

# Mentoring: School–Business Links

Helping  
young people  
to exercise choice

LINDA APPIAH

## 1. Introduction

When it comes to helping young people achieve their full potential, mentoring is now nationally recognised as a valuable tool. Government has validated the importance of mentoring in its Excellence in Cities programme,<sup>1</sup> and its activities with the National Mentoring Network have contributed to a rise in different forms of mentoring in schools: peer mentoring; teacher mentoring; business and community mentoring, for example (Miller 2000).

In black and minority ethnic communities mentoring has long been recognised as a means of raising achievement, aspirations and self-esteem. However, we are now witnessing a rise in business mentoring and this is impacting on schools with culturally diverse communities. An NFER (1997) study noted how:

*... mentoring has developed within the context of links and partnerships between education industry...in many case EBPs, TECs and Compacts have provided the personnel, organisational infrastructure and funding to facilitate schools' use of mentors from the business community. (Golden and Sims 1997)*

In view of the growing interest in school–business mentoring, the Runnymede Trust undertook a research project (1999/2000) that aimed to enable practitioners to implement

good mentoring practices between schools and businesses for black and minority ethnic young people.

A number of studies have already identified the key structures and procedures necessary for setting up and sustaining a mentoring scheme (Golden and Sims 1997; Miller 1998; Divert 1999; NMN 2000a; Sims et al. 2000). Although the projects in these studies focused on more than one type of scheme they identified a generic structure for mentoring which our findings corroborate. We have also added to and built on this structure in our recommendations, some of which apply to mentoring schemes in general and others to schemes that cater for black and minority ethnic groups. This paper sets out the findings from our research.

## 2. Methodology

We undertook a small-scale exploration of good practice in mentoring which was conducted on two levels:

- Pilot study
- Main body research

**The three objectives of this research were to:**

- Identify the structures and procedures needed for setting up and sustaining a school–business mentoring scheme which builds on established schemes that specifically or in general service black and minority ethnic pupils;

<sup>1</sup> See the DfEE's (1999) document introducing the Action Plan.



**Table 1.** *Schemes Involved in the Main Body Research*

Mentoring schemes studied	Scheme profile	Type of mentoring
Case Study A:	Part of an international network 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 consists of a number of black professional men who mentor young black boys.	Whole-class mentoring; Community mentoring; Business mentoring
Case Study B:	A London-based scheme which aims to tackle under-achievement at keystage 4 by linking schools with businesses. The employees mentor students after school in a number of school and work-related areas	Group/1-to-1 mentoring; Business mentoring
Case Study C:	Set up in 1998 to meet the social and educational needs of black pupils in the Midlands area, this scheme aims to reduce school exclusions, motivate youngsters towards learning, and offer families support to help them help their youngsters.	Group/1-to-1 mentoring; Community mentoring
Case Study D:	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 knowledge about the world of work.	Group/1-to-1 mentoring; Business mentoring
Case Study E:	London-based, and started up in 1992, this scheme 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.	1-to-1 mentoring; Community mentoring

- Assess the impact of mentoring schemes on schools, businesses, mentors and mentees;
- Make recommendations to strengthen the practice of school-business mentoring schemes.

We examined six mentoring schemes (one in the pilot study and five case studies in the main body research) that work with pre-GCSE secondary school pupils (ages 12–16 years old) in the London and Midlands area. Although the schemes differed marginally in their aims and objectives, common themes were to: (1) raise aspirations and confidence in the pupils' social, personal and academic lives; and (2) develop their knowledge of and skills for entering the world of work.

The school-business link ranged from businesses funding community schemes<sup>2</sup> to businesses or individual business employees engaging in mentoring via an Education Business Partnership,<sup>3</sup> community scheme or other type of organisation. Mentors were involved either in one-to-one mentoring, or group mentoring (2–5 pupils). One scheme used whole-class mentoring. Three of the five schemes in the main body research were community schemes, as listed in Table 1.

We interviewed and surveyed the key participants in two phases:

- Phase 1: the beginning of the mentoring process
- Phase 2: the end of the mentoring process

To illuminate the good practices of the five schemes, we interviewed and surveyed each scheme's key co-ordinators (i.e. EBP/mentoring co-ordinator and the school co-ordinator) and gained access to a number of mentors and mentees selected for us by the schemes. The sample (see Table 2) was established by our working with one school from each of the schemes. All of the schemes work with a large number of schools and

<sup>2</sup> A mentoring scheme involved in same-race mentoring

<sup>3</sup> Education Business Partnerships are local organisations that run and manage school-business mentoring schemes

organisations, and collectively this approximates to 500 mentors and 2000 mentees involved in mentoring activity.

Although we used both quantitative and qualitative methods to obtain the data, there was an emphasis on the use of qualitative methods because the research was concerned with examining the processes and outcomes (impact) of setting up and running a mentoring scheme. The methods we used are listed below:

- Semi-structured interviews
- Questionnaires
- Postal questionnaire
- Telephone/face to face semi-structured interview
- Focus group interview
- Documentary analysis

### 3. Planning a Mentoring Scheme

#### 3.1 Getting started

Mentoring should not be used or seen as a panacea for solving problems. Effective mentoring needs a clearly thought-out rationale for its purpose, and an outline of how the scheme is going to run and sustain itself. Schools and businesses participating in the schemes we examined were able to confirm the necessity for, and identify with the importance of, all the elements listed opposite:

