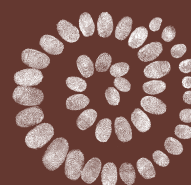


Business  
and schools

# mentoring

working  
together

RUNNYMEDE



# Mentoring

A handbook for  
businesses and schools  
working together

by Linda Appiah

Research and Policy Analyst (Education)

The Runnymede Trust



# Foreword

**P**roject partners Runnymede and the Bank of England jointly welcome you to this new handbook on mentoring for businesses. Our recently completed research project,<sup>1</sup> which examined best practice for school–business mentoring schemes, showed us that there was a dearth of guidance and information aimed at private-sector companies on why and how to participate in mentoring schemes. Through these pages, we aim to fill the knowledge gap and introduce the ideas and advantages mentoring offers you and your business.

Successful business operations see the recruitment and retention of staff from the widest reservoir of talent to be intrinsic to their success. As the diversity of the UK population continues to grow, the potential and achievement of children from minority ethnic backgrounds can still be hampered at that crucial point of transition from school to the world of work.

Mentoring is one tried and tested method for raising achievement levels and smoothing the progression from school to work for children and young people from minority ethnic backgrounds. In these pages we offer you information and guidance on how to participate in existing mentoring schemes, and how to develop your own.

Not only can mentoring help fulfil a ‘moral’ responsibility towards the removal of employment barriers, but it is supported by a strong business case – that of using people’s talents to the full, becoming an employer of choice, getting closer to understanding diversity and demonstrating your people values.

Without the support of the corporate and voluntary sectors, government initiatives alone cannot hope to bring about social inclusion. Together, however, we can work to ensure that all members of UK society, particularly its youth, have the opportunity to participate in and contribute fully to our shared futures.

We hope this handbook will help you consider mentoring within your programmes of corporate social responsibility and community relations.

**Michelynn Laflèche**  
**Director of the Runnymede Trust**  
**June 2001**

<sup>1</sup> ‘Mentoring: School–Business Links – Helping young people to exercise choice’ (Appiah 2001). The Runnymede Trust would also like to express its sincere thanks to the Esmée Fairbairn Foundation whose generous support over the last 2 years has helped to make this and our other education projects possible.

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‘Mentoring is supported by a strong business case – using people’s talents to the full and demonstrating your people values’



# Setting the agenda

**Community involvement is high on the government agenda. In March 2000 the Labour Prime Minister launched the *Active Communities Initiative* which challenges employers to ‘give their employees the equivalent of a day’s paid time to volunteer’ (Active Community Convention March 2000 at the Wembley conference centre). The project aims to increase the level of individual involvement in the community to help build an inclusive society.**

## **Corporate social responsibility**

Many companies today recognise the importance of making a ‘positive impact’ and ‘giving something back’ to the communities in which they operate. This has resulted in the rapid growth of business-community involvement – corporate social responsibility.

Although business-community activity already encompasses donations, sponsorships and gifts in kind, we are witnessing a rise in businesses forming sustainable and beneficial relationships through working directly with community groups and organisations.

These practices are not confined to large companies and corporations. A recent Mori Poll found that over 60% of small to medium-sized businesses are involved in some kind of community activity.

This handbook sets out to encourage businesses and employees to become actively involved in working with, setting up and/or running school-business mentoring schemes in multicultural schools and colleges.

Its aim is to prompt businesses to think

about and develop their policy on mentoring. It will also help employees who want to become mentors develop their mentoring role and maximise its impact.

## **The Bank of England and mentoring**

Between November 1999 and June 2000 the Runnymede Trust undertook a small-scale study on mentoring. The study aimed to identify the structures and procedures necessary to set up and sustain successful school-business mentoring schemes which service black and minority ethnic school communities specifically, or the school population in general. The project also examined the impact of mentoring for schools, businesses mentors and mentees.

The Bank of England, which commissioned the research, were particularly interested in project outcomes because they were already involved in a mentoring scheme involving the Bangladeshi community in the London Borough of Tower Hamlets, which they have found to be very rewarding.

This handbook is based on the experiences of those working with culturally diverse groups. However, the handbook can also be used by those who want to acquire a generic understanding of the structure and organisation of mentoring schemes and the impact that mentoring can have on all parties concerned.

We hope this handbook can inspire you and your employees to become actively involved in mentoring.

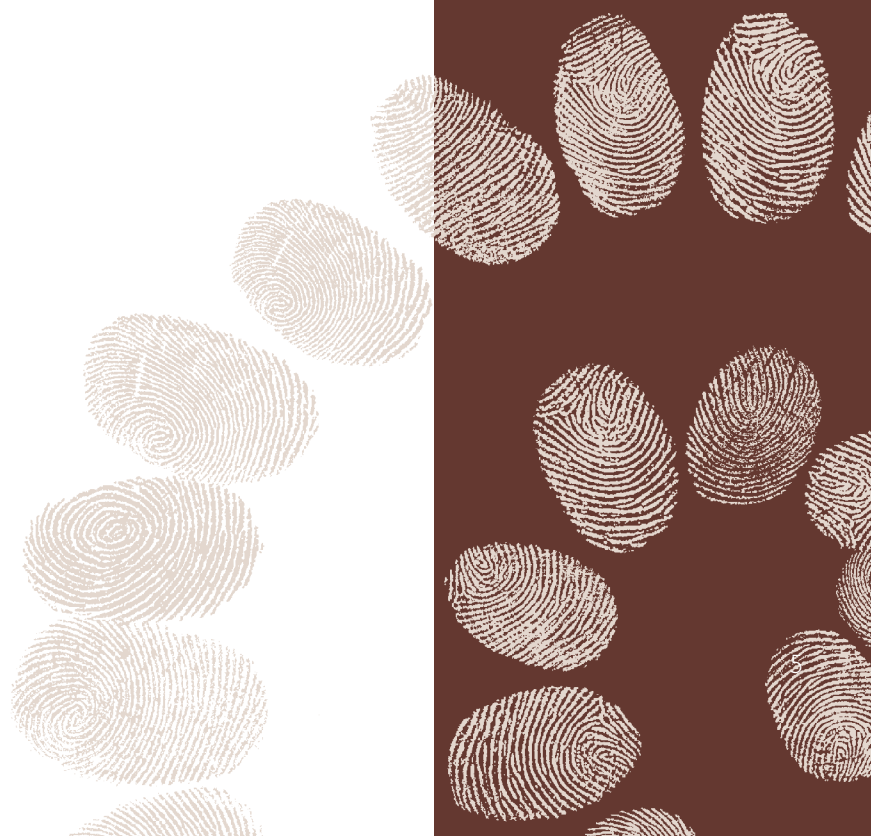


### What is school–business mentoring?

Teenagers today are faced with an array of decisions, problems and challenges. They will have to make the decisions and negotiate the challenges in ways that could have a long-lasting effect on their lives. Added input to the decision-making process from an interested, non-judgemental adult, a ‘mentor’, who can guide and advise them through this transitional period of their lives, is a valuable and welcomed resource – particularly for some minority ethnic groups who are underachieving in the education system.

School-business mentoring generally involves employees mentoring students aged 14-16 years, those who are studying for GCSEs and/or preparing to enter the world of work. Although the traditional preserve of business mentoring is to inform, advise and prepare young people for their working life, mentors may find themselves supporting young people’s social and emotional wellbeing or assisting them with their schoolwork and academic career choices. A mentor tends to meet with their young person maybe once or twice a week over the course of a school academic year.

Many companies  
today recognise  
the importance  
of making a  
positive impact  
and giving  
something back  
to their local  
communities



It is important for us, in a spirit of civic and social responsibility, to help:

‘...create a society in which all its citizens and communities feel valued, enjoy equal opportunities to develop their respective talents, lead fulfilling lives, accept their fair share of collective responsibility, and help create a collective life in which the spirit of civic friendship, shared identity and common sense of belonging go hand in hand with...diversity.’

