

MENTORING^{plus}
Workshop Series

SERIES 2

CREATING AND SUSTAINING A WINNING MATCH

by Dustianne North and Jerry Sherk



Produced by The EMT Group for the California Department of Alcohol and Drug Programs



The Mentoring Plus Workshop Series is a project of The EMT Group, Inc., funded through the California Department of Alcohol and Drug Programs.

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WORKSHOP AGENDA

Creating and Sustaining a Winning Match

8:30 REGISTRATION AND NETWORKING

9:00 WELCOME AND INTRODUCTIONS

THE "COMMUNITY OF CARING" MODEL

MODULE 1: MATCHING

BREAK

MODULE 1: MATCHING

11:45 LUNCH

12:45 MODULE 2: MONITORING

BREAK

MODULE 2: MONITORING

3:30 NEXT STEPS

3:45 EVALUATION AND ADJOURNMENT

ABOUT THE AUTHORS

Dustianne North

Dustianne North is the Volunteer Services Coordinator for the Florence Crittenton Center, a non-profit, nonsectarian, ethnically diverse organization serving the Los Angeles area. The Center provides quality residential treatment services for abused and neglected girls, teen mothers and their children, as well as foster family placement services. Ms. North developed and implemented the Center's Helping Hand mentor Program to provide young women, ages 12–18, with personalized support during their treatment process.

Ms. North graduated Summa Cum Laude from UCLA with a Bachelor of Arts degree. She is an ADP-approved mentoring consultant with The EMT group, and has assisted many organizations in the southern California area with mentor program development.

Jerry Sherk

Jerry Sherk is the founder of Professional United Mentoring Program (PUMP), a school-based program where mentors use sports as a model to teach students how to reach goals in academics and other areas of their lives.

As a defensive tackle in the NFL for 12 years, Mr. Sherk was the most decorated Cleveland Brown in the 1970s. He is currently president of the NFL Players Association of San Diego. The local NFLPA's mission statement includes supporting mentoring efforts in the San Diego area.

Mr. Sherk has a Master's degree in Counseling Psychology. He is an ADP-approved mentoring consultant for The EMT Group, and has assisted many groups in developing youth mentor programs.

ABOUT THE SERIES

About the Mentoring Plus Workshop Series

The Mentoring Plus Workshop Series addresses topics most critical to effective mentoring programs. The goal of these workshops is to assist new and existing mentoring programs in providing children and youth with the best mentoring practices available. Mentoring Plus offers:

- Free workshops by request
- Curricula developed by experts in the mentoring field
- A workshop manual that includes all presentation material
- Information on accessing personalized technical assistance
- Networking opportunities

Additional Training and Technical Assistance

Community- and school-based youth mentoring programs may receive free technical assistance and training from The Evaluation, Management and Training (EMT) Group, which is funded to provide this service by the California Department of Alcohol and Drug Programs. Drawing on a statewide pool of diverse consultants, EMT tailors technical assistance to the specific needs of the requesting group.

Please ask a workshop trainer for more information about available services. A Technical Assistance Application is provided for your use in the Program Development Resources section of this binder. You may also contact Lisa Scott or Shelly Boehm of EMT directly at:

- Mail: 391 South Lexington Drive, Suite 110, Folsom, California 95630
- Tel: 916.983.9506
- Fax: 916.983.5738
- Email: lisa@emt.org or shellyb@emt.org
- Website: www.emt.org



EVALUATION FORM

Creating and Sustaining a Winning Match

DATE: _____

1. How did you find out about this symposium?

Brochure CMI Consultant Colleague Other : _____

2. What information did you hope to get out of today's workshop?

3. To what degree were your expectations met?

Low 1 2 3 4 5 High

4. What was most useful to you about this workshop?

5. What was least useful to you about this workshop?

6. Please rate how useful the WORKSHOP MATERIALS were to you:

Low 1 2 3 4 5 High

7. Please rate your overall satisfaction with the TRAINER(S):

Low 1 2 3 4 5 High

8. Please rate your overall satisfaction with the today's workshop:

Low 1 2 3 4 5 High

9. Would you like to share any other feedback or comments?



Creating and Sustaining a Winning Match

WORKSHOP PURPOSE

The primary role of mentoring program staff is to ensure that each match is monitored, that each mentor is supervised, and that both mentor and mentee feel supported by the program. Ideally, a mentor program should ensure that its resources for mentors are as adequate as its resources for youth.

The purpose of this training is for mentoring program staff to learn how to create, within their program, a “community of caring,” to ensure that the highest possible quality of mentoring takes place in every mentor/mentee match.