**Table 2.** *Sample Cross-section of Research Participants Involved*

Sample	EBP/mentoring co-ordinators <sup>a</sup>	School co-ordinators <sup>b</sup>	Business-co-ordinators <sup>c</sup>	Mentors <sup>d</sup>	Mentees <sup>e</sup>
	5	4	1	8	13

<sup>a</sup> S/he is the link between the Education Business Partnership and the school, and they co-ordinate the scheme within the EBP

<sup>b</sup> S/he is the link between the school and the mentoring scheme and they co-ordinate the scheme within the school

<sup>c</sup> S/he co-ordinates the scheme within the business and they are the link between the school and the mentoring scheme

<sup>d</sup> An adult who engages in mentoring

<sup>e</sup> A school pupil who engages in mentoring

- Clear aims and objectives
- Well-defined target group
- Type of mentoring scheme envisaged
- Secure project funding
- Agreed duration of project
- Key co-ordinator(s)
- Administrative support
- Structure and duration of mentoring sessions
- Evaluation of mentoring during and after the process

## 3.2 Administrative structures and procedures

### 3.2.1 Role and responsibilities of key participants

All of the schools had devised an agreement and/or contract with their mentoring schemes. The agreement clarifies who is to be involved in the scheme and the extent of their role and responsibilities. The schemes we examined also made mentoring an integral part of school policy and practice at management level.

All of the mentoring schemes had appointed someone to be EBP/mentoring co-ordinator. Most of the schemes had a school co-ordinator in place; but only one appointed a business co-ordinator. The roles of both the EBP/mentoring co-ordinator and the school co-ordinator are essential, and pivotal to the successful running of the scheme.

Most school co-ordinators were talked through their role by or in conjunction with the EBP/Mentoring co-ordinator. Although most found this to be satisfactory, they would have preferred a formal induction. As most school co-ordinators were having to fit mentoring into their existing timetable/schedule in terms of running the scheme, most of them wished they had had more time to devote to their role.

### 3.2.2 Administrative support

Very few of the schemes involved other members of the school staff to assist in running the mentoring scheme. It was common for heads of year and form tutors to be involved, as they could identify pupils for mentoring or relay messages about the scheme. However, the overall running of the scheme lay with the school co-ordinator.

### 3.2.3 Communication

Most of the mentoring schemes regularly updated the teaching staff on progress. One scheme found this to be particularly useful because it gave them the opportunity to allay any staff concerns about mentoring. They also gave verbal and/or written feedback to senior management.

Both schools and mentors highlighted the problems of communicating with each other. To ensure that messages reached the school co-ordinator, one co-ordinator had an answerphone installed specifically for the mentoring scheme, while another had used a mobile phone for this purpose.

### 3.2.4 Funding

Responsibility for funding rested with the mentoring schemes themselves. Two of the schemes we monitored were funded principally by the Single Regeneration Budget, which has to be renewed every three years; two others were funded through a mix of public and private funds; and only one was funded

largely by the mentors themselves.

Some mentoring schemes will give schools money to support the cost of administration. This may go towards the school co-ordinator's salary or to buy a piece of equipment, e.g. a dedicated phone line or fax machine.

### 3.2.5 Proformas

Mentoring schemes use an array of proformas to assist them with administration and evaluation. Most of the schemes we looked at used proformas for profiling the mentees and the mentors; and feedback sheets/questionnaires for evaluation of the mentoring sessions. These were administered to the schemes via the school co-ordinator both during (weekly or termly) and after the mentoring process.

# 4. Setting Up and Starting a Mentoring Scheme

## 4.1 Advertising and publicity

To promote the interesting and innovative work of the schemes and also attract new mentors and mentees to the project, schemes advertise and promote themselves in a variety of ways:

- leaflets
- flyers
- presentations
- newsletters

These can be found in a variety of settings, e.g. schools, businesses, libraries, community centres, and so on.

## 4.2 Recruitment of mentors and mentees (Target Group)

### 4.2.1 Mentors

Most of the mentoring schemes recruited mentors face to face, using a short presentation about mentoring, the structure of the scheme and what it involves. Personal contact gives potential mentors the opportunity to ask questions and clarify issues of concern. For the recruiters, this is an early opportunity to assess the potential of a mentor. One of the schemes we studied placed adverts in the local and community newspapers; this initiative was swiftly followed up with a general meeting about the programme.

In all instances prospective mentors were required to fill out an application form/profile sheet listing, for example, their contact details, interests, hobbies and the type of mentee they would like to work with. Although the schemes used differing and loose selection criteria, they all required that mentors volunteer their time, be committed to mentoring and undergo a police check before they start the mentoring process.

There was a tendency for some schemes to recruit people who work in the city, and this may not reflect the socio-economic and cultural make-up of the school.

To attract a wider range of students into the mentoring scheme, some of the co-ordinators recognised the need to recruit mentors from the local community and the black and minority ethnic communities.



#### 4.2.2 Mentees

Most mentees were introduced to the mentoring scheme via a meeting/assembly given by either the school co-ordinator or the EBP/mentoring co-ordinator. Most schemes asked prospective mentees to volunteer. However, some students were referred or encouraged to participate by a member of staff directly concerned with their social and emotional welfare.

All students filled in an application form/profile sheet. Those students opting for group mentoring were encouraged to apply as a group of friends, as the schemes found that established friendships made for better group dynamics.

### 4.3 Training and induction

#### 4.3.1 Training

All of the mentoring schemes either took personal responsibility for the delivery of training, or worked with a trainer. Most of the mentors received training before and during the mentoring process. Only one mentor was left to go it alone, but he received training shortly after he started mentoring.

