MENTORING IN AMERICA 2005

A SNAPSHOT OF THE CURRENT STATE OF MENTORING

MENTOR

ALWAYS AT THE HEART OF MENTORING

Mentoring in America 2005: A Snapshot of the Current State of Mentoring

Table of Contents

Foreword

I n 2002, MENTOR conducted the first national poll on mentoring to provide a snapshot of the current state of mentoring in the country by measuring the attitudes, motivations and behaviors of American adults who either were mentoring or had the potential to do so. The findings from that first poll have played an important part in guiding the work of both MENTOR and the mentoring field over the last three years.

In 2005, working with a respected group of advisors led by Drs. Jean Rhodes and David DuBois, we decided that it was once again time to assess the progress within the mentoring community and evaluate our efforts.

As the following report highlights, the mentoring community has made significant progress in increasing the number of young people who benefit from a mentoring relationship. The poll also found that an overwhelming majority of mentors are satisfied with their experience and would recommend mentoring to others. This fact, combined with the 44 million adults who would seriously consider mentoring, presents a tremendous opportunity for the mentoring field. So, too, does the growing interest among after-school and other youth development programs in adding stronger mentoring to their existing programs.

However, the findings also indicate that there is still a great deal of work to be done. There are millions of young people who could especially benefit from a mentor who don't have one. MENTOR is committed to leading the effort to close this gap and ensure that every young person has a mentor. We invite you to join us in this vital effort and would warmly welcome your feedback or counsel on this report.

Gail Manza
Executive Director
MENTOR

i

Key Findings

I n 2005, MENTOR conducted the second Mentoring in America poll to assess the current state of mentoring in the U.S. While the full report provides an in-depth summary and explanation of the findings, highlights include the following:

◆ 3,000,000 adults have formal, one-to-one mentoring relationships with young people; an increase of 19% since 2002.

◆ 96% of existing mentors would recommend mentoring to others.

◆ 44 million American adults who are not currently mentoring a young person would seriously consider it.

◆ While the average mentoring relationship lasts 9 months, 38% last at least one year.

◆ The majority of mentors are willing to work with youth in unique or difficult situations, including children of incarcerated parents, youth with disabilities and immigrant youth.

Introduction

Youth development experts now agree that mentoring is a critical element in any child's social, emotional and cognitive development. It builds a sense of industry and competency, boosts academic performance and broadens horizons. Without doubt, young people who have the benefit of caring adult mentors navigate the path to adulthood more successfully.

Research shows that youth who participate in mentoring relationships experience a number of positive benefits. These benefits include better attendance and attitude toward school, less drug and alcohol use, improved social attitudes and relationships, more trusting relationships and better communication with parents and a better chance of going on to higher education.[1]

For more than a decade, MENTOR has been leading the national movement to connect America's young people with caring adult mentors. MENTOR believes that mentors can help young people achieve their potential. Recruiting enough mentors to satisfy demand is the one of the biggest issues confronting the mentoring movement today. Based on data from the 2000 U.S. Census and certain life circumstances, we believe that 17.6 million young people could especially benefit from having mentoring relationships. But how many of these young people actually have mentors in their lives?

In 2002, MENTOR decided to address that question by conducting the first-ever national poll on mentoring.

We envisioned the poll as both a testing and benchmarking opportunity that would measure the attitudes, motivation and behaviors of American adults. When completed, the poll gave us a snapshot of the state of mentoring in the U.S., and revealed a serious "mentoring gap." Among the findings: Of the 17.6 million young people who could especially benefit from having a mentor, only 2.5 million were in formal, one-to-one mentoring relationships. That left over 15 million young people still waiting for a mentor. MENTOR works to close that mentoring gap.

To measure our progress, in 2005 MENTOR commissioned a new poll on mentoring. This document reports on the findings, focusing on the attitudes and behaviors of three key groups of adults: formal mentors, informal mentors and non-mentors. Using the characteristics of each group, we identify and discuss changes in the mentoring field over the last three years. Combined with the findings of other recent and upcoming polls including "Volunteers Mentoring Youth"[2], these data will lead us to important strategies and solutions for closing the mentoring gap.

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[1] *"Mentoring: A Promising Strategy for Youth Development," Child Trends, 2002*
[2] *"Volunteers Mentoring Youth: Implications for Closing the Mentoring Gap," Corporation for National and Community Service, 2006.*

Mentors

WHO MENTORS?

To expand mentoring efforts, we must first determine who is currently mentoring in the United States. In our analysis of the 2005 poll findings, we identified a number of demographic characteristics—including age, education, employment, income, gender and race—that may influence an individual's decision to become a mentor.

As Chart 1 illustrates, middle-aged adults (34-54 years old) and young adults (18-24 years old) mentor at the highest rates. Older adults, especially senior citizens (65 and over) are the least likely to mentor. Baby Boomers, those born between 1946 and 1964 and crossing three different age groups, also mentor at high rates. As young adults age and become young professionals (25-34 years old), they tend to be less involved as mentors. This fact is reflected in the noticeable drop in percentage of people in that age group who mentor; a drop that may be explained in part by the tendency of young professionals to be intensely focused on their careers and starting families. As this group becomes more established, they are once again more likely to mentor; and as they move towards middle age, we expect that their rates of mentoring will reach the highest levels.