(The Runnymede Trust's Commission for the Future of Multi Ethnic Britain, 2000)

## The business case for diversity

We live in a society where people originate from and attach themselves to many different racial, cultural and religious groups. As citizens of the United Kingdom we have rights and responsibilities towards one another. By working with multicultural schools and colleges a business - your business - can make a positive contribution to the multicultural society we live in.

By mentoring in culturally diverse communities your business can demonstrate that it is:

- **Using people's talents to the full:** utilising and developing the skills of your staff.
- **Becoming an 'employer of choice':** in working with diverse communities you will develop a reputation where people from different communities will want to apply to or work in partnership with your organisation.
- **Getting closer to understanding diversity:** by working with black and minority ethnic communities you may gain an understanding of their needs and social, economic and cultural experiences. This may inform your business's equal opportunities policies and practices and/or the design and delivery of your services.
- **Demonstrating your people values:** by allowing your employees to mentor you are simultaneously investing in their professional development and the future workers of people from black and ethnic minority backgrounds.

(Commission for Racial Equality 1998)



# The benefits of school–business mentoring

Over the last 10 years there has been a growth in school–business mentoring (Golden and Sims 1997) and this is impacting on schools with multicultural populations.

## Business benefits

Business employees are working with young people to develop their confidence, increase their motivation and support their career/educational aspirations. (see Figure 1)

By forging links with the local community, mentoring provides businesses with the opportunity to develop the skills of existing staff and raise the profile of the business in and beyond the local community. To the question: ‘what have been the benefits of mentoring to your organisation?’, respondents answered positively. (see Table 1)

Figure 1 The role of a mentor

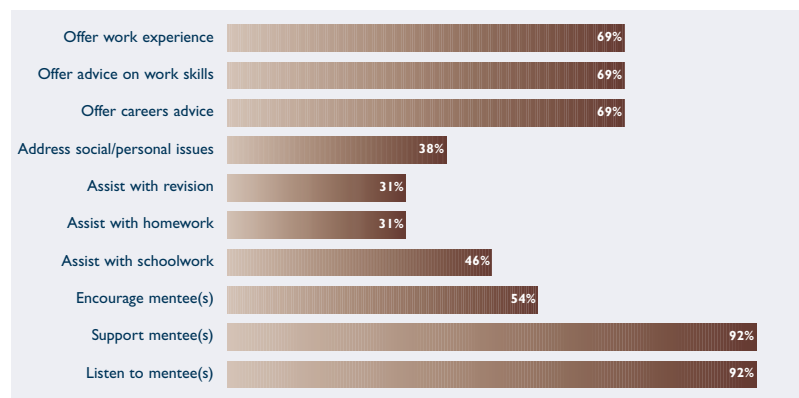


Table 1 Business benefits of mentoring

Developed links with local community	57%
Gained good PR	29%
Developed skills of staff	29%
Contributed to improving the employability of future potential recruits (i.e. mentee(s))	14%
No real benefits	0%

‘In mentoring it’s  
like I’m giving  
something back  
and I’m also  
setting up  
a foundation  
for future kids  
out there...’



## MENTORS

### What they say

#### Employee benefits

By allowing your employees to participate in mentoring you will enable them to pass on existing skills to others, and acquire knowledge and skills that are beneficial not only to them but to your business as a whole.

Mentors also gain immense personal satisfaction from contributing to the social, cultural and educational development of a child, and this enhances their own self-esteem, confidence and motivation.

**'I'd say that I'd developed links with the local community. People in the community know who I am now. We are getting good PR.'**

**'...there is a spinoff...we have gained contracts because of our involvement in this kind of work. In fact we gained one contract worth £20,000.'**

Mentor who runs his own business

**'I utilised listening skills and coaching skills. I developed skills in empathy; diplomacy; thinking on my feet and coaching skills.'**

Mentor

**'I went to the school with a fixed idea about what I wanted to do with the children but I have found that you have to be flexible.'**

Mentor

Figure 2 Skills developed/utilised in mentoring

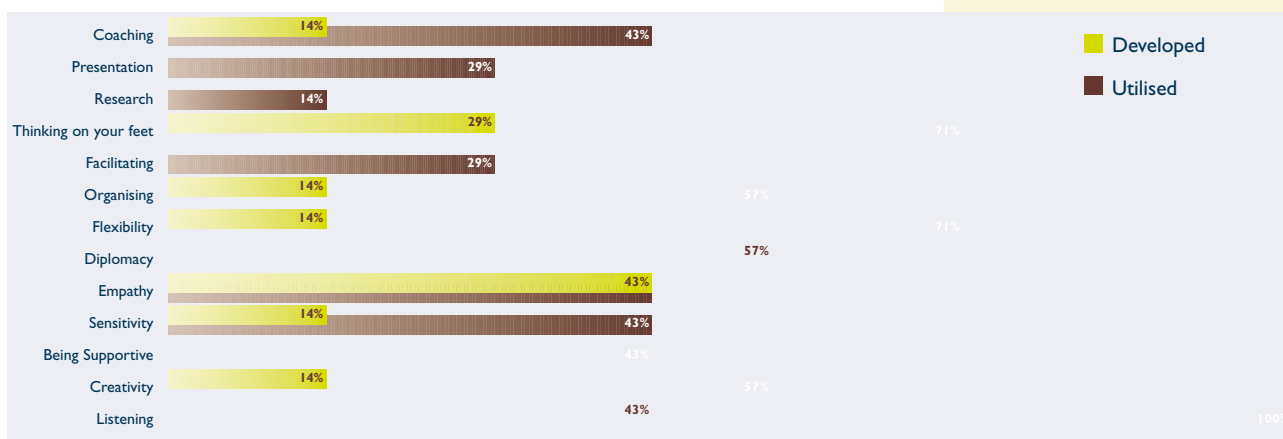
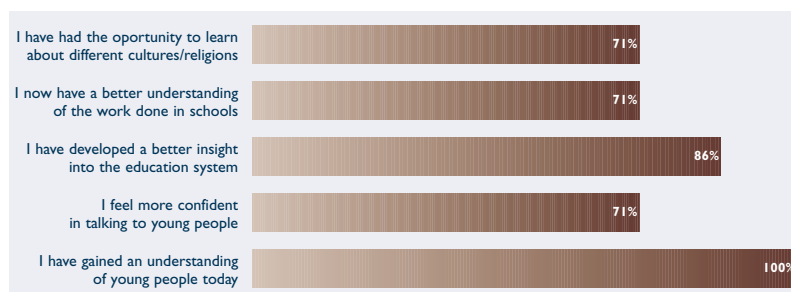


Figure 3 Benefits of being a mentor



**'...what you are not doing in mentoring is telling people what to do, you're helping them come to their own decisions... and that is coaching.'**

Mentoring/business coordinator

## MENTEES

### What they say

**‘With teachers there is a “permanent role”. You know what they are there for but with [our mentor] you can talk like a friend.’**

**‘It’s more like a friendship. You can talk to each other – share and talk and we can still get down to work.’**

**‘I have enjoyed every lesson. Someone’s showing us that we can go out there and achieve and get what we want.’**

**‘...it has been fun and enjoyable to learn about myself and different subjects.’**

**‘...we did have a certain knowledge of different careers that were available but the knowledge was very limited, now it isn’t.’**

**‘At first I was shy when it came to speaking to adults... After I met [my mentor] things changed.’**

**‘Before I started being mentored... I was not confident when it came to things like meeting deadlines, being organised and prepared... After the sessions that concentrated on areas like how to organise your time, I have become better able to prepare myself for homework and schoolwork.’**

### School benefits

By being involved in mentoring your business will be making a positive contribution to the school and the education of young people in your local area.

We found that mentoring brought about a positive change in: attitude/behaviour towards schoolwork; broadened the students’ knowledge and understanding of the world of work and developed the students’ confidence and their interpersonal skills.

We also found that:

- Students thought being mentored (by business people) was good for black and minority ethnic students.
- Black and minority ethnic pupils were able to access organisations that tend to be thought of as the preserve of people from certain social, economic and cultural backgrounds.
- Business mentoring was a welcome additional resource/support for schools. Business mentoring gives all participants ‘...the opportunity to learn about different cultures and religions...’.