LEARNING OBJECTIVES

In this training you will learn how to:

- Use what you know about individual mentors, mentees, and their families to make a good match.
- End a match and start a new one, when necessary.
- Build both a supervisory and a supportive relationship with mentors.
- Connect with the family of each mentee in order to effectively monitor the match and supervise the mentor.
- Design group supervision and group activities as a tool for monitoring, supervision, and support.
- Document contacts between the mentor and mentee — and identify the reasons why you should.
- Plan in advance what to monitor in every match and how.

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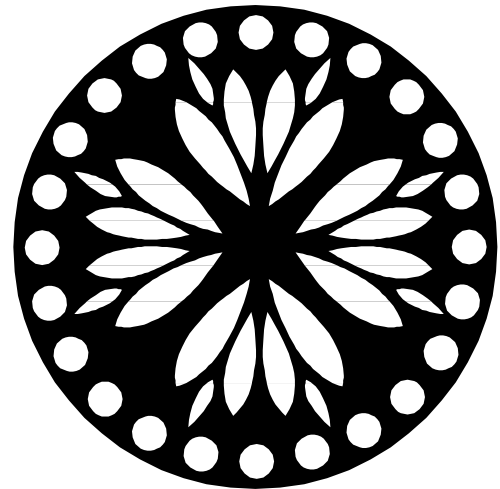
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A COMMUNITY OF CARING

A “COMMUNITY OF CARING” PARADIGM

Imagine a small community. A place where everyone knows each other; a place where children are safe to play in the community, and every adult makes it their business to watch out for each other and the children in the community. This is a place where people are known to be responsible and positive, and parents are able to trust their child to any adult member of the community. We call this a “community of caring.”



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NOTES

how to

PROMOTE A “COMMUNITY OF CARING”

In Your Agency

- Set an example
- Be wise to the realities of children’s lives
- Think “safety”
- Promote community spirit
- Maintain quality assurance standards

Quality Assurance Standards

10 Categories

1. STATEMENT OF PURPOSE AND LONG-RANGE PLAN
2. RECRUITMENT
3. ORIENTATION
4. SCREENING
5. TRAINING
6. MATCHING
7. MONITORING
8. SUPPORT, RECOGNITION AND RETENTION
9. CLOSURE
10. EVALUATION

None of the ten Quality Assurance standards stands alone. Each relies on all the others to create a “community of caring,” building on a foundation of clear purpose and planning.

SEE ALSO: Quality Assurance Standards section, which discusses the complete recommendations of the CMI Quality Assurance Standards.

NOTES

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THE RESULTS

...of clearly written procedures and policies
& adequate personnel and resources

**Programs that are well-developed,
well-organized and run properly prosper:**

- In funding
- In public relations
- In human resources (quality staff & volunteers)

**People who are involved in quality
mentoring programs see success:**

- In quality, long-lasting relationships
- In positive changes in mentees
- In positive word-of-mouth that promotes feelings of self-worth
- In mentors that return for another cycle or mentoring assignment
- In solid funding that provides the resources and support needed

MATCHING

QUALITY ASSURANCE STANDARD

Quality mentoring programs have a matching strategy that includes:

- A link with the program's statement of purpose.
- A commitment to consistency.
- A grounding in the program's eligibility criteria.
- A rationale for the selection of this particular matching strategy from the wide range of available models.
- Appropriate criteria for matches, including some or all of the following: gender, age, language, requirements, availability, needs, interests, preferences of volunteer and participant, life experience, temperament.
- Signed statements of understanding that both parties agree to the conditions of the match and the mentoring relationship.
- The program may have pre-match social activities between mentors and mentees.
- Team building activities to reduce the anxiety of the first meeting.

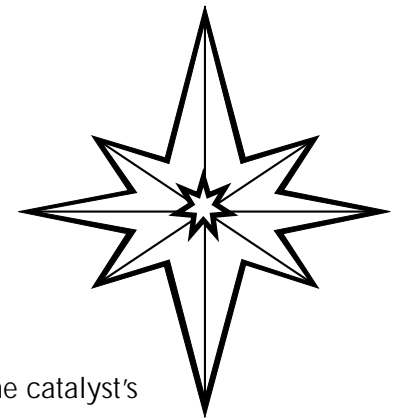
From the CMI Quality Assurance Standards.



YOU ARE THE CATALYST!

As the one who is doing the matching in your program, you act as a "catalyst."