Other factors impact a person's likelihood of mentoring, as well. People with the most education are more likely to be mentors: 35 percent of those with a post-graduate education as compared with only 26 percent of those with a high school education or less. Employment status is also significant. Retired and unemployed people are less likely to mentor (23 and 22 percent, respectively) than those working full time (32 percent). Interestingly, at 37 percent, part-time workers are most likely to mentor. Perhaps that is because of the combination of flexibility and stability their type of employment offers. Additionally, adults in households with children are significantly more likely to mentor (35 percent), than those without (24 percent). That may be because adults who already have children are more familiar and comfortable with adult/child relationships and, therefore, are more likely to mentor.

The 2002 poll found that gender was also a significant indicator of the likelihood to mentor. At that time, women were more likely to mentor than men. However, from 2002 to 2005, the percentage of women mentoring declined significantly while the percentage of men mentoring remained relatively

Chart 1: Mentoring and Age

Age Group	% Mentoring
18-24	31%
25-34	26%
35-44	33%
45-54	31%
55-64	27%
65 or older	22%
Baby Boomers	32%
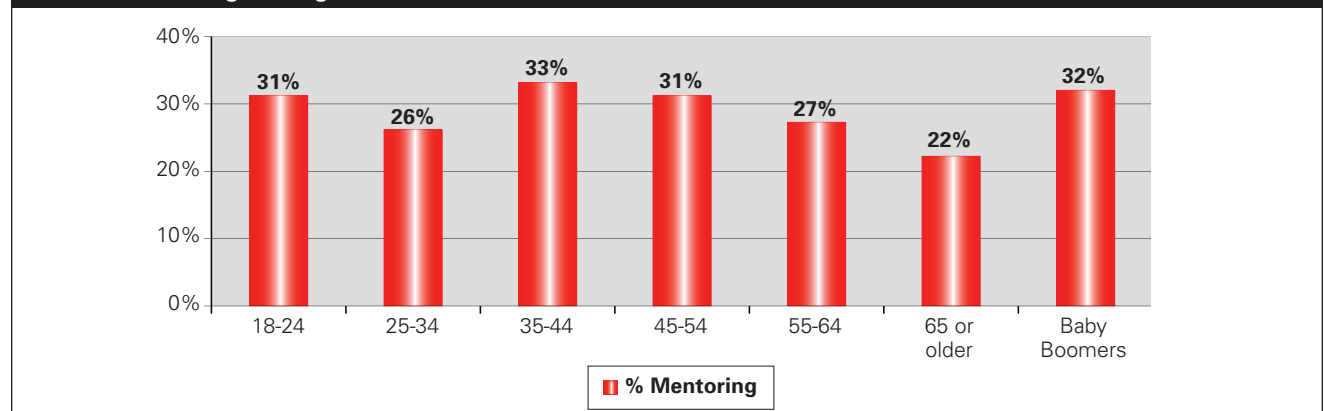
% Mentoring

constant. According to the 2005 poll, men are slightly more likely to mentor (31 percent) than women (27 percent). This finding may seem inconsistent with the practical experience of many mentoring programs that confront a continuing shortage of male mentors.

Race is another factor often mentioned in the recruitment and retention of mentors. Our study found that non-whites are somewhat more likely to mentor: 35 percent of non-whites mentor as compared to 28 percent of whites. Interestingly, there was a significant drop among non-whites from 2002 to 2005, similar to that of women, and a smaller drop for whites.

Taken together, all these factors begin to produce a profile of mentors in America. They also provide useful information for targeting recruitment efforts to attract individuals most likely to become active mentors. More information about the effect of race and gender on mentoring, including a multivariate analysis, can be found in "Volunteers Mentoring Youth."[3]

HOW ARE THEY MENTORING?
Duration of Mentoring

Research has shown that the duration or length of a mentoring relationship is a very important indicator of positive outcomes for mentees. At a minimum, mentors and mentees should meet regularly no less than four hours per month for at least 12 months. There are exceptions to this requirement; school-based mentoring, for example, coincides with the school year. Whatever the circumstances, mentees should understand from the beginning how long their relationship will last, so they can adjust their expectations accordingly.[4]

The 2005 poll found that most mentoring relationships last an average of nine months. It also found that 38 percent of mentors spent at least 12 months with their mentees. This finding seems to be a positive indication that a significant minority of mentoring relationships are lasting. This is especially true when factoring in relationships that are purposely meant to be short-term. Another encouraging sign is that mentors spend an average of 13 hours per month with their mentees, thus suggesting close, supportive mentor/mentee relationships.

Formal vs. Informal Mentoring

While formal mentors work with the help of an organization or structured program, informal mentors do so without any support or training from an organization. The vast majority of mentors (71 percent) work informally; the remaining 29 percent are formal mentors. By comparing the two groups, we can better identify, reach out to, and

[3] "Volunteers Mentoring Youth: Implications for Closing the Mentoring Gap," Corporation for National and Community Service, 2006.

[4] Stand by Me: The Risks and Rewards of Mentoring Today's Youth, *Jean E. Rhodes, Ph.D., Cambridge, Massachusetts: Harvard University Press, 2002*

increase the number of mentors. A more in-depth comparison of these two groups of mentors can be found on page 6 of this report.

Mentoring in Small Groups

Mentoring occurs in group settings, as well as in one-to-one relationships. Small group mentoring is defined as one mentor with a small group of young people or several mentors working with a small group of young people. In either case, the mentor to mentee ratio is not greater that 1:4.[5] The 2005 survey found that the average small group consisted of three adult mentors working with 10 young people (for an average ratio of about 1:3).