# How your business could be involved in mentoring

**Depending on the time, money and commitment you can bring to it, there are a number of ways for your business and employees to be involved in mentoring.**

Amongst the schemes that we researched, business involvement ranged from sponsoring or donating money to existing schemes, to working with broker organisations, such as Education Business Partnerships (EBP), or forming your own mentoring organisation and working directly with schools. (see Table 2)

To assist you with making the right decision we have devised a flow chart that will enable you to strategically think through your policy and your approach to mentoring. (see overleaf)

**Table 2 Different types of mentoring schemes**  
Mentors worked with pupils in the age range 12 to 16 years.

Mentoring schemes	Profile of scheme	Business involvement	Community mentoring	Type of mentoring
<b>Case Study A</b>	This scheme forms part of an international network that was founded in 1963 in the United States of America. The first British chapter of the organisation was formed in 1997 in the Midlands. The organisation comprises a number of black professional business men who mentor young black boys.	Business mentors working directly with schools	✓	<b>Whole class</b>
<b>Case Study B</b>	This London-based scheme aims to tackle underachievement at keystage 4 (GCSE stage) by linking schools with businesses. The employees mentor students after school in a number of school and work-related areas.	Education Business Partnership		<b>Group/1-to-1</b>
<b>Case Study C</b>	This scheme was set up in 1998 to meet the social and educational needs of black pupils in the Midlands area. It aims to reduce school exclusions, motivate youngsters towards learning, and offer families support to help them help their youngsters.	Local businesses donate money and offer work experience places	✓	<b>Group/1-to-1</b>
<b>Case Study D</b>	This London-based scheme was set up in 1981 and it runs a large number of mentoring schemes. It aims to offer social and academic support and information about the world of work.	Education Business Partnership		<b>Group/1-to-1</b>
<b>Case Study E</b>	This London-based scheme started in 1992 and has grown to cover a substantial number of schools in a London local education authority. It caters for students from various black and minority ethnic backgrounds.	Local businesses donate money and individual business employees are mentors	✓	<b>1-to-1</b>

# Strategic planning for mentoring

## A POLICY FORMULATION PROCESS

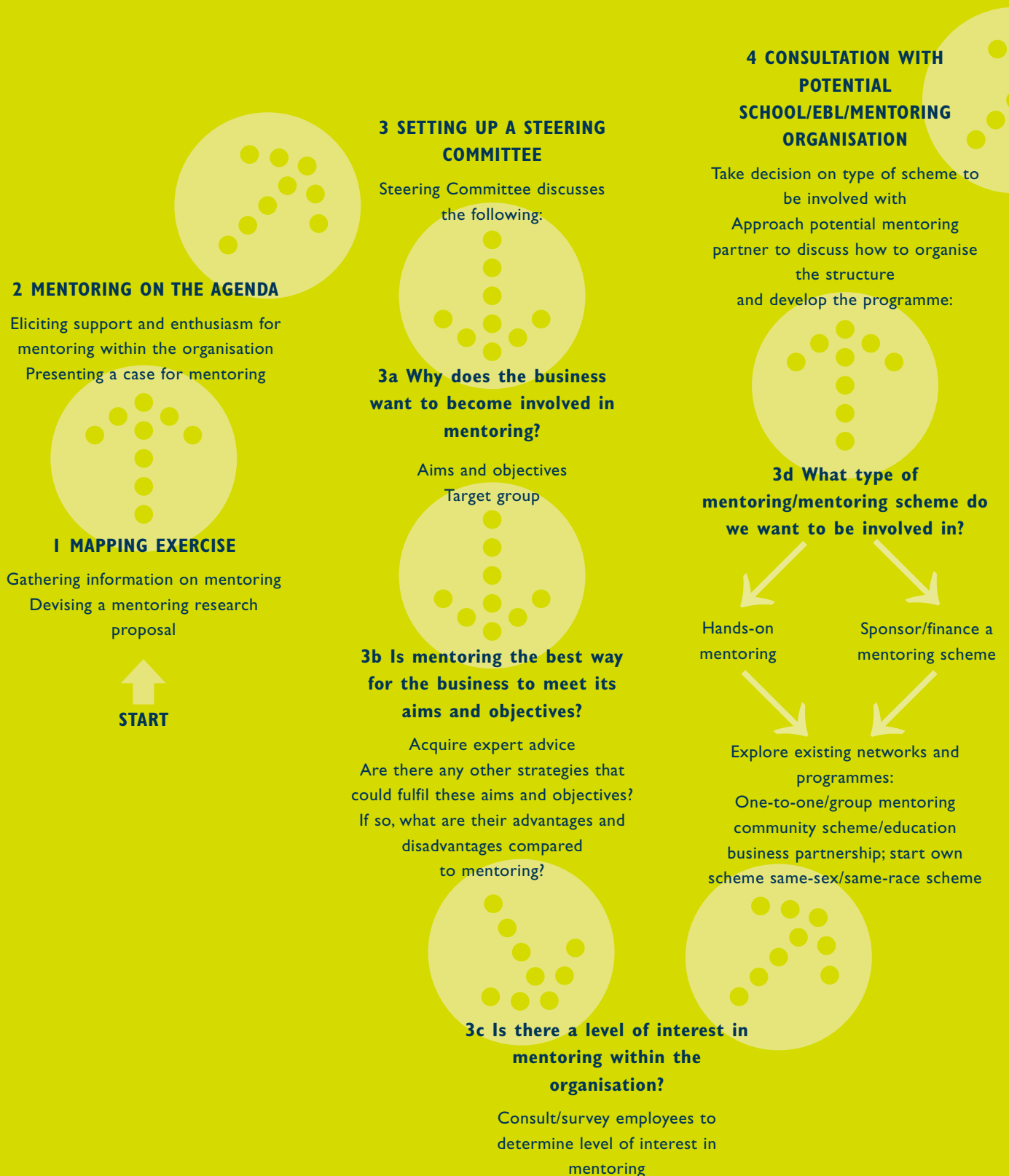






Table 3 Getting started checklist

- Why does your business want to become involved in mentoring?
- Is mentoring the best way for your business to meet its aims and objectives?
- What type of mentoring/mentoring scheme do you want to be involved in?
- How much time, money and resources could your business give to a mentoring programme?
- Who will be involved in the mentoring process?
- How will they be involved in the mentoring process?
- How will the mentoring scheme be evaluated and who should be involved in the evaluation process?
- What will be the stated aims and objectives of your mentoring scheme and what is your commitment to mentoring?

# Planning a mentoring scheme

## How to get started

Whether you decide to work with an Education Business Link organisation (EBL) for example, an Education Business Partnership or directly with a school (see Appendix 1 – Tips on Approaching Schools) your company should set up a committee to be responsible for drawing up and overseeing the implementation of your mentoring policy (see Appendix 2 for different ways to mentor).

Your policy should address all the following points:

- Aims and objectives of the scheme
- Target group

- Type of mentoring/mentoring scheme
- Funding
- Duration of mentoring
- Key coordinator(s)
- Administrative support
- Mentoring sessions
- Evaluation of mentoring during and after the process

These points can also be used to inform a contract or agreement with the selected school and/or with an EBL.

