

Part 1:  
JUMPstarting Your Program



Making and Supporting  
*the Match*

**Module 3**

Time: 2 hours  
Limit: 25 participants

# Introduction

## Session Goals

Participants will explore strategies for making compatible matches between mentors and youth and providing programmatic support that contributes to the development of positive mentoring relationships. By the end of the workshop, they should:

- Have identified matching criteria that are important within the context of their particular program
- Have defined steps in the process of making the match, including the first meeting between the mentor and youth
- Understand “good practices” for staff supervision and support of matches
- Be able to identify strengths and weaknesses in their current matching and match-support systems

## The Basics

1. Match from the point of view of the youth, and then take into account the volunteer’s preferences.
2. The first goal of program supervision is to make sure the mentor and mentee are meeting.
3. Active supervision and support from program staff are also key for helping the relationships flourish.
4. A mentoring relationship that fails to develop, or closes quickly, may reinforce a child or youth’s negative self-image.

## Agenda

### 1. Match Game (25 minutes)

Pairs decide on the “best” matches among a set of mentors and youth.

### 2. Establishing Match Criteria (15 minutes)

Participants discuss match criteria and their relationship to program mission.

### 3. What’s the Process? (15 minutes)

Participants explore processes for collecting match-related information and making match decisions.

### 4. The First Meeting (25 minutes)

Pairs outline scenarios for a first mentor-mentee meeting that will help the relationship get off to a good start.

### 5. Supporting Mentors and Youth (35 minutes)

Participants identify common challenges in one-to-one matches and explore strategies for preventing or addressing them.

### 6. Now What? (5 minutes)

The group discusses implications of insufficient program support for matches.

## Connections to Other Training Sessions

Some of the information and strategies referred to in this session are covered more fully in these JUMP trainings:

- “Targeted Mentor Recruiting”
- “Screening Mentors”
- Three sessions that focus on training mentors: “JUMPstarting Your Mentors,” “Connecting and Communicating,” and “Keeping the Relationships Going”

If members of your training group have already attended any of those sessions, you may want to draw on information they have learned there. If they have not yet attended those sessions, you will want to, where appropriate, encourage them to attend in order to reinforce and add to the information that is covered during “Making and Supporting the Match.”

## Preparation

*Note: All mentoring programs need to have a thoughtful strategy for matching mentors with children or youth, and all programs need to provide ongoing support and supervision to help the mentor-mentee relationship develop positively. However, just as each program's screening policy for mentors needs to be appropriate for that program's goals, population of children or youth served, and other characteristics, programs' matching strategies and their approaches to supervision and support will also vary. For example, school-based programs may have more specific goals (such as improved school behavior and achievement) than community-based programs, and may thus require different kinds of support and supervision. Programs whose participants are young children are also likely to have different matching and match support requirements than programs whose participants are adolescents or older youth. To the extent possible, this training module has been created to allow for these differences. However, you should be prepared to further adapt the training session to meet the particular needs of your participants.*

1. Read the handouts. They contain much of the information you need for leading this session. Several of the handouts are intended primarily as resources for participants to use when they return to their programs. Be prepared to refer to, and give brief summaries of, those handouts at appropriate points during the training session. In particular, be prepared to summarize Handouts #2, 3, and 4 during Activity #3, "What's the Process," so the discussion can move along very quickly.
2. Read the trainer resources.
3. Visit the Web site listed on Handout #11, "Resources for Making and Supporting the Match," so you are prepared to describe to participants the kinds of information they can find there.
4. Review the five curriculum modules, listed on the previous page, that include information and strategies relevant to "Making and Supporting the Match."
5. Make enough copies of Trainer Resource #1, "Match Game," so there is one for each pair of participants. Cut the copies along the dotted lines so you can give each pair a complete set of "game cards" that includes descriptions of six youth and five mentors. (There are more youth than mentors represented because programs often have to deal with a shortage of mentors.)

6. Prepare a set of handouts for each training session participant. (Copy the handout materials onto paper with three-hole punches so participants can keep them in a binder.)
7. Prepare transparencies of the three overheads.
8. Copy the goals of the session onto a flipchart. On a separate sheet of flipchart paper, copy the agenda.



## Materials

### Trainer Resources

- Trainer Resource #1: “Match Game” Cards
- Trainer Resource #2: Supporting and Monitoring the Match



### Overheads

- Overhead #1: The Pair Must Meet
- Overhead #2: A Study of Big Brothers Big Sisters
- Overhead #3: The Mentor Just Dropped Out



### Handouts

- Session Goals and Basics
- Agenda
- Handout #1: What Are Your Matching Criteria?
- Handout #2: Sample Form: Youth Interests
- Handout #3: Sample Form: Volunteer Interests and Preferences
- Handout #4: What Is Your Matching Process?
- Handout #5: The First Meeting
- Handout #6: Youth Orientation: A Sample Agenda
- Handout #7: Parent/Guardian Orientation: A Sample Agenda
- Handout #8: How Do You Support and Monitor the Match?
- Handout #9: Why Matches Need Support
- Handout #10: Reading Selection: Same-Race vs. Cross-Race Matches
- Handout #11: Resources for Making and Supporting the Match

### You Will Need To Supply

Flipcharts, easels, markers, and masking tape  
An overhead projector

## Activities

### 1. Match Game

*Pairs decide on the “best” matches among a set of mentors and youth.*

- Introduce yourself. Using the flipchart you have prepared, describe the goals of this training session. Then briefly review the agenda.

Check to be sure each person has the handouts for this session. Briefly review the table of contents on the cover page of the handouts. Explain that you will be using some of the handouts during the session and that they are also intended to be a resource packet for participants to take back to their programs.



- Organize the group into pairs. Then distribute a set of “Match Game” cards to each pair. (The cards are provided in Trainer Resource #1. Before the session, you should have made copies of the cards and cut them along the dotted lines.)

Present this scenario: It is September, the beginning of the school year. Each pair is running a one-to-one mentoring program whose primary goal is to improve the school performance of middle-school youth. The program does not take place in the schools—it is community-based, with each mentor and youth deciding where they will meet and what activities they will do together.

Without giving any other instructions, tell the pairs they have 10 minutes to decide on one-to one matches between each mentor and a youth.