In the 2002 survey, 69 percent of the mentors surveyed said they had mentored more than one young person; 31 percent said they had not. In contrast, only about half of mentors in the 2005 survey—51 percent—say they have mentored more than one young person; 48 percent say they have not. At first glance, this seems to reflect a dramatic shift in how mentoring happens. But at least a portion of this difference may result from differences in how the question was worded in the two surveys. In the 2002 poll, we simply asked mentors whether they had mentored more than one young person in the last year. It seems probable, therefore, that some mentors who worked with multiple youth for a very limited time (less than three months) would have correctly answered yes. Upon further analysis, we revised the question for the 2005 survey. In the new poll, we asked respondents whether they had mentored more than one young person *for at least three months during the past year*. We believe that, because of the change in wording, the 2005 survey question more accurately reflects the current division of mentoring: fewer mentors working in small groups, and significantly more mentors who are working with only one young person. Chart 2 illustrates the pattern.

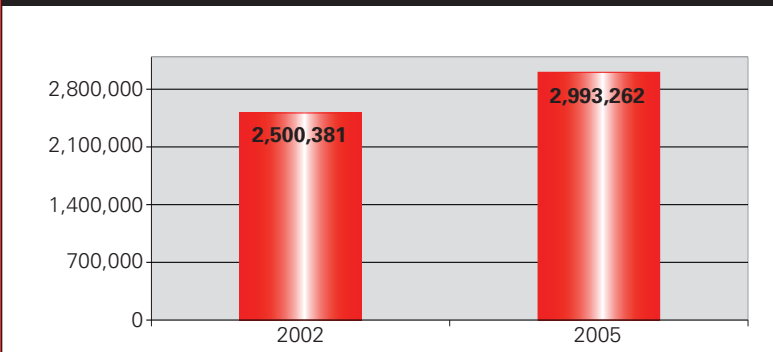**Chart 2: Mentoring Multiple Persons in Small Groups**

Number of Adults in Formal One-to-one Mentoring Relationships

As Chart 3 shows, the number of adults in formal one-to-one mentoring relationships grew 19 percent – from 2.5 million in
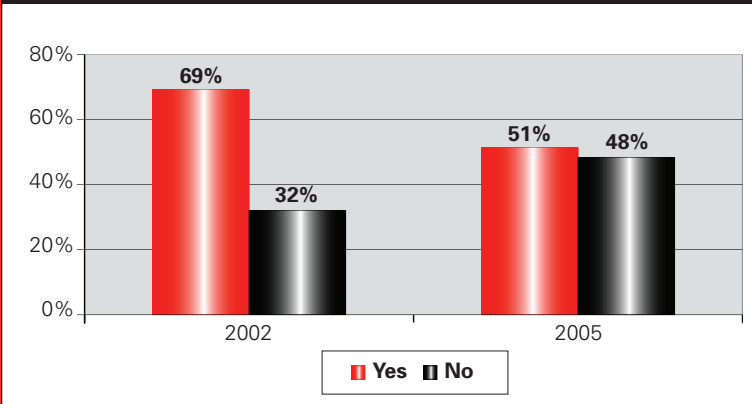
Chart 3: Number of Formal, One-to-One, Adult Mentor, 2002-2005

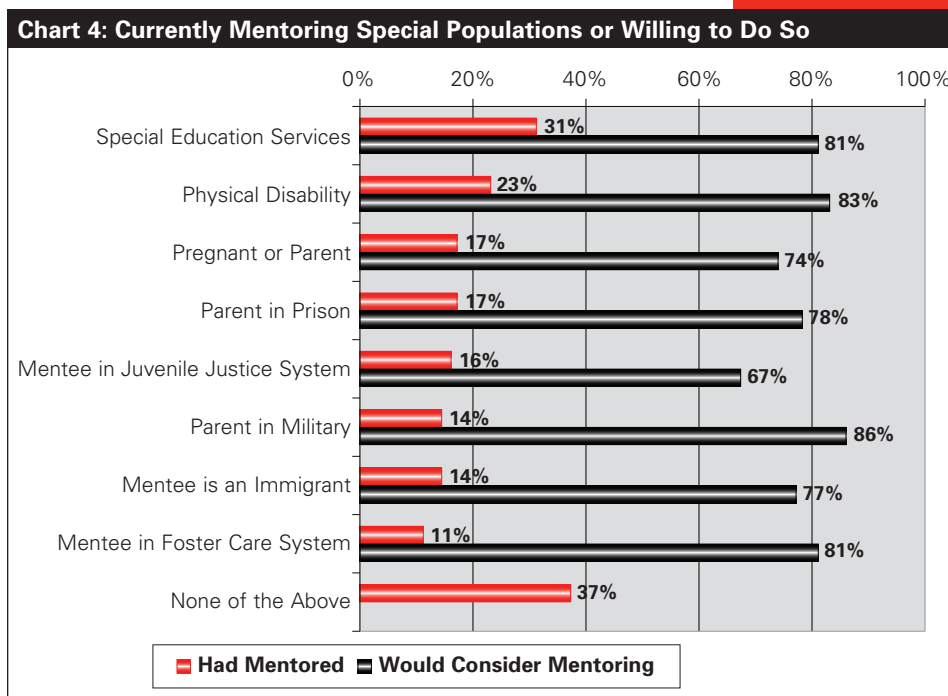[5] Elements of Effective Practice, *second edition, MENTOR, 2003*

2002 to 3 million in 2005. This increase is a clear indication that the mentoring field is making progress in our efforts to close the mentoring gap.