The length of the training ranged from 1 to 6 hours, and this mostly took place at the company/organisation's premises. Only one of the schemes, a community scheme, trained its mentors at the local FE college over a 6-week period. This led to an Ordinary National Diploma in mentoring. Most of the schemes, however, covered in their training sessions the areas shown in Figure 1.

As Figure 1 shows, most of the mentors did not receive training on the national curriculum, on educational terminology nor on cultural diversity. Although these topics might have featured in their mentoring handbook, mentors would have liked the training sessions to have covered these areas in detail.

#### 4.3.2 School induction

Four out of five of the schemes gave their mentors a school induction. The purpose of this was to show mentors where and when they would be mentoring, and enrich their understanding of their mentee and their educational experiences.

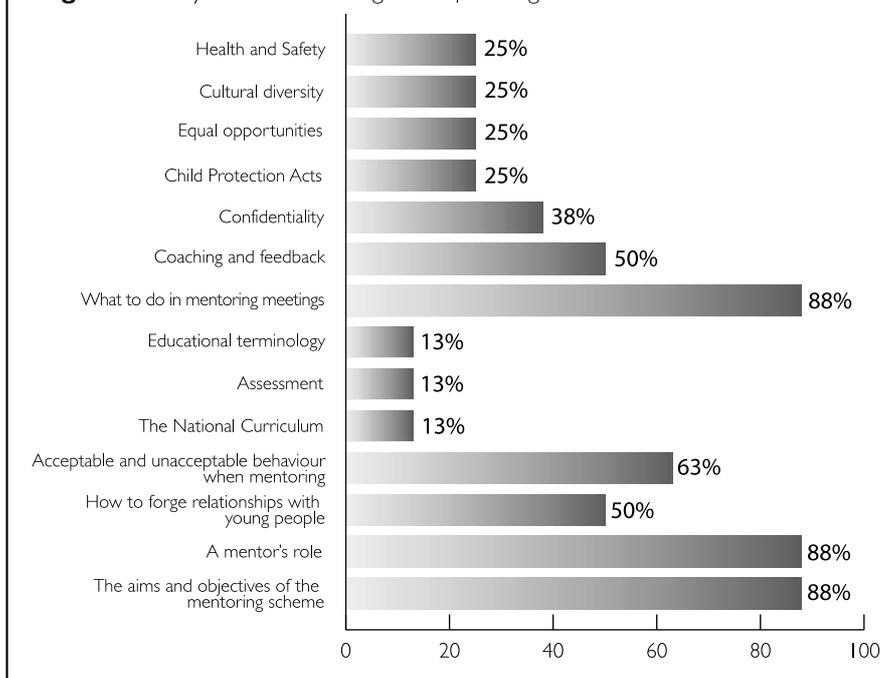
#### 4.3.3 Induction to the scheme

Some mentees were prepared well for the mentoring process. Students were told what mentoring is and where it would take place. Some of the mentees were given a profile of their mentor and some also received a handbook about mentoring. For example, one scheme printed a student code of conduct in their handbook, which was adhered to and reinforced contractually.

#### 4.3.4 Parent/guardian involvement

Schemes complied with this requirement by informing parents/guardians about mentoring (e.g. sending a letter home; holding meetings; arranging parents' evenings and using school

**Figure 1.** Did you receive training in the following areas?



newsletters to promote the scheme) and by obtaining the parents' or guardian's consent. One scheme insisted on mentors inviting the parents/guardians to their own home before they started mentoring so that both parties could establish ground rules. This also gives parents/guardians the opportunity to know who their child is spending time with. Other schemes involved parents/guardians in social events like fund-raising and graduation day. Most of the schemes recognised that they should do more to get parents/guardians involved in mentoring because their support can reinforce the mentoring experience.

### 4.4 Matching process

For most of the mentoring schemes, matching mentees and mentors was a two-tier process. The first stage was a paper matching exercise; and the second was the meeting of paired mentors and mentees in an informal setting to enable them to get to know each other before they start mentoring.

#### 4.4.1 Paper matching

There is no science to the matching of mentees and mentors. Most of the schemes used loose matching criteria such as shared interest, career aspirations, etc. This information can be gleaned from the mentor/mentee profile sheet or application form. The co-ordinators (EBP/mentoring co-ordinator, the school co-ordinator or the school and business co-ordinator) who manage this process tended to have a working knowledge of the mentor, mentee or of both parties.

#### 4.4.2 Matching social event

This event usually took place once the mentees and mentors had been matched on paper. A social event gives both parties the opportunity to get to know each other in an informal setting before the start of the mentoring process. One scheme allowed schools to use the social event instead of paper matching to pair mentees and mentors.

Two schemes did not use the two-tier matching process; they assigned mentors to the children. For example, in the scheme that worked with children at risk of exclusion and/or underachieving, the mentor would work with a class for a term and then identify the children who he/she considered in need of extra support.

## 5. Running a Mentoring Scheme

### 5.1 The mentoring process

Most schemes prepared their mentors for the first mentoring session. Their handbooks contained tips on how to break the ice and on laying the groundwork for the mentoring process. To ease them gently into the process most of the schemes used a set procedure before the start of mentoring; for example:

*The first two sessions are held at school, just to give the students a bit of confidence with the mentors. In the second session the mentors will escort the students back to their work place by public transport and the students are expected to remember that journey and then every session after that will take place at the work place. (EBP/mentoring co-ordinator)*

These procedures gave mentors the opportunity to further their understanding of the mentees' background, and gave the mentees time to get to know their mentor on familiar territory.