- When the 10 minutes have passed, lead a discussion about the matches and the reasons behind them. You can begin by asking which mentor the pairs matched with Youth #1 and why, then move on to Youth #2, and so on. The discussion may be fairly wide ranging, but be sure it covers at least these points:
  1. What process did the pairs use to make their decisions? For example, did they begin by first looking at the characteristics of each youth? (During this activity, be sure the group sees that their primary focus in making decisions about a match should be the interests and needs of the youth.)

2. What criteria did they use to decide on each match—for example, race, shared interests, special needs of the youth? How much “intuition” did they use?
3. Did the pairs have enough information on the mentors and youth? If not, what additional information would have been helpful?
4. How did they deal with the fact that there is one more youth than available mentors? How did they decide which youth would remain unmatched?

When there are differing opinions about which mentor would be best matched with a particular youth or which youth would not be matched at all, have the group explore the reasons why pairs have made different decisions.

Throughout this activity, list the pairs’ decisions on the flipchart—including both the match decisions and the criteria used for making those decisions.



- Refer participants to page 1 of their handouts, “Session Goals and Basics.”

Review the four “basics” that are listed there. Note that the first “basic” is to begin by focusing on the point of view of the youth when deciding on matches—a point that participants have just been discussing. Explain that this training session will be examining all four of these “basics” more fully.

## 2. Establishing Match Criteria

*Participants discuss match criteria and their relationship to program mission.*

- Ask a few participants to describe the mission and goals of their mentoring programs. List their responses on the flipchart, leaving space beneath each so you can later add lists of relevant matching criteria.

*Responses might include: improving school performance of youth; delinquency prevention; prevention of gang involvement; career development; anger management; prevention of alcohol, tobacco, and other drug use; development of independent living skills. (Many programs may have multiple goals.)*





- Refer the group to Handout #1, “What Are Your Matching Criteria?” Note that there are no “right” criteria—they will differ among programs based on program goals and the population of children and youth the program is serving.

Lead a discussion about the criteria listed on the handout, using these questions to focus on key points:

- Which of those criteria do you currently use and why? Do you use any additional criteria?

*Some of this discussion is likely to focus on same-race/ethnicity matches vs. cross-race/ethnicity matches. Note to participants that Handout #10, “Same Race vs. Cross-Race Matches,” discusses the two sides of this issue.*

- Which criteria don’t you use and why?
- How are your matching criteria related to your program goals?
- How flexible are you in relation to particular matching criteria? Under what circumstances have you “relaxed” certain criteria? (For example, they may have to be flexible to avoid having a waiting list of unmatched youth.) If certain criteria have been relaxed, what have the outcomes been for the matches—have they been successful? Try to have group members give specific examples of these situations.

When all the criteria have been discussed, draw together the points by reviewing the lists on the flipchart, noting which criteria seem common across all programs and which are more program-specific. Be sure the group understands that there is not a “right” way to decide on match criteria, but it is important to have a consistent set of criteria (while also never underestimating the importance of good intuition and flexibility) to lay the groundwork for successful matches.

### 3. What’s the Process?

*Participants explore processes for collecting match-related information and making match decisions.*

- Display Overhead #1, “The Pair Must Meet.”

You can note the obviousness of this statement. It takes time for a mentor and youth to form a trusting relationship that can lead to positive outcomes for the youth. This cannot occur if the mentor



and youth are not meeting regularly. But at the same time, making sure that the pair does meet can be a major challenge for programs.

Ask participants what steps their programs take to try to ensure that mentors and mentees do meet regularly. Record their responses on the flipchart.

*Responses might include: screening mentors carefully to be sure they will fulfill their commitment, taking steps to make sure the match gets off to a good start, training mentors, checking in regularly to be sure the pair is meeting and to address any problems that may be arising.*

Explain that the rest of this session will be exploring strategies for getting the match off to a good start and providing ongoing monitoring and support to ensure that the mentor and youth are meeting and that their relationship is developing positively. (Note that other JUMP training sessions focus on screening and training mentors.)

- Referring back to the list of match criteria, ask the group *how* they get their information about youth's interests and needs and about volunteers' preferences, attitudes, and interests.

Begin by focusing on the children and youth who participate in their programs. What is their process for getting information about each child or youth that will help in deciding on a "good" match? List their responses on the flipchart.

*Programs' methods of gathering information about the children or youth who participate may vary, depending upon a number of factors. These include program goals, the population served, whether it is a school-based program, and the extent to which parents are involved.*

This brief discussion is an opportunity for practitioners to share their approaches for collecting information that can contribute to making a successful match. Guide the discussion so that your group addresses at least these major points:

1. The challenges of getting information from schools: Because confidentiality requirements vary among school districts—and often among schools within a district—programs may not be able to get access to school records despite the fact that they would find this information valuable.



2. The extent to which parents/guardians are involved in the process: This is likely to vary widely among programs, depending upon their mission, goals, and other characteristics. Where parents/guardians are involved, they may become a source for school-related information (including grades, attendance, and behavior), as well as for information about the personality and interests of the child or youth.

- Note that Handout #2, “Sample Form: Youth Interests,” is one example of a way to collect information that can be helpful in deciding on matches. Present a brief overview of the handout. Emphasize that, depending on their goals and populations served, individual programs will need to identify the specific matching-related information they want to get about children and youth.

**AS AN OPTION:** Allow participants a minute to read Handout #2, and then briefly review it with them. Ask them for examples of how they might want to modify the form for their programs—what items, or categories of items, might they want to add, drop, or change?

Point out that however programs gather their information about their participants, it is probably a good idea to get some information directly from the youth themselves. A survey like “Youth Interests” either completed by the youth alone or together with a staff member, is one way to do this. Note that the form should help programs see the *kinds* of activities and skills a youth enjoys or is interested

in (for example, visual skills, verbal skills, hands-on activities, “watching”), as well as specific activities.

- Now ask the group how they gather information about their mentors’ preferences, interests, and attitudes. List their responses on the flipchart.

*Responses could include: interviews, surveys, mentor orientation sessions, information from the applicant’s personal and employer references. (Note that much of the information relevant to making match decisions can be collected during the screening process.)*

Review the list of approaches for gathering information, focusing on what kinds of information can be collected through direct questions during interviews or on surveys, and what kinds of information might best be collected more indirectly.