Special Populations

Increasingly, the mentoring field has focused on serving youth in unique or special situations. This shift reflects that fact that growing numbers of America's young people fall into special categories. For instance, "first- and second-generation immigrant children are the most rapidly growing segment of the U.S. child population."[6] To close the mentoring gap, we must create specialized approaches to serving youth populations with unique characteristics or needs and measure our potential for serving them in the future. To glean that information, we added a new question to the 2005 survey. Respondents were asked whether they had mentored young people in unique situations, and whether they are willing to do so. Their responses are summarized in Chart 4.

Chart 4: Currently Mentoring Special Populations or Willing to Do So

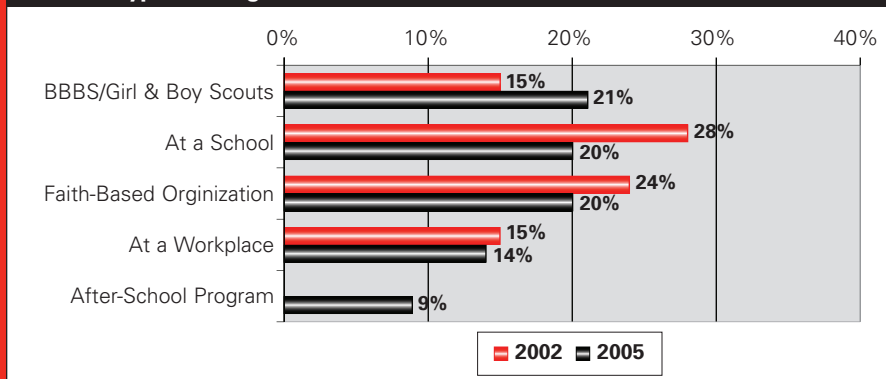|	Had Mentored	Would Consider Mentoring
Special Education Services	31%	81%
Physical Disability	23%	83%
Pregnant or Parent	17%	74%
Parent in Prison	17%	78%
Mentee in Juvenile Justice System	16%	67%
Parent in Military	14%	86%
Mentee is an Immigrant	14%	77%
Mentee in Foster Care System	11%	81%
None of the Above	37%	

As Chart 4 illustrates, a substantial discrepancy exists between the percentage of mentors currently working with youth in unique situations and those willing to do so. One example: only 14 percent of mentors currently work with children who have a parent serving in the military, but 86 percent of respondents said they would be willing to do so. The greatest challenge appears to be finding adults willing to mentor young people in the juvenile justice system and those who are pregnant or a parent.

Formal Mentoring Organizations

As mentioned earlier, formal mentors work through established programs and follow a prescribed structure. Mentoring programs take many different forms and follow a variety of models. As Chart 5 demonstrates, mentors are equally distributed among community-, faith- and school-based settings, each group comprising about 1/5 of the total. The chart also shows that the numbers of mentors in both school- and faith-based programs

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[6] Quoted in Children of Immigration, Carola Suárez-Orozco and Marcelo M. Suárez Orozco, Harvard University Press, 2001

Chart 5: Types of Organizations Connected to Formal Mentors

Organization	2002	2005
BBBS/Girl & Boy Scouts	15%	21%
At a School	28%	20%
Faith-Based Orginization	24%	20%
At a Workplace	15%	14%
After-School Program		9%

Legend: ■ 2002 ■ 2005

decreased from 2002 to 2005. At first glance, the drop in school-based mentors does not seem to reflect current trends. This decrease can be explained once again by differences in the way the 2002 and 2005 surveys were worded. The 2002 survey did not include "after-school program" as a possible response, while the 2005 poll did. It is likely, therefore, that some mentors who worked with after-school programs in 2002 identified their programs as school-based because it was the best answer available to them.

WHAT ARE THE CHARACTERISTICS OF FORMAL VS. INFORMAL MENTORS?

Formal mentors work through a structured program to provide guidance and support to young people. In contrast, informal mentors (e.g. teachers, coaches, religious leaders and family friends) do their work without the support of an organization. As mentioned earlier, 71 percent of mentors do so informally. Both informal and formal mentors serve important functions, so we need to understand how the two groups of mentors differ.

Chart 6: Formal and Informal Mentoring by Age

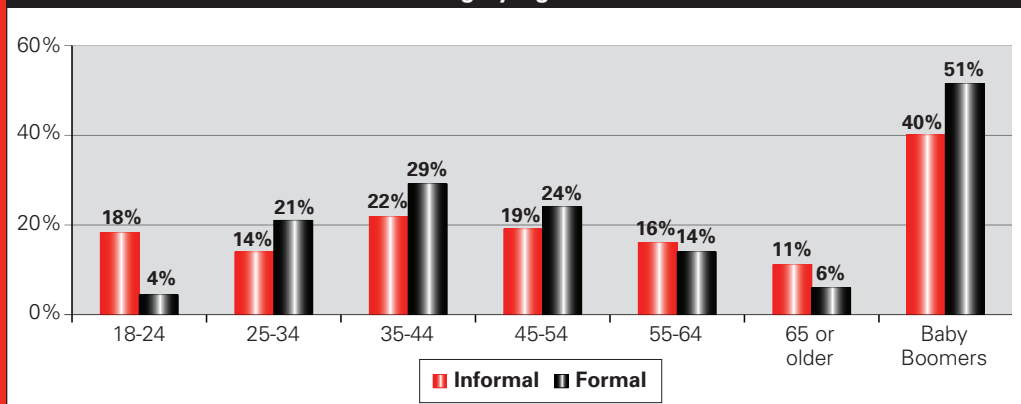| Age	Informal	Formal
18-24	18%	4%
25-34	14%	21%
35-44	22%	29%
45-54	19%	24%
55-64	16%	14%
65 or older	11%	6%
Baby Boomers	40%	51%

Legend: ■ Informal ■ Formal

Chart 6 shows that informal mentors are more likely to be both younger and older than formal mentors. Perhaps that is because informal mentoring offers the kind of flexibility that both younger adults and senior citizens value.