Your main concern is to create a match that has "good chemistry." Just as in chemistry, the catalyst's size is small in relation to the other substances, but it is very integral—nothing much happens without it. The catalyst makes things happen without becoming part of the mix. It facilitates the interactions of the other substances—in this case, mentor and mentee.



NOTES

**BASE MATCHING STRATEGIES ON
MENTEE'S NEEDS****FACTORS**

- Race and ethnicity
- Gender
- Chemistry
- Mutual interests
- Geographic proximity
- Age
- Language
- Preferences of mentor and mentee
- "At-risk" factors of mentees
- Mentor availability
- Compatible "environments"
- Attitude of mentor and mentee

**RESEARCH SHOWS
MENTOR ATTITUDE**

is the most important ingredient in the matching process. A mentor with a healthy and caring attitude can be matched successfully with almost any mentee.

SUCCESSFUL MENTORS

- Develop a mentoring relationship built on trust and respect.
- Know the importance of developing the relationship above all other goals.
- Don't try to "fix" the mentee.
- Assume the role of the adult, including the responsibility for keeping the match going.

LESS SUCCESSFUL MENTORS

- Attempt to change or reform the youth from the onset of the relationship.

CONSIDERATIONS IN MATCHING

RACE AND ETHNICITY

Matching based on race and ethnicity has been a hotly debated issue. Some important advantages of same-race matches include the potential to create clear pictures of positive values, role behaviors. Matching within race/ethnic groups can also offer a built-in “comfort zone” for both mentees and mentors that facilitates the relationship’s development. In some cases, mentees and their parents/guardians prefer same-race matches.

Advantages of cross-race matches include the opportunity to expand world views and to break down stigmas and prejudices for both mentees and mentors. In some instances, volunteers from certain race/ethnic groups may not be available, forcing a choice between matching cross-racially or not serving every child.

The best way to proceed is to ask mentors, mentees and parents: “Would you feel comfortable with a match with someone who is of a different race than you?”

GENDER

Most programs don’t cross-gender match.

LANGUAGE

Many programs concentrate on getting mentors and mentees who speak the same language.

GEOGRAPHIC PROXIMITY

The mentor and mentee should live close enough to allow frequent contact.

MUTUAL INTERESTS

When possible, match mentors and mentees by interest.

“CHEMISTRY”

Beyond having a mentor with the proper attitude, “chemistry” is often the next important factor. To facilitate good chemistry, it’s important that you—as the catalyst—get to know the personalities involved.

ENVIRONMENT

Every match is between the young person’s “total environment” and the mentor’s “total environment,” which includes family situation, living situation, work demands, neighborhood and community. Try to determine if the mentee’s “total environment” fits with the “total environment” of the potential mentor.

NOTES

When in doubt, ask mentor and mentee for input... "Does this person sound okay to you?"

brainstorm

WAYS TO GET TO KNOW MENTORS

Their Families and Their Environments

brainstorm

WAYS TO GET TO KNOW MENTEES

Their Families and Their Environments

NOTES

steps to**KNOWING MENTORS**

Their Families and Their Environments

- 1. Observe prospective mentors in as many different situations as possible.**
 - In telephone conversations.
 - In person, one-on-one. Take note during the screening interview.
 - With peers. Pay attention to peer-to-peer interactions during training, group interviews, and meetings.
 - Interacting with young people. If possible, require volunteers to work with young people in your program in another capacity before they begin mentoring. It also may be a good idea to require mentors to have previous experience working with children or youth. Ask for references from people who have seen the mentor interacting with children or youth.
 - In difficult situations. Consider the use of role-playing exercises as part of mentor training.
- 2. Determine as best you can the prospective mentor's motivation for volunteering, as well as their background.**
 - What challenges will mentoring present for this person?
 - What special areas of strength do they have?
- 3. Identify any additional influences that might impact the mentor's success.**
 - Is spouse/partner/roommate/family going to be supportive of the relationship?
 - What is this person's current situation? Are they in a stable environment? How demanding are their other obligations?
- 4. Build a relationship with prospective volunteers.**
 - The more a program manager strives to show supportive interest in the needs, feelings, and lives of their volunteers, the more the volunteers will open up and be honest about their situation and limitations.

steps to

KNOWING MENTEES

Their Families and Their Environments

1. Staff should establish their own relationship with the young people they plan to serve.

Young people in the program should have a chance to participate in the matching process. What do they hope to get from a mentor relationship? What are their expectations, needs, interests?

- Interviews
- Questionnaires
- Pre-match participation in program (group activities, etc.)
- Input from other agencies, schools, parents, etc.