*For example, potential volunteers are unlikely to describe themselves as inflexible or narrow-minded. However, during the interview and other aspects of the screening process, program staff should be able to tell if a potential mentor seems fairly inflexible or has trouble understanding family situations different from his/her own. This would indicate that the backgrounds of the match parties should probably be quite similar. However, a potential mentor who appears more flexible and comfortable with a diverse range of people can probably be successfully matched with a youth of a different race/ethnicity or socioeconomic background. (Note that the training session on “Keeping the Relationships Going” deals with training mentors in cultural sensitivity.)*



- Note that Handout #3, “Sample Form: Volunteer Interests and Preferences,” is an example of one way to collect information about mentors. (This form is also included as part of the sample application in the handouts for the training session, “Screening Mentors.”) Present a brief summary of the handout.

**AS AN OPTION:** Allow participants a minute to read Handout #3, and then briefly review it with them. Ask them for examples of how they might want to modify the form. Based on their program goals and populations served, what items, or categories of items, might they want to add, drop, or change?

Emphasize that shared interests between the mentor and youth can help the match get off to a good start—they can make the first few meetings more comfortable because the pair has something in common they can enjoy doing and talking about together. When the mentees are younger children, the situation is somewhat different because there are less likely to be the same kind of “shared interests.”



- Now ask participants to look at Handout #4, “What Is Your Matching Process?” Note that they have already been discussing items 1 and 2.

Briefly discuss item 3. Ask the group who in their programs makes the match decisions. Do the match-makers have personal knowledge (as opposed to just “paper” knowledge) of both the participants and the mentors?

Then briefly discuss item 4, concerning getting approval for the match from the mentor, parent/guardian, and perhaps also the youth. Ask participants about the process they use in their programs and whether they require that the youth give approval for a particular match.

If participants do not make the following points, suggest them yourself during appropriate points in their discussion:

1. Many programs have the mentor accept the match before the parent/guardian and youth are contacted, to eliminate the possibility of the youth feeling rejected. In some cases, program staff may have to gain agreement from the mentor by, for example, explaining how his or her particular skills can assist a child or youth who has specific needs or special challenges. But the mentor should always have the option of rejecting a particular match and waiting for a new match opportunity.
2. Some programs give the mentor a choice of two or three potential mentees, and the mentor makes the selection. Programs that take this approach believe it fosters a mentor's sense of ownership over the process that is ultimately beneficial to the match and increases its chances of success.
3. Parents/guardians generally have the ultimate responsibility for accepting or rejecting the match. Note, however, that a study of Big Brothers Big Sisters of America found that parents/guardians rarely rejected a potential match—in fact, they did so less often than mentors. (See *Big Brothers/ Big Sisters: A Study of Program Practices*. 1993. Philadelphia: Public/ Private Ventures.)

Note that if the mentor or parent/guardian (or youth, if included in the match decision) rejects the proposed match, the program has to start the matching process again—taking into account what it has learned from the unsuccessful matching attempt. But once the match is agreed to, it becomes time for the first meeting between the pair.



## 4. The First Meeting

*Pairs outline scenarios for a first mentor-mentee meeting that will help the relationship get off to a good start.*

- Refer participants to Handout #5, “The First Meeting.”

Organize them into the same pairs they were in during Activity #1, Match Game. Ask the pairs to select one of the mentor-youth matches they decided on during that activity. Using the handout as a guide (and for space to write), they should plan an initial meeting that will get the match off to a good start and help both the mentor and youth be as comfortable as possible.

Allow about 10 minutes for them to complete this task.

- Ask for a few of the pairs to describe their goals for the first meeting and outline their meeting plans. (Note that you will be discussing the final question on the handout, “How do you prepare the mentor and youth?,” in a few minutes.)

As the pairs speak, outline their plans on the flipchart. The range of responses will probably include at least the following:

*In addition to the mentor and youth, program staff and the parent/guardian may also be present. Some programs may have the first mentor-mentee meeting occur during a larger group activity, as a way to make the situation more comfortable.*

*The first meeting might occur in the youth’s home, school, or agency—or elsewhere in the community, particularly if it is part of a group activity.*

*During the first meeting, the mentor and youth might discuss goals of the match or short-term goals for the youth and/or identify activities they would enjoy doing together. Staff might review the program’s ground rules, such as frequency of meetings, limits on gifts, and unacceptable activities, and/or the match members might sign a contract. The mentor or program staff might have planned some “icebreakers.” (Ask participants to suggest some effective icebreakers for this first meeting.)*

Briefly discuss the advantages of each of these approaches for getting the match off to a “good” start. “Good” may mean different things to different programs—for example, clarity about goals and/or ground rules, or relative ease between the mentor and youth. What is important is that each program develop and implement a plan for the first meeting that will “work” for its population of participants.

- Have the group very briefly talk about how they help mentors prepare for the first meeting—and note that this topic, among others, is covered thoroughly in the JUMP sessions on training mentors.

Then ask how they prepare youth in their programs for the first meeting with their mentors. Write their responses on the flipchart. If any of the programs provide orientation or training for the youth, have those participants talk briefly about what they include. (Programs that serve younger children are likely, at most, to have a parent/guardian, teacher, or program staff talk very briefly to the child.)



Note that Handout #6, “Youth Orientation: A Sample Agenda,” outlines one possible approach to preparing youth for the first meeting. Present a brief summary of the handout.

**AS AN OPTION:** Review Handout #6 with participants and encourage them to discuss how they might modify it for the youth in their program.



Also note that Handout #7, “Parent/Guardian Orientation: A Sample Agenda,” outlines a possible orientation session for parents/guardians. Present a brief summary of the handout.

Programs may or may not provide such an orientation—in some programs, the parent’s/guardian’s role might only include signing a consent form. However, for programs that do involve parents/guardians, an orientation can help the match get off to a good start because it ensures that parents/guardians have realistic expectations and an understanding of their role and program ground rules.

Emphasize the importance of ensuring that everyone involved in the match—mentor, youth, and parent/guardian—have *shared expectations* about, for example, how often the pair will meet, how often they will speak on the phone, how long the relationship is expected to last, and whether gifts are allowed.



## 5. Supporting Mentors and Youth

*Participants identify common challenges in one-to-one matches and explore strategies for preventing or addressing them.*

- Have the group brainstorm a list of potential problems that can arise during the first month or two of a match. List their responses on the flipchart.