Formal and informal mentors differ dramatically in terms of income and employment. Over half of informal mentors (55 percent) have household incomes under $50,000, while 44 percent of formal mentors have incomes of $75,000 or higher. Only 45
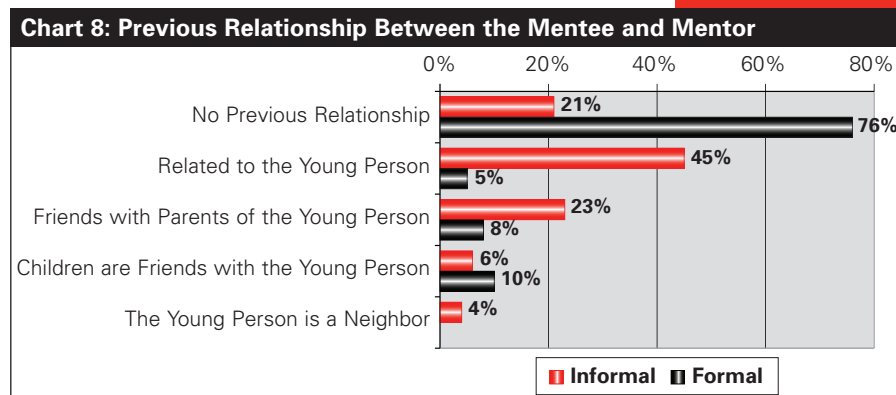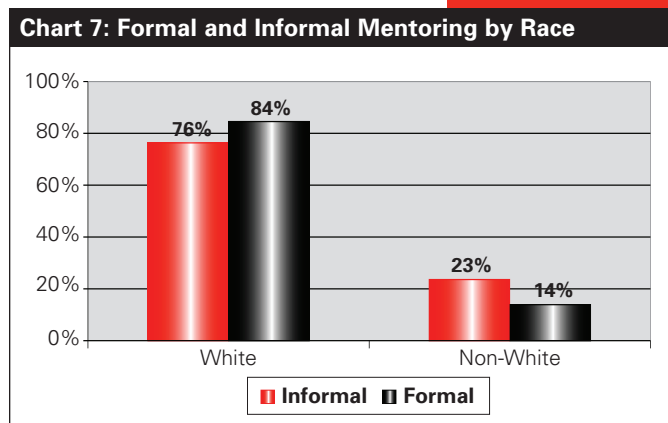
percent of informal mentors are employed full-time, compared to 70 percent of formal ones. While it may seem counterintuitive for people with full-time jobs to want formal, structured programs, quite possibly the combination of structure (e.g. a definite time and place for meeting) and organizational support actually makes it easier for them to fit mentoring into their busy schedules. It is also likely that a larger proportion of informal mentors are grandparents.

With regard to gender and race, formal mentors are more likely to be white (84 percent) and male (55 percent); informal mentors are slightly more likely to be female (51 percent). Even though the majority of informal mentors are white, non-whites are more likely to mentor informally than formally (Chart 7).

To determine how informal and formal mentoring relationships begin, we asked mentors whether they had a previous relationship with their mentees. The results are highlighted in Chart 8.

Chart 7: Formal and Informal Mentoring by Race

White — Informal 76%, Formal 84%
Non-White — Informal 23%, Formal 14%

Legend: Informal, Formal

Nearly 40 percent of all mentors had no previous relationship with their mentees; the remaining 60 percent were either related to their mentees or were friends or neighbors. Only 21 percent of informal mentors had no previous relationship with the mentee. Clearly, informal mentoring is based on existing relationships with friends, families and neighbors.

With few exceptions, formal mentoring is not rooted in prior relationships. Only 5 percent of formal mentors were related to their mentees; 8 percent were friends with their mentees' parents; and 10% mentored their children's friends. The remaining majority had no previous relationship with their mentees.

Chart 8: Previous Relationship Between the Mentee and Mentor

No Previous Relationship — Informal 21%, Formal 76%
Related to the Young Person — Informal 45%, Formal 5%
Friends with Parents of the Young Person — Informal 23%, Formal 8%
Children are Friends with the Young Person — Informal 6%, Formal 10%
The Young Person is a Neighbor — Informal 4%

Legend: Informal, Formal

Recent research has highlighted the importance of the informal mentoring that occurs between youth and staff in after-school and other youth-development programs[7]. Respondents to the 2005 poll did not have the option of identifying this type of previous relationship with their mentee. This is an important issue that we intend to address in future polls.

[7] A Place to Call Home: After-school programs for Urban Youth, *Barton J. Hirsh, New York: Teachers College Press, 2005.*

7

WHAT FACTORS LEAD TO MENTOR MOTIVATION AND SATISFACTION?
Motivation and Satisfaction

To close the mentoring gap, we need to understand what motivates people to become mentors. In the 2005 survey, respondents could select from a list of five possible reasons why they chose to become a mentor; they could also add their own reason for mentoring. The poll asked respondents to choose the three reasons they felt were most important.

◆ Want to help young people succeed: 82 percent.
◆ Want to make a difference in someone's life: 76 percent.
◆ Want to give back to the community: 43 percent.
◆ Religious and spiritual reasons: 27 percent.
◆ Someone helped when he/she was young: 22 percent.