Table 4 A framework for school–business mentoring

	Business	School
<b>Stated aims and objectives</b>	To provide young black boys with a social, emotional and educative programme that will improve their communities and benefit their own lives and the lives of others	The notion of mentoring was presented to the school; and the school saw a place for it in their personal and social development programme
<b>Target group</b>	Young black boys	Pre-GCSE, young black boys
<b>Type of mentoring/ mentoring scheme</b>	<ul style="list-style-type: none"> <li>■ Group mentoring</li> <li>■ Same-sex/same-race mentoring</li> </ul>	<ul style="list-style-type: none"> <li>■ Group mentoring</li> <li>■ Same-sex/same-race mentoring</li> </ul>
<b>Funding</b>	<ul style="list-style-type: none"> <li>■ Met by the mentoring scheme</li> <li>■ Each member of the organisation pays a fee; also fund-raising events are held. This pays for the running of the scheme</li> </ul>	
<b>Duration of mentoring</b>	One academic year	One academic year
<b>Key coordinator(s)</b>	Mentoring coordinator	Deputy Head
<b>Admin support</b>		Head of keystage 4
<b>Mentoring sessions</b>		<ul style="list-style-type: none"> <li>■ Held at school in lesson time</li> <li>■ One hour every two weeks</li> </ul>
<b>Evaluation of mentoring during and after the process</b>	<ul style="list-style-type: none"> <li>■ Mentee feedback after every session</li> <li>■ Questionnaires administered at the end of the scheme</li> <li>■ Meetings between the school and the scheme</li> <li>■ Written report</li> </ul>	<ul style="list-style-type: none"> <li>■ Mentee feedback after every session</li> <li>■ Questionnaires administered at the end of the scheme</li> <li>■ Meetings between the school and the scheme</li> <li>■ Written report</li> </ul>

**Case Study** A group of black businessmen in the Midlands were asked to form a chapter (branch) of a mentoring organisation with headquarters in the United States of America. The aim of the project is to enable young black boys to be effective citizens within their own communities by providing them with positive role models (black male mentors). The Midlands chapter works with a school which has a high number of black students. (see Table 4)

### **Roles and responsibilities of key participants**

It is important to clarify the roles and responsibilities of the coordinators, the mentors and the mentees. The key coordinators of a mentoring project are the EBL/mentoring project coordinator; school coordinator and/or business coordinator (see Appendix 3). These first two posts are pivotal to the running of the scheme.

The EBL/mentoring coordinator is the one who has overall responsibility for running and administering the scheme. Coordinators identify the businesses and the schools to be involved; they draw up the agreements for both parties; they recruit, train and support mentees and mentors; and they monitor/evaluate the scheme during and at the end of the mentoring process.

The school should appoint a coordinator for the project who is familiar with the educational experiences of the target group and has the time to administer the project. Their role is to oversee and monitor the running of the scheme and be a point of contact for mentees,

mentors and the EBL/mentoring project coordinator.

If mentoring is to be company policy, your organisation should appoint a business mentoring coordinator to be a point of contact for mentors, schools and EBLs. Your business mentoring coordinator can also assist in running the programme.

If the activity of mentoring is to be linked to an employee's professional development, you need to establish: who will identify, appraise and report on the employee's goals and targets; the basis on which this will be done.


### **Administrative structures and procedures**

#### **Administrative support**

Make sure that the school and business coordinators have administrative support to assist them in managing and overseeing the mentoring scheme.

#### **Communication**

Make sure systems are put in place to enable effective communication to take place between schools, businesses and mentors. For example, some schools have set up a designated fax machine or an answer machine especially for mentoring.



It is important to  
clarify the roles  
and responsibilities  
of the coordinators,  
the mentors and  
the mentees

### **Funding**

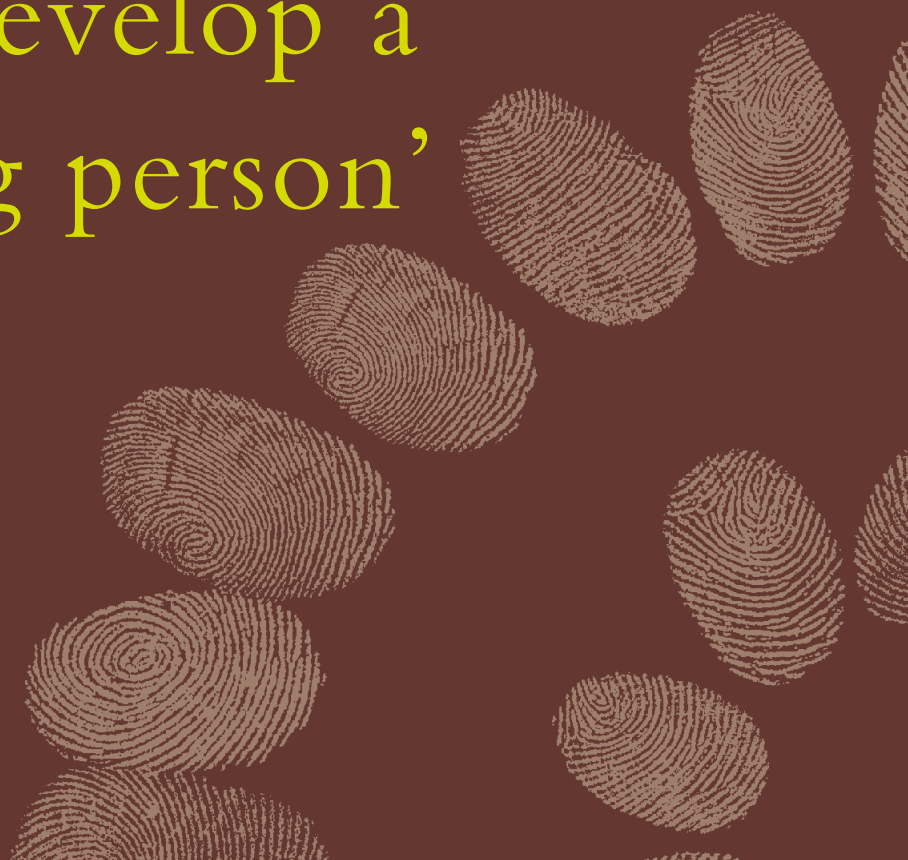
Brokering organisations and schemes tend to be responsible for the funding of mentoring programmes. However, if you are working directly with a school you need to devise a funding strategy that will give all parties the length of time and security of funding needed to establish and review the mentoring scheme. Funding should cover the cost of:

- Coordinators
- Administration
- Training
- Mentor support
- Mentee support
- Social events
- Accommodation
- Equipment
- Publications
- Publicity

### **Proformas**

To assist with the administration and evaluation of the mentoring scheme devise and periodically review an array of proformas. Most schemes use proformas for: profiling the mentees and the mentors; logging mentoring sessions; and as feedback sheets/questionnaires for the evaluation of mentoring sessions.

‘Mentoring  
needs someone  
who is willing  
and committed  
to give up their  
time to nurture  
and develop a  
young person’





# Setting up a mentoring scheme

**Whether you set up your own mentoring scheme or participate in an established scheme, there are a number of structures and procedures that you should have in place, or expect to see set up, as part of a good mentoring scheme:**

- Key roles and responsibilities (see p. 15)
- Administrative structures and procedures (see p. 15)
- Promotion/publicity for the scheme
- Recruitment practices for mentors and mentees
- Training and induction for mentors and mentees
- Matching mentors and mentees
- Mentoring sessions
- Support for mentors and mentees during the mentoring process
- Monitoring during and after the mentoring process
- Rewarding mentees and mentors

## **Promotion and publicity**

To attract new mentors and mentees and celebrate the periodic successes of the project, you should advertise and promote your mentoring scheme in a number of ways: e.g. leaflets, flyers, presentations, newsletters; and in a number of settings: e.g. schools, businesses, libraries, community centres.

## **Recruitment of mentors**

Mentors should be recruited well in advance of the start of the mentoring sessions themselves, because it often

takes longer than expected to attract enough applicants to join the programme.

You can recruit mentors in a number of ways, but the most common method is through face-to-face presentation. Personal contact gives potential mentors the opportunity to ask questions and clarify issues of individual concern. Those running the schemes have the chance to assess the potential of a mentor.

Try to ensure that your employee participants represent not just a wide variety of employment contexts, but a cross-section of social, cultural and economic backgrounds too, so that mentoring can appeal to a broad range of students.

Bear in mind that businesses or individual employees who want to participate in already established mentoring schemes can approach organisations directly, and/or respond to adverts for mentors in their local and community newspapers.

Those wanting to become mentors should fill out an application form/profile sheet that covers, for example: their contact details, interests, hobbies, and the type of mentee they would like to work with.

If the mentoring activity is to be associated with your employees' social and professional development, it is important for them to identify goals and targets with their appraisers at this stage of the process.