#### 5.1.2 Mentoring meetings

For mentors to fulfil their mentoring obligations they need the support of their employers. For one mentor (who is working in an organisation where mentoring is not company policy), his employers allowed him to mentor in the workplace and take on a mentee for work experience.

Of the schemes that we researched 60% of mentors and mentees met at school; 20% at the workplace after school and 20% at various locations after school. The frequency of meetings ranged from once a week to once a month (the most common being once every two weeks) and they lasted on average from 1 to 5 hours. For the mentees and mentors that met once a month contact was maintained in between meetings.

Most of the schemes mentored after school because it was less disruptive to the school day and it gave both parties the time and space to travel to and from the mentoring destination.

Mentoring meetings tended to be structured around a goal or a target set by the mentee. However, mentors recognised the need to be flexible when organising and managing sessions. Most schemes got their students to set targets before the start of the mentoring process.

With regard to group mentoring, it was quite common for some mentors to be working with 5 students. With groups of this

size it could prove difficult to get everyone together and co-ordinate the sessions, and some mentors believed that a smaller number would be easier to manage (see Figure 2).

Most mentees felt that their mentor could not have improved on how they handled sessions; only a few pointed out that they wanted more planned sessions and the opportunity to see their mentor more than once a month.

### 5.2 Support during the mentoring process

#### 5.2.1 Mentors

Mentors need to know that they are doing a good job and that they can also seek advice and information about the mentoring process. Most of the schemes fulfilled this requirement by providing support and feedback in a variety of ways. For example:

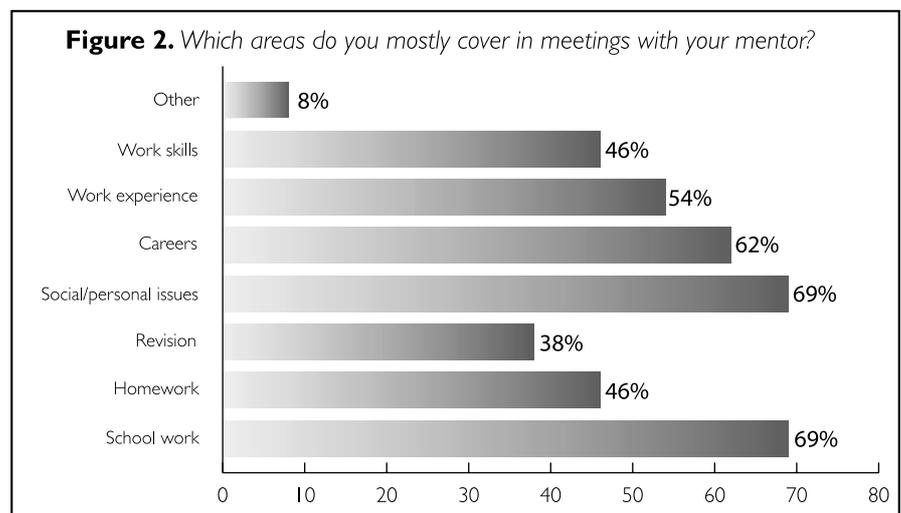
- Mentors had direct access to school and/or business co-ordinators to address their concerns
- Termly review meetings were held so that mentors could identify their strengths and work on areas for development
- Mentors socialised and met with one another so they could network and exchange ideas on mentoring
- Mentors set up a chat page on the internet where they could network and exchange ideas on mentoring
- Training sessions were held throughout the mentoring year to inform and educate mentors about young people and the education system. For example, one session was conducted by a specialist in careers
- Most of the schemes gave their mentors handbooks to assist and support them during the course of the mentoring process.

#### 5.2.2 Mentees

Although mentees knew that their school co-ordinator was a point of contact if they incurred any problems, most mentees didn't approach them. Only two of the schemes put elaborate support systems in place for mentees: they both ran workshops on social and academic issues throughout the course of the mentoring year.

### 5.3 Monitoring the mentoring process

To keep abreast of what was going on and to make changes in areas that have been brought up by the participants, all of the





## Three things mentees liked about mentoring

### ● Talking to adults

“He doesn’t talk down to us. He talks to us like we were equals. He understands us and he’s really nice person. Even though he is older than us he treats us as if we were on an equal level...”

“It’s not like a mother and child relationship. It’s more like a friendship. You can talk to each other – share and talk and we can still get down to work. It’s like a learning partnership. It’s not too serious and it’s not too jokey.”

### ● Having fun

“Even though it has a serious message to it, we can still have a laugh. We can still make jokes.”

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

“It’s been a fun way to learn about oneself...recently I’ve been lazy at school, I’ve been laid back a bit. I realised that I had [to] push myself [its] because of mentoring.”

### ● Broadening their experience

“We went...[away] for the weekend and that was good because we got to do activities. Things like archery, climbing, abseiling...It was good because we got to interact with other people and got to know people that I had not met before from different schools....”

### Another said:

“...we discover things that we don’t have in the curriculum.”

schemes monitored and evaluated twice –during and after the mentoring process.

#### 5.3.1 Monitoring during the process

Schemes used at least one of the following monitoring techniques during the mentoring process:

- Termly review meetings (for mentors and/or mentees) led by the school or EBP/mentoring co-ordinator
- Weekly feedback sheets from mentees
- Anecdotal feedback from mentees
- Verbal/written report to the school senior management team
- Monthly monitoring sheets from the school co-ordinator to the scheme
- Telephone conversations with mentors

Some of the school co-ordinators felt that they did not have time to keep track of mentoring appointments and ascertain whether students were meeting their goals and objectives. Other co-ordinators were not even aware that mentoring relationships had broken down.