Having asked why people mentor, the survey next asked mentors how they got involved. Mentors could give multiple answers as to how they became involved. The results are listed in Chart 9.

Chart 9: How Mentors Got Involved

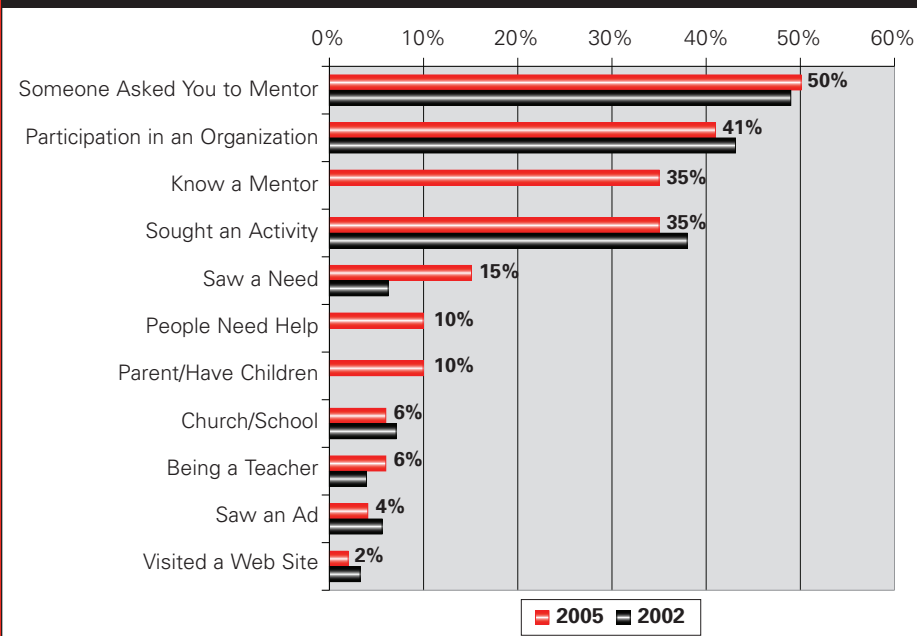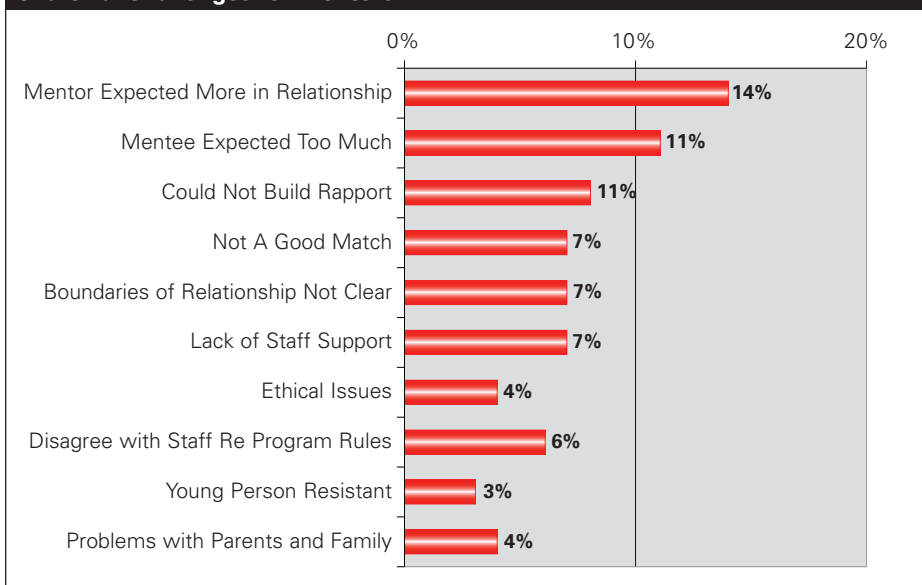|	2005	2002
Someone Asked You to Mentor	50%	
Participation in an Organization	41%	
Know a Mentor	35%	
Sought an Activity	35%	
Saw a Need	15%	
People Need Help	10%	
Parent/Have Children	10%	
Church/School	6%	
Being a Teacher	6%	
Saw an Ad	4%	
Visited a Web Site	2%	

Chart 9 clearly shows that individuals who have a personal connection with someone who already mentors—through work, a personal acquaintance, or participation in an organization—are much more likely to become mentors, themselves.

Challenges

To better understand the mentoring experience, the survey asked mentors whether they had encountered any challenges in their mentoring relationship with a young person. Their responses follow in Chart 10.

To build on this knowledge, the survey asked mentors how their mentoring experience could have been improved. Their responses included: spending more time with the young person (41 percent); having more materials/resources (35 percent); being better informed/more knowledgeable (31 percent); and receiving better training (30 percent). Their responses provide key insights for the mentoring field as to the importance of training, support and managing expectations. (Find out more about these and other essential components of safe and effective mentoring programs in the *Elements of Effective Practice*™ at www.mentoring.org/elements.) Finally, mentors responded overwhelmingly (96 percent) that they would recommend mentoring to others.

Chart 10: Challenges for Mentors

Challenge	Percent
Mentor Expected More in Relationship	14%
Mentee Expected Too Much	11%
Could Not Build Rapport	11%
Not A Good Match	7%
Boundaries of Relationship Not Clear	7%
Lack of Staff Support	7%
Ethical Issues	4%
Disagree with Staff Re Program Rules	6%
Young Person Resistant	3%
Problems with Parents and Family	4%

Non-Mentors

WHO IS WILLING TO MENTOR?