*Responses could include, among other items: the pair doesn't meet regularly; the youth doesn't return the mentor's phone calls; the mentor complains that the youth doesn't talk during meetings; the mentor doesn't know what activities the pair should be doing together.*

Then have them brainstorm a list of additional problems that might occur as the match continues. Again list their responses on the flipchart.

*Responses could include, among other items: the mentor's over-involvement with the child or youth's family; the mentor, youth, or parent/guardian breaking program ground rules; the mentor's or youth's loss of interest in the match; concern that the mentor may be abusing the child.*

(For both lists, the potential problems that could arise are, in part, a function of program characteristics and the ages and special needs of the children and youth the program serves. For example, in school-based programs, the mentor and mentee generally meet at a specific time each week and at a supervised location. Thus, it is likely that there will be fewer problems with arranging meetings or with the child's/youth's family, and there is less danger of child abuse. However, there are other potential problems: for example, not having a suitable place to meet at the school.)

- Note that once a match is made, it requires programmatic support to grow and flourish. Programs need to provide guidance and supervision to be sure the match is meeting regularly, to monitor the quality of the match relationship, and to assess progress toward meeting the goals of the match.





Refer participants to Handout #8, “How Do You Support and Monitor the Match?” Allow a few minutes for them to read it.

Then lead a discussion about each of the items, encouraging your group to talk about what they currently do in each area that seems to be working and where they feel they are struggling. (Trainer Resource #2, “Supporting and Monitoring the Match,” includes key points that should help you keep the discussion focused and moving forward. In addition, when participants discuss “forms of contact” between the program and the mentor, display Overhead #2, “A Study of Big Brothers Big Sisters,” which gives one concrete example of the importance of an active staff role in supervising matches.)

Use flipchart paper freely to record participants’ responses to the questions on the handout. By the end of the discussion, the flipchart should include useful lists of options and good practices.

Allow time for people to ask questions about any items on the handout or other aspects of match supervision and support.

- Referring to the flipchart with the lists of options and good practices that participants have just generated, ask what kinds and levels of supervision and support their programs can realistically provide given their available resources.

*For example, how often can staff contact mentors? What training and ongoing support (such as support groups) can they provide for mentors? What referrals can they provide to other agencies, if necessary?*

Ask what they consider to be a minimally acceptable level of supervision and support. How might they expand their resources to provide more support?

*For example, by training volunteers to make telephone contacts with mentors and youth; by partnering with other organizations to train mentors.*

## 6. Now What?

*The group discusses implications of insufficient program support for matches.*



- Display Overhead #3, “The Mentor Just Dropped Out.”

Then refer participants to Handout #9, “Why Matches Need Support,” which includes a fuller statement from the mentor quoted on the overhead, as well as findings from research on failed mentor-youth matches.

Focusing on the quote from the mentor that is included on the handout, ask about its implications for making the match and for supporting it. What went wrong? For each of the failed matches described in the quote, what might the program have done at each stage (making the match, the first meeting, during the initial period of the match, and later in the match) to increase the chances of success?

*As people respond, try to get them to offer specific suggestions. For example, in the first case—the mentor who only phones—program staff would have learned through its initial contacts that the pair was not actually meeting and could have clarified requirements with the mentor.*

- Encourage participants to use information from this session and materials in the handouts to evaluate and, if necessary, alter their program’s matching and match support strategies. These issues are unique to mentoring programs—and despite the growing recognition of their importance, there are, as yet, almost no available resources that directly address matching and match support. Thus, Handout #11, “Resources for Making and Supporting the Match,” lists only one reference directly related to matching. However, it also includes an excellent resource for preparing youth to enter a mentoring relationship.





## “MATCH GAME” CARDS

**Youth #1:** LaToya, who is African American, is 13 years old and in the 7th grade. She was a good student until last year, when she started skipping school and not paying attention when she was there. She lives with her mother and 5-year-old sister. LaToya hates sports, loves to draw cartoons, and has been fighting a lot with her mother lately over everything from LaToya’s taste in clothes (her mother thinks they are “too revealing”) to her complaints about having to take care of her sister.

**Mentor A:** Richard, who is white, is a 22-year-old senior at a local college, majoring in drama. After he graduates in May, he plans to go to New York to try to become an actor. He wants to become a mentor because, when he was in middle school, he had a mentor through a local Big Brothers Big Sisters agency. He says his mentor “probably saved my life.”

**Youth #2:** Enrique is 11 years old and in the 5th grade. He lives with his mother and three older sisters; his father recently left the family and returned to Honduras. Enrique is extremely shy and does not have friends at school or in the neighborhood. He is an average student; his teachers have always felt he could achieve more in school if he had more self-confidence.

**Mentor B:** Don, who is African American, is a 38-year-old marketing manager for a computer software company. He was an outstanding baseball player in high school and college—a third baseman—until a shoulder injury ended his career. He was the first person from his family to attend college. Don is married and has two daughters, ages 3 and 5. He grew up in the community but now lives in a suburb about 15 miles away.

**Youth #3:** Richella, who is African American, is 11 years old and in the 5th grade. When she was 7, she was sexually abused by an uncle. Richella lives with her mother, two younger sisters, and baby brother. She likes to read; and while she is very quiet in school, she does well on tests. Most of the time, she tries to be alone.

**Mentor C:** Marty, who is white, owns a local roofing business. He is 52 years old and has been married for 18 years. He and his wife have no children. For years, his company has had an apprenticeship program for young adults in the community so they can learn roofing skills. He says he decided to become a mentor in the middle-school program because “too many kids are already lost by the time they’re old enough to become apprentices.”

**Youth #4:** Lonnie, an African American, is 12 and in the 6th grade. He enjoys science, especially “hands-on” activities like building an ant farm, but otherwise he does not have much interest in school. He lives with his grandmother, who is also raising Lonnie’s younger sister and two of his cousins. Lonnie has lots of energy and has always loved to have fun, but last year he started getting into physical fights.

**Mentor D:** Sandy, who is white, is 45 years old and works for the city as a service representative in the Mayor’s Office of Complaints, which handles calls from city residents. In her free time, she loves to read and do gardening. Sandy and her husband were divorced three years ago, and her only child—a daughter—has just moved away to begin her freshman year in college.

**Youth #5:** Derek, an African American, is 14 years old and in the 8th grade. He is a good math student but has always had trouble reading. His older brother was killed last year in a drive-by shooting. Since then, Derek’s mother has insisted that he come straight home every day after school, and now he spends every afternoon alone in the apartment watching television until his mother gets home from work.

