over the course of the program by working closely with their mentees to assist them in making connections in the workplace, industry, or field of interest.

Mentees may be from different racial, ethnic, and cultural backgrounds than mentors and coworkers, and it is important for mentors to understand how these differences might impact mentees' experiences in the workplace. Mentees from historically marginalized groups may experience discrimination during the course of the program. Programs should train mentors to build understanding about the potential negative effects of stereotype threats in the workplace, and how these threats may undermine mentees' ability to grow over the course of the program.[20]

In addition, mentors should be trained on how to detect and address microaggressions, subtle assaults, insults, or invalidations acts that may be experienced by mentees in the workplace.[21] Because these microaggressions are brief and everyday forms of aggression, they are not always easy to detect. Nonetheless, they can result in perceptions of discrimination, and this discriminatory treatment can have an immediate effect on the mood, self-esteem, and sense of acceptance and belonging of mentees as well as more long-term, debilitating effects on social isolation, mental and physical health, and workplace performance and persistence.[22, 23, 24, 25]

Mentor training can help raise awareness of potential barriers to success, such as microaggressions, for mentees, and how to address these barriers both with their mentees and coworkers. Training that includes issues surrounding race and discrimination can have the added benefit of teaching mentors to deal effectively with their own unconscious biases, and can help build their empathy for and advocacy skills on behalf of their mentees.[26, 27]

In addition to understanding the many barriers

mentees from marginalized populations face in the workplace, mentors should also understand how to help their mentees address these issues in the workplace should they arise. However, the most important thing to include in mentor training is to learn to avoid compounding any trauma experienced by their mentees, by intervening on their behalf. Placing the full burden of action on the mentee may cause the mentee to relive the episode which can be upsetting and debilitating.

Programs should train mentors to understand that discrimination in the workplace is typically a systemic issue and, if so, then it will require organizational solutions. Thus, mentor training would ideally build upon training that the company offers to all employees. If this type of training isn't offered, then this can serve as an opportunity to improve training regarding discrimination and bias for the whole company. Programs may want to engage other stakeholders at the organization in a conversation surrounding this issue, so that there may be a communication channel to leadership at the company should action need to be taken. Protecting marginalized mentees should be a major priority of workplace mentoring programs, and related policies and procedures regarding treatment of mentees must be effectively communicated to both mentors and employees during the training phase.

COWORKERS AND BROADER WORKPLACE TRAINING

In workforce mentoring programs, being situated within a company culture provides a rich context of coworkers and experiences for mentees. Coworkers can play an important collaborative role in the success of the experience and the

mentoring relationship. This context expands a workforce mentoring program from just a one-to-one partnership to a broader network of people who can provide support to mentees in learning and performing new job-related skills, and clarifying and advancing their career goals and plans. The workplace environment can offer a number of different supporting adults for mentees to rely upon for supporting skills development, emotional support, and career advancement.

Because of the unique structure of the workforce mentoring program, **Recommendation 11** suggests programs train mentors to understand how they can engage their coworkers and the broader company to prepare an environment that is suitable and welcoming for mentees. Mentors can communicate to coworkers and company executives about the specific goals of the program, needs of mentees, and how to create an environment that will promote mentee success. When leadership isn't informed of and engaged in the goals and structure of a workplace mentoring program, they can become a roadblock due to lack of buy-in in the program.[28] Mentors can also use this opportunity to engage a broader set of stakeholders and company executives to assist in preventing obstacles to building a successful mentoring relationship and program.

This supplement also introduces a new Enhancement **(E.3.8)** suggesting that workplace mentoring programs not only train mentors in how to communicate about the program with their coworkers, but that the program also provide direct training to coworkers about the program, especially to those coworkers who will be interacting regularly with mentees. Organizational climates that are supportive of mentees and mentoring relationships are associated with mentor reports of higher relational quality and mentee reports of receiving more mentoring.[29] Thus, coworkers should know about mentees participating in the program at their company and the types of support mentees may need over the course of the program. This practice is especially important for mentoring programs with mentees with a disability who may need accommodations, or mentees from high-risk backgrounds who may require more support and attention, such as mentees involved in the juvenile justice or the foster care systems.

While it is important for mentors, coworkers, and the broader company to be aware of the types of support that mentees may need or benefit from, it is even more important for mentees to understand this information as well. Mentors can assist mentees with integrating into the culture of the workplace and building their social capital, but ultimately, mentees will need to learn how to do these things themselves. Networking in the workplace can offer mentees the ability to connect with people in their field or industry of interest who may be able to assist them in locating future career-advancing opportunities.[30] Thus, **Recommendation 23** suggests training mentees in locating other sources of support within the company and **Recommendation 24** suggests training mentees in how to identify potentially supportive coworkers. As previously mentioned, the workplace can provide a wide number of different types of support to mentees, from the emotional support provided by a mentor, to the skills training often provided by a job coach, to the career advancement support typically provided by a sponsor, and more.[31] In other words, the more connections to mentors and other supportive coworkers, the better. These different

TRAINING

types of support and supporting colleagues can help mentees excel in their duties and assist them with advancing their careers. Programs should also emphasize the importance of building these networks as a lifelong skill that will continue to provide them with sources of advice, support, and connection after the mentee exits the mentoring program.

This section has covered a lot of ground in terms of the training that mentors and youth will need to maximize their time in the program. While the specific content of training will vary from program to program, the most important aspect of training is that it is tailored to the task at hand and accessible to all participants over time. For a tremendous example of a program that offers mentors a holistic training package that supports their work with youth over time, read below about The Fellowship Initiative.

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WORKPLACE MENTORING IN ACTION:
THE ROBUST TRAINING PLATFORM AND SCHEDULE OF JPMORGAN CHASE'S THE FELLOWSHIP INITIATIVE

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The Fellowship Initiative (TFI) is JPMorgan Chase's signature mentoring program for young men of color and leverages employees from across the company to provide career-focused mentoring to youth from economically distressed communities in four cities: New York, Chicago, Los Angeles, and Dallas.

Similar to other programs profiled in this resource, the employees of JPMorgan Chase are largely tasked with building academic, employment, and career-planning skills among the young men served by the program rather than directly engaging in embedded tasks like job shadows or integration to JPMorgan Chase work teams. This means that most of the activities of the program are not directly related to job-specific content that these employees would already know. As a result, they need high-quality training to do their best work in all of the topic areas where the program asks them to support youth.

To meet this need, TFI has partnered with MENTOR to manage much of the training that mentors receive, pre-match and beyond. The initial orientation for the program is handled in-person by TFI staff leads who work closely with content experts at MENTOR to give a broad overview of the mentor's role, the support they will receive from the program, and how they can forge meaningful, authentic relationships with the young men they are matched with. In addition to this in-person training, an online version is offered to mentors who join the program late in the cycle or need a refresher on the program basics.

The program then offers what is the most robust ongoing training package we encountered when putting this resource together. The mentors receive a live webinar every month that aligns with the core programming with youth in TFI. These webinars are led by MENTOR staff and feature reviews of their upcoming topical activities, suggestions for online resources that can help the mentors go deeper in their work, and opportunities to ask and answer questions as well as celebrate mentoring relationship achievements and milestones.

Mentors support youth throughout their sophomore, junior, and senior years of high school on topics including résumé writing, interview preparation, leadership development, college planning, international travel, growth mindset, and service learning, as well as racial equity, masculinity, and building a sense of purpose. After these webinars, mentors are equipped to do meaningful work with youth during their three Saturday sessions each month and beyond.

A newer aspect of this training package is the platform that makes all these sessions accessible 24/7 for TFI mentors. All webinars are recorded and then housed, along with other helpful resources like tip sheets and checklists, in an online mentoring portal managed by MENTOR. This ensures that all mentors have access to every training, whenever they need it. It also offers a way for new mentors to get caught up and for all mentors to access tools and supportive content as their mentees bring up challenges and unique needs. The whole series of trainings is searchable and accessible year-round for all mentors.

The program is also exploring technology solutions to support its college fellows (graduates of the high school program), which will support matches once the mentee graduates and goes off to college.

This training approach has allowed TFI to scale up to multiple cities in a short time and to ensure consistency of training content and delivery across multiple sites. The employment of a learning management system is also an innovative way of making sure that mentors can get just-in-time training as needed.

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STANDARD 4 - MATCHING & INITIATION

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

BENCHMARKS:

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

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

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

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

• Career goals and interests

• Existing career-related skills

• Prior work experience

• Schedule and availability

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

• The mentor's experience and skills to ensure the mentor has the relevant and sufficient experience to support the mentee's interests and goals.

• The positions of mentor and mentee within the organization

• Schedule and availability

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

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

No additional recommendations.

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

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

B.4.4 Mentor, mentee, a program staff member, and, when relevant, the mentee's parent or guardian, meet in person to sign a commitment agreement consenting to the program's rules and requirements (e.g., frequency, intensity and duration of match

meetings; roles of each person involved in the mentoring relationship; frequency of contact with program), and risk management policies.

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

ENHANCEMENTS:

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

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

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

No additional recommendations.

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

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

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

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

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

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

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

No additional recommendations.