Remember that:

Mentoring should be a voluntary not a coerced activity – it needs someone who is willing and committed to give up their time to nurture and develop a young person.



It's important to establish some loose selection criteria for the type of mentors you do and don't want to involve in your mentoring scheme.

*All mentors have to undergo a police check before they can work with children.*

## ABOUT YOUR MENTEES – BEAR IN MIND THAT:

**Mentees should be recruited and inducted into the mentoring scheme only with parental consent.**

**They should also be given a clear idea of what mentoring might or might not do for them.**

### Case Notes – Presentation to the Participating Company

Once a company has agreed to be part of an established scheme, the EBL/mentoring coordinator, in order to recruit the mentors, should arrange to give a presentation to the company's employees on the aims and objectives of the scheme, how it's to be run, and the role of a mentor. This gives prospective mentors a chance to ask questions.

At these sessions they will also be given: an information pack; application forms; and a police check form. Selection of the mentors is finally determined by means of: evaluation of two suitable references; clearance through the police checks; and in accordance with the Child Protection Act.

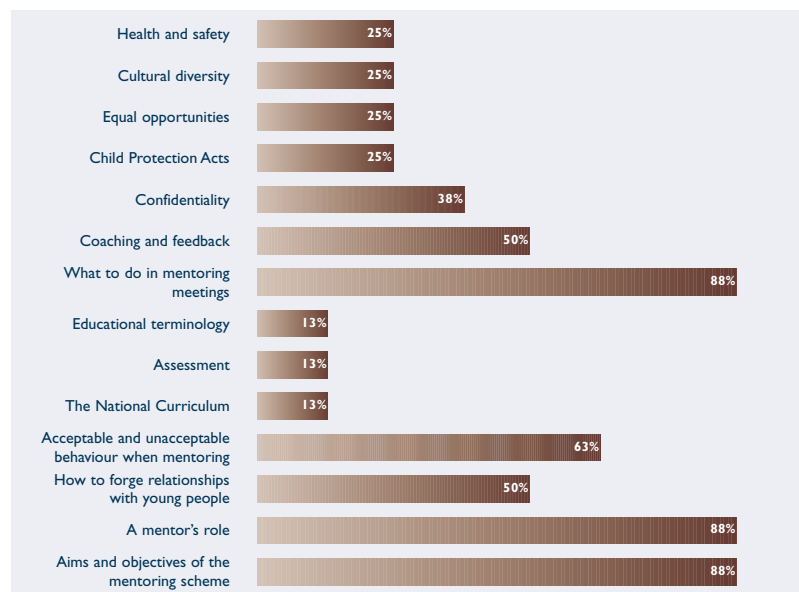
## Training and induction of mentors

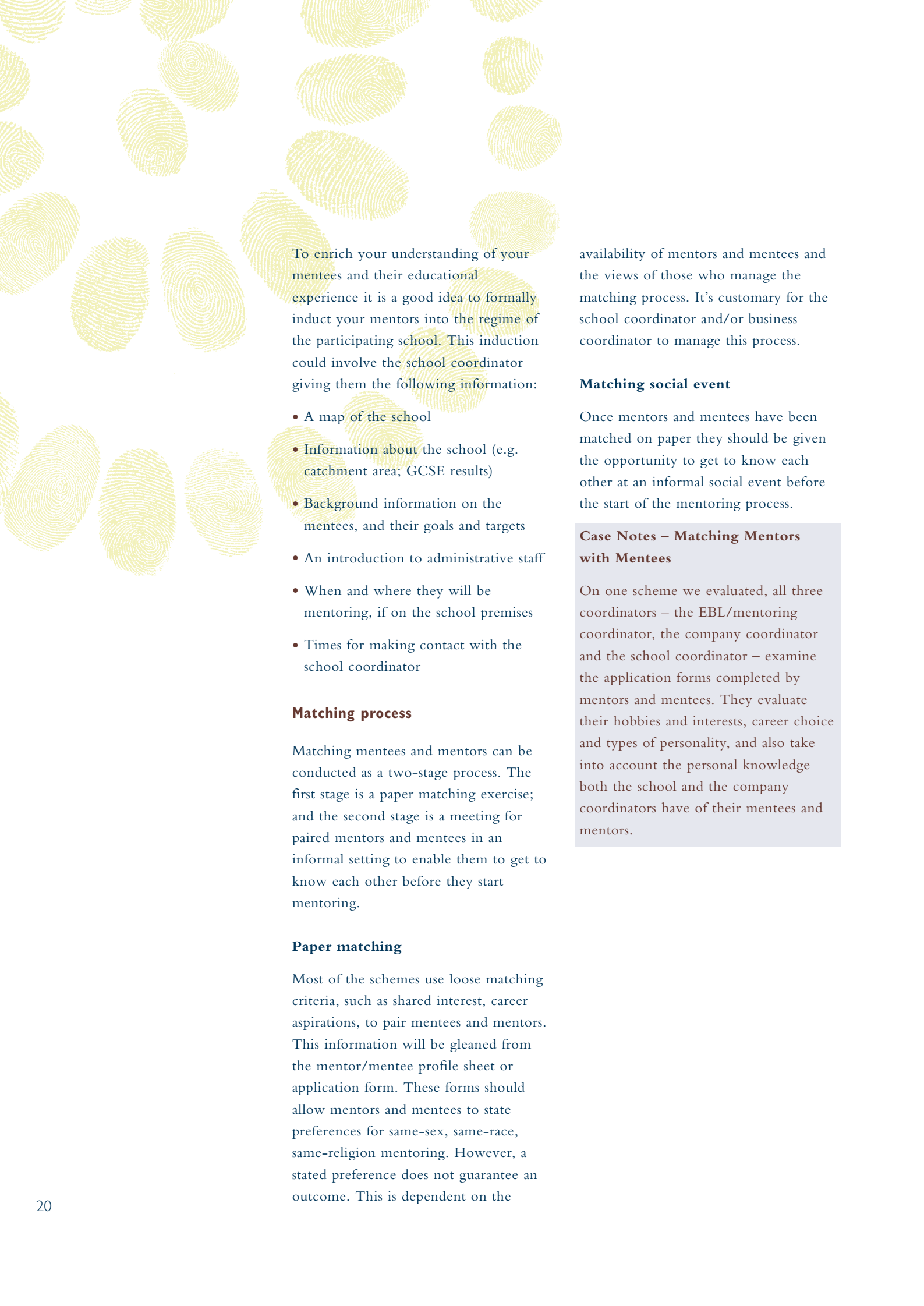
If you choose to participate in an established mentoring scheme, that scheme's personnel should provide training for your mentors before and during the mentoring process.

If you are establishing a scheme in partnership with a school, then you can contract with a trainer to deliver mentoring training at your workplace. (see Appendix 4)

Training should be conducted at a place and time that is convenient for most people – and it should be fun, interactive and informative. Figure 4 outlines the areas covered by most of the schemes that we researched.

Figure 4 Areas in which mentors received training





To enrich your understanding of your mentees and their educational experience it is a good idea to formally induct your mentors into the regime of the participating school. This induction could involve the school coordinator giving them the following information:

- A map of the school
- Information about the school (e.g. catchment area; GCSE results)
- Background information on the mentees, and their goals and targets
- An introduction to administrative staff
- When and where they will be mentoring, if on the school premises
- Times for making contact with the school coordinator

### **Matching process**

Matching mentees and mentors can be conducted as a two-stage process. The first stage is a paper matching exercise; and the second stage is a meeting for paired mentors and mentees in an informal setting to enable them to get to know each other before they start mentoring.

### **Paper matching**

Most of the schemes use loose matching criteria, such as shared interest, career aspirations, to pair mentees and mentors. This information will be gleaned from the mentor/mentee profile sheet or application form. These forms should allow mentors and mentees to state preferences for same-sex, same-race, same-religion mentoring. However, a stated preference does not guarantee an outcome. This is dependent on the

availability of mentors and mentees and the views of those who manage the matching process. It's customary for the school coordinator and/or business coordinator to manage this process.