**Mentor E:** Maria, who is 29 years old, was born in Guatemala and moved here with her parents and five older brothers when she was a baby. She works as the assistant manager in an apartment building in the community. Recently, she moved out of her parents’ house and took an apartment with a roommate in the building she manages. She works out regularly at the local gym, and is also an excellent photographer. She wants to become a mentor, she says, because “kids in this community don’t have families to help them.”

**Youth #6:** A.J., who is African American, is 14 and in the 7th grade again this year. He is an excellent basketball player but was dropped from the school team last year because his grades were too low. He was supposed to go to summer school to make up the courses he failed, but he skipped summer school so often that he failed there as well. He lives with his mother and a younger sister. His father is serving a prison term for stabbing A.J.’s mother.



## Supporting and Monitoring the Match

During Activity #5, Supporting Mentors and Youth, participants will be discussing strategies for supporting and monitoring the mentor-youth pairs. As a starting point for the discussion, they will use the questions in Handout #8, “How Do You Support and Monitor the Match?” While you want the participants to do most of the talking during this discussion, be sure that the following points are covered.

### 1. Schedules

Each program needs to establish a schedule of contacts with mentors, youth, and perhaps also parents/guardians. The schedule will probably include more frequent contacts early in the relationship, and the schedule should be flexible—as the matches develop, some pairs may need to be contacted more often than others.

As a first step, staff should contact the mentor, youth, and perhaps the parent/guardian within the first two weeks of the match to make sure it is meeting, to find out what activities the pair has done together, and to assess how each feels about the match thus far. This early contact is important for uncovering any start-up problems that require program staff’s immediate assistance.

### 2. Forms of contact between the program and the mentor

Programs need to decide when these contacts are going to be face-to-face and when they will be by telephone. Emphasize that *active* staff involvement is essential, whether it is over the phone or in person. Overhead #2, “A Study of Big Brothers Big Sisters,” gives one concrete example of the importance of an active staff role in supervising matches. That study found that pairs were significantly more likely to *fail to meet* in programs where volunteers mailed in records of the meetings than in programs where staff called the volunteers to check about the meetings.

### 3. Ground rules

Some discussion of ground rules was likely to have taken place during Activity #4, The First Meeting. If these points were not discussed then, note here that ground rules generally cover such areas as requirements for the frequency and length of the pair’s

meetings, and establish general behavioral expectations for mentors, parents/guardians, and mentees. For the mentor, these expectations might include limits on the cost and frequency of gifts (or a rule forbidding any gift-giving at all) and on the type of activities. For the parent/guardian, they might include not using the mentor as a babysitter and not canceling regular match activities to punish the youth; and for the youth, they could include punctuality.

#### 4. Problem solving

One purpose of routine, ongoing staff contacts with mentors and youth is to uncover any potential problems that may be arising. Thus, you might want to lead a brief discussion about approaches to solving problems. One strategy, for example, is to involve the mentor, youth, and/or parent/guardian in the problem-solving approach—to assist them in resolving the difficulty themselves instead of dictating the solution for them. The process thus becomes a learning experience for the match parties, and they have a greater investment in the outcome. Using this approach, program staff could:

1. Talk with each person individually to get his/her definition of the problem and to gather the relevant facts.
2. Share each person's perspective with the other people involved—depending on the situation, this could be done individually with each person or with all of them together.
3. Attempt to involve each of the match participants—either individually or together—in coming up with possible solutions that could resolve the problem.

If time allows, you might want to “walk the group through” one quick example—perhaps a parent who punishes her child by not allowing him to meet with his mentor (or the group can suggest an example).

#### 5. Red flags

Programs where mentors and mentees meet one-to-one in unsupervised settings provide opportunities for an adult who wants to take advantage of a child or youth. Thus, staff must be aware of the potential for child abuse by the mentor—however thorough the screening process may be. (During this discussion, note to participants that screening volunteers to identify potential abusers is covered in the training session on “Screening Mentors.”) Staff should

be knowledgeable about child abuse and alert to possible behaviors that may signal an abusive mentor. These “red flags,” in themselves, are not evidence of abuse—but they do indicate that you may want to keep a close watch on the situation and consider increasing and intensifying match supervision. In some cases, you may want to suspend all match activities while you look further into the circumstances.

“Red flags” related to a mentor include over-involvement with the child; frequent rule breaking; over-indulgence, especially excessive gift buying; excessive touching and inappropriate displays of affection; and an unusually large number of activities that center around being totally alone with the child.

“Red flags” related to a child or youth include regressive behaviors such as thumb sucking; sleep disturbances; clinging to adults; fear of adults; fear of the dark; new problems in school; withdrawal from friends; depression; or overly aggressive behavior.

## 6. Closure

There are a number of reasons why program staff might decide to begin the closure process. These include:

- Problems with the match relationship—The relationship between the mentor and youth may not have “jelled” into a friendship; the mentor might not be following through on his or her commitment to meet regularly with the youth; the youth may be disinterested; or the parent/guardian may be uncomfortable with the match.
- Circumstances beyond the control of the mentor and youth—The mentor or youth may move, or the mentor might have increased work commitments.

It is important that every program develop a procedure for closing matches, when necessary, so that youth do not feel they have been deserted by their mentor. They should also decide under what circumstances they will attempt to re-match a youth or a mentor who has been in a match that closed.



**For the match to work,  
the pair must meet.**





**A study of Big Brothers  
Big Sisters found that pairs  
were significantly more  
likely to fail to meet in pro-  
grams where mentors mail  
in records of the meetings  
than in programs where  
staff call the mentors to  
check about the meetings.**



**Karen (my mentee) has told me about her friends in the program...**

**There's one (whose) mentor just dropped out in the middle, no closure, nothing. That's worse than no mentor at all, because what you did was you raised expectations, then dashed them again. For these children, it's betrayal of trust over and over again.**

*Observations of a mentor in Cleveland*



## Handouts

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# Making and Supporting *the Match*



## ***Session Goals***

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- To identify the matching criteria that are important within the context of your particular program
- To define steps in the process of making the match, including the first meeting between the mentor and youth
- To understand “good practices” for staff supervision and support of matches
- To be able to identify strengths and weaknesses in your current matching and match-support systems

### ***The Basics***

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1. Match from the point of view of the youth, and then take into account the volunteer’s preferences.
2. The first goal of supervision is to make sure the pairs are meeting.
3. Active supervision and support from program staff are also key for helping the relationships flourish.
4. A mentoring relationship that fails to develop, or closes quickly, may reinforce a child or youth’s negative self-image.