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

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

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

JUSTIFICATION

Matching mentors and mentees in workplace mentoring programs requires some additional considerations to those of traditional mentoring programs due to the unique goals, structure, and target populations of these programs. The following recommendations for matching build upon many of the topics discussed in previous standards, including the importance of mentor and mentee backgrounds and availability, mentees' goals and interests, and potential issues associated with the mentor serving as a supervisor to the mentee. There are also some unique topics in regards to matching, including an emphasis on the importance of organizational support for establishing workplace mentoring relationships and onboarding new mentees to the workplace (or orienting mentors to the location of the mentoring program if the program is not housed at their workplace). These topics are reflected in

three new enhancements for workplace programs. The recommendations offered here are based on findings from the research reviewed for this project, as well as input from the Working Group members noted in the Introduction. The following justification provides additional information for programs to consider when developing their matching policies and procedures.

Matching Mentees to a Company

For programs that have the capacity to manage partnerships with multiple companies and organizations, a number of different dimensions should be considered when matching a mentee to a specific company to ensure mentees are matched with an organization that can best support their learning and professional growth **(Recommendation 1)**. This includes the types of work opportunities available at the company, and whether they match the mentee's career goals and interests; the skills that will be required of the mentee at the company, and whether the mentee is equipped with these skills and willing to use them; and the type and level of support available to youth and mentors, which is of particular importance to mentees with specific barriers to participation, such as those who have a disability or who are in an underrepresented group in an industry, or who are learning brand new skills.

Programs should also consider logistical factors like transportation, work hours, and time commitment when matching mentees to companies.[1, 2] The mentee should be able to conveniently access their assigned workplace, and they should be able to meet the company's work requirements without issue. For programs in which the mentor meets with the mentee at a location other than the mentor's workplace, such as the mentee's school, programs should consider the distance and travel time required by mentors when making matches.

Mentee Goals and Interests

In order for a program to maximize benefits for mentees, it is important to tailor a mentee's workplace experience to both their career goals and existing skill set **(Recommendation 3)**. Mentees will be more engaged in a workplace that aligns with their career goals and interests.[3, 4, 5, 6, 7] This is especially true for older mentees who have thought more meaningfully about their career goals and are beginning to prepare for postsecondary education or entry into the workforce. Older mentees may require greater career guidance or need training in specific skills or certification attainment in order to open up career options, and thus may respond better to more skills-based mentorship, while younger mentees may require greater psychosocial support as they get comfortable navigating workplace culture and the jobsite environment.[8]

In addition to career goals and interests, mentees' knowledge, background, and existing skill set may be particularly relevant when making matches in programs where mentors and mentees will be working together on projects or work products that require specific skills or precision work. Programs should ensure that mentees have the required skills to succeed in the organization and position in which they are placed. An ideal placement might be one that builds on current strengths and skills but offers plenty of room to grow and push their skills and competencies to new levels. Although the program may not be able to provide a placement in a specific industry or jobsite every time, there are things programs can do to make sure that all mentees have a work experience that propels them forward with meaningful skills and connection to work. For one such example, see the snapshot about the matching process Urban Alliance uses.

Once a match has been made with the best-fitting workplace, the mentees must be matched to a specific mentor within that company. A mentee's experience will only be as good as the mentor with whom they are matched. In the case of workplace mentoring programs, what a mentee learns over

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WORKPLACE MENTORING IN ACTION:
FOCUSING ON CORE COMPETENCIES AND EQUIVALENT EXPERIENCE ACROSS SITES IN THE URBAN ALLIANCE MODEL

Like several other providers working in this space, Urban Alliance takes a "big picture" view toward matching youth with a job site. While the program tries to match youth with companies in their industry of interest, the reality is that not every student can be perfectly matched to an internship corresponding with their future career goals. However, the program's focus on building the transferable soft skills that will enable students to succeed in any workplace rather than specific hard skills means that a potential mismatch does not result in a student receiving a less fruitful experience. Students can be placed in a wide variety of job sites and still get a mentoring experience that gives them what they will need to thrive. The program works with each employer partner to ensure that the workplace experiences youth receive are roughly equivalent across job sites, even if they are in radically different industries. So, while youth interest is one input into the matching process, it's not the only one.

Urban Alliance also takes other information into account during the matching process, such as the skills, experience, and personality of each mentor; the variety of work tasks that the employer can offer; and the unique circumstances of the student. A young person who likes to be active, but who is also dealing with challenges in their home life, might be placed with a more experienced mentor at a site that offers more opportunities to get up and move around during the day, even if that company isn't a perfect fit in terms of that student's career goals.

By ensuring that students get equivalent experiences across sites, and by getting to know youth and business partners intimately, the program is well-positioned to match youth with a valuable internship across many dimensions, rather than overemphasizing just the industry. The competencies students will learn are transferable to any work or school setting, placing less emphasis on a specific type of job and allowing for more complete development of the whole student. Programs that may be struggling to find diverse business partners for student internship placement may want to consider a similar competency-based approach to alleviate concerns around having just the right fit for every student.

the course of his or her experience will largely be dictated by the mentor he or she is paired with. It is therefore imperative for programs to match mentees with mentors who have skills, interests, and experiences that align with the mentee's career goals and interests[9] **(Recommendation 4)**. The mentor should be able to help with coaching the mentee in learning new skills and help guide them to new experiences and opportunities that will help them advance their careers. The mentor may also serve as a connector for the mentee within the workplace by introducing the mentee to other potential mentors, supporting a communal approach to the mentoring relationship. In addition to the mentors' skills, interests, and experiences, there are several mentor background characteristics to consider when making matches.

Gender, Age, and Experience in Workplace Matches

Perceived similarity between mentor and mentee, which could include dimensions such as demographics, background, personality, as well as personal or career interests, has been associated with perceptions of higher mentoring relationship quality[10, 11] and thus these characteristics should be considered when making matches between mentors and mentees **(Recommendation 2)**. There are a substantial number of studies that have found that gender similarities result in more productive mentoring relationships within the context of workplace mentoring programs[12, 13, 14, 15, 16, 17, 18] and thus gender should be carefully considered when matching. Programs should establish policies and procedures regarding if and under what circumstances mentees will be matched with a mentor of a different gender. These policies and procedures should be informed, in part, by the goals of the program. For example, programs that seek to help expose girls to careers in which there has been traditionally lower representation by women, such as engineering-related fields, may establish a policy that mentors must be female. This policy may be particularly important if mentors are expected to speak with mentees about their own experiences in navigating the challenges associated with pursing

an education and career in that field as a person who did not have many role models to follow. On the other hand, if the goals of a program are more focused on giving mentees specific skills in a particular field, then matching based on gender may be less relevant.

Mentor age, or the difference in age between mentor and mentee, is likely not a major consideration when making matches in workforce programs **(Recommendations 2 and 8)**. For workplace mentoring programs that serve youth, the mentors will be older than the mentees. Programs that serve high school, college, or early career mentees may want to consider the age difference between mentor and mentee when making matches; however, work and job experience are more relevant characteristics to consider.

Mentor as Supervisor

Programs should also consider the positions of the mentee and mentor on the organizational hierarchy when matching **(Recommendation 4)**. As described in "Standard 2: Screening," there are concerns about matching mentees with their immediate supervisors.[19,20] The existence of a direct reporting relationship introduces an additional power dynamic between the mentee and the mentor.[21] In these arrangements, the mentee may be concerned with meeting the supervisor's demands, because failing to do so may result in workplace discipline or even termination.[22] This can cause stress in the relationship, resulting in a suppressed willingness on the part of the mentee to express his or her emotions.[23] In addition, the literature also raises the concern that this relationship may result in favoritism or other inequities at the expense of other employees in the supervisor's workgroup.[24] To

mitigate these threats to the mentoring relationship and organizational environment, some have suggested that mentors be at least two levels higher in the organization than the mentee, and that the mentor be outside of formal lines of report for the mentee.[25, 26]

On the other hand, it is important to note that some research suggests that matching mentors and mentees who are closer in rank is preferable because the mentor will be more relatable to the mentee, and the mentor would be able to better model what a successful employee in the mentee's position looks like.[27] A mentor who is just one step removed from the mentee may have more direct insights into the mentee's role at the organization, and will be able to relate better to the mentee's lower standing at the organization. Whereas, pairing a mentee with a mentor who is significantly higher in rank may inhibit the mentor from sharing common experiences or useful network connections with the mentee.[28] It is thus important for the program to strike a balance when it comes to matching based on organizational rank—select mentors who are neither too close to overseeing the mentee's work responsibilities, nor too far away from the mentee in rank and responsibility to be able to relate to them. As with previous recommendations, programs should consider their goals and target population when creating a policy regarding whether the mentee can be matched with a direct supervisor.