### **Matching social event**

Once mentors and mentees have been matched on paper they should be given the opportunity to get to know each other at an informal social event before the start of the mentoring process.

### **Case Notes – Matching Mentors with Mentees**

On one scheme we evaluated, all three coordinators – the EBL/mentoring coordinator, the company coordinator and the school coordinator – examine the application forms completed by mentors and mentees. They evaluate their hobbies and interests, career choice and types of personality, and also take into account the personal knowledge both the school and the company coordinators have of their mentees and mentors.

# Running a mentoring scheme

**Mentors and mentees must be thoroughly prepared for their first mentoring session. This session lays out the ground rules for the process, and both mentee and mentor should be able to jointly clarify the aims and objectives of mentoring.**

## Case Notes – Preparing for the first mentoring session

Most schemes prepared mentors for their first mentoring session either in the training meetings or by providing tips in the mentor handbook on how to break the ice and lay the groundwork for the mentoring process.

To ease both mentee and mentor into mentoring, most schemes have a set procedure.

One scheme, for example, which conducts its mentoring sessions in the workplace, holds its first two sessions at the participating school, just to give the students a bit of confidence with the mentors. During the second session, the mentors get the students to accompany them back to their workplace by public transport. The students are expected to remember that journey; then every subsequent session happens at the workplace. These procedures give mentors the opportunity to increase their understanding of the mentee's background; and mentees get to know their mentor on familiar territory.

## Mentoring meetings

Mentoring sessions must be held at a time that takes into account travel to and from the mentoring destination and the structure of both the working and the school day. Meetings held after school have been shown to be effective.

The frequency of mentoring sessions (Figure 5) will depend partly on the location of the meeting and the amount of time the mentors can give.

Mentoring should take place in a room that doesn't get disrupted or isn't used frequently by others.

Mentoring meetings tend to be structured around a goal or a target that has been set by the mentee. However, mentors need to recognise the need for flexibility when organising and managing sessions (see Figure 6). Most schemes get their students to set targets before the start of the mentoring process.

## Case Notes – Objective setting

One mentoring scheme uses its training session to get mentees to set down a maximum of six objectives for themselves. One of the principal aims for the mentors in their first mentoring session is to go through these objectives and help the students put them in an order of priority.

Figure 5 Frequency of meetings with mentor

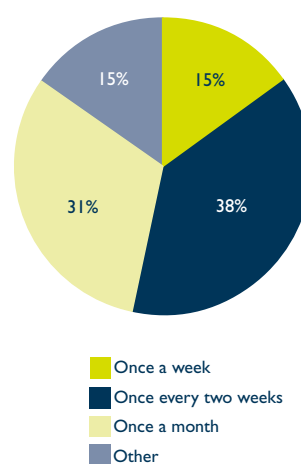
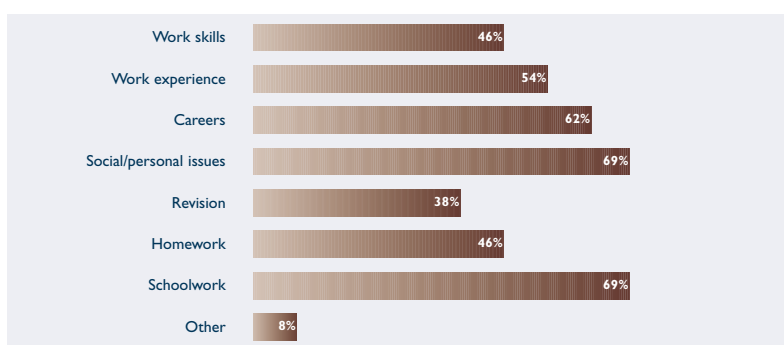


Figure 6 Areas covered in meetings with mentors



Handbooks, with useful tips and activities for mentoring, enable mentors to structure their sessions, and are invaluable for assisting them with their creativity. One scheme maintained a list of useful names and addresses to assist mentors in gathering information to pass on to their mentees.

### **Support during the mentoring process**

Mentors need to know that they are doing a good job, and that they can also seek advice and information about the mentoring process. Support and feedback can be provided in a number of ways:

- Give mentors direct access to school and/or business coordinators to address their concerns
- Hold termly review meetings so that mentors can identify their strengths and work on areas for development
- Socialise – mentors can meet up with one another to network and exchange ideas
- Develop technological support – mentors can set up a chat page on the internet where they can network and exchange ideas on mentoring
- Set up training sessions throughout the mentoring year to inform and educate mentors about young people and the education system: for example, invite a specialist in careers to conduct one session

### **Ending the mentoring relationship**

It is important that there should be a formal procedure for ending the mentoring relationship, irrespective of whether they break down or come to a natural close at the end of the mentoring year. In other words, both mentee and mentor have to achieve closure – particularly should a mentoring relationship break down – because the enthusiasm and commitment of both parties to the practice of mentoring should not be damaged by such an occurrence.

### **Monitoring the mentoring process**

The main objectives of monitoring are: to keep abreast of what is going on; to make changes in areas of difficulty that have been brought up by the participants; and to evaluate the scheme during and after the mentoring process.

Schemes could make use of one or more of the following approaches in order to monitor, for example, frequency of meetings, mentoring relationships and topics covered in sessions:

- Termly review meetings (for mentors and/or mentees) led by the school or the EBL/mentoring coordinator
- Weekly feedback sheets to be submitted by the mentees
- Anecdotal feedback from the mentees
- Verbal/written reports to the school senior management team by the school coordinator
- Monthly monitoring sheets to be submitted by the school coordinator to the scheme

- Telephone conversations with mentors by the school coordinator

### Case Study

In one scheme the school coordinator chairs a termly review meeting, attended by the mentors and the EBL/mentoring project coordinator, in which they work through an informal agenda where people share what has gone well and what has been causing them concern. This is particularly useful for new mentors, who can draw on the knowledge and experience of people who have been mentoring for a while.

At the end of the mentoring process the scheme should be evaluated through the use of questionnaires sent to mentees, mentors and school coordinators. The collated data can be written up into an end-of-year report which will allow the scheme and its partners to:

- Assess the aims and objectives achieved
- Review existing policies and practices for mentoring
- Assist in planning future work
- Show funders what has been achieved
- Show potential funders what can be achieved
- Help recruit potential mentees and mentors

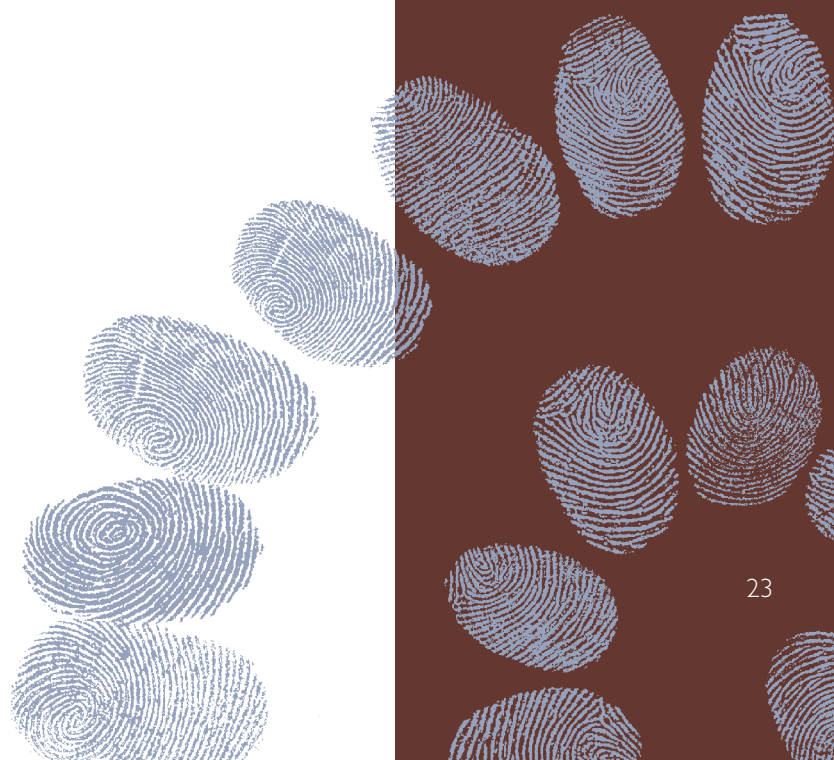
### Rewarding mentees and mentors

Successful mentoring requires a lot of time, effort and commitment by mentees and mentors alike. Awarding certificates to mentees at the end of the mentoring year will recognise and validate their contributions.