# Agenda

## 1. Match Game

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Establishing Match Criteria

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 3. What's the Process?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4. The First Meeting

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 5. Supporting Mentors and Youth

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 6. Now What?

Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## ***What Are Your Matching Criteria?***

---

Based on its mission and its goals for the mentor-youth pairs, each program will make its own decisions about the criteria that are important for making a match.

1. What are your program's mission and goals?
  
  
  
  
  
  
  
  
  
  
2. Given that mission and those goals, how important is each of the following criteria in deciding on a match?
  - Same gender
  - Similarity in the pair's racial and ethnic background
  - Similarity in the pair's socioeconomic background
  - Shared interests between the mentor and youth
  - The mentor's attitudes and temperament
  - Special needs of the child/youth matched with special talents of the mentor
  - Geographic proximity of the mentor and child/youth
  - Other (specify):
  - Other (specify):
  - Other (specify):
  - Other (specify):



## Sample Form: Youth Interests

page 1 of 2

	Would Like to Learn	Do a Lot Now	Would Like to Do a Lot	Would Like to Do Sometimes	Am Not Interested In
<b>Sports</b>					
baseball, softball	_____	_____	_____	_____	_____
golf	_____	_____	_____	_____	_____
swimming	_____	_____	_____	_____	_____
basketball	_____	_____	_____	_____	_____
bowling	_____	_____	_____	_____	_____
other:	_____	_____	_____	_____	_____
<b>Games</b>					
playing board games	_____	_____	_____	_____	_____
playing video games	_____	_____	_____	_____	_____
other:	_____	_____	_____	_____	_____
<b>Trips</b>					
going to movies, plays	_____	_____	_____	_____	_____
going to sports events	_____	_____	_____	_____	_____
going to museums	_____	_____	_____	_____	_____
other:	_____	_____	_____	_____	_____

*Sample Form: Youth Interests*  
*page 2 of 2*

	Would Like to Learn	Do a Lot Now	Would Like to Do a Lot	Would Like to Do Sometimes	Am Not Interested In
<b>Arts and crafts and other kinds of exploring</b>					
drawing, painting	_____	_____	_____	_____	_____
writing stories, poems	_____	_____	_____	_____	_____
playing music	_____	_____	_____	_____	_____
sewing	_____	_____	_____	_____	_____
woodworking	_____	_____	_____	_____	_____
gardening	_____	_____	_____	_____	_____
reading books	_____	_____	_____	_____	_____
using computers	_____	_____	_____	_____	_____
taking photographs	_____	_____	_____	_____	_____
other:	_____	_____	_____	_____	_____





## **Sample Form: Volunteer Interests and Preferences**

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page 1 of 2

### **I. Interests**

---

#### **1. Playing sports?**

If yes, which sports?

#### **2. Other outdoor activities?**

If yes, what activities?

#### **3. Games (board games, card games, video games, chess, etc.)?**

If yes, what kinds of games?

#### **4. Arts and/or crafts?**

If yes, what are your specific interests and skills?

#### **5. Computers and other technology?**

If yes, what are your specific interests and skills?

#### **6. Other interests?**

Please describe them here.

#### **7. Other special skills and experience?** (For example, knowledge of sign language, experience working with adolescents, experience helping children learn to read.)

*Sample Form: Volunteer Interests and Preferences*

*page 2 of 2*

## **II. Preferences**

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1. Are there some types of children or youth whom you would prefer to mentor, or for whom you feel you would be a particularly successful mentor? (For example, someone who is shy, someone who has trouble managing his or her anger, someone who loves to draw, someone who loves sports, someone with a learning disability, someone with a physical disability.)
  
  
  
  
  
  
  
  
  
  
  
  
  
  
2. Are there some types of children or youth with whom you might have difficulty or would prefer not to mentor?
  
  
  
  
  
  
  
  
  
  
  
  
  
  
3. What kinds of support and assistance can the program offer that will be most helpful to you?



## ***What Is Your Matching Process?***

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*page 1 of 2*

### **1. What criteria are used by your program for deciding on matches?**

- Do the criteria grow logically from the goals of your program?
- Do you leave room for “intuition”?
- Are your match decisions made by first focusing on the interests and needs of the particular child or youth, and then taking into account the mentor’s skills and preferences?

### **2. What approaches do you use for collecting information that will help in deciding on the match?**

- Do you get information directly from the youth, as well as through a third party such as a parent/guardian or teacher?
- Do you use the mentor screening process as an opportunity to collect information that will help decide on the match?
- Do you try to develop a sense of the potential mentor’s attitudes and temperament, as well as collecting information about his or her preferences and interests?

### **3. Who is responsible for deciding on the match?**

- Is one staff person responsible for making the decision? Are two people responsible—one who knows the potential mentors and one familiar with the needs of the youth?
- Do program staff meet with other people who are involved, such as school staff, to share information about the children/youth and eligible mentors?
- What checks and balances are in place to contribute to matching objectivity? For example, does another staff person review the decisions?

### **4. Once you have decided on a potential match, how do you go about sharing that information with the mentor, parent/guardian, and child or youth?**

- Do you have a joint meeting with the mentor and parent/guardian—or mentor, parent/guardian, and youth—to discuss the potential match?

*What Is Your Matching Process?**page 2 of 2*

- Do you first talk to the mentor to get his or her approval of the potential match and then to the parent/guardian?  
Do you first talk to the parent/guardian to get her or his approval for the match and then to the mentor?  
Does the youth also have an opportunity to accept or reject the match?
- What do you do if one of those people is resistant to this particular match?



## ***The First Meeting***

---

**1. What are your program's goals for the first meeting between the pair?**

**2. How do you organize the meeting to help achieve those goals?**

Who is present?

Where does it take place?

What takes place?

**3. How do you prepare the mentor and youth for the first meeting?**



## ***Youth Orientation: A Sample Agenda***

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**Length:** Try to limit the session to an hour.

**Number of participants:** Limit it to about 10 youth. However, if the number is larger, organize youth into smaller groups for the activity on communicating with mentors.