#### 5.3.2 Monitoring at the end of the process

Evaluation tended to be more structured at the end of the mentoring process. Most schemes sent out questionnaires to mentees and mentors; and school co-ordinators gave written or oral feedback to the mentoring schemes and they

produced formal end-of-year evaluative reports that highlighted the strengths and the areas of development for the scheme. This end-of year report was produced for a variety of reasons; for example, to:

- Determine achieved aims and objectives
- Assist in planning future work
- Show funders what was being achieved
- Show potential funders what could be achieved

### 5.4 Ending the mentoring relationship

Most of the schemes felt that it was important to have a formal procedure for ending the mentoring relationship at the end of the mentoring year: both mentee and mentor have to achieve closure. Tips for doing this could be communicated to mentors via training, review sessions and/or in their handbook. For example, one scheme suggested that mentors use the last session as a review of what the student got out of mentoring; how they could build on it in the future. Although some of the mentor/mentee pairings came to a formal end some mentors continued to mentor their mentees.

### 5.5 Rewarding mentees and mentors

All of the mentoring schemes recognised and valued the time and effort that both mentors and mentees had put into mentoring. To validate this input, at the end of the mentoring year most of the schemes gave their mentees certificates. This action was valued and appreciated by the mentees, especially as the certificates could become part of their National Record of Achievement. One scheme issued certificates at the midway point as a source of recognition and encouragement to continue with the mentoring process.

As for mentors their efforts were recognised by either a thank you letter, certificate and/or social/graduation event. The latter tended to be organised by the mentoring scheme for both mentors and mentees.

## 6. Outcomes of Mentoring

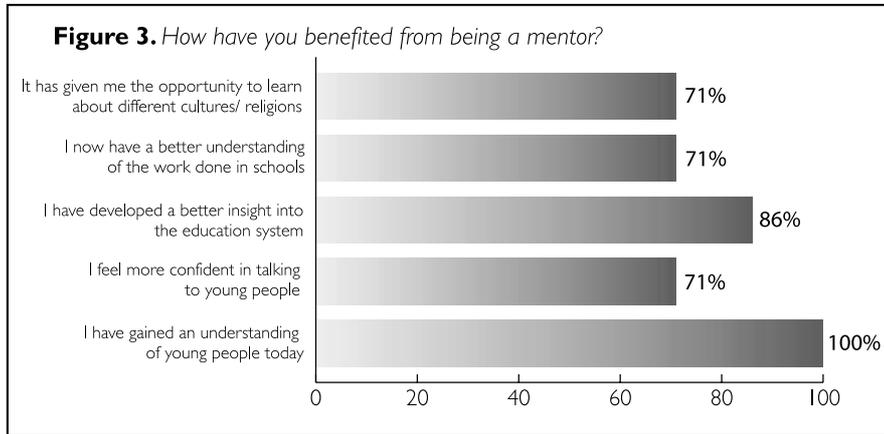
### 6.1 For businesses

In response to the question: “what have been the benefits of mentoring to your organisation?”, respondents gave the answers listed in Table 3.

One mentor who owns a small business found that being involved in mentoring had not only raised his profile in the local community but yielded financial rewards as well. He said:

**Table 3.** Benefits of Mentoring as Perceived by Business People

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. mentees(s) )	14%
No real benefits	0%



*"...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 spin off...we have gained contracts because of our involvement in this kind of work. In fact we gained one contract that is actually worth £20,000."*

## 6.2 For mentors

All the mentors we surveyed identified at least one thing they felt they had gained or learned from the mentoring process (see Figure 3).

The mentors all said they had developed a **better understanding** of young people today and that they had also found mentoring to be **rewarding**. They felt that their relationship with their mentees was either good or very good. They had enjoyed "seeing students grow in confidence"; "students showing an interest in things new to them" and "building relationships with the mentee/young person". Most of the mentors enjoyed mentoring; 86% of them said they were willing to continue as a mentor – some with new mentees and others with both their current and new mentees.

Of the mentors we surveyed all said they had utilised their listening skills, and 71% their skills in thinking on their feet and being flexible. Also, 57% and 43% of respondents respectively reckoned they had developed new skills in diplomacy and empathy. One mentor had developed new skills that were not listed, such as counselling and responsive skills (actively listening and responding to what the young person is saying).

All of these skills (see Figure 4) can be used in any context in or outside of the workplace.

## 6.3 For schools

Mentoring can be used as an avenue to develop a teacher's skills or areas of interest: 75% of school co-ordinators felt that the post had helped develop their interpersonal and organisational skills; 75% also said that they had gained public

relations skills.

Around 50% of school co-ordinators believed they had improved their promotion opportunities. A Head of Year 11, promoted to the post of assistant deputy head teacher during the course of this research, expressed the opinion: "My experience of mentoring added to my CV". Her new role involves organising all extra-curricular activities.

Where the school has benefited in general is in regard to its links with business: for example, gaining work experience placements, developing links with other

businesses; and adopting unused office equipment. In regards to students, mentoring had increased their motivation of students and given them a wider perspective on the different types of careers available to them (see Figure 5).