THE VALUE OF MENTEE INPUT DURING MATCHING

As stated in previous recommendations, programs should work to provide an experience that is tailored to the mentee to optimize the workplace

mentoring experience. One of the best ways to do this is to incorporate mentee input regarding what the mentee is looking for in a mentor and any preferences for mentor characteristics into the matching process **(Recommendation 5)**. A number of studies have found greater match quality, career support, and role modeling when mentees are allowed to give input into whom they are matched with.[29, 30] A match in which the mentee has input will make the match feel less formal and arranged, and more like an informal, natural relationship in which it will be easier to develop a trusting, personal bond.[31] In addition to increasing the likelihood of a higher quality match, including mentee input in the matching process will also decrease the likelihood of an unproductive, potentially negative mentoring relationship.[32]

Programs can solicit mentee feedback about specific mentors to be paired with in a number of different ways. Some programs will host social events for mentees to meet potential mentors, and allow mentees to provide a list of names they prefer to be matched with, while other organizations will disseminate background and biographic information on mentors to mentees, and allow them to rank their choices according to the mentor they think will be best for them.[33] The programs will then have the final say when it comes to the match, taking into consideration the stated preferences of the mentee.[34] Because programs ultimately make the choice for the mentee, it is important for programs to solicit mentee feedback on the final match selection to foster a sense of agency in the match and to avoid putting the mentee in a relationship that he or she might perceive to be counterproductive.

Organizational Support for Mentoring

The initiation of the match is a great opportunity for the program to engage other stakeholders in the mentoring relationship outside of the mentor and mentee, such as the mentee's supervisor, manager, future colleagues, and other leaders at the organization **(Recommendation 6 and new Enhancement 4.7)**. Programs should include other stakeholders within the organization to showcase broad-based support for the mentee and his or her work at the organization. Positively received workplace mentoring programs tend to have greater organizational support for the match, and greater manager support is associated with greater mentee goal achievement.[35] In addition, matches with greater organizational support tend to have greater commitment on the part of the mentee and mentor.[36] This initial meeting can also open up opportunities for the mentee to find other potential sources of support within the organization to meet their goals and needs.[37, 38]

As stated in previous recommendations, it is important for matches to have broad-based support within the organization, and that begins with the supervisors of both the mentor and mentee. According to one study, highly rated workplace mentoring programs tend to have greater organizational support for the match, and greater manager support is associated with greater mentee goal achievement.[39] In addition, the literature shows that matches with greater organizational support tend to have greater commitment on the part of the mentee and mentor.[40] Matches will be able to receive high-quality support from their respective supervisors if supervisors are engaged at the outset of the mentoring relationship. For mentees, an engaged supervisor could result in an additional

supportive figure in their workplace experience. In addition, a supervisor who is informed of the match could minimize the potential for disruption of the mentee's day-to-day duties. For the mentor, an engaged supervisor could result in better communication about how the match might alter the mentor's day-to-day work responsibilities.

There are occasions when programs will want to pay more attention to the overall organizational capacity and skill at hosting particular young people in the program, such as when placing youth with disabilities or youth who have limited English proficiencies. For an example of how one program ensures that companies are ready and willing to effectively serve youth based on their specific and unique needs and abilities, see the brief case study of the process Apprentice Learning has used in matching youth to specific companies and mentors.

Committing to the Relationship

Successful mentoring relationships are often built on trust, communication, and consistency. Consistent meetings over the course of the program will help build trust between the mentor and mentee, and solidify the relationship.[41] Regular meetings can be difficult to put into practice in workplace mentoring relationships, however. Both mentors and mentees may have inconsistent work or school schedules; they may have demanding travel schedules that keep them out of the office; or they may have prohibitive workloads from time to time that keep them from tending to the health of the mentoring relationship. It is therefore important for programs to establish from the outset of the relationship rules and procedures regarding match meetings, and what to do when one member of the match cannot attend a scheduled match meeting or activity

(Recommendations 7). Establishing these rules at the initiation stage of the relationship will mitigate potential feelings of disappointment or betrayal of trust when one member is unable to meet.[42] This will also help set expectations for the development of the match, and allow for a realistic time frame to be set to achieve the mentee's goals.

Once a match has been made, then mentoring program staff can have a focused conversation with the mentor about their specific mentee and discuss any logistical challenges (e.g., location, travel requirements, schedule) to meeting the program requirements **(Recommendation 11)** and reinforce the importance of committing to the relationship. This discussion is recommended as part of the process of preparing mentors for the initial meeting and should emphasize that this can be an ongoing discussion with the mentor. Program staff should communicate that they are always available to help mentors troubleshoot any challenges to meeting with their mentee or renegotiate when, or even where, they meet in order to maintain the relationship.

Engaging Parents or Guardians in Workplace Mentoring

While parents or guardians may not factor into the workplace mentoring relationship as strongly as they would a community-based match, programs should still work to engage them in the initiation process **(Recommendation 9)**. As discussed in previous sections, it is important for mentees to have broad-based support as they begin their workplace experience. The mentee will experience new challenges—personally and professionally—in the workplace and it will be crucial for them to be able to rely on supportive figures outside of the

WORKPLACE MENTORING IN ACTION:
FINDING JUST THE RIGHT MATCH AT APPRENTICE LEARNING

Note: All youth names have been changed.

As a school-day program, Apprentice Learning serves all eighth graders in our partner schools. We work with the full range of learners, including students with significant socioemotional, language, and learning differences. During our six in-school preparation sessions, apprentices identify their strengths and interests and we deepen our knowledge of a young person with input from teachers and those who know students best. These key insights help us match an apprentice and a worksite. Our goal is for every apprentice to have a positive first work experience.

To accomplish this and meet the needs of such a wide range of learners, we rely on our relationships with worksite partners, especially those that return year after year and know the program well. For example, Boing Toy Shop, a partner since 2012, is a small retail business located within walking distance to one of our schools. Marvin, an eighth grader with significant cognitive and communication challenges, was especially interested in working at Boing so we approached the owner about how this might be possible. Together, we arrived at the solution of pairing Marvin with a classmate, Tony, and sending two apprentices to Boing instead of just one. Marvin is accompanied by, and works alongside, his classmate Tony at the worksite, where they are supervised by the regular staff at the store who have been fully briefed on Marvin's strengths and his limitations.

Similarly, when students have limited English proficiency, we would likely send them to a worksite that typically hosts a small group of four to five students. Our preparatory materials remind mentors to speak slowly and use eye contact when working with bilingual students. A recent example of this matching happened this spring.

We have a worksite partner who is part of Boston innovation economy and has accepted two apprentices who will immerse themselves in the experience. The apprenticeship site is filled with fabulous technology: robots, 3D printers, soldering tools, etc. Apprentices might be coached on assembling a paper audio speaker, then asked to write out specific directions that will be used as part of an engineering class offered at a nearby vocational high school. This project would be completed over several sessions.

This spring, our two apprentices have identified special needs. Rather than see this as a deficit, Apprentice Learning has worked closely with their classroom teachers to identify specific "best teaching practices" used in the classroom that we can share with their mentor. Using care not to label apprentices, we ask the mentor to allow extra time for apprentices to absorb information and instructions. This means slowing things down a bit and asking lots of clarifying questions to be sure apprentices understand what is expected. Additionally, when giving instructions, the mentor should make direct eye contact with students. Furthermore, directions will be better received if engaging auditory, visual, and tactile learning modalities.

We have immense confidence in our apprentices' abilities to perform the tasks assigned to them and want to help our mentor make the best use of her time with them. To check progress and make any midcourse adjustments, Apprentice Learning staff do regular site checks (at all of our sites) both to observe apprentices at work and to offer brief opportunities for the mentor to provide feedback or ask questions.

workplace. Parents or guardians are an ideal source of support and encouragement for mentees as they work through challenges unique to the workplace that they may never have encountered before. In addition, parents or guardians could provide a safe space for mentees to discuss the match in detail in a way they may not be able to in the workplace. Parents or guardians who are informed of the goals and structure of the program could be in a strong position to provide informed emotional support to the mentees as they shares what is going well in the match, what isn't going well, and other details that may not be appropriate to discuss in the workplace setting.

To ensure that parents or guardians are informed of and engaged with the program, the program could consider having the mentee's parents or guardians sign an agreement that outlines its goals and objectives. This practice will help orient the parents or guardians to what will be expected of their mentee, and what the mentee will expect to get out of the program. In addition, the agreement document could outline the role of the parent or guardian in supporting the mentee's ability to meet the program requirements, such as helping the mentee identify various transportation options to the workplace. Transportation issues that result in the mentee not being able to get to the workplace or location of the mentoring meetings was mentioned as a significant barrier for mentees in meeting program requirements by members of the Working Group.

Orienting Mentees and Mentors to the Program Setting

For the vast majority of mentees, the workplace mentoring experience will be their first time working in a professional setting. The office environment, along with the organizational structure, may be daunting and even intimidating for the mentee. It is therefore recommended that programs include a procedure at their initiation stage to introduce the mentee to the culture, norms, and expectations of the workplace (E.4.8). This practice could be beneficial to the mentee as a form of social modeling in the workplace. The mentee will have a greater understanding of the expectations for their behavior and work in the workplace if they are shown this firsthand by an employee at the start of the program. By setting expectations of the mentees at the initial stage of the program, the mentees will be better positioned for success at the workplace and with their match.[43] This practice could also be an opportunity to introduce the mentees to other employees at the organization who could provide additional support to the mentees as they progress in the program.

For one brief example on the importance of getting youth prepared for their experience right before the match, see the following snapshot about the work of Year Up.