The certificates can form part of their National Record of Achievement.

As for mentors, their efforts can be recognised by, for example, a thank-you letter, certificate and/or social/graduation event. Judging from the projects we studied, this kind of event tends to be organised by the mentoring scheme for the benefit of mentors and mentees alike.

**Case Study** At the end of the mentoring year one of the mentoring schemes celebrates the achievements of mentors and mentees by hosting a graduation day. Both mentees and mentors are presented with a certificate, and the evening is rounded off by having the mentees showcase their talents through music, dance, poetry and stories.



‘Successful  
mentoring  
requires a lot  
of time, effort  
and commitment  
by mentees and  
mentors alike’





## Tips for approaching schools

- Identify the aims and objectives of your scheme and the type of mentoring you want to offer
- Identify who will liaise with schools and promote your company's objective of setting up a mentoring scheme
- Enlist the help of people or organisations who have working relationships with schools and can also help you target specific schools, e.g. LEAs, EBLs, etc
- Write to the headteacher and the school governors expressing an interest in working with their school
- Make a presentation to the headteacher on the advantages of mentoring and the implications for the school in participating
- Negotiate a contract/agreement that sets out the agreed aims and objectives of the scheme and its structure and organisation

## Different ways for a company to mentor

### Working with an Education Business Link organisation

### Working directly in partnership with a school

Allow individual employees to mentor in their own time, e.g. lunch hour

Make mentoring company policy and ensure that it forms part of the company's community involvement programme

Make it known to employees that they are allowed to engage in mentoring in agreement with their line manager

Make mentoring company policy and an integral part of the corporate plan

Appoint someone to be company coordinator to oversee and manage the running of the mentoring scheme

Mentoring could be part of a mentor's professional development. Those who volunteer to mentor must identify their goals and targets.

## Role of key coordinators

### The EBL/mentoring coordinator will:

- Advertise and publicise the mentoring scheme to schools, businesses, etc
- Devise proformas for running the project
- Draw up the agreement/contract between schools and the mentoring scheme
- Brief and support school and/or business coordinators
- Recruit mentors
- Police-check mentors
- Recruit mentees
- Gather and document profile data on mentors/mentees
- Train/induct mentors and mentees
- Administer proformas for mentors/mentees to respective coordinators
- Provide support for mentors and mentees
- Monitor/evaluate the project
- Organise an end of mentoring year social event

### The school coordinator will:

- Act as the Contact Point for the EBL/Mentoring coordinator, mentors, mentees and the business coordinator when problems arise. Most schemes institute a direct line of access (e.g. a mobile phone) to the school coordinator for the aforementioned groups
- Inform/involve other members of staff. For example, get the form tutors to assist in the identification and recruitment of mentees
- Inform/induct mentors and mentees into the mentoring programme
- Pair mentees and mentors using their respective profile sheets and a loose set of matching criteria
- Administer proformas, application forms, evaluation sheets and student mentoring handbook, etc

- Monitor the mentoring project. For example, hold termly review meetings with all parties concerned with mentoring (except mentees) to reflect and build on the strengths and weaknesses of the programme; or ask schools for weekly reviews of mentoring sessions
- Track when and where mentors and mentees meet so that they have an overview of how well the mentoring process is going and which areas need to be developed

### The business coordinator will:

- Organise a meeting to introduce staff to mentoring
- Act as a Contact Point for mentors when problems arise
- Assist with the organisation of the training for mentors
- Assist the school coordinator with the pairing of mentee(s) and mentor(s)
- Organise a social event for the first meeting of mentors with mentees
- Organise mentor and/or mentee support evenings at the business organisation
- Monitor/evaluate the mentoring project

# Useful contact names and addresses

## Advice on mentoring

### Business in the Community

44 Baker Street, London W1M 1DH  
Tel: 0207-224 1600  
Fax: 0207-486 1700

### Centre for Education and Industry

University of Warwick, Coventry CV4 7AL  
Tel: 02476-652 3523

### Confederation of British Industry (CBI)

Centre Point, 103 New Oxford Street  
London WC1A 1DU  
Tel: 0207-379 7400  
Fax: 0207-240 1578

### European Mentoring Centre

Burnham House, High Street,  
Burnham, Bucks SR1 7JZ  
Tel: 01628-661919  
Fax: 01628-604882

### Focus Central London

Centre Point, 103 New Oxford Street  
London WC1A 1DR  
Tel: 0207-986 8561

### National Mentoring Network

Charles House, 1st floor, Albert Street, Eccles,  
Manchester M30 0PD  
Tel: 0161-787 8600  
Fax: 0161-787 8555

### Trades Union Congress (TUC)

Congress House, Great Russell Street  
London WC1B 3LS  
Tel: 0207-636 4030

## Mentoring schemes

### Community Service Volunteers (CSV)

237 Pentonville Road, London N1 9NJ  
Tel: 0207-643 1364  
Fax: 0207-596 2654

### Hackney Education Business Partnership

The Edith Cavell Building,  
Enfield Road, London N1 5BA  
Tel: 0208-356 7435  
Fax: 0208-356 7552

### The Prince's Trust

M Power Millennium Awards  
18 Park Square East, London NW1 4LH  
Tel: 0207-543 7462  
Fax: 0207-543 7423

### Tower Hamlets Education Business Partnership

Sunley House, Toynbee Hall  
28 Commercial Street  
London E1 6LS  
Tel: 0207-377 9497

## Community mentoring schemes

### AFWI

Aston Manor School  
Phillips Street, Aston  
Birmingham B6 4PZ  
Tel: 0121-359 1827

### Black Mentor Scheme

Southwark Education Resources Centre  
Cator Street, Peckham  
London SE15 6AA  
Tel: 0207-525 5031

### The Mentor Programme

City and Islington College  
444 Camden Road  
London N7 0SP  
Tel: 0207-700 0256  
Fax: 0207-700 1008

### National Mentoring Consortium

University of East London  
Romford Road, London E15 4LZ  
Tel: 0208-590 7000  
Fax: 0208-849 3646

### 100 Black Men

96 Broad Street  
Birmingham B15 1AH

### Windsor Fellowship

47 Hackney Road, London E2 7NX  
Tel: 0207-613 0373  
Fax: 0207-613 0377

## Useful website links

### Active Community Unit

[www.activecommunity.org.uk](http://www.activecommunity.org.uk)

### Business Community Connections

[www.bcconnections.co.uk](http://www.bcconnections.co.uk)

### Business in the Community

[www.bitc.org.uk](http://www.bitc.org.uk)

### Business Impact

[www.business-impact.org](http://www.business-impact.org)

### Corporation of London

[www.cityoflondon.gov.uk](http://www.cityoflondon.gov.uk)

### Corporate Social Responsibility Group

[www.corporateresponsibilitygroup.com](http://www.corporateresponsibilitygroup.com)

### Department for Education and Employment

[www.dfee.gov.uk](http://www.dfee.gov.uk)

### National Mentoring Network

[www.nmn.org.uk](http://www.nmn.org.uk)

### National Foundation for Educational Research (NFER)

[www.nfer.co.uk](http://www.nfer.co.uk)

### Prince of Wales Business Leaders Forum

[www.pwblf.org](http://www.pwblf.org)

### The Prince's Trust

[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

### Society and Business in the UK

[www.societyandbusiness.gov.uk](http://www.societyandbusiness.gov.uk)

### Business Community Connections (2000)

Approaching a Potential Partner

[www.bcconnections.org.uk](http://www.bcconnections.org.uk)