On the basis of conversations conducted with their pupils and comments from various members of staff, some of the school co-ordinators pointed out that students:

*"...now identified careers that in the past they have not thought about. It's clarified for them what is required to get those careers...In general they've grasped the importance of thinking seriously and strategically about their desires and aims."*

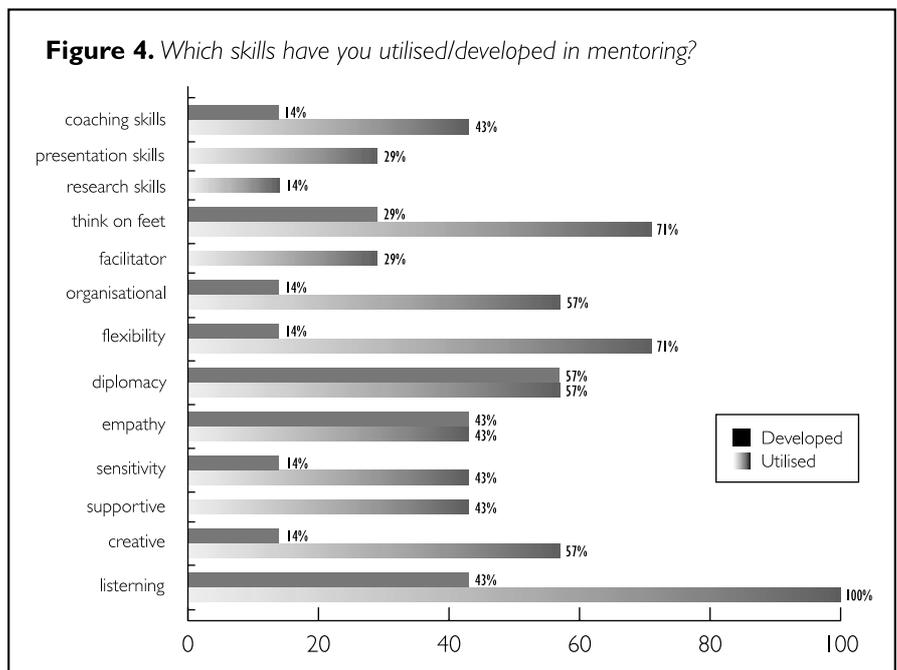
## 6.4 For mentee(s)

Both the mentors and school co-ordinators felt that the mentees had benefited from the mentoring experience. Areas where they saw the most benefits are outlined in Table 4.

### 6.4.1 Positive change in attitude/behaviour towards school work

We asked the mentees to identify how they had benefited from the mentoring process in three key areas: school, work and personal.

Some 50% of respondents spend more time on their





homework; 50% are more organised in preparing for exams; and 50% are more confident about working towards targets/deadlines.

Mentoring seemed to reinforce or highlight the importance of doing well at school. As most of the mentee cohort were in Year 10 or 11 this positive change in attitude/behaviour towards schoolwork will have assisted them in preparing for their GCSE exams (see Figure 6).

One mentee pointed out:

*"Before I started the mentoring course, I wouldn't really concentrate on or do the work enough. I spend a lot more time on my work now."*

#### 6.4.2 Knowledge and skills for the world of work

A high number of mentees have acquired knowledge and skills about the world of work, the traditional preserve of the school–business relationship: 75% of mentees have developed a wider knowledge of careers; 67% received help preparing a CV; and 58% were able to work out which career they wanted to take up. The other benefits are found in Figure 7.

#### 6.4.3. Confidence and inter/intrapersonal skills

The mentee(s) have grown in confidence, developed their inter/intra-personal skills, and gained a better understanding of their own cultural background. This last point was highlighted largely by the mentees on community schemes where imparting knowledge about cultural heritage and background formed part of the aims and objectives. The mentees themselves had become aware that "it helps us to know about our culture and race". Students said they had been given "a chance to learn about my background and my people" – something which is often missing from the national curriculum.

All of the mentees grew to feel more confident about talking to groups of people they did not know: 92% felt more

confident about talking to adults; and 92% said they could be more open about their feelings (see Figure 8).

#### 6.4.4 Mentor–mentee relationship

Mentees reported having either a good or very good relationship with their mentor: 92% were willing/able to keep in touch with their mentor; and 92% would recommend being a mentee to their friends.

To the question "would you have liked your mentor to be the same race/cultural background as you?", 50% of respondents said that they didn't mind. Of the 33% that said yes, most of them were involved in a community scheme and most of them saw their mentor as a role model. As said by one mentee about their mentor:

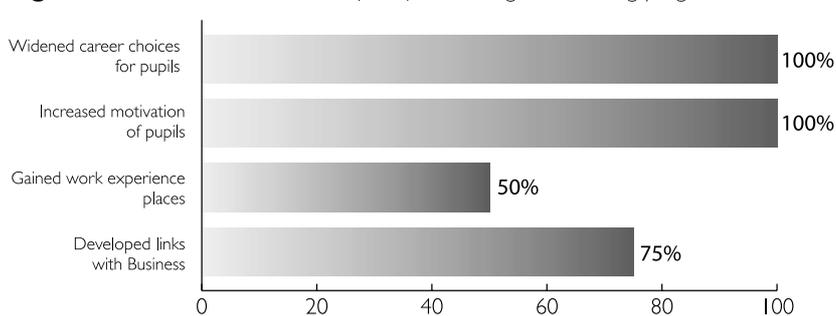
*"...they themselves demonstrate that if you want to achieve a goal then you can, you just have to be dedicated especially if you are black since you know you have to work twice as hard."*

We gleaned from all of the schemes that a successful use of same-race/gender mentors is dependent on the aims and objectives of the schemes, and the target group. For example, if your aim were to provide role models and inform pupils of their race and cultural background then you could opt for same-race mentoring. However, if your aims were to impart knowledge about the world of work and to broaden pupils' experiences then that could be undertaken by people from a variety of different backgrounds.