### **1. Welcome/introduction to the program**

Include a panel of youth who are in your program (or if your mentoring initiative is just beginning, youth in another local mentoring program) to talk about their experiences.

### **2. Beginning communication with your mentor**

- Ask the youth to talk about:
  - The kinds of things they would like to know about their mentor when they first meet.
  - The kinds of things they would like their mentor to know about them.
  - The discomfort people often feel when they meet someone for the first time.
  - Examples of things they don't want their mentor to ask during their first meeting.
  - Examples of things they think their mentor will ask during their first meeting.
  - Examples of things they feel like they shouldn't ask their mentor during their first meeting.

During the discussion, write the youth's responses on a flipchart.

- Have participants role-play a scene from their first meeting with their mentor. Organize them into pairs. One youth plays the mentor; the other is himself or herself. The pair should have a brief (about 3-minute) conversation. Then they should switch roles. Afterward, ask the youth how they felt during the role-plays. What was awkward? What did the other person do to help them feel more at ease?

### **3. Reminders**

Provide suggestions about appearance and behavior for their first meeting or have the youth create the list of suggestions.

### **4. Snacks**

Use this as an informal time for youth to ask questions.

[Adapted from "Orientation for the 'Ready' Group." *Mentor Training Curriculum*. 1991. National Mentoring Working Group.]



## ***Parent/Guardian Orientation: A Sample Agenda***

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**Length:**

**Number of participants:**

**1. Welcome/introduction**

**2. Program overview, mission, and goals**

**3. Who could benefit from a mentor**

Discuss what the program can and cannot help youth accomplish.

**4. Selection and matching process for participants and for mentors**

Include a discussion of the screening process for mentors.

**5. Program activities**

Have current mentors (and perhaps their mentees) discuss their activities and the rewards for youth.

**6. Role of parent/guardian**

Include a discussion of program ground rules for mentors, youth, and parents/guardians. Have parents/guardians of current mentees discuss their children's experiences. Have a staff member discuss parents'/guardians' role.

**7. Questions and answers**

Allow ample time for questions.

**8. Snacks and materials**

Have packets of materials available for parents/guardians to pick up and take home. Decide what you want to include in each packet: for example, an application form for the child/youth; information on program policies; an outline of screening requirements for mentors.



## ***How Do You Support and Monitor the Match?***

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To facilitate the success of matches, programs will want to set up a regular schedule of contacts between staff members and match members. The frequency, form, and content of these contacts are likely to vary from program to program, depending upon its available resources and the population of children and youth it serves.

### **1. How do you make sure the pair is meeting?**

- Who is responsible for supervising the match?
- How often (and with whom—the mentor? the parent/guardian? the youth?) does the supervisor make contact during the first month of the match?
- How often (and with whom—the mentor? the parent/guardian? the youth?) does the supervisor make contact after the first month?
- Are the contacts made by telephone or face-to-face?

### **2. How do you monitor the quality of the match relationship, assess whether it is making progress toward its goals, and help address problems that may be arising between the pair?**

- What questions does the supervisor (or program coordinator, or school liaison) ask to assess the progress of the match?
- What questions does the supervisor ask to assess whether the mentor, youth, and parents/guardians are adhering to the program's ground rules?
- What training does the supervisor receive in "active listening"?
- What problem-solving strategies is the supervisor trained to use?
- What steps do you take to make sure that mentors, youth, and parents/guardians feel comfortable initiating contact with the supervisor?
- Does your program provide ongoing training and/or support groups for mentors?
- What guidance do mentors receive so they know when to contact the program about problems with their mentee that are outside the scope of their relationship—for example, suspected child abuse or neglect?
- Is there a referral system in place for dealing with problems that are outside the scope of the program?



*How Do You Support and Monitor the Match?*  
*page 2 of 2*

- What “danger signals” or “red flags” is the supervisor trained to be alert for?
- How do you decide when a match needs to be “closed”? What process do you use for closing a match?

**3. What records does the supervisor maintain about each of the matches?**

- How is information recorded to ensure that there is follow-up on potential or actual problems?
- How is information recorded so that, if there is staff turnover, new staff can easily learn the history and characteristics of each current match?
- What systems are in place to ensure that information remains confidential?



## ***Why Matches Need Support***

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“A mentoring program may end up really being worse than having no mentors at all, because if people aren’t prepared, they drop out. And Karen [my mentee] has told me about her friends at school in the program. One has a mentor that she’s never met, who just calls her on the phone. What does that tell the student? That she’s not good enough or important enough that this person didn’t even take the trouble to meet her? Then there’s another one. Her mentor just dropped out in the middle, no closure, nothing. That’s worse than no mentor at all, because what you did was you raised expectations, then dashed them again. For these children, it’s betrayal of trust over and over again.”

A mentor in Cleveland, Ohio (From *The Kindness of Strangers: Reflections on the Mentoring Movement*. 1992. Marc Freedman. Philadelphia: Public/Private Ventures.)

Youth who were in matches that closed within the first three months had significantly lower self-worth and perceived scholastic competence than youth who were never matched with a mentor.

From “The Test of Time: Predictors and Effects of Duration in Youth Mentoring Relationships.” A Public/Private Ventures working paper, by Jean B. Grossman and Jean E. Rhodes.



## **Reading Selection:** **Same-Race vs. Cross-Race Matches**

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Evaluations of volunteer mentoring programs provide evidence that mentoring relationships can have positive influences on adolescent developmental outcomes, including improvements in peer and parental relationships, academic achievement, self-concept, lower recidivism rates among juvenile delinquents, and reductions in substance abuse.

Only a few studies, however, have focused on the role of the mentors' and youth's cultural background in shaping the course and outcomes of the relationship.<sup>1</sup> As a result, critical questions remain regarding the role of race and ethnicity in matches and the relative importance of making matches on the basis of shared racial background. Because of the absence of systematic knowledge, considerable controversy surrounds this issue; and many programs act on implicit assumptions regarding the importance of forming matches on the basis of racial similarity between mentors and youth. One consequence of programs' decisions to make only same-race or same-ethnicity matches is that thousands of minority youth are retained on long waiting lists until adult volunteers of the same race or ethnicity become available.

Based on beliefs rather than research, the arguments for and against cultural matching are deeply rooted in ideology concerning racial and ethnic relations. The two sides of the cultural matching argument are summarized below.