2. Staff also need to establish a rapport with the young person's parent or legal guardian.

What are their concerns, preferences, expectations, and needs? Do they understand ahead of time the role of a mentor? This can be an extremely difficult rapport to establish—parents are often busy and difficult to connect with—be creative!

- Orientation
- Telephone conversations
- Participation in program
- Questionnaires

3. Understand the young person's situation and support system.

- What other family or community members might the mentor for this young person be in contact with?
- What special issues surround this young person and his/her family?
- How supportive will the family be?
- What is the young person's developmental level?
- What resources will be available to a mentor working with this young person?

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key points**MAKING THE MATCH****INVOLVE EVERYONE**

Make sure that the young person, family, and mentor have all participated in the process (via interviews, questionnaires, etc.).

SELECT VOLUNTEERS WITH THE RIGHT ATTITUDE

Research suggests that issues such as gender, ethnicity, interests, and vocation tend to be less critical when volunteers have the right attitude and are willing to overcome barriers.

ASSESS PERSONALITIES

More critical are personality factors: Will this mentor be able to connect with this young person? This can be an intuitive process, so it may be helpful to have a human relations person involved.

Questions to ask yourself:

1. How does the young person tend to behave? Will the mentor know how to handle these behaviors?
2. Will the two have some common ground from which to establish a rapport?
3. Do they already know each other? This can be a "best-case scenario," or can present problems, depending on the relationship.
4. How will the personality of the mentor match the personalities of the parent(s) or guardian(s)?

indicators

How can you tell if a match isn't working?

Watch for one or more of the following:

- Mentor and/or mentee isn't showing up for scheduled contacts or fails to respond to phone calls.
- Mentor and/or mentee continually expresses frustration and unhappiness.
- Mentor or mentee engages in inappropriate behavior.
- Program staff detect signs that the relationship isn't working.
- Mentor and mentee confirm, independent of each other, that the match isn't working.
- Mentor and/or mentee don't return staff calls or turn in required logs.
- An outside source, such as friend, teacher or parent, confirms that the relationship isn't working.

Be especially aware early in the match.

The earlier you address conflict, the better chance you have to save the relationship. Little misunderstandings can quickly grow into larger problems early on in the relationship/

When do you end the match?

Not until everything else has been tried.

It is very important that every avenue is explored before a match is terminated. Most mentees have already felt the extreme losses of abandonment and betrayal. Having this relationship fail could add to the disappointment and trauma in a mentee's life.

A match that isn't working is very different from a mentor endangering a mentee. In cases where the mentor's behavior puts a mentee at risk, ending the relationship is very important.

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steps to**ASSESSING A MATCH IN JEOPARDY**

Each program should have clear, written, step-by-step operating procedures for assessing a match in jeopardy, ending the match, and re-matching both the mentor and mentee. Those procedures may include some or all the following.

 Interview mentor.

Make sure that the mentor doesn't have unrealistic expectations regarding the relationship, and that the match has been given a reasonable time period. Inform the mentor that it is normal for mentees to "test" their mentors, especially early in the mentoring cycle. Also check to see if the mentor has conflict in his or her life that may be contributing to the difficulty.

 Interview mentee.

The mentee may feel differently about the relationship than the mentor. Ask for the mentee's input to assess his or her attitudes and commitment to the relationship.

 Talk with mentee's parent/guardian.

The mentee's caretaker can often add important information. Do the parents / guardians respond to your inquiries? How do they feel about the relationship? Has the mentee talked about the match with them? Are the caretakers experiencing any issues in their lives that might be impacting the mentee or the match? What are their thoughts about how the relationship is going?

 Contact other involved parties (school, counselors, referral sources).

It's important for staff to take the time to get the entire picture. Other interested parties can often provide helpful information about the mood and behavior of the mentee.

 Conduct an internal "troubleshooting session."

Input from all outside sources, as well as input from all program personnel who have had a chance to witness mentor/mentee contacts, should be discussed to try to understand what might be happening with the match and what should be done. Make sure that the "relationship expert" for your program (or an outside opinion) is sought.

ENDING THE MATCH

Ending the match.

It is normally best to meet with the mentor and mentee several times. Allow them to have input and to get used to the situation. You might ask them how the match is going. If their continual response is “it’s not going very well,” at some point you might say, “does it make sense that we end the match?” That way there is a gentle let down, and it also gives a degree of control and ownership to all parties. Try to minimize fault in ending a match.

Give time for everyone to “decompress.”