#### 6.4.5 Overall benefits of mentoring

All of the students thought that being

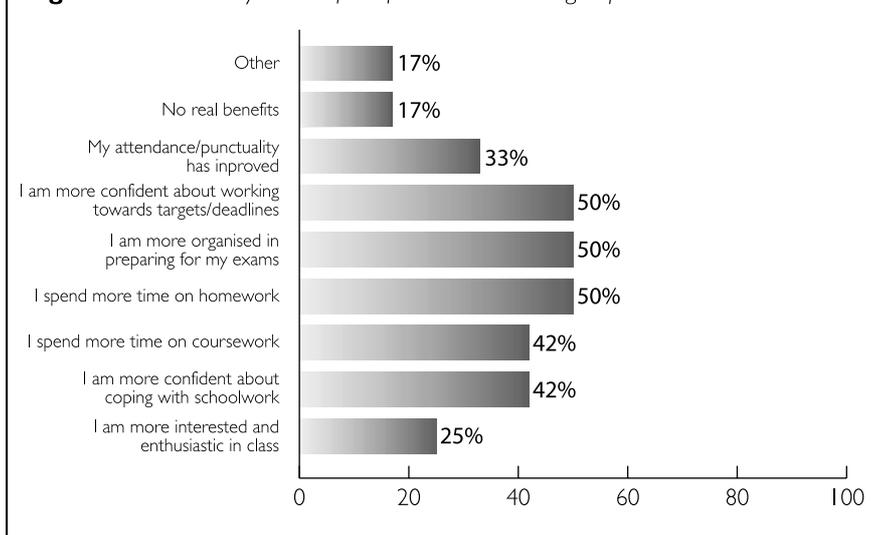
**Figure 5.** How has the school benefited from having a mentoring programme?

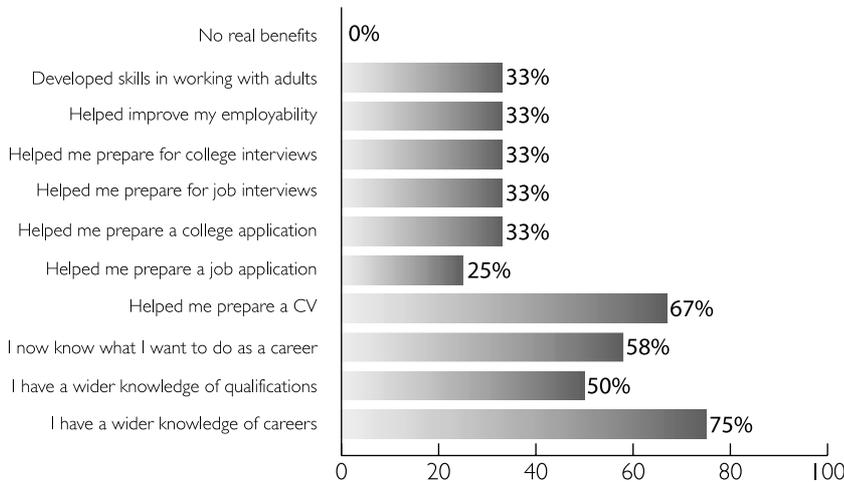
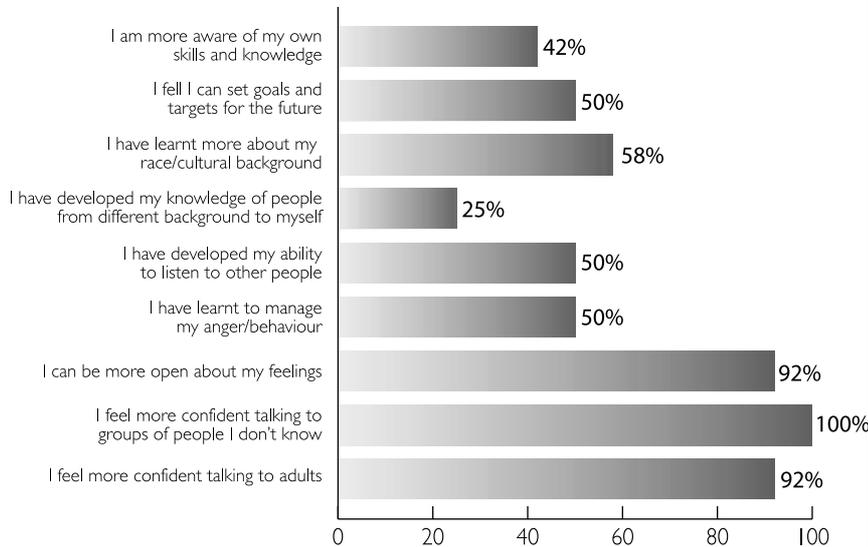


**Table 4.** Benefits for Mentees as Perceived by Mentors, School Co-ordinators and the Mentees Themselves

Benefits gained	By mentors	By School co-ordinators	By mentees
Developed their confidence	✓	✓	✓
Developed their inter/intrapersonal skills		✓	
Broadened their experiences	✓		
Positive change of attitude/behaviour in school work	✓		✓
Developed knowledge and skills for the world of work		✓	✓

**Figure 6.** How have you benefited from the mentoring experience



**Figure 7.** How has the mentoring process prepared you for further education/work?

**Figure 8.** What have you personally gained from being mentored?


## Three things mentees liked about their mentor

- **Supportive**

“...we had a lot of deadlines and targets. [our mentor] was really behind us. She really helped out when it came to sorting out what our targets should be. She helped us to prioritise them. We appreciated the importance of this because our coursework can account for between 40% and 60% of our actual final grade.”