### ***In Defense of Cultural Matching***

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Proponents of cultural matching firmly believe that one's racial and ethnic background plays a critical role in establishing effective mentor-mentee relationships. This shared background is emphasized over differences in social class or geographical location because it is assumed that problems transcend class and geographical boundaries. Without a similar racial background, the match is believed to be unable to fulfill its potential.

The arguments for cultural matching are deeply embedded in minority groups' historical experience in the United States, cultural legacies, customs, and values regarding self-protection. Proponents of racial matching often base their belief on one or more of the following assumptions:

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1 Two studies conducted by Public/Private Ventures examined matches in programs operated by Big Brothers Big Sisters of America. Those studies found that pairs in cross-race matches met as frequently as pairs in same-race matches, and that they were almost equally as likely to form positive, supportive relationships. See *Big Brothers/Big Sisters: A Study of Program Practices*, 1993; and *Building Relationships With Youth in Program Settings: A Study of Big Brothers/Big Sisters*, 1995.

*Reading Selection: Same-Race vs. Cross-Race Matches*  
*page 2 of 4*

1. An adult of a different racial and ethnic background cannot teach a youth how to cope in society since he or she cannot understand what it feels like to be a minority in America. Because minority youth internalize the racial and ethnic attitudes of the larger society, they are vulnerable to low self-esteem and have restricted views of their possibilities in life. Only a mentor with a similar racial and ethnic background can really understand these social and psychological conflicts and help frame realistic solutions.
2. Deep levels of trust, sharing, and cooperation will never be realized unless there is a common bond of race or ethnicity.
3. Cross-race matches, where white adults mentor minority children, are an intrusion upon the community and a danger to the child's cultural identity. Culture is deeply internalized, providing racial and ethnic groups with a sense of history, heritage, and continuity. Any mentor who is not representative of a child's racial or ethnic background will subconsciously and inevitably impose his or her cultural values and customs on that child. And if that adult is a white "European American"—as is true in the vast majority of cross-race pairs—the match carries with it all the symbolism of historical treatment that the dominant white culture has inflicted on minority groups.
4. White, middle-class mentors may experience powerful negative emotions such as guilt and defensiveness in relation to this country's history of racial oppression. These mentors' primary goal might be to "save" at-risk youth from the hazards of their environments by engaging them in "mainstream" activities, thus impeding the development of a mentoring relationship that is built on trust and support.
5. Racial and ethnic communities should help their own and foster a sense of solidarity. The black community, for example, is becoming increasingly segregated along class lines, and its members need to remember their common responsibility to one another. Mentoring is an important mechanism for forging these ties, particularly since African American culture has always stressed self-help and the idea of an extended family that expands beyond boundaries of biological kinship.
6. Providing minority youth with mentors from a different culture will send the wrong message. It will convey to them that the people they should model themselves after are not of their own group, or that there are not enough adults from their own community who can serve as positive role models.

*Reading Selection: Same-Race vs. Cross-Race Matches*  
page 3 of 4

### ***In Defense of Cross-Cultural Matching***

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Most proponents of cross-cultural matching do not deny the existence and potential effects of culture on the mentoring relationship. While some proponents do believe that American citizens should live in a “color-blind” society, this is by no means the majority opinion today. Rather, many who defend cross-cultural matching believe that effective relationships can develop despite racial and ethnic differences. Several studies of mentoring programs—including Ferguson (1990) and Tierney and Grossman (1995)—have found evidence of positive cross-race child-adult bonding.

Proponents of cross-racial matching often base their belief on one or more of the following assumptions:

1. The qualities of the mentor are what matters the most. While racially and ethnically homogeneous matching may expedite the development of trust, it does not guarantee a successful mentoring match. What is more important is the mentor’s personal skills, experience, common interests with youth, capacity to provide sensitive support, and openness to the nuances of cultural differences.
2. As long as mentors encourage their mentees to feel secure with their own cultural identity, engage in activities that will enhance their mentees’ knowledge of that heritage, and remain constantly aware of their own cultural baggage and how it may affect their treatment of youth, then racial or ethnic similarity becomes less consequential. People who possess the characteristics of a good mentor can receive training that will help them develop this kind of cultural sensitivity.
3. Differences in socioeconomic status may be a more important concern than differences in race or ethnicity. Social distance—whether it occurs between mentor and mentee of the same race or of different races—may cause the mentor to misunderstand the young person’s problems, needs, and thoughts. Yet, skilled and sensitive mentors have succeeded in bridging these social distances, and they can bridge racial and ethnic differences as well.
4. Rather than a liability, cross-cultural matching can be beneficial to youth by breaking down racial and ethnic barriers. By matching people of different backgrounds, it permits exposure to cultures that previously might have aroused negative or uncomfortable feelings.

*Reading Selection: Same-Race vs. Cross-Race Matches*  
*page 4 of 4*

5. Beyond the potential benefits to individual youth, cross-cultural matching can also contribute to the dismantling of societal barriers. It symbolizes people working together, trying to improve the life chances of youth, and fostering a sense of community among historically separated people.

Supporters of these matches also emphasize that it is essential for the child's or youth's parent to give approval for the cross-race match.

[Adapted from a Public/Private Ventures working paper, by Jean Grossman, Jean Rhodes, and Ranjini Reddy.]



## ***Resources for Making and Supporting the Match***

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Making the match and providing ongoing programmatic support for it are issues that are unique to mentoring programs. Despite the growing recognition that strategic matching and match support are important contributors to successful mentor-youth relationships, there are, as yet, almost no resources that directly address these issues.

One useful resource, however, is the National Mentoring Partnership (NMP). Its Web site ([www.mentoring.org](http://www.mentoring.org)) includes a list of “good practices” for matching as well as for other program elements.

In addition, NMP has an “information response line” at (202) 729-4345. Callers can leave a detailed message in the automated mailbox, including questions or requests for information. NMP promises that someone will respond by mail, phone, or e-mail within five business days.

To help the mentor-mentee relationship get off to a good start, programs should also be sure that youth are prepared. The *Mentor Training Curriculum* (1991, National Mentoring Working Group, Washington, D.C.) contains excellent material for orientation and training of youth who will be participating in a mentoring program. The curriculum is available through The National Mentoring Partnership, (202) 338-3844; or through the “Volunteer Marketplace Catalog,” (800) 272-8306.