WORKPLACE MENTORING IN ACTION:
CREATING EXPECTATIONS AND ACCOUNTABILITY WITH YOUTH IN YEAR UP

To ensure student success and partner satisfaction, Year Up operates on a high-expectation, high-support model. Our student contract sets high workplace expectations and is an important tool in shaping behavior, with earned infractions (such as tardiness or submitting late work) causing a reduction in stipend. Student performance is transparent across learning communities, making students accountable to themselves and to their entire support network—their instructors, coaches, mentors, and colleagues. Year Up has honed its soft-skills development to create confident, accountable, professional young adults who exceed corporate expectations. Some of these skills include developing and practicing an elevator pitch, rehearsing "tell me about yourself" speeches, getting comfortable with public speaking, learning proper email etiquette, using professional greetings, and embracing networking opportunities, as well as concepts like team building, conflict management, time management, giving/receiving feedback, etc.

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STANDARD 5 - MONITORING & SUPPORT

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

BENCHMARKS:

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

No additional recommendations.

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

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

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

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

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

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

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

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

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

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

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

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

No additional recommendations.

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

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

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

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

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

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

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

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

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

No additional recommendations.

ENHANCEMENTS:

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

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

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

No additional recommendations.

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

No additional recommendations.

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

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

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

No additional recommendations.

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

JUSTIFICATION

The overarching goals of monitoring and support practices are to ensure that mentors and mentees are meeting the expectations of the program, to protect mentee safety, and support matches in achieving their goals. There are important benefits of monitoring for workplace mentoring programs including the opportunity to check-in on the mentoring relationship quality, soliciting feedback from program participants, and promoting accountability on the part of both mentors and mentees.[1] However, there is little research to guide recommendations for specific monitoring and support practices for workplace mentoring programs. Thus, this set of recommendations is

based on feedback from mentoring programs, especially those in the project's Working Group, and builds upon recommended practices from previous Standards. There are several themes throughout these workplace-specific recommendations, including an emphasis on checking in with mentors and mentees about not only their relationship, but also about how things are going in the workplace, providing support resources to further the goals of both the mentoring program and the mentee, and giving feedback to mentees about their work. One new enhancement for workplace mentoring programs has been added that builds upon this theme of providing specific resources to support mentees in realizing their goals and strengthening their skills relevant to being a professional in the workplace.

Monitoring Contacts

The benchmarks of the *Elements of Effective Practice* for Mentoring provide guidance regarding the frequency, method, and content of monitoring and the recommendations included in this supplement for workplace programs provide additional direction concerning the content and methods of monitoring matches. Workplace mentoring programs may conduct monitoring contacts with mentors and mentees in-person, at the workplace, over the phone, or via email. In addition to the standard list of topics to discuss during these monitoring contacts, there are several unique topics for workplace programs that program staff should ask about.

Mentors in workplace programs often spend a lot of their time with mentees in situations where they have the opportunity to observe in real-time their mentee's skills, progress toward goals, and

workplace behaviors. Given this unique opportunity, program staff should ask mentors about the quality of the mentee's work such as the mentee's acquisition of specific skills and the mentee's progress toward achieving their personal workplace and career goals **(Recommendation 1)**. In addition, many workplace mentoring programs aim to help mentees learn how to act professionally and collaborate with others in a team setting, and thus mentors should be asked how well their mentee is doing in terms of interacting with colleagues, and being open to receiving feedback from the mentor as well as their supervisor and colleagues. This information will provide the mentoring program staff insight into the mentee's success in meeting the goals and outcomes of the program and can provide information for future ongoing support for mentees. This information can even be directly shared with mentees to provide them with feedback about their work and the status of their mentoring relationship or can be used to initiate a conversation with mentees about their progress in achieving their goals **(Recommendation 3)**.

At each monitoring contact, mentees should be asked specifically about the career-focused and psychosocial support they have received from their mentor or through their experiences with the mentoring program and workplace, as these are the two core functions of workplace mentoring identified in the research[2, 3] **(Recommendations 2 and 4)**. These two distinct functions have differential impacts on the benefits derived by workplace mentees. Career-focused mentoring is more strongly associated with career-related outcomes (e.g., compensation and promotion) compared to more psychosocial support-focused mentoring.[4] Conversely, psychosocial support mentoring,

which includes role modeling, acceptance, and confirmation, and greater emphasis on an emotional bond between the mentor and mentee, is more strongly associated with mentees feeling satisfied with their mentor, greater intentions to stay with the company compared to career-focused mentoring,[5] and a greater sense of affiliation with the workplace organization.[6, 7] Both types of mentoring are associated with job and career satisfaction.[8] Thus, mentoring program staff should ask mentees about both types of support to get a more complete picture of the mentee's experience.

The final recommended point of contact for monitoring matches is another employee or liaison at the workplace who is familiar with the mentor and mentee and can provide feedback regarding the mentee's work, workplace behaviors, and progress toward achieving their goals, among other topics **(Recommendation 5)**. Obtaining feedback from another person at the workplace who is familiar with the mentee and mentor provides another perspective on the match and can help guide ongoing support. Their feedback can also serve to bolster the company's buy-in for the mentoring program and mentoring relationship. Maintaining communication with and soliciting feedback from someone at the company continues to reinforce their role as a partner in the mentoring relationship and provides an opportunity for the company to provide additional ongoing support for both mentors and mentees, based on the resources they have to offer.

It should be noted that not all the topics recommended above must be assessed during every monitoring contact, but they should be assessed regularly and in a systematic way. In addition to using standardized, scientifically

tested questionnaires to assess the quality of the mentoring relationship, workplace mentoring programs should include standardized, scientifically tested questionnaires to assess mentee's perceptions of career-related support as well as the emotional and social support as described above.

Below we offer three unique examples of how programs working in this space go about providing feedback to mentees over the course of their experience. Each of these snapshots features processes that make it easy for mentors to share feedback about the mentee with program staff, shared responsibilities in conveying that feedback to youth, and steps for how to apply that feedback in future work placements or job settings.

WORKPLACE MENTORING IN ACTION:

USING AN OBSERVATIONAL TOOL AND A MULTISTEP FEEDBACK PROCESS IN THE SPARK PROGRAM

Workplace mentoring programs must support a young person in learning how to participate in the workplace, including receiving feedback on progress toward goals. Spark offers a multipronged approach to tracking student progress and giving feedback throughout the relationship.

Spark starts with a broad and simple check-in form where mentors and students provide information about their progress and any areas where they need support, which program staff use to prioritize targeted support.

Next, Spark staff visit each site and complete a structured interview with each student and mentor pair. These interviews both support quality assurance and provide opportunity for feedback to the mentor and student. The interviews often allow for working out challenges the pair was unsure how to address, as well as clarifying the student's progress toward goals and areas for improvement. The presence of Spark staff in facilitating the feedback session makes it feel less personal to the student and allows for different perspectives to be discussed. These site visits are also essential in making sure student projects move forward as intended and any logistical issues can be addressed.

This process ensures input from mentors on student performance and shapes the experience, while allowing for multiple voices to provide feedback collectively. All programs working in this space are encouraged to approach providing feedback as thoughtfully as Spark has demonstrated here.

WORKPLACE MENTORING IN ACTION:
GIVING FEEDBACK TO IMPROVE NEXT YEAR'S PARTICIPATION IN THE DISABILITY:IN SUMMER EMPLOYMENT PROGRAM

The Summer Employment program provides work experiences for youth with disabilities to evaluate their skills and abilities and provide career exploration opportunities. Youth are eligible for the program when they transition to ninth grade. We match them with a local employer that does work that is of interest to the youth, building on skills and knowledge they possess when possible, and that offers opportunities for young people to really roll up their sleeves and do work—to apply skills, use equipment, be part of a team, and truly get a sense of what being a worker is like. If youth enter the program without much of an idea about the type of work they would like to do, we match them based on interests, and their skills and abilities are further identified through feedback from employers and personal visits from program staff to the worksite.

At the end of the summer, employers offer feedback on the youth's job performance, areas for growth, and on their application of soft skills in the work environment. This employer feedback is discussed with the youth and goals are set to improve their upcoming summer employment position. Many youth go back to the same placement over several years, reflecting and learning new skills each time. But even those youth who go to different work environments year to year always learn about their skills and how they participate in a work environment that is helpful to them moving forward. This feedback process really helps the Summer Employment program prepare youth to transition into the world of work, be informed about potential career choices and fields, and identifies further learning they may need as they explore secondary education.

WORKPLACE MENTORING IN ACTION:
A FORMALIZED FEEDBACK AND MENTEE PERFORMANCE ASSESSMENT PROCESS WITH URBAN ALLIANCE

One of the most valuable aspects of the mentoring experience for Urban Alliance students is the ongoing feedback they receive about their job performance. This feedback is essential to developing their workplace competencies and improving as workers and colleagues. The program doesn't just leave that feedback to chance, hoping that mentors say the right things in the right ways to elicit positive change in their mentees. Instead, Urban Alliance has formalized the feedback process through the development and application of a performance assessment tool.