- **Good listener**

“He listens to us.”

“I like listening to them because they listen to you.”

- **Personable**

“She’s a very easy person to talk to...I feel at ease with her. I feel that I can tell her anything. I feel comfortable with her.”

“The fact that she respects us even though we are younger than she is. Normally adults only respect other adults and speak to other children as if they were only children. [Our mentor] speaks to us in the same way that she speaks to other people. This made us feel good.”

mentored (by business people) was good for black and minority ethnic students, and 17% felt that all racial/cultural groups could benefit from it.

## 7. Concluding Observations

This paper demonstrates that to set up and run a mentoring scheme schools and businesses need time, resources and money.

There are a number of ways for both parties to embark on mentoring, and from our research the school–business link ranged from funding community schemes to businesses or individual business employees engaging in mentoring via an Education Business Partnership, community scheme or another type of organisation.

Mentors were involved either in one-to-one mentoring or group mentoring (2–5 pupils). One scheme undertook whole-class mentoring.

Before both parties set up or participate in an established

scheme it is important that they identify their aims and objectives for mentoring and who the target group will be. These two factors will guide and shape the structure and the content of the mentoring scheme. From then on it is a matter of putting in place systems and processes (which we have outlined) to run the scheme.

Overall, mentoring has been shown to be a worthwhile if not invaluable experience for all parties concerned: schools, businesses, mentoring schemes, mentors and mentees. Most of the participants have utilised existing skills and developed new ones; while the mentors and mentees have formed relationships which have been both socially and personally rewarding.

All of the mentees enjoyed being mentored, and most of them felt that (business) mentoring was good for black and minority ethnic young people. They learned about the world of work; broadened their experiences and, for those on community schemes, they gained access to role models. As a tool for forging links between businesses and schools, mentoring evidently has a lot to offer.



# Appendix: Good Practice Recommendations

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

## 1. 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

## 2. 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: co-ordinators; 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 co-ordinator, the aims and objectives of the mentoring scheme and the target group
- If possible, formally induct school co-ordinators into their role and network them with other school co-ordinators to share good practice
- Give school co-ordinators, wherever possible, designated/ recognised time to successfully carry out their role

- To assist them in contacting people in the programme (writing letters, phone calls, etc) and tracking when and where mentoring sessions occur (particularly for after-school mentoring), let school co-ordinators have administrative support
- Encourage school co-ordinators 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 co-ordinator or a mentor is designated with becoming the focal co-ordinating point for the scheme

## 3. Setting up a mentoring scheme

### 3.1 Advertise and publicise mentoring

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

### 3.2 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. EBPs 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 co-ordinators 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

### 3.3 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

### 3.4 Matching process

- Establish criteria for matching mentors and mentees
- School co-ordinators and business co-ordinators, 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

## 4. Running a mentoring scheme

### 4.1 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.

### 4.2 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 EBP/mentoring co-ordinators 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 co-ordinator to discuss mentoring issues

### 4.3 Monitoring

- Monitor your scheme both during and after the mentoring process
- Adopt a range of methods for monitoring the scheme
- Let school co-ordinators 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)

### 4.4 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

### 4.5 Rewarding mentors and mentees

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

## 5. 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 they will have carried out both during and at the end of the mentoring process

## 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 & 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  
Philips 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

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- Sims, D et al. (2000) *Running a Mentoring Programme: Key Considerations*. London: National Foundation for Educational Research

### Other publications by Runnymede dealing with youth and education issues include:

- Curriculum 2000 – Monocultural or Multicultural*, Briefing Paper by Linda Appiah (September 2000)
- Examining School Exclusions and the Race Factor*, Briefing Paper by Linda Appiah and Naomi Chunilal (December 1999)
- Young People in the UK: Attitudes and opinions on Europe, Europeans and the European Union* (1998). A survey prepared for RT's 1998 Citizenship and Identity Conference.

All three are available direct from Runnymede

*Improving Practice: A whole school approach to raising the achievement of African Caribbean youth* (1998). Runnymede Trust with Nottingham Trent University

*Black and Ethnic Minority Young People and Educational Disadvantage* (1997)

*Equality Assurance in Schools: Quality, Identity, Society. A handbook for action planning and school effectiveness*. Stoke-on-Trent: Trentham Books for the Runnymede Trust (1993) – and to be updated for 2002

These three publications are available from Central Books, 99 Wallis Road, London E9 5LN; email: mo@centralbooks.com

### Articles by Linda Appiah available from Runnymede as photocopies:

- 'Race' and School Exclusions: Can the curriculum make a difference? (2000). Also published as an article in *Multicultural Teaching* 18(3) (summer): 11-15
- Response of the Runnymede Trust to the 4th Review Phase of the National Curriculum (1999)

The 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 ethnic minority pupils.

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**Linda Appiah is Research and Policy Analyst (Education) at the Runnymede Trust**

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The Runnymede Trust  
133 Aldersgate Street  
London EC1A 4JA, UK  
Tel: 020 7600 9666  
Fax: 020 7600 8529  
e-mail: info@trt.demon.co.uk  
url: www.runnymedetrust.org

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