



Standard 4: Matching and Initiating

WELCOME!

Learning Objectives

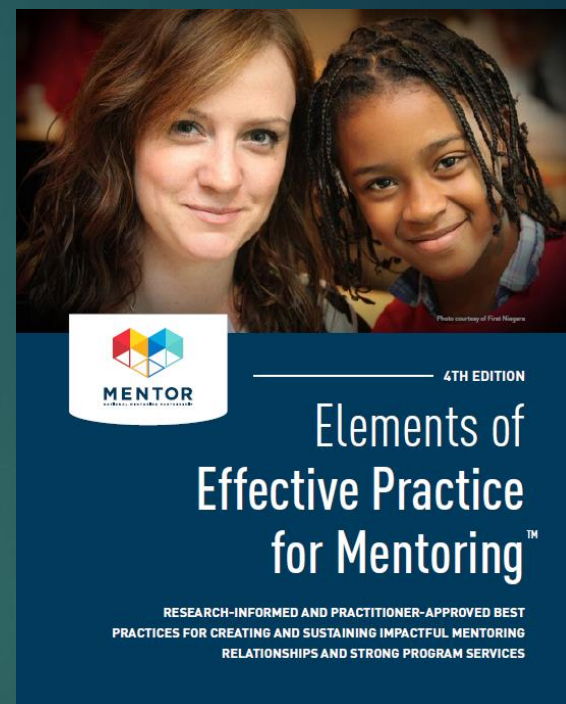


- ▶ Apply the Matching and Initiating standard from the *4th Edition of the Elements of Effective Practice* to program practices.
- ▶ Describe how effective matching builds the foundation for quality and enduring mentoring relationships.
- ▶ Define the steps in the process of making and initiating a match, including the first mentor/mentee meeting.
- ▶ Utilize informed criteria to build a program-specific matching strategy and process.

What are the *Elements of Effective Practice for Mentoring*™

3

- ▶ Research-informed practices
- ▶ Evidence-based Standards and Benchmarks
- ▶ Enhancements that can promote relationship quality and strong outcomes
- ▶ Recommendations on program management, leadership, evaluation, and core principles for youth mentoring organizations



Standard 4: Matching & Initiating

- ▶ Benchmarks
 - ▶ **B4.1** Program considers the characteristics of the mentor and mentee.
 - ▶ **B4.2** Program arranges and documents an initial meeting between the mentor and mentee as well as, when relevant, with the parent or guardian.
 - ▶ **B4.3** 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.

Standard 4: Matching & Initiating

- ▶ Benchmarks (cont'd)
 - ▶ **B4.4** 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.
 - ▶ Can be found at http://www.mentoring.org/images/uploads/Final_Elements_Publication_Fourth.pdf

Disclaimer



This training should not be viewed as the rendering of legal advice and programs are strongly encouraged to consult their legal counsel and state/local laws prior to implementing the recommendations from this training.

The Importance of Successful Matches

“As many as half of volunteer mentoring relationships terminate within the first few months.” –Rhodes, J.E. (2002)

“Early termination of mentor-mentee relationships may have a negative impact on youth.” – Grossman & Rhodes

Matching Scenario



It is September, the beginning of the school year. You are running a community-based, one-to-one mentoring program whose primary goal is to improve the school performance of middle-school youth. Your mentors and youth will decide where they meet and what activities they will do together.

Gathering Matching Criteria

- ▶ Applications
- ▶ Input from parents/guardians, school staff, and others
- ▶ Inventories/assessments (interests, motivations, personality)
- ▶ Interviews
- ▶ Observations (calls, in-person, at training, with peers)
- ▶ Building relationships with mentors and mentees
- ▶ Group/activity-based matching

Application

- ▶ Preferred Mentoring Day (Mon-Fri): Choice # 1 ___ Choice #2 ___
- ▶ Best Time of Day To Mentor (check all that apply):
 - morning afternoon evening
- ▶ Do you prefer to be matched with: (check one): A boy
 A girl No preference
- ▶ I would like to work with a child in grade (circle all that apply):
- ▶ Elementary School: K 1 2 3 4 5 Middle School:
6 7 8 High School: 9 10 11 12
- ▶ Write a brief statement on why you wish to be a mentor in the program:
- ▶ Describe special interests/hobbies, which may be helpful in matching you with a mentee (e.g., cooking, crafts, career interests, chess, stamp collecting, sports such as baseball or football, computers, art, needlepoint, speak another language, music, painting):

Referral Information

- ▶ The child is being referred for assistance in the following areas

(check all that apply):

- ▶ Academic Issues Behavioral Issues
- ▶ Delinquency Vocational Training
- ▶ Self-Esteem Study Habits
- ▶ Social Skills Peer Relationships
- ▶ Family Issues Special Needs
- ▶ Attitude Other, specify:
- ▶ Why do you feel this youth might benefit from a mentor?
- ▶ What particular interests, either in school or out, do you know of that the child has?

Interest Inventory

Please check all activities you are interested in:
List any other areas of special interest:

- | | | | | |
|----------------------------------|---------------------------------------|--|--------------------------------------|-----------------------------------|
| <input type="checkbox"/> Biking | <input type="checkbox"/> Camping | <input type="checkbox"/> Science | <input type="checkbox"/> Cooking | <input type="checkbox"/> Library |
| <input type="checkbox"/> Hiking | <input type="checkbox"/> Boating | <input type="checkbox"/> Music | <input type="checkbox"/> Sports | <input type="checkbox"/> Yoga |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Swimming | <input type="checkbox"/> Gardening | <input type="checkbox"/> Parks | <input type="checkbox"/> Movies |
| <input type="checkbox"/> Fishing | <input type="checkbox"/> Animals/Pets | <input type="checkbox"/> Painting/Photos | <input type="checkbox"/> Board Games | <input type="checkbox"/> Shopping |

Other Matching Tools



- ▶ Interviews
- ▶ Observations (calls, in-person, at training, with peers)
- ▶ Building relationships with mentors and mentees
- ▶ Group/activity-based matching

Making Matches

- ▶ Staff chooses
- ▶ Mentor chooses
- ▶ Mentee chooses
 - ▶ Youth-directed matching
- ▶ Parent(s)/Guardian(s) choose(s)
- ▶ Mutual
- ▶ Activity- or group-based matching

Match Rationale Form

- ▶ Why you feel the match would be compatible and successful, considering the following match criteria:
 - Preferences of the mentor, mentee, and/or parent/guardian
 - Similar gender/ethnicity
 - Common interests
 - Compatibility of meeting times
 - Geographical proximity
- ▶ Similar personalities
- ▶ Any areas of concern?

- ▶ Document your match rationale and put in file

Being Organized



- ▶ Community-Based Programs
 - ▶ Firmly set day/time/location and remind all parties the day before.
- ▶ Site-Based Programs
 - ▶ Have student schedule known ahead of time.
 - ▶ Confirm with site contact and make sure student gets reminder.
- ▶ All Programs
 - ▶ Prepare a folder with all forms and activity suggestions.

Launching Matches

- ▶ Start with a structured, supported first meeting or contact between mentor and mentee (and possibly others) facilitated by staff in order to:
 - ▶ Reduce anxiety and help matches begin their relationship in a positive way (i.e., icebreakers)
 - ▶ Review policies, set expectations and address common issues
 - ▶ Provide process to outline clear goals and activities
 - ▶ Lay out next steps for the match, including suggestions for match activities
 - ▶ Obtain signed statements of understanding

Matching Issues



- ▶ Waitlists
- ▶ Re-matches
- ▶ Match relationships challenges



Standard 4: Matching and Initiating

THANK YOU