At several points during the mentoring placement, mentors complete the online assessment and rate how their student is performing in a number of observable areas—punctuality, communication, following instructions, etc.—as well as offering general feedback on their performance and behavior. These

behaviors can be indexed to various social and emotional competencies that may be more difficult to assess, but are critical to both academic and career outcomes. This tool also highlights the actual work the youth has been doing, areas for improvement, challenges the youth is facing at work or in their personal life, and any issues between the mentor and youth. During program coordinator (PC) visits to each job site, PCs sit down with the mentor to review the student's progress and collaboratively troubleshoot any challenges.

While the PC takes on the primary role in conveying that feedback to the student, mentors are also encouraged to offer their feedback, both during these formal check-ins and on a daily basis at work. This structure keeps the mentor from having to engage in conversations they may be uncomfortable with or unprepared to have, while also letting the student know that a team of supportive adults is working together to support their journey. Best of all, when the feedback is positive, this formal check-in process offers an excellent opportunity for students to build their self-esteem and feelings of competency at work. It lets them know that they can find success in professional environments and can motivate them to achieve even more.

Offering General Support

Support for workplace mentoring relationships can be demonstrated through the provision of resources to help guide the relationship, check-ins from program staff, referrals for mentees, and ongoing training for mentors.[9] There are several unique ways that workplace mentoring programs can provide ongoing support to mentors and mentees that programs should consider.

When developing resources to support mentors, workplace mentoring programs should provide mentors with resources that help to foster mentees' feelings of belonging, inclusion, and identity as an employee at the company **(Recommendation 8)**. One meta-analytic study reported that when mentees have positive feelings about the quality of their mentoring relationship, they also report positive feelings about the workplace, in general, and their coworkers.[10] This relationship was strongest for mentoring relationships that provided primarily psychosocial support.

These feelings of affiliation can benefit both mentees and the workplace. For example, mentees who have a sense of affiliation or attachment to the workplace may be more loyal,[11] which is particularly beneficial for workplace mentoring programs for new employees or programs that hope to retain mentees even after the mentoring relationship has ended. For mentoring programs that focus on career exploration or work-based learning, when mentees feel a sense of belonging and inclusion at the workplace, they may have greater confidence in their skills and be more likely to want to pursue a career in that field.

Supporting Mentors in Preparing for Closure

One unique ongoing training topic recommended for workplace mentoring programs is training for mentors on managing match closure, which can be more complicated if the mentor and mentee will continue to interact at the workplace or in other professional settings following the formal closure of

the mentoring relationship **(Recommendation 10)**. The circumstances surrounding the closure of the match are also important factors to consider when developing ongoing training on this topic (e.g., how to handle things when the mentee is removed from the worksite or program because of performance issues). Ongoing training about closure should address the mentoring program's policies and procedures regarding mentor and mentee contact following closure, which may vary depending on the reasons the relationship ended and the mentor's ability to offer ongoing career guidance and serve as a reference in the future. Ideally this training will take place well before closure and include scenarios to help mentors think through how to handle the variety of closure scenarios, to help protect everyone involved, and help both mentors and mentees derive the most benefit from the mentoring relationship over time, even after it has formally ended.

Giving Mentees Skills to Achieve Their Goals and Benefit from Their Relationship

Another unique recommendation for workplace mentoring programs is the provision of ongoing training for mentees on topics thought to further the goals of most workplace mentoring programs and give mentees skills that will help them strengthen their relationships and achieve their own career goals **(E.5.6)**. Many employers report that younger employees lack the communication and interpersonal skills needed to be successful in the workplace[12, 13] and these programs offer a valuable opportunity to build and refine these skills in young people. Mentees may not have had the experience of receiving feedback about their performance in the context of a professional setting and it is likely they will have this experience with their mentor.

Training for mentees regarding how to solicit, respond to, and follow-up with feedback in the workplace will enhance their mentoring experience and provide them with lifelong skills.

As described in "Standard4: Matching and Intiation," organizational support for the mentoring relationship is associated with greater mentee goal achievement[14] and greater mentor and mentee commitment.[15] There are two recommended practices to help organizations demonstrate their support for the mentoring program and individual mentoring relationships. The first is the presence of a company liaison or supervisor at the recommended annual in-person monitoring and support meeting **(Recommendation 11)**. The role of this person at the meeting should be clearly articulated before the meeting and both the mentor and mentee should be informed that this person will attend the meeting. This practice allows the mentoring program to provide valuable information to the company about the mentoring relationship, creates an opportunity for the organization to provide additional support to both the mentee and the mentoring relationship based on their unique needs and goals, and can increase buy-in from the company for the mentoring program by ensuring that mentors are happy with the experience and that the program as a whole is meeting whatever goals the company itself may have. The second recommended practice is a formal mentor recognition event or announcement at the workplace thanking mentors for their participation in the program **(Recommendation 12)**. This is in addition to recognizing mentors individually and serves to underscore the company's support for the mentoring program and provide mentors with public recognition among their colleagues.

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STANDARD 6 - CLOSURE

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

BENCHMARKS:

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

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

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

No additional recommendations.

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

No additional recommendations

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

No additional recommendations.

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

No additional recommendations.

B.6.6 Program documents that closure procedures were followed.

No additional recommendations.

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

a. Discussion of mentors' feelings about closure

b. Discussion of reasons for closure, if relevant

c. Discussion of positive experiences in the mentoring relationship

d. Procedure for mentor notifying the mentee and his or her parents, if relevant, far enough in advance of the anticipated closure meeting to provide sufficient time to adequately prepare the mentee for closure

e. Review of program rules for post-closure contact

f. Creation of a plan for post-closure contact, if relevant

g. Creation of a plan for the last match meeting, if possible

h. Discussion of possible rematching, if relevant

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

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

a. Discussion of mentees' feelings about closure

b. Discussion of reasons for closure, if relevant

c. Discussion of positive experiences in the mentoring relationship

d. Procedure for notification of mentor, if relevant, about the timing of closure

e. Review of program rules for post-closure contact

f. Creation of a plan for post-closure contact, if relevant

g. Creation of a plan for the last match meeting, if possible

h. Discussion of possible rematching, if relevant

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

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

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

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

No additional recommendations.

ENHANCEMENTS:

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

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

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

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

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

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

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

❏ **Recommendation 10:** Program should include training for mentees to help them independently identify and connect with multiple and varied sources of support in the workplace, such as other mentors, coaches, or sponsors.

❏ **Recommendation 11:** Program should introduce or encourage the mentor to introduce mentees to colleagues who have experience or expertise related to the mentee's educational or vocational goals, who may become future mentors or advisors to mentees.

JUSTIFICATION

The final contact that mentees often have with their mentors, their worksite, and the mentoring program itself may be at the point of match closure. The closure experience can contribute to continued and positive growth in feelings of self-worth, self-competence, and trust in relationships in workplaces, generally. It can also be an opportunity to learn how to gracefully end formal, but often very close, relationships while reinforcing and utilizing social and emotional skills youth (and perhaps even their mentors) have developed in the program.

Depending upon how the closure experience is managed by the mentoring program, it can potentially also be a destructive experience where mentees, and even mentors, lose confidence in themselves and their interpersonal or career skills. The potential negative effects that can result from mentoring relationships that closes prematurely are well-documented in the literature. Having an incomplete experience with a mentor can have an adverse effect on the mentee's feelings of competence and efficacy in addition to the generally negative outcomes associated with premature relationship closure (e.g., feelings of abandonment, rejection, anxiety, anger, confusion, and sadness).[1, 2, 3] In workplace mentoring programs, these harmful effects may be compounded by the fact that the relationship exists in the context of a more public workplace setting. For these reasons, this standard carefully addresses the need for policies and procedures to support the implementation of healthy match closures or transitions that occur between mentees and their mentors or employers.

Notify Coworkers about Match Closure

Even though the majority of formal workplace mentoring programs involve a one-to-one mentoring relationship, the fact that these matches frequently occur in the context of a workplace widens the scope of the program beyond just a single adult-to-youth relationship. In essence, in a workplace mentoring program, the mentee is placed in a broader social network with one adult as the primary referent. Because of this complex ecosystem around the match, closure has the potential for wider spread implications across the workplace when the mentee exits the program. Thus, **Recommendation 1** suggests that the program notify the mentor's coworkers when a match is

nearing its end. For example, work responsibilities and schedules may need to be reshuffled or reassigned following the exit of the mentee from the company. Therefore, it is important for the program to announce the end of the match to the company as a whole, or, at the very least, to all relevant employees who operated within the mentee's sphere. In addition, because of the potential impact of closure on staffing and organizational structure, practitioners also suggest that the mentor and/or mentoring program notify the company's human resources department of the impending match closure. This practice is especially important if the mentee has been offered a job at the company following the end of the match.

Extra Caution Around Maintaining Mentee Confidentiality

Programs should close out matches in a manner that prioritizes mentee confidentiality, particularly with respect to any personal information shared with mentors over the course of the match, as indicated in **Recommendation 2**.

