



**THE MENTORING CENTER**  
**CLASSIFICATION OF MENTORING RELATIONSHIP TYPES**

| Terminology/<br>Risk Level  | Types of Mentoring<br>Efforts/Activities   | Youth Profiles  | Mentoring<br>Classifications  | Needed Mentor<br>Characteristics  | Mentor Program<br>Considerations   |
|---|--|---|---|---|--|
| <b>Assistance Mentoring</b>   |  |   |   |   |  |
| <b>1. Low/Moderate Mentoring</b><br><br>(Formally <b>Soft Mentoring</b> )<br><br><u>Risk Level</u> "Low"    | -Companionship<br>-Academic Tutoring<br>-Career and Professional Guidance<br>-College/Higher Education Guidance  | A youth with unlimited potential who is well behaved and well guided who could benefit from additional companionship and/or assistance. Very impressionable. Eager for assistance.  | Assistance mentoring is designed and utilized to assist (helping hand) youth who have no intrusive attitudinal and behavioral issues that would inhibit and/or serve as an obstacle to receiving basic assistance in academics, career/job counseling, leadership/conflict resolution skills, social recreation activities, minor self-esteem issues, etc. Assistance mentoring is for youth who have not been deeply affected by societal, community and/or family risk factors. | A caring and committed person who recognizes the value of additional companionship and guidance to a young person. In this regard, little patience is needed, but requires a time commitment. Also, thought <u>must</u> be given to appropriate attitudes, activities and techniques used.  | - <u>Mentoring Program Coordinator Position:</u><br>- strong program development & management skills,<br>- strong people skills are pertinent when operating a multi-cultural program,<br>- knowledgeable regarding principles of youth development.<br>- <u>Program Capacity:</u><br>- must have adequate resources i.e. funding, staff, technology and equipment, before starting mentoring activities.<br>- <u>Matching Considerations:</u><br>- same culture, gender considerations should be considered, however in this context and classification – it may not be necessary in reaching effective outcomes for youth<br>- mentors must have the skills to assist in relevant (goals/objectives) areas,<br>- mentors must be culturally and gender aware and respectful. |
| <b>2. Moderate Mentoring</b><br><br>(Formally <b>Medium Mentoring</b> )<br><br><u>Risk Level</u> "Moderate" | -Companionship<br>-Academic Tutoring<br>-Career and Professional Guidance<br>-College/Higher Education Guidance<br>-Self-Esteem Building<br>- Prospective Broadening | A youth with unlimited potential who may or may not have consistent and/or adequate adult companionship or guidance. An average or below academic student who has given little or no thought to career and/or collegiate path. Very impressionable, open to assistance. | <b>Same As Above</b>  | A caring and committed adult. Willing to work with youth on normal adolescent and life issues. Requires patience and willingness to get involved in the youth's life. Willingness to come to where the youth functions physically and mentally. Culturally sensitive and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used. | <b>Same As Above</b><br><br><u>Note:</u> - <u>Matching Considerations:</u><br>- matching considerations such as culture and gender may become relevant in this classification and should be considered   |

## Transformative Mentoring

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| <p><b>3. Intensive Mentoring</b><br/>(Formally <b>Hard Mentoring</b>)<br/><u>Risk Level</u> "High"</p>                | <ul style="list-style-type: none"> <li>-Companionship</li> <li>-Academic Tutoring</li> <li>-Career and Professional Guidance</li> <li>-College/Higher Education Guidance</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Manhood/Womanhood Responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> </ul>   | <p>A youth with unlimited potential who has no positive male or female guidance. Basically treats school as a social gathering. Not much positive encouragement and examples regarding academics at home. Has given little or no thought to career and/or collegiate path. Maybe, occasional run-ins with the law or school authorities. Still impressionable but heavily influenced by negative surroundings and/or peer group. A youth who is cynical and very suspicious about unfamiliar "healthy" /"positive" development assistance.</p> | <p>Transformative mentoring is designed (non punitively) to deliberately address and/or affect change of negative/anti-social self-esteem, attitude and behavior in youth who have been profoundly affected by societal risk factors. The transformative mentoring process is a necessary prerequisite in order for most youth in this category to benefit from an assistance mentoring process. Transformative mentoring is for youth who, because of their current attitudes/behavior would not be receptive to assistance mentoring. Transformative mentoring is an expression of profound empathy, sensitivity, compassion and love.</p> | <p>An extremely caring and committed adult. Willing to go beyond casual involvement in a youths' life. Requires patience and a willingness to play several roles in youths' life i.e., teacher, guide, support, resource, challenger, etc. A necessary willingness to come to where the youth functions physically and mentally. Culturally sophisticated and abreast of current youth issues. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.</p> | <p>- <u>Mentoring Program Coordinator Position:</u><br/>- strong program development. &amp; management skills,<br/>- excellent people skills, particularly when operating a multi-cultural program,<br/>- exceptional knowledge regarding principles of youth development, particularly regarding cross-cultural competence and respect for other people's way of life.<br/>- <u>Program Capacity:</u><br/>- must have sufficient resources i.e. funding, staff, technology and equipment, before starting mentoring activities,<br/>- must have strong collaborative relationships with community resources,<br/>- must have strong and relevant follow-up (support) services in place (the transition from transformative mentoring to assistance mentoring).<br/>- <u>Matching Considerations:</u><br/>- same culture, gender should be a strong consideration for Intensive/Very Intensive mentoring,<br/>- mentors must have the skills to assist in relevant (goals/objectives) areas,<br/>- mentors must be culturally/gender competent and very respectful of other people's life issues, challenges and way of life.</p> |
| <p><b>4. Very Intensive Mentoring</b><br/>(Formally <b>Hard Core Mentoring</b>)<br/><u>Risk Level</u> "Very High"</p> | <ul style="list-style-type: none"> <li>-Companionship</li> <li>-Academic Tutoring</li> <li>-Career Guidance</li> <li>-College/Higher Education Guidance</li> <li>-Self-Esteem Building</li> <li>-Prospective Broadening</li> <li>-Conflict Resolution</li> <li>-Man/Womanhood Responsibility</li> <li>-Parenting Skills</li> <li>-Respect for Private Property</li> <li>-Respect for Self</li> <li>-Respect for Life</li> <li>-Cultural Awareness &amp; Respect</li> <li>-Respect for Authority/Law</li> </ul> | <p>A youth with unlimited potential who is still reachable however, deeply rebellious. Basically has little to no positive adult influence and/or guidance. Attracted to the seemingly "easy way out." Very much influenced by peer group. Has spent considerable time institutionalized. A youth who is cynical and very suspicious about unfamiliar "healthy"/"positive" development assistance.</p>   | <p style="text-align: center;"><b>Same As Above</b></p>  | <p>Extremely caring and committed adult who basically becomes a surrogate family member. Always in touch and on-call. Requires much patience and love. Required willingness to come to where the youth functions physically and mentally. Culturally competent and abreast of current youth issues. Willingness to remain an advocate for the youth even as they continue to make mistakes. Much thought <u>must</u> be given to appropriate attitudes, activities and techniques used.</p>    | <p style="text-align: center;"><b>Same As Above</b></p>   |

Note: The above are broad classifications. The characteristics of each classification type can be interchangeable from youth-to-youth and/or from mentor-to-mentor, meaning there can be variations of characteristics. (Revised 12/00)