



Strengths and Weaknesses Report - Report ID: 6 - - Date: 29/08/2007

0

A 5. Consultation occurs with relevant stakeholders.

[View Resources](#)

A 6. The program has in place program management guidelines that include governance structures, policies and procedures and financial commitment.

[View Resources](#)

A 7. A skilled paid coordinator has been recruited

[View Resources](#)

A 8. The program has a detailed action plan for program implementation which includes recruitment, selection and screening, training and development, matching, monitoring and support and closure.

[View Resources](#)

A 9. There is a systematic plan for evaluating the effectiveness of the program and ongoing refinement.

[View Resources](#)

A 2. Clear program parameters (e.g. target groups, program structure, stakeholders).

[View Resources](#)

1

B 10. There is a commitment to ongoing evaluation to assess the effectiveness of the program.

[View Resources](#)

B 11. There is a dedicated budget for evaluation (e.g. for consultant or tools).

[View Resources](#)

B 12. The program has an evaluation team that has accountability and transparency, representative of all relevant stakeholders, to oversee the evaluation process

[View Resources](#)

B 14. There is a clear plan to assess program outcomes.

[View Resources](#)

B 15. There is a clear plan to assess program processes (e.g. policy, training, selection, support).

[View Resources](#)

B 16. There a variety of evaluation tools (e.g. surveys, focus groups, program documents) that collect both qualitative and quantitative data.

[View Resources](#)

B 17. There is a clear system to collate, analyse and interpret data.

[View Resources](#)

B 18. The findings are reported to all relevant stakeholders.

[View Resources](#)

B 19. There is a plan to incorporate the evaluation findings.

[View Resources](#)

B 13. The evaluation process has clearly defined outcomes which reflect the mission and objectives of the program.

[View Resources](#)

2

C 20. The program has clear mission and vision statements.

[View Resources](#)

C 21. There is a clear statement of purpose for effective mentoring incorporating values and principles underpinning the program.

[View Resources](#)

C 22. The statement of purpose is strategically aligned with the organisation's mission and vision.

[View Resources](#)

C 23. The program has policies and procedures which address:

- legal responsibilities
- insurance (including volunteer insurance)
- privacy and confidentiality
- O.H.S (including harassment)
- risk management and duty of care
- child safety policy and practice standards
- values and ethics
- grievance
- operational management
- rights and responsibilities
- employment and industrial issues.

[View Resources](#)

C 24. There is a suitable governance structure (e.g. board of directors, management committee or steering committee) that is responsible for the accountability of the program.

[View Resources](#)

C 25. The program has an advisory group that has a focus on implementing and reviewing ongoing development of the mentoring program.

[View Resources](#)

C 26. The program has a comprehensive information management system inline with the organisation's policies that includes:

- financial records
- personnel records
- program activity
- evaluation data.

[View Resources](#)

C 27. There is a strategy to support the program's sustainability that includes:

- collaborative alliances/arrangements (e. g. training and sharing of resources)
- long term and diverse funding and support
- high public profile members from the local community.

[View Resources](#)

C 28. The program has a staff development and support plan.

[View Resources](#)

C 29. The program has an established public relations/communications plan that:

- includes a marketing plan
- gathers feedback from all stakeholders
- develops partnerships and collaborations with other organisations
- recognises mentors, mentees, other program participants, funding bodies and organisations that sponsor mentoring programs
- includes a promotions and marketing kit (e.g. pamphlets, DVDs, website etc)

[View Resources](#)

3

E 30. The program has a targeted recruitment strategy that includes:

- identification of target markets
- a marketing plan
- ongoing marketing and public relations in accordance with the identified purposes and participants of the program.

[View Resources](#)

E 31. There is a provision of program information that includes:

- role expectations
- time commitment required
- duration of the relationship
- selection and screening processes
- training and development requirements
- matching processes
- monitoring and support offered by the program
- closure procedures.

[View Resources](#)

J 58. The program provides recognition of participation (e.g. celebration event, certificates).

[View Resources](#)

J 59. There is a formal closure policy with clear procedures for exiting the program and future contact (e.g. formal letter, exit interviews or debriefing).