Unique Vulnerability of Mentees in Workplace Mentoring Contexts

Mentees are in a particularly vulnerable position, as the workplace mentoring experience may be the very first step in their careers. The relationships they form and the work they do in this workplace may very well determine future opportunities in their career trajectory. It is, therefore, recommended that the program close the match in a manner that prioritizes mentee confidentiality and preserves the positive relationships the mentee formed over the course of his or her workplace experience. This process could involve consulting with the mentee about what he or she would like to keep private about the match, as well as the work he or she did

while in the program, or deleting or archiving files related to the mentee's experience after a certain amount of time. It is important for programs to keep in mind that many of these mentoring experiences will be the mentee's first experience in a professional work setting, and mistakes should be expected to be made. These mistakes—assuming that they are innocuous and do not suggest harmful patterns—should not follow the mentees as they continue in a career path. The workplace should serve as a safe space for the mentees to grow. That should involve an environment where innocent mistakes are forgiven and a margin for error is granted, and that should be reflected in the work products and responsibilities assigned to the mentees, as well as in the closure process. Confidentiality in closure is especially important should the mentees remain at the company following closure of the match.

Strategies to Maintain Mentee Confidentiality Post-Closure

A workplace mentoring relationship is oftentimes no less personal than a traditional community-based one-to-one mentoring relationship. The participants often develop personal relationships with one another built upon mutual trust—just like in a traditional community-based setting—and personal information may have been shared that participants may not want disclosed to others, particularly to coworkers or supervisors at the company, or to future employers or outside professional contacts. Therefore, there should be a process in place for mentees to close out their mentoring relationships in a manner in which they feel like their standing at the company and the advancement of their careers will not be jeopardized.[4] This process should be completed regardless of the manner in which the match closes (i.e., anticipated or unanticipated; mutual or not mutual).

One way this process could be handled is through a confidential meeting facilitated by the Human Resources department or external mentoring program during which time both the mentee and mentor sign a type of nondisclosure agreement that outlines parameters of what can and cannot be discussed about themselves and their relationship. This process could be especially important if both the mentor and mentee remain at the company following termination of the match.

Key Topics for Pre-Closure Discussion

The topics that should be discussed with mentees prior to match closure are described in Benchmark 6.8; however, we recommend that three additional topics be covered during the closure process with workplace mentees in addition to the existing list.

Career Planning

Mentees will learn a lot about their career goals and interests over the course of the mentoring program. It should be the responsibility of the mentor and the company to serve as resources for career guidance for the mentee about actions to take and additional professionals to meet upon completion of the program, whether the mentee remains interested in the industry or field related to their workplace experience or not. **Recommendation 3** suggests that mentors and other coworkers at the company may be able to offer advice to or make connections to other people in their network on behalf of their mentees. They can also be instrumental in helping mentees develop their short- and long-term plans for their educational and vocational futures. These activities should be an integral part of the closure process, perhaps through a sit-down conversation between the mentee, mentor, and relevant supervisors or other employees who have an interest in the youth's future.[5, 6]

Programs may also ask each mentee to complete a worksheet that encourages them to think about their career goals, and map out a plan to move forward along their desired career path. Because this may be a unique opportunity for mentees to have a safe space to consider their career goals with input and guidance from experts, mentoring programs should be prepared to provide mentees with support in this process. Many mentees do not have the privilege of having access to adults who have firsthand knowledge of the career they hope to enter, building a professional network, or planning a career path. It is therefore vitally important for programs to include such guidance and reflection when nearing completion of the program.

For one such example of post-mentoring planning support, see the snapshot below about the efforts of Year Up to support mentee transition.

Reflection on Experiences in Program

The literature on apprenticeship and youth workplace mentoring shows strong evidence of a deeper level of learning and appreciation of the mentoring experience when mentees are given spaces and mechanisms to reflect on their work.[7, 8, 9, 10, 11] When programs give mentees the opportunity to reflect deeply on their achievements over the course of the experience, they are able to have greater perspective on the skills they built and how the experience relates to their career development. Thus, **Recommendation 4** suggests that the program staff or mentors, theoretically trained and coached by program staff, should have discussions with mentees about the new skills they acquired during their participation in the program, including technical, intrapersonal, and interpersonal skills.

The closure process is a great time to implement such reflection activities. A conversation between

WORKPLACE MENTORING IN ACTION:
POST-PLACEMENT PLANNING AND SUPPORT IN YEAR UP

We have an entire team dedicated to working with our young adults post-graduation to secure careers in their fields of expertise. Our Employment Placement Managers (EPM) partner with students to connect them with careers up to four months after graduations. EPMs track student job placement, whether jobs are what we consider to be Year Up related (i.e., you were a cyber security skill track student and are currently working in a cyber security career), how many students are directly converted from intern to full-time employee with their internship company, total wages, and post-secondary education. Students are required to create post-graduation plans which include an overview of their "next steps." All of this information is tracked over time through in-person meetings with graduates, as well as via phone and email, often times leveraging the relationships of instructors, mentors, and coaches in helping graduates move their plans forward.

mentee and mentor, and potentially other supervisors or stakeholders, could have a profound impact on what the mentee is able to take away from the experience. A discussion of the skills they have learned or the work they created could help put the experience into context for mentees, and allow them to think about how they can build on the experience to further their career goals. It could also be an opportunity for mentees to think deeply about whether the experience in this particular work setting is what they want to pursue as a career. In addition, this exercise can also be an opportunity for mentees to learn how to talk about their skills and achievements in a professional setting, which could be useful in the future when they are participating in job interviews, networking experiences, or future employment opportunities. This recommendation could also be realized by having mentees complete a written reflection on their experiences that they can discuss with their mentors, as was done by one program.[12]

It is important to give mentees space to reflect on their relationship so that they can understand what they are learning and how that relates to their development using a guided reflection activity such as a blog post or thoughtful conversation. This closure recommendation is also an opportunity for reflection on the part of the mentor. Prior mentoring research shows that creating space for the mentor to process the development of the mentee is often also helpful for mentee development.[12]

For one example of how reflection and future planning is handled for middle school students just starting to think about careers, see the snapshot about Apprentice Learning below.

WORKPLACE MENTORING IN ACTION:
REFLECTING ON THE EXPERIENCE AND PREPARING FOR THE FUTURE IN THE APPRENTICE LEARNING PROGRAM

In Boston, many schools are K–8, and schools often seek ways to more formally mark a student's transition to high school. Apprentice Learning is seen as a critically important way to prepare students for this transition. As such, some schools will include the Apprenticeship program on a student's report card (Pass/Fail). In schools where students prepare a graduation portfolio, an eighth grader's apprenticeship work is reflected in several ways. First, each student completes a typed résumé. This is now stored on students' Google Drive and can be carried through high school. Second, each student writes a thank-you letter to their mentor. We use writing prompts to expedite this process and ask classroom teachers to complete this with students. See below for one very touching example.

Because most students are only 14 at the end of our program, and will not have access to career services until after 10th grade in most high schools, we see this as a great preparation for high school. That said, we are also advocating for earlier services in high school, especially for students who arrive in ninth grade with legitimate summer job experience.

Example of a thank-you letter to a mentor:

First and foremost, I want to start by saying thank you for the opportunity to work with you.

The special part about what you do is putting tools into the computer, putting them away, and having other tools in the basement that people don't need now but will like them for next season. One fact I remember is that you have more than 6,000 tools in the store.

One responsibility I particularly enjoyed and learned from was doing inventory. I wanted to thank Janet for showing me the names of the tools and how to use them. In the future when I have a career and I'm building something, I can have a flashback about my experience at Ace Hardware and use what I learned. This site can really help me in the future by knowing a lot about tools and how to mix cement and use it on the sidewalk. Now I am more comfortable with tools and how to use them for different situations.

This opportunity can really help kids by helping them grow up to get them ready for a job in the future. It helps them by what to expect at an interview and how to ask questions and how to be prepared for an interview. This opportunity will help them write a good résumé.

Thank you for your hospitality and your cooperation in helping me work. This experience will help and motivate other people and even people my age group to try to get a job and to mature.

Your good friend,

Cody

Policies for Hiring Mentees Post-Closure

For companies that have the capacity to hire former mentees, **Recommendation 5** suggests that there should be a discussion during closure about whether mentees will continue at the company when the mentoring program ends. The potential for employment beyond the program should be discussed prior to closure in order to give the mentee space and time to consider his or her future at the company. Furthermore, these discussions are particularly important to provide support to mentees who are not offered paid positions at the conclusion of the program, especially if other mentees will be offered positions.

Relationship Continuation

Because the mentoring programs may be the first professional or career experience for a mentee, it provides a stepping stone to other professional activities. Hence, mentees can build upon the relationship(s) they have established at the workplace and leverage them to find entry into other internship, mentoring, training, or employment experiences. When the program ends, continuing the relationship could be instrumental to the future educational and career success of the mentee. Theoretically, mentors in the program can continue to provide guidance, connections, and support to their mentees throughout their mentee's career within the constraints of the program. Thus, **Recommendation 6** suggests that programs may permit or even encourage mentoring relationships to continue after the program concludes, while providing mentors and mentees with guidance about the types of ongoing contact that are appropriate. Note that we learned from our Working Group members that some workplace mentoring programs are multiyear programs where mentees can return to the same company or even work with the same mentor for more than one year.

The decision regarding whether the mentoring relationship can continue should be informed by several factors described below.