People who have had a mentoring relationship break up are sometimes disappointed and disillusioned. Consider that mentor or mentee might want time to “let things be” for awhile before they begin a new relationship. Others may want to try again right away. But even if a mentor says s/he is ready to start a new relationship right away, it may actually take longer than it seems to put the unsuccessful match in the past — and in the meantime the new match can be adversely affected.

REMATCHING

Re-match mentee with a new mentor.

By now you should be familiar with the behavior and personality of the mentee. Use this knowledge to rematch with a new mentor. Discuss and review mentee’s last match with staff. Assess reasons for premature termination of last match, and try and find a mentor who is better suited.

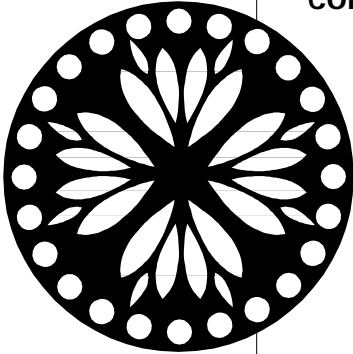
Rematch mentor with another mentee.

Establish criterion for when a mentor who was in an unsuccessful match can be reassigned a mentee. Assess the cause for the premature termination of previous match. Was s/he unsuitable as a mentor? Hard to deal with? Unrealistic expectations? Is s/he still ready, willing and able to take on another match? If there is a long waiting period before a rematch, you might want to find another volunteer task within your organization so the mentor will remain interested and engaged. Also, you might want to develop criterion for “rescreening procedures” if there is an extremely long waiting period. A mentor’s life conditions can change in many ways (marital status, criminal record, financial problems, job changes).

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NOTES

How does the matching process fit with the “community of caring” model?



MATCHING

SUPPLEMENTARY MATERIALS

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A. Sample Matching Forms

Mentor Form

Student Form

Match-Up Questionnaire (For Mentor Only)

B. Communication Tips for Mentors

Roadblocks to Communication

Do's and Don'ts of Helping

C. Program Development

Building Blocks for Mentors: Guidelines for Programs to Establish Effective Mentoring Relationships

Ideas for Preventing Common Problems

A. Sample Matching Forms

Mentor Form

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(For Mentor Only)

B. Communication Tips for Mentors

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Do's and Don'ts of Helping

C. Program Development

*BUILDING BLOCKS FOR MENTORS:
Guidelines for Programs to Establish
Effective Mentoring Relationships*

Ideas for Preventing Common Problems

BUILDING BLOCKS FOR MENTORS

Guidelines for Programs to Establish Effective Mentoring Relationships

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IDEAS FOR PREVENTING COMMON PROBLEMS

SOURCE: *Mentorship Guide*,
Greater San Diego Chamber of Commerce, et al.

Matching mentors and mentees

- Contact each orientation attendee to determine interest level and for feedback on program. Use information gathered as additional tool in the screening process.
- Use available tests for career interest, personality type, etc., to aid in the matching process

Attendance at mentor meetings

- Survey group for best time, location, frequency, and material to cover.
- Provide food and refreshments, if possible.
- Place reminder call the day prior to meeting.
- Send follow-up letter with meeting notes to attendees and no shows.

Attendance at mentor and mentee group activities

- Involve both groups in selection of activities.
- Encourage individual involvement, such as bringing potluck, sports equipment, music, etc.
- Place reminder call the day prior to activity.
- Send follow-up letter with details of activities, newspaper articles, and/or photographs to attendees and no shows.

Maintaining contact between mentors and mentees

- Provide brightly colored stickers with name and phone number to place on home and work phones as a reminder to call.
- Schedule several group activities with mentors and mentees within the initial 4–6 weeks of the program to help rapport-building.
- Avoid lapses in contact during holidays and other prolonged periods by prescheduling meetings.
- Provide alternate phone numbers and addresses for contact, especially if target group is prone to lapses in phone service and frequent moving.
- If possible, provide a phone number at the school or program where mentee can be reached.

Avoiding mentor burnout

- Recruit mentors who do not work daily with the target group.
- Overestimate the time commitment necessary to successfully participate in the program.
- Educate mentors about obstacles and how to deal with them.
- Recruit groups of mentors from an organization who can form an in-house support group.

Replacing dropout mentors

- Train extra mentors at the initial training session who are prepared to act as replacements.

Maintaining mentor momentum

- Initiate frequent calls and communication to the mentors.
- Distribute updates and share “good news.”
- Schedule regular ongoing support/training sessions.
- Schedule occasional mentor and mentee group activities.
- Provide recognition from the community.
- Invite extra, trained mentors to all functions.
- Integrate the mentorship component into the total program curriculum.
- Encourage mentors to plan activities with each other and mentees.

