

Here are 5 types of mentoring that we may use in our program:

The type of mentoring program you offer will shape your program's structure and operation—including the goals you want your mentoring program to achieve; the length and frequency of mentor commitment you require; and the kinds of activities that take place. *The following definitions of mentoring types are based on those in the second edition of the Elements of Effective Practice. (A brief overview of what each type of mentoring relationship might look like appears in the "Informational Overview of Types of Mentoring Programs" in the appendix of Section IV.)*

- **Traditional One-to-One Mentoring.** One-to-one mentoring places one adult in a relationship with one youth. In our case here at LCCC At the mentor and mentee should meet at minimum two hours per week. School-based mentoring, which coincides with the school year—and other types of special mentoring initiatives. In such special circumstances, mentees need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.

- **Group Mentoring.** Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring program might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities. Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun.

- **Team Mentoring.** Team mentoring involves several adults working with small groups of young people, with an adult-to-youth ratio no greater than one to four.

- **Peer Mentoring.** Peer mentoring provides an opportunity for a caring youth to develop a guiding, teaching relationship with a younger person. Usually the mentoring program specifies activities that are curriculum-based. For example, a high school student might tutor an elementary school student in reading or engage in other skill-building activities on site. These youth mentors serve as positive role models. They require ongoing support and close supervision. Usually in a peer mentoring relationship, the mentor and the mentee meet frequently over the course of a semester or an entire school year.

- **E-mentoring (also known as online mentoring, or telemetering).** E-mentoring connects one adult with one youth. The pair communicate via the Internet at least once a week over a period of six months to a year. Some programs arrange two or three face-to-face meetings, one of which is a kickoff event.

Interested mentors can contact "Coach Marty"

[meggleston@lorainccc.edu](mailto:meggleston@lorainccc.edu)

Early College Students  
PLEASE SEE  
MS. DUFFY



We are looking for current LCCC Students, who are interested in being a mentor for our LCCC Early College Students.



Lorain County  
Community College



LCCC/ECHS  
Youth Mentoring  
Program



Office of Student Life  
Lorain County Community  
College

"We got you covered!"  
—LCCC

440-366-7677

## WHAT IS MENTORING TODAY?

Mentoring is a time-proven strategy that can help young people of all circumstances achieve their potential. Mentors are caring individuals who, along with parents or guardians, provide young people with support, counsel, friendship, reinforcement and a constructive example.

But mentoring is not a one-size-fits-all proposition. Every young person who would benefit from a mentoring relationship has individual needs. Effective mentoring programs offer enough flexibility to help meet each mentee's personal needs, yet allow mentoring relationships to flourish within a safe structure.



## WHY BECOME A MENTOR?

A mentor is an individual who provides support, counsel, friendship, reinforcement and models positive behavior.

We are looking for mentors are active listeners, caring people who want to help our LCCC Early College students bring out their strongest abilities.

Affective Mentors encourage healthy development and growth in our youth by promoting positive development.

With a mentor's guidance, students



increase academic performance and school attendance. strengthen self esteem, improve peer interaction, learn to set and achieve goals, and much more. All it takes to become a mentor is a desire to make a difference.

## WE NEED STUDENT MENTORS



to provide one-to-one mentoring to our LCCC/Early College Students.

Mentors are needed for a minimum of two hour per week during school hours on school days.

The program is intended to help youth increase academic performance, increase school attendance and lower office referrals.

Mentors assist their mentee by completing homework and playing educational games. Mentors and mentees also attend fun enrichment activities this year!

**For more information, please contact Coach Marty Eggleston in the office of Student life**

**440-366-7677.**