We know that a gap exists between the number of mentors available and the number that are needed. How can we address that gap? One good way is to look at adults who are not mentoring to determine why they have not volunteered.

Willingness to Consider

The 2005 poll asked respondents who had not mentored young people in the past year whether they would seriously consider becoming mentors. Twenty-nine percent said that they would consider mentoring. Those who said they would seriously consider mentoring also said they would be willing to mentor an average of 4.3 hours per month. This is important because four hours a months is the minimum amount of time recommended by the *Elements of Effective Practice*™ to ensure close, trusting relationships.

When projected out to the general population, that 29 percent translates to 44 million adults who are willing to consider mentoring. This number dropped almost 23 percent, from 57 million in 2002. Such a large drop warrants further investigation and we hope to delve deeper into this issue in future research.

Encouraging Factors

From the survey data, we know that 44 million adults would seriously consider mentoring. If we could move one-third of them from thinking about it to actually mentoring, we could eliminate the mentoring gap. But how do we move them to action? To gain some insight, the survey asked non-mentors who would seriously consider mentoring to identify the types of tools and arrangements that might encourage them to become mentors. Chart 11 lists their responses.

Chart 11 provides us with some clear strategies for converting potential mentors into active mentors. Both proximity and support are essential. Potential mentors want to meet with their mentees near their home or office. They also want access to expert advice, including training and technical assistance. Many mentoring programs lack the capacity and

Chart 11: Tools and Arrangements that would encourage Non-Mentors to be a Mentor

Tool/Arrangement	Percentage
Meet Young Person near Home or Work	83%
Get Expert Help When Needed	83%
Variety of Schedule & Interests	79%
Orientation/Training	73%
Employer Allowed Time to Volunteer	70%
Employer Encouraged Mentoring	48%
Mentor Young Person On-Line	33%
Mentor at Your Workplace	30%
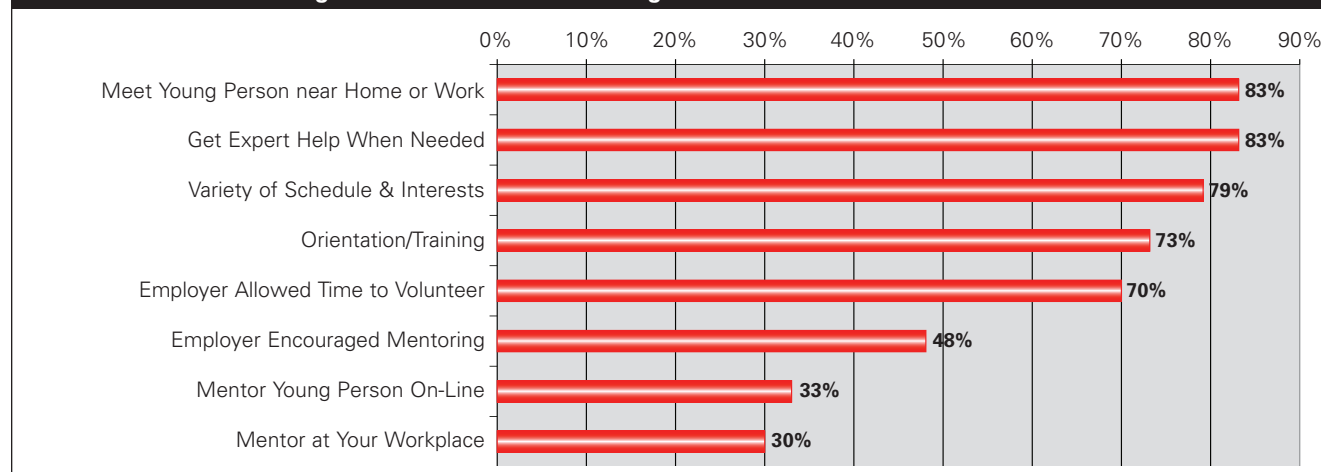
resources to dedicate staff to providing ongoing training and technical assistance. This role is being fulfilled by intermediary organizations, such as MENTOR's network of Mentoring Partnerships. Mentoring Partnerships can coordinate regional mentor recruitment efforts, as well, offering potential mentors a menu of opportunities to fit their schedule, interests and lifestyle.

In the survey, respondents also noted that they would be more willing to mentor if they were allowed time off from work to volunteer. In October 2005, Delaware joined North Carolina, Florida, and California, among others, in allowing for flex-time for state employees to mentor[8]. If more workplaces were to allow time off to mentor, the pool of mentors could increase dramatically.

WHAT ARE THE BARRIERS TO MENTORING?

Reasons for Not Mentoring

Non-mentors who would not consider mentoring were asked why they do not currently mentor a young person. Respondents were able to indicate how important each reason was for them. Chart 12 shows the responses in the order of importance.

As Chart 12 highlights, lack of time is the main reason people give for not mentoring. This is consistent with other studies that deal with volunteering in general: in a 2004 survey by the Bureau of Labor Statistics, 45 percent of those who had not volunteered in the previous year cited lack of time as the reason.[9] However, this rationale may be even more prevalent with mentoring because people perceive it as very time-consuming. While that analysis is beyond the scope of this report, it is something that

Chart 12: Reasons for Not Mentoring

should be examined further in the future. Equally interesting, many of the "reasons" people give for not wanting to mentor imply a lack of understanding about what mentoring is, what skills are needed and how to become involved.