MONITORING

MONITORING

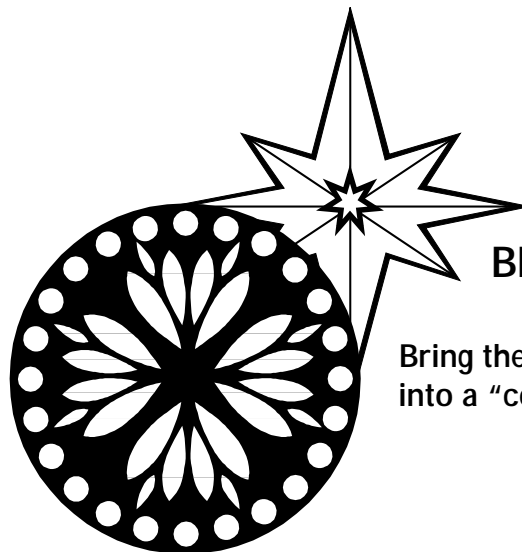
Monitoring is the process of overseeing each mentor/mentee relationship, including checking in with mentors, mentees and parents, providing a framework for safety and success, and tracking problems as they arise.

SUPERVISION

Supervision is the process of managing mentors, including providing guidance and coaching, setting standards and holding volunteers accountable to them, and making management decisions based first and foremost on the needs of mentee and second on the needs of volunteers and the agency.

SUPPORT

Support is the process of providing volunteers and mentees with resources, assistance, and positive reinforcement. Support involves problem-solving for each unique situation and offering care to both volunteers and young people in times of need.



BE A CATALYST!

Bring these three elements together into a "community of caring."

NOTES

QA standards**MONITORING AND SUPERVISION ***

According to Quality Assurance standards, monitoring and supervision should include:

- Consistent scheduled meetings with staff, mentors and mentees.
- A tracking system for ongoing assessment.
- Written records.
- Input from family, community partners, and significant others.
- A process for managing grievances, praise, rematching, interpersonal problem-solving, and premature relationship closure.

SUPPORT *

According to Quality Assurance standards, support should include:

- Ongoing peer support groups for volunteers, participants and others.
- Ongoing training and development.
- Relevant issue discussion and information dissemination.
- Networking with appropriate organizations.
- Recognition and appreciation.

* The CMI Quality Assurance Standards include recommendations for monitoring, supervision and support among various standards. They are excerpted and reorganized here for the purposes of this training.

MENTOR TRAINING AND DEVELOPMENT

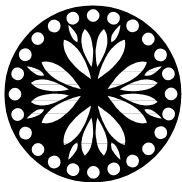
The Quality Assurance standards address the individuals' need for growth in skills, responsibilities, knowledge, input and impact—about developing leadership.

NOTES

EXAMPLES

WORK SETTING	VOLUNTEER SETTING
Promotional opportunities	
Increasing responsibility based on track record	
Being chosen to attend a special conference	
Running an important meeting	
Being selected to serve on a special task force	

Quality mentoring programs make staff available to mentors, especially when the mentor is having a problem. Mentors need easy access to program personnel so that they can get immediate advice and feedback.



COMMUNITY OF CARING

Implementing the community of caring model will accomplish much of the work of monitoring and supervision before a match is ever made.

The attitude and approach of the agency facilitates the monitoring and supervision process in two ways:

1. If people know ahead of time that the agency has certain standards, and that it plans to adhere to them, then matched mentors will already expect to be supervised and will plan to follow policies and procedures.
2. If the rationale and the importance of the agency's mission or purpose is communicated and reinforced early, then matched mentors will already share in that vision and will strive to meet the agency's goals on their own.

NOTES

tips**PROMOTING ACCOUNTABILITY**

Among Mentors, Mentees & Families

Accountability is the process of holding people responsible for their actions. This is accomplished first by setting and clearly communicating standards, then by insisting that everyone involved in the agency strive to meet those standards.

“How can we hold program volunteers and clients accountable to agency standards? We can never force anyone to do anything, and these are volunteers and clients we’re talking about, so it feels even more difficult to impose consequences.”

- **Often consequences are not needed; simple follow-up is sufficient.**

EXAMPLE: A volunteer does not show up to an appointment with a mentee. The program staff calls to see what happened. Many times, just the phone call is enough. It tells the volunteer that the agency will know if they do not keep their appointments, and reminds them of their responsibility. If the agency does not do follow-up calls to volunteers who miss appointments, they are not holding volunteers accountable.