• First, the age of the mentees is important to consider. For mentees who are under 18 years old or who may have an intellectual disability, or some other characteristic that could impair their making an informed decision or protecting their own safety, receipt of parent permission is critical for allowing ongoing contact between match members. For older mentees who are young adults and over 18 years of age, parent permission is not required and may not be appropriate. For mentees in this age range, there may be a greater need for their matches to continue. Graduation from high school may be nearing and decisions about future plans may be imminent. They may have already ended their formal education and have chosen to enter the workplace; hence, they may need connections to employment opportunities, job references, and ongoing support.

• Second, the goals of the program should also be considered. For programs designed as group mentoring programs, with one mentor matched to a group of mentees at once, continuation may be difficult to implement. The mentor's commitments and availability should be considered when evaluating the potential for match continuation. If the company has a consistent relationship with a mentoring program in which a mentor is matched with multiple mentees per year, then the mentor will need to consider whether he or she will be able to devote enough time and resources to sustain multiple productive matches

simultaneously. For programs designed to recruit or retain older mentees who have already expressed interest in the field practiced in the workplace, a more enduring relationship with the mentor may be more relevant to help sustain mentees' interests over time and help mentees cope with educational and career challenges, open opportunities, and inform decision-making.

• Third, organizational boundaries that may be in place will need to be considered. Because many workplace mentoring groups are sponsored by private companies, the rules for employees within each workplace may speak to issues regarding ongoing contact with mentees. These policies may permit or prohibit contact with mentees outside of the program structure.

There are a few workplace mentoring programs, including a few members of this project's Working Group, that have reported their specific strategies for encouraging or supporting relationship or program continuation. For example, YouthBuild provides assistance with job placement and retention, and continuation with academic support and case management, referrals to supportive services, and alumni social activities as part of the transition services and program follow-up.[13] Paid staff members at Urban Alliance offer formal education and career support services to alumni including individual coaching, assistance with job searchers, networking, alumni reunions, and networking for paid internships.[14] Finally, Job Corps offers career transition services to alumni for up to a year after program graduation.[15] All programs working in this space should think about what they can reasonably offer in terms of this kind of ongoing support.

For one example of a program that offers youth exiting a chance to come back into their next program once they have advanced in their postsecondary education, see the snapshot below of General Motor's Student Corps.

FINAL CELEBRATIONS

Enhancement 6.2 suggests that mentoring programs commemorate the end of mentoring relationships with a final celebratory meeting or event. There are three recommendations suggested for workplace mentoring programs related to this enhanced practice.

For some mentees, the workplace mentoring experience may serve as the first and possibly best opportunity for mentees to jumpstart and develop their career goals and interests. Positive reinforcement and encouragement are essential for enhancing mentees' self-esteem and motivation throughout the program, but it is especially important to mark each mentee's completion of the program with a celebration affirming their accomplishments and reinforcing their ability to use the skills they learned in the program to advance their career goals and interests.

In final mentor-mentee meetings, mentors should be encouraged to express confidence in their mentee's ability to continue to make progress toward achieving their goals, as noted in **Recommendation 7**.[16] This celebration could take a number of forms, including a one-on-one celebration between only the mentee and mentor, with a reward or activity of the mentee's choosing; a group celebration with multiple matches in the company, and supervisors and high-level supervisors present; or the final celebration could act as a final presentation of sorts, in which mentees are offered a forum in which to

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WORKPLACE MENTORING IN ACTION:
TRANSITIONING STUDENT CORPS ALUMNI INTO FUTURE GM MENTORING OPPORTUNITIES

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While Student Corps interns certainly learn valuable skills over the 10 weeks of the program, the relationships they build in that time often last much longer. It is common for youth to stay in touch with the retirees and college students they worked with for report card checkups, college decision help, letters of recommendation, and personal advice. These ongoing intergenerational relationships are a tremendous asset for the young people who move on from the program.

However, their engagement with the program often does not end there. As students graduate high school and attend college, they are encouraged to reapply to GM Student Corps as a college intern. Having just navigated this path into higher education themselves, these alumni are a perfect fit for mentoring the next wave of high school interns and sharing their lessons learned along the way. This new role also offers them a chance to grow their leadership skills and engage in new learning experiences.

As these program alumni matriculate through their college course and narrow their studies down to specific areas of interest or careers, the program also offers them increased exposure to related work at GM and employees in the company who may be helpful to their career interests. GM also offers many other internships and onboarding opportunities and Student Corps alumni are encouraged to come back to the company for these opportunities as well.

showcase their work.[17, 18, 19] Whatever the setting, it is important for the celebration to give both the mentee and mentor a chance to end the mentoring relationship in a healthy and joyous way.

In this celebration, it is also important for the mentor to feel valued and appreciated. The program may want to award mentors with a token of appreciation or recognition, and to recognize mentors who went above and beyond with their mentee.[20, 21] Some programs may want to reward mentors outside of the celebration such as mentioning the mentor's work in a company newsletter, providing the mentor with a gift card or tickets to events, making a charitable donation in the employee's name, or giving the mentor fun gifts or "swag."[22]

Over the course of the program, mentees may form relationships not only with their mentors but also a

host of other supportive figures in the workplace. As we know from the literature, there are often a number of other supportive individuals available for mentees in the workplace.[23] Thus, to create a meaningful celebration that brings together all of the mentee's network of support, others who were stakeholders in the mentee's development—such as fellow coworkers, supervisors, and executives at the company—should be included in this celebration event, as suggested in **Recommendations 8 and 9**. This broad-based showing of support will serve as additional affirmation to mentees that their contributions to the company are valued and that they have a wide array of people in their corner as they move on to the next steps of their career trajectories.

Building the Social Capital of Mentees

The third general closure enhancement suggests that mentoring programs provide training and support to mentees and mentors about identifying and connecting with natural mentors as they exit the program. There are two specific recommendations for workplace mentoring programs related to this suggested practice.

Teach Mentees How to Build Social Capital

A mentor is just one source of support for mentees in the workplace. Mentees can also find more technical, skills-based support from a variety of other professionals working at the company or in the industry or field the mentee is interested in.[24] Finding these sources of support takes social skills and initiative on the part of the mentee, and **Recommendation 10** suggests that workplace mentoring programs train mentees in locating, identifying, initiating, and maintaining these relationships so mentees can continue to receive crucial developmental support in the workplace mentoring program and, in the workplace, more generally, for years to come. This recommendation draws from an emerging literature in the youth mentoring field on youth-initiated mentoring. A number of studies have been conducted on this approach where mentees are trained to initiate mentoring relationships,[25, 26] and studies of this approach have been shown to be effective in developing help-seeking and networking skills among youth from diverse populations, particularly those from underrepresented groups, while improving the interpersonal skills the youth need to build their social networks.[27, 28, 29, 30] These skills will serve youth well in any workplace and across time in their chosen career path.

Connect Mentees to Potential Future Mentors or Advisers

Workplace mentoring programs should be focused not only on providing mentees with the resources they need to succeed in their workplaces, but also on setting mentees up for success as they progress along their chosen career paths, as noted in **Recommendation 11**. We recommend that workplace mentoring programs provide mentors, supervisors, and other stakeholders in the mentee's development with opportunities to formally connect mentees with other professionals in their networks who may be able to assist mentees in achieving their career goals. These connections will help mentees expand their professional networks and potentially provide them with future opportunities to advance their careers. These introductions can be conducted either in person or virtually with the idea of growing the mentee's social capital, which is often underdeveloped in the networks of youth in underrepresented groups. For example, using LinkedIn as a professional networking device both within the program and for connecting mentees to other professionals for education or career advice or opportunities could be an effective strategy to help achieve this goal.

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PROGRAM PLANNING, MANAGEMENT, AND EVALUATION

The following recommendations support the planning, design, and maintenance of high-quality workplace mentoring programs for youth and young adults. Please note that the recommendations provided here for workplace mentoring programs are intended to supplement and clarify the general guidance recommended in the fourth edition of The *Elements of Effective Practice for Mentoring*. The sections of this guide, focused on the six core Standards, offer the most direct guidance on day-to-day operations and procedures, while the topics covered in this section focus more on initial program planning, leadership, and evaluation of services.

PLANNING AND PROGRAM DESIGN RECOMMENDATIONS

Program Mission Statement and Overall Vision

❏ **Recommendation:** If the workplace mentoring program is one that has been developed "in-house" by a business, they may want to develop a mission statement just for the mentoring program and note how it aligns with the larger mission of the business itself. This mission may focus on altruistic aspects of the program (i.e., providing opportunities to young people) or also include benefits to the company that give purpose to the program (i.e., creating a talent pipeline of potential future employees).

Program Theory of Change and a Formal Logic Model

❏ **Recommendation:** As with the mission statement, a workplace mentoring program's theory of change should articulate the benefits that mentees/protégés derive from the experience, as well as the benefits experienced by employee mentors and how the business as a whole benefits from participating in or running the program. And like all good theories of change, attention should be paid to the conditions external to the program that need to be in place for the theoretical model to work (e.g., collaboration with teachers if the program is drawing students from local classrooms, leadership buy-in from local companies that might supply mentors, a robust local economy that would facilitate placing mentees in jobs at the end of their involvement, etc.).