[View Resources](#)

J 60. Notification to all relevant stakeholders of the closure of the match (e.g. parents/guardians, teachers, principals etc) is provided by the program.

[View Resources](#)

J 61. There is an exit process for those who wish to terminate the relationship prematurely.

[View Resources](#)

J 62. There is a transition policy to assist mentees to define the next steps to continue achieving personal goals.

[View Resources](#)

4

F 32. There is a formal application and assessment process.

[View Resources](#)

F 33. Face to face interviews of mentors.

[View Resources](#)

F 34. A minimum of two referee checks are completed.

[View Resources](#)

F 35. The program adheres to all relevant Federal, State and Territory legislation.

[View Resources](#)

F 36. The program completes relevant State and Territory child protection/safety checks for all prospective mentors of young people.

[View Resources](#)

F 37. The program completes a national criminal history check for prospective mentors.

[View Resources](#)

F 38. A willingness of prospective mentors to participate in training and development is ensured by the program.

[View Resources](#)

I 45. The program provides or has identified appropriate and safe locations for the mentor and mentee to meet.

[View Resources](#)

I 46. There is a process to review relationship expectations.

[View Resources](#)

I 47. Opportunities for regular scheduled feedback, debriefing, troubleshooting and support are provided by the program.

[View Resources](#)

I 48. Contact is made by the program, at least monthly, to monitor the frequency of meetings.

[View Resources](#)

I 49. Contact is made by the program, at least quarterly, to review the quality of the relationship.

[View Resources](#)

I 50. Training and development which meets the identified needs of the mentors (such as guest speakers, networking and peer support) is provided by the program.

[View Resources](#)

I 51. The mentor's contribution is recognised by the program.

[View Resources](#)

I 52. The mentee's participation and achievements are recognised by the program.

[View Resources](#)

I 53. The program provides assistance for mentors and mentees who are experiencing difficulties within the relationship.

[View Resources](#)

I 54. The program has written records of all contact between program personnel and mentor/mentee.

[View Resources](#)

I 55. There is a process for managing grievances, recognition, re-matching, interpersonal problem solving and premature termination of the mentoring relationship.

[View Resources](#)

I 56. The program records/monitors transcripts from e-mentoring sessions.

[View Resources](#)

I 57. Appropriate support resources and materials for the professional development of the mentor (e.g. fact sheets) are provided by the program.

[View Resources](#)

5

G 39. The program provides an information session for mentors and mentees that includes:

- an overview of the program
- clarification of roles and responsibilities
- description of eligibility, screening process, and suitability requirements
- clarification of the level of commitment expected (e.g. time, energy, flexibility)
- confidentiality and liability information
- do's and don'ts of relationship management
- boundaries and limitations for the contact between mentors and mentees
- identification of the benefits and recognition available to mentors from involvement in the program
- a written summary of program policies, procedures and guidelines.

[View Resources](#)

G 40. The program has an effective training program for mentors that includes:

- skilled and experienced trainers
- mentor training materials that are adapted to address the issues most relevant to the program, the mentees who participate and the mentors, including:
 - definitions
 - roles, responsibilities and expectations
 - ethics and values

- cultural and social sensitivity, including acceptance of individual differences
- youth development and related issues
- development of the mentoring relationship
- suggestions for mentoring activities
- setting of personal boundaries and parameters
- crisis management and problem solving
- conflict resolution
- communication and interpersonal skills
- explanation of confidentiality, duty of care and legislated child protection responsibilities
- resources and referral points for other support services.
- ongoing skill development as appropriate.

[View Resources](#)

H 41. There are well defined criteria for matching, linking program's statement of purpose and eligibility.

[View Resources](#)

H 42. Personal profiles of both mentors and mentees are used to inform the match.

[View Resources](#)

H 43. The program has clearly articulated and defined matching processes.

[View Resources](#)

H 44. There is an understanding and agreement by all stakeholders (mentors, mentees, parents/caregivers) of the terms and conditions of program participation.

[View Resources](#)

www.YouthMentoring.org.au