- **A program manager’s greatest tool in promoting accountability is their strong professional relationship with clients and mentors.**

EXAMPLE: A program manager is told by a mentor that she was asked by the mother of her mentee to babysit (suppose this is a clear violation of agency policy). It is because the manager has developed such a good working relationship with this mentor that the mentor felt comfortable approaching him about this problem. The manager then telephones the mother, with whom he also has a strong rapport. He says that he wanted to be sure that the mother understands company policy, and explains that babysitting is not a service that mentors provide. Because the mother values the program, she agrees to adhere to this policy in the future.

NOTES

■ **A caring and tactful approach works best!**

EXAMPLE: A mentor says he cannot attend a mandatory training session because he is very ill. The program manager responds in two ways: 1) she sends a get well card to the volunteer, and 2) she leaves the volunteer a message asking when he'd be available to meet with her so he doesn't miss out on the important material that was covered. This way, the manager lets the volunteer know that the agency cares about his health and wants to be reasonable, but that requirements cannot be neglected when young people are at stake.

■ **Sometimes nothing is appropriate except clearly and directly imposed consequences for unacceptable behaviors.**

EXAMPLE: A mentor drinks several beers at a baseball game he attends with his mentee. He says he knows the program has a policy against drinking before or during contact with a mentee, but since his mentee is about to turn eighteen and definitely drinks sometimes, he thinks someone should model responsible drinking to him — and besides, it was only beer. The program manager tells him (verbally and in writing) that this policy is nonnegotiable, and that he will not be able to continue as a mentor under the auspices of this program. The program manager informs the mentee and the mentee's family the same. The program manager then will work with the mentee and his family to mitigate any damage caused by the incident, and to assign another mentor, if appropriate.

NOTES

who & how**WHO IS RESPONSIBLE?****Who monitors/supervises/supports who?**

- When it comes to the complexity of monitoring, supervising and supporting mentors, mentees and families, it is important for the program to be clear and detailed.
- Sometimes these tasks are divided among two or more staff members. If so, it needs to be clearly delineated who is doing what specific task, and when.
- The key to success and comfort with split responsibilities is to PUT IT IN WRITING in the program's policies and procedures.
- Be sure to detail responsibilities in written job descriptions for each position (not each individual), even if the position is filled by a volunteer.
- When it comes to monitoring and supervision, you never want to hear the phrase: "I thought you were taking care of that!"

Two types of staffing.

Staffing generally includes two types of personnel, as there are two primary tasks:

1. Program direction, management and administration.
2. Overseeing and understanding the intricacies of relationships.

In very small programs the same person may be responsible for both tasks, but the expertise needed for each is substantially different. When one person handles both tasks, he or she will have to work hard to acquire two sets of skills. For the second type of responsibility—overseeing relationships—you need a "relationship expert," which we will also call a "human relations expert."

qualities needed

“HUMAN RELATIONS EXPERTS”

What Are They & How To Find One

Human relations experts should be utilized in many areas of your program, including, but not limited to:

- crisis management
- child abuse and neglect
- confidentiality issues
- troubleshooting matches
- program development
- recruiting strategies
- screening
- matching
- training
- ongoing training and supervision
- closure

What is a “human relations expert”?

- A person who has a great deal of professional experience and expertise in the field of relationships between people.

Who qualifies as a relationship expert?

- A LICENSED THERAPIST, such as psychologist, social worker, marriage and family counselor.
- AN EXPERIENCED PERSON who has an appropriate level of expertise in mentoring or similar social service-type programs, and *who has received training* in listening techniques, problem-solving, coping with crisis, dealing with hostile people, assertiveness, ethics of the helping professions, counseling, group dynamics, family dynamics, and child development.
- A SCHOOL COUNSELOR with sufficient levels of experience and expertise.
- A GRADUATE STUDENT in social work, child development, psychology or related disciplines *who also has experience* in this field *and who is actively supervised* by an experienced person.
- A COMBINATION of the above.

NOTES

NOTES

If you don't have a human relations expert on staff, how can you get access to one?