Workplace mentoring programs may find it especially helpful to articulate the types of support, training, and supervision that mentors are expected to offer mentees and the benefits that mentees will derive from each of those forms of support. Programs are encouraged to include both job/career skill development goals and goals related to the psychosocial support mentors provide. The evaluation content at the end of this section further illustrates the types of outcomes that workplace mentoring programs might target, and a strong theory of change will illustrate exactly how the program produces those outcomes through mentor and staff actions.

Marketing and Communications Plan

❏ **Recommendation:** For programs coordinated by a nonprofit organization, school, or other nonbusiness entity, the marketing plan should contain details of how local businesses and their employees can benefit from participation in the program and how the program will get that message to prospective partners through a variety of outreach methods. Conversely, businesses that operate mentoring programs should have marketing plans that detail key leadership contacts at local schools and youth-serving institutions, and offer details about the benefits that young people can experience in the program and how they can get involved. Regardless of which partner organization develops these plans, they should include strategies for promoting the program with local media to reach parents, families, and employers, as well as highlighting the "win-win" nature of the benefits for youth and businesses.

Even programs that are internally managed by a company as a way of orienting new entry-level workers can have a marketing and communications plan that encourages employees to sign up as mentors, promotes participation to new employees, and details how the program is implemented. These plans should also include strategies for sharing the good work of mentors and mentees with the rest of the company and how the results of the program will be shared with leadership.

Policy and Procedure Manual

❏ **Recommendation:** Workplace mentoring programs often involve many different entities working in partnership (e.g., local businesses, schools, and a coordinating nonprofit), thus it is important to have established policies and procedures for the program overall and for each specific mentoring site. This is especially important if program participants will visit a variety of workplaces and locations through their participation in the program. While the program may have an overall set of policies that guides partnerships with participating organizations in general, each unique workplace or program setting may have policies and procedures that relate to how employees and youth work together in those environments, especially around issues of safety, risk management, employee roles and responsibilities, and compliance with labor laws and site-specific policies.
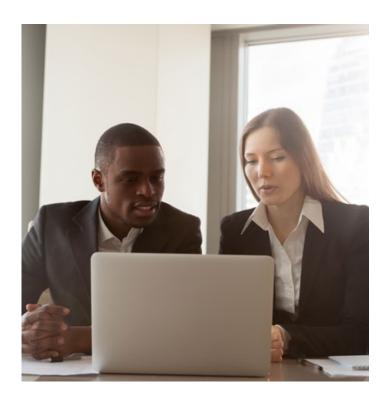
PROGRAM LEADERSHIP AND OVERSIGHT RECOMMENDATIONS

Adequate and Appropriate Staffing

❏ **Recommendation:** If the program design includes multiple entities that are collaborating on the delivery of a program—such as a nonprofit connecting students from a school with local businesses that can provide internships and mentors—then it is critical that each entity have a clear point of contact. Ideally, this would be a representative of the school/business/organization who has responsibility for conveying roles and responsibilities to participants, supports the scheduling of activities and mentoring times/locations, and is available to troubleshoot problems as they arise. Even in program designs where one organization is in the lead for running the program, it is critical that each participating site or school also provides a liaison to support program implementation. Each participating entity should ensure that their representative has adequate time to fill this role.

And because logistical challenges can arise when bringing large numbers of youth and mentors to a business, school, or other location, we recommend that programs have a master calendar of all events, mentoring meetings, and other activities that will need coordination, including which individuals are responsible for planning and executing the activity. This can be particularly helpful in ensuring that busy employee mentors are clear on when they will be meeting with their mentee so that they can schedule their work tasks accordingly and minimize the number of missed mentoring sessions throughout the year.

Data and Information Management

❏ **Recommendation:** Workplace mentoring programs should ensure that they have data systems that have the ability to track critical information about participants, especially the time spent at jobsites and hours worked by mentees, the hours spent in mentoring activities by mentors, and any details about the mentoring relationship and the youth's participation at the jobsite that may be required to comply with human resource requirements or labor laws.

Partnerships with Local Programs and Services

❏ **Recommendation:** Because the vast majority of workplace mentoring programs inherently involve partnerships between organizations (nonprofits, schools, businesses, trade unions, etc.), it is critical that these programs have written partnerships agreements or Memoranda of Understanding that provide the information about the program and outline the roles and responsibilities of each partner organization. These agreements should cover key details including:

- Commitments of organization leadership

- Clarification of goals and objectives of the program

- Budgets and financial responsibilities

- Points of contact for each organization

- Details on scheduling and access to facilities

- Roles and responsibilities of mentors/mentees/staff

- Key metrics, such as number of mentors provided by a business or frequency of mentoring activities

- Rules around out-of-program mentor-youth contact

- Data sharing agreements

- The duration of the partnership

PROGRAM EVALUATION RECOMMENDATIONS

Workplace-oriented mentoring programs are encouraged to engage in meaningful evaluation activities throughout their natural lifecycle, starting with more formative and process-focused evaluations in the early years, moving to outcome evaluation when the program is operating at peak capacity and staffing, and examining implementation drivers, adaptations, and innovations when the program reaches full maturity and engages in replication beyond the initial development setting.

The outcomes of workplace mentoring programs are likely to differ based on several criteria, such as the age of youth served, the goals of all participating organizations, and the roles that mentors are specifically asked to fill. Programs may choose to think about outcomes across a framework of career development pathways, such as the one presented below, which categorizes outcomes that may be relevant for programs working at specific points on a student's journey.

CAREER STAGE	DEFINING ACTIONS OF YOUTH AND MENTOR	OUTCOMES FOR CONSIDERATION
Planning	**Exploration** of various potential fields/careers, including initial learning and hands-on application of concepts/skills. Emphasis on connecting the world of work to school and personal interests/passions (e.g., "sparks"). Mentors focus on building initial interest and passion for a career or job and support understanding the pathways and steps to career goals.	• Career exploration activities/actions • Level of interest in an industry or field • Level of interest in specific careers • Career planning activities/actions • Higher education planning • Identification with career field (imagining future self in role) • Importance of school to work/career
Development	**Establishment** of career engagement and active learning of job tasks and skills, as well as "soft" skills that facilitate employment. Should involve mastery of entry-level skills and opportunities to develop advanced skills. Often involves embedding mentee in a worksite doing meaningful projects. Mentors focus on teaching skills, role modeling professionalism, and integration into workplace culture.	• Positive job orientation (generic workplace skills and attitudes) • Acquirement of specific job skills training/certification • Job competence/efficacy (perceived self-efficacy, confidence in doing the job) • Job role identity (identification with specific job) • Ongoing career planning or higher education planning for advancement in career • Positive working relationships with others • Feelings of support in the workplace
Maintenance and Growth	**Advancement** of career interests and goals, with an emphasis on retention within a job or field or professional growth. Mentors in this stage offer more psychosocial support to mentees and emphasize overcoming professional challenges, providing the mentee with opportunities for advancement and increased responsibility, and supporting advancement up the career ladder.	• Perceptions of positive career support (psychosocial) • Salary and other compensation (e.g., benefits) • Promotion or other forms of career advancement • Employment stability (retention or duration in a job or industry) • Plans to be retained in a job/career (or plans to change jobs/careers) • Acquisition of advanced skills or certification • Transitioning into mentoring others (shift from learner to teacher)

As noted in the introduction of this resource, we found a dearth of formal, rigorous evaluations of workplace mentoring programs. Most of what we encountered were anecdotal qualitative studies about mentor and mentees' experiences and perceptions of support. But one shining example of formative and true impact evaluation can be found in Urban Alliance, a participant on this project's Working Group whose work has been spotlighted throughout. See the snapshot below for more information about how they have evaluated their work over time.

WORKPLACE MENTORING IN ACTION:
EVALUATING THE URBAN ALLIANCE MODEL OVER TIME

Not only is Urban Alliance a leader in the development of strong workplace mentoring opportunities, they are also a leader in an area that many programs shy away from: rigorous program evaluation. Urban Alliance has undertaken a variety of evaluation activities over the years, including an implementation evaluation that examined whether the program was functioning on the ground as intended, as well as a rigorous impact evaluation—an independent randomized controlled trial—through their participation in the Social Innovation Fund.

Unfortunately, we did not find many examples of workplace mentoring programs engaging in this type of rigorous evaluation during our literature review. While some programs in academic settings had engaged in experimental design research, this type of high-quality evaluation was almost completely lacking in the youth workplace mentoring literature.

But Urban Alliance has been well-rewarded for engaging in more rigorous forms of evaluation. Key findings from their first randomized controlled trial revealed that for Urban Alliance students, compared to a control group of similar youth, completing the High School Internship Program had a statistically significant impact upon the likelihood of young men attending college (increased by 23 percentage points), the likelihood of mid-GPA students enrolling in four-year colleges (increased by 18 percentage points), and students' retention of and comfort with professional soft skills.

Urban Alliance is now in the middle of conducting a second impact evaluation, once again using a rigorous design. You can read the reports from their initial studies at the links below:

- Process evaluation: https://theurbanalliance.org/wp-content/uploads/2017/08/RCT-Process-Study.pdf

- Interim RCT report: https://theurbanalliance.org/wp-content/uploads/2017/08/RCT-Interim-Report.pdf

- Final RCT report: https://theurbanalliance.org/wp-content/uploads/2017/08/08292017.pdf