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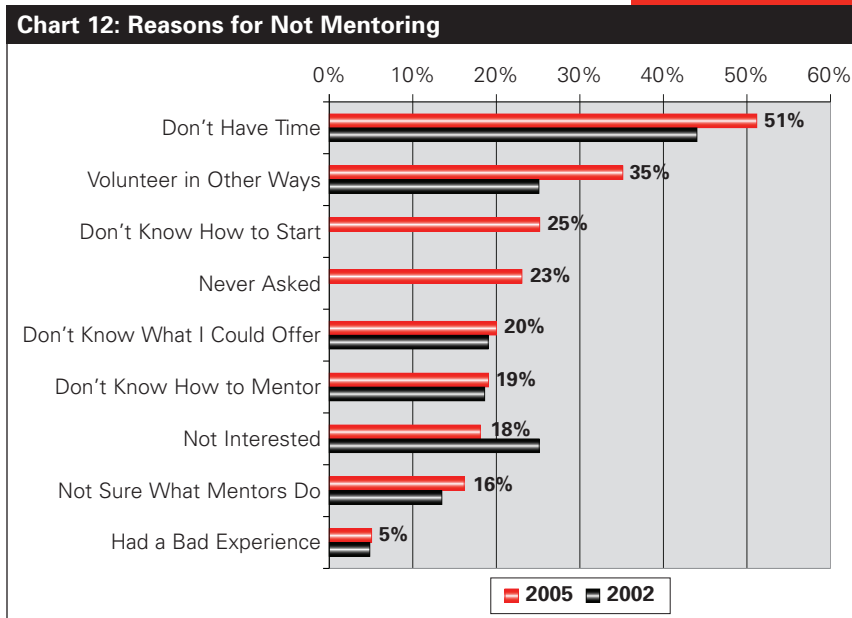
[8] For more information about flex-time for state employees visit the following links:
        Delaware – http://www.delawarementoring.org/individuals/state_employees.html;
        Florida – http://www.flamentoring.org/state_agency_mentoring.php;
        North Carolina – http://www.osp.state.nc.us/manuals/tutor.html
[9] "Volunteering in the United States", Reported by Bureau of Labor Statistics of the U. S. Department of Labor, 2004

Moving Forward

MENTOR is working to ensure that every young person who needs a mentor has access to one. The results of the 2002 and 2005 polls clearly demonstrate that the mentoring community has made significant progress in narrowing the mentoring gap, ensuring that 500,000 more young people have access to a caring adult mentor.

The mentoring field still has a great deal of work to do to close the mentoring gap. Fortunately, we have a blueprint for moving forward that is based on the poll results and the findings of MENTOR's recent national conversation on mentoring. Called the *National Agenda for Action*, this blueprint outlines a series of strategic solutions and action items for increasing the number of youth who have caring adult mentors. It also offers recommendations for improving the impact of those relationships. A full copy of the *National Agenda for Action* can be found at www.mentoring.org/NationalAgenda.

MENTOR will use the 2005 poll results to guide education, advocacy and public awareness efforts. We will also use the results to develop Web content, training materials and tools that the mentoring community can use to serve more young people.

Finally, MENTOR will conduct the Mentoring in America poll every two years and release the findings to the public as part of its continued effort to expand the mentoring movement and close the mentoring gap.

Methodology Review

Survey Description

The Mentoring in America 2005 poll was fielded by Tele-Nation, a division of Synovate. Tele-Nation is an omnibus survey, in which a number of clients share the costs of the survey. For the purposes of this poll, we used two waves of surveys of 1,000 participants each to ensure a sufficient number of mentors were in the sample. With these numbers, a given percentage in the sample can be projected out to the population within a plus or minus three percent at a confidence level of 95 percent.

The Mentoring in America 2005 poll conducted for MENTOR followed the standard and approved practices for public opinion polls. Findings from the survey can be accurately projected to the U.S. adult population.

For the purposes of this survey, mentoring was defined as a relationship, formal or informal, between an adult and a young person age 10 to 18 that occurred in the past 12 months. Respondents were then asked to clarify whether that mentoring was done informally, or with a structured program and the support of an organization.

Sample Surveys and Projecting to a Population

People may wonder how findings of a survey of 1,000 people can be projected to the entire population of the United States. Sampling to make valid estimates for a larger population is a proven statistical methodology but certain conditions must be followed to make sampling work.

One important condition is that the sample of people to be interviewed must be drawn randomly from the population. Random sampling ensures that there is enough variation within the sample to allow estimates for the population.

The appropriate sample size is calculated using the statistics of probability and by the desired level of precision. For many national public opinion surveys, the confidence interval is set at plus or minus three percent. For example, if 50 percent of the sample prefer a beach vacation over a trip to the mountains, the actual value for the American population would be somewhere between 47 percent and 53 percent.

However, if you wanted to predict a close election, you might have to set the confidence interval at plus or minus one percent. With that degree of precision one would have to have a much larger sample size, which in turn would be very costly.

Another variable is the confidence level. In most national surveys, the confidence level is set at 90 or 95 percent. A 95 percent confidence level means that 95 times out of 100 the projected percentage should be within the plus or minus confidence interval.

Prepared by Robert O'Connor, Ph.D.
O'Connor Research & Action

Acknowledgements

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www.mentoring.org

MENTOR is leading the national movement to connect young Americans with caring adult mentors. As a national advocate and expert resource for mentoring, MENTOR delivers the research, policy recommendations and practical performance tools needed to help make quality mentoring a reality for more of America's young people.