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### Miller, A (1999) Mentoring: A Guide to

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### Miller, A, et al. (1995) Making Education

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### NMN (2000a) 10 Steps to Setting up a Mentoring Programme. London:

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### NMN (2000b) Mentoring: A Guide for

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### Sims, D, et al. (2000) Running a Mentoring Programme: Key

Considerations. London: NFER

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**Appiah, Linda (2001) 'Mentoring: School-Business Links – Helping young people to exercise choice'. A Runnymede Trust Briefing Paper, London (May 2001)**

**Blair, T (2000) 'Prime Minister's Speech to the Active Community Unit Convention', 2 March for Business in the Community**  
[www.bitc.org.uk](http://www.bitc.org.uk)

# Checklist proforma

**This checklist can be used to assist you in setting up and running a mentoring scheme**

**The following checklist is grounded in the reflections of the mentoring programme's participants, our examination of the schemes, and other research which has identified good practices in mentoring:**

## GETTING STARTED

- ☐ Establish the aims and objectives for mentoring
- ☐ Establish the target group that will participate in mentoring
- ☐ Decide on the type of mentoring that you want to do, one to one; group mentoring; both; same race; same gender
- ☐ Secure funding for a length of time that can enable the mentoring scheme to work on its strengths and weaknesses to thus establish itself

## ADMINISTRATIVE STRUCTURES AND PROCEDURES

- ☐ Make the mentoring scheme an integral part of school policy and practice
- ☐ Clarify the roles and responsibilities of all key participants: coordinators; mentors, mentees, admin support; trainers
- ☐ Ensure that all the activities undertaken and the structures and procedures of the mentoring scheme meet the statutory requirements of the Race Relations (Amendment) Act 2000
- ☐ Reflect, in the background and experience of the school coordinator, the aims and objectives of the mentoring scheme and the target group
- ☐ If possible, formally induct school coordinators into their role and network them with other school coordinators to share good practice
- ☐ Give school coordinators, wherever possible, designated/ recognised time to successfully carry out their role

- ☐ To assist them in contacting people in the programme (writing letters, making phone calls, etc) and tracking when and where mentoring sessions occur (particularly for after-school mentoring), let school coordinators have administrative support
- ☐ Encourage school coordinators to take advantage of modern technology to ease and assist their administrative duties, e.g. database, e-mail
- ☐ If mentoring is company policy, make sure a company coordinator or a mentor is designated with becoming the focal coordinating point for the scheme

# Checklist proforma continued

## SETTING UP A MENTORING SCHEME

### Advertise and publicise mentoring

- ☐ Advertise and promote the work of your mentoring scheme to celebrate your successes and recruit potential mentors and mentees

### Recruitment of mentors and mentees

- ☐ Start recruiting as soon as possible because it often takes longer than expected to attract enough mentors to join the programme (Sims et al. 2000)
- ☐ To ensure that a variety of students will be involved in business mentoring, recruit people from a wide range of race, class and cultural backgrounds
- ☐ Recruit from the local community. EBLs should communicate and work with small and medium-sized businesses which are more likely to involve black and minority ethnic communities
- ☐ Ensure that recruitment of both mentees and mentors is voluntary
- ☐ Preferably select a cross-section of students to reduce or remove the risk of mentoring being viewed as a badge of failure or disaffection (Sims et al. 2000)
- ☐ When group mentoring, resolve to have no more than five students in a group and they should apply as a group of friends
- ☐ Get mentors and mentees to fill out a profile sheet stating background, career interests, hobbies, skills and type of mentoring that interests them. This documents details of the participants and it can also aid coordinators in the pairing of mentors and mentees
- ☐ Run a police check of all mentors before the start of the mentoring process
- ☐ Seek parent/guardian consent before the start of the mentoring process and encourage parents to support their children throughout mentoring

## Training and induction

- ☐ Train mentors before the start of the mentoring process
- ☐ Make training a lively, interactive and informative way to prepare mentors for their role
- ☐ In your training sessions for mentors, cover the national curriculum and educational terminology, because some mentors will be unfamiliar with the present education system
- ☐ Provide mentors with plenty of information on the cultural background, norms and values of mentees from different cultural groups to enrich their understanding of the students they will mentor
- ☐ Give mentors a school induction to prepare them for mentoring at the school and/or furnish them with an understanding of the pupils
- ☐ Before the start of mentoring induct pupils into the scheme and tell them what mentoring can and cannot do for them

## Matching process

- ☐ Establish criteria for matching mentors and mentees
- ☐ School coordinators and business coordinators, if your scheme uses them, should work together to pair mentees and mentors because of their respective knowledge of each group
- ☐ Make sure that students who participate in group mentoring are of the same age and the same gender: for example, teenage boys have different issues and experiences from teenage girls
- ☐ At the matching event give both mentors and mentees the opportunity to be rematched before the start of the mentoring process



# Checklist proforma continued

## RUNNING A MENTORING SCHEME

### Mentoring sessions

- ☐ Hold mentoring sessions in a room where participants will not be disrupted or which is not used frequently by others
- ☐ The timing of mentoring meetings is very important. If they are to be held during lesson time then adjust the schedule so that not just one lesson is constantly disrupted. Meetings timed for after school hours won't disturb the school day
- ☐ Make mentoring sessions structured (organised around a goal/target) but keep them flexible
- ☐ Encourage mentors to take a non-judgmental approach to mentoring
- ☐ Give each mentor a resource pack with handy tips on running the first mentoring session, and thereafter: information on teenage lives and issues; do's and don'ts on mentoring behaviour; a log for recording meetings; etc. One scheme collected useful names and addresses to assist mentors in gathering information to pass on to their mentees

### Support

- ☐ Mentors need the support of their employers regardless of whether mentoring is company policy
- ☐ Provide ongoing support for mentors in a number of ways because some will be more comfortable with one type of support as opposed to another
- ☐ Give mentors regular feedback on how well the mentoring sessions are going
- ☐ Don't allow mentors to feel isolated. By giving them regular opportunities to meet and/or speak with other mentors they can form networks and share good practice techniques on mentoring
- ☐ In some of the schemes the EBL/mentoring coordinators were also mentors. This gave them firsthand understanding of the needs and level of support needed by their co-mentors
- ☐ Let mentees have structured access to a named coordinator to discuss mentoring issues

### Monitoring

- ☐ Monitor your scheme both during and after the mentoring process
- ☐ Adopt a range of methods for monitoring the scheme
- ☐ Let school coordinators have designated/recognised time or assistance to closely monitor the mentoring process
- ☐ Encourage each school to devise or adopt a quality assurance framework to evaluate the mentoring scheme (Miller 2000)

### Ending mentoring relationships

- ☐ Make provision for mentors/mentees to experience the sense of closure they need when a mentoring relationship breaks down or comes to a formal end

### Rewarding mentors and mentees

- ☐ Reward mentees and mentors for their mentoring efforts both during and after the mentoring process

### OUTCOMES OF MENTORING

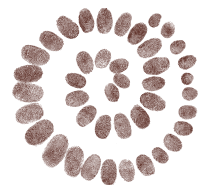
- ☐ Produce an end-of-year evaluation report detailing the strengths observed and areas of development envisaged for the mentoring scheme
- ☐ Redesign the mentoring programme in response to the evaluations that will have been carried out both during and at the end of the mentoring process

**T**he Runnymede Trust, founded in 1968, is an independent think tank on race relations, ethnicity and cultural diversity. Runnymede's core mandate is to challenge racial discrimination, to influence anti-racist legislation and to promote a successful multi-ethnic Britain. While maintaining a broad general interest in all matters to do with race and racial discrimination, one of the Trust's priority areas is to develop specific and targeted strategies to raise the educational achievement levels of minority ethnic pupils.

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[www.runnymedetrust.org](http://www.runnymedetrust.org)

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[www.bankofengland.co.uk](http://www.bankofengland.co.uk)

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John May, Director, Education,  
Business in the Community

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‘I have enjoyed  
every lesson.  
Someone’s  
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we can go out  
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want.’