- PROFESSIONALS OFFERING THEIR SERVICES "PRO BONO"
Rely on the goodwill of a mental health professional in your community who is willing to offer their services without charging the program. Make arrangements before a pressing need arises. Formalize the relationship in writing, even though it is unpaid.
- PARTNER UP
Early in the development of your program (e.g., the grant writing stage), ask participating schools or other organizations (mentee referral sources) to provide trained and seasoned counselors to your program
- COLLEGES AND UNIVERSITIES
Seek out a professor in a masters program to find a masters level student. Professors themselves may also be willing to help.
- BOARD OF DIRECTORS / ADVISORY BOARD / AGENCY MANAGEMENT
Ask for help. Your board has a responsibility to assist you in developing a program which ensures the safety and welfare of mentees. If you have an advisory board, inform members of your needs. If your program is part of a larger agency, communicate your program's deficiency to your agency's management and advise them of the liability of not having access to a human relations expert.
- BRAINSTORM WITH STAFF / OTHER MENTORING PROGRAMS
Usually someone knows an expert, and can help you get access. Or, you may be able work together over time to provide the training and experience for a member of your staff to become the expert you need.

CONTINUITY OF CONTACT PERSONNEL

If you make one person the primary contact for a given mentor, mentee and family, you will develop consistency in your program build stronger relationships between staff and participants.

NOTE: If an inexperienced person is the primary contact, you will need to develop a list of questions or a "script" for them to use. Separate scripts are needed for interactions with mentors and mentees. For mentors, you might consider using the set of questions listed on the following page for one-to-one supervision of mentors.

a script

ONE-TO-ONE SUPERVISION OF MENTORS

The purpose of a face to face supervision is to find out how the relationship is going and if the mentor needs help.

Questions to ask mentors:

- How is the relationship going in general?
- How many times have you met?
- What did you do, where did you go?
- What has been the general mood of your mentee?
- What kinds of things have you been talking about?
- Are any conflicts occurring in the relationship?
- How has your contact with caretakers been?
- What is working well?
- What do you feel best about?
- What stays on your mind after you leave the mentee?
- Is there anything that we could provide you more information on, either through training or reading materials?
- Is there anything else that you would like to discuss, tell us, or get help with?

NOTES

NOTES

strategies**ONE-TO-ONE SUPERVISION
OF MENTORS**

- **Give the mentor your full attention—let them know you are interested.**

Be considerate by giving the mentor the full time allotted. Focus on the mentor, paying close attention to the details of the relationship they are discussing.

- **Praise the mentor whenever possible.**

Mentors are volunteers who are giving from their hearts. Acknowledge this fact. Tell them when they are doing something right.

- **Lessen any of the mentor's unrealistic expectations.**

Make sure the mentor is not trying to fix, rescue, redeem, or transform the mentee. Communicate the philosophy of "development of a mentor / mentee relationship of trust and mutual respect above all." Remind the mentor that young people can be expected to "test" them (see "Addressing Unrealistic Expectations: Concepts for Training Mentors" on page 2-12).

- **Don't be afraid to ask for more accountability from mentor.**

Assess whether the mentor is fulfilling his/her commitment. If needed, remind them that they are the adult in the situation and therefore need to be the responsible party in the relationship.

- **Tell stories, give examples.**

This is often a good strategy with things aren't going smoothly in the relationship, and when the mentor is losing hope. You might choose to describe other relationships that started out rough, but ended successfully.

- **Give mentors a variety of problem-solving strategies.**

Mentors often need to bounce things off of you. As they do, you can brainstorm what might be going on in the relationship. Often there isn't any one way to resolve conflict in a relationship. Help them develop several different strategies.

■ **If you don't have good strategies, get them help.**

Connect the mentor with a relationship expert or an experienced mentor. Invite them to group supervision. If appropriate, ask them to call the mentee's counselor, teacher, parents, etc.

■ **If the mentor is having problems, encourage him or her to stay in touch.**

The bigger the problem the mentor is having, the more contact and support you will need to provide or obtain.

■ **Ask the mentor if he or she is getting enough support from program staff.**

Let the mentor know that you and your staff are accountable, and that your desire is to help in any way possible.

NOTES

NOTES

teaching points**ADDRESSING UNREALISTIC EXPECTATIONS**

Concepts for Training Mentors

Jerry Sherk, ©1998 PUMP

During mentor training it is the job of the staff to help the mentors develop certain philosophies about the mentoring relationship. Having a clear philosophy can also help during program development, recruiting, orientation, matching, and other program activities.

Some teaching points to help mentors set realistic expectations.

- Above all, strive to develop a relationship of trust and respect.
- It is normal to *not* feel confident about mentoring.
- You don't have to be perfect. Just relax and be yourself!
- It's not your job to fix your mentee.
- Give it time—change comes slowly.
- You don't know what you are giving your mentee. They might be getting much more than you know from the relationship. (This is helpful for mentors who are frustrated because they don't see progress.)
- Most mentees have been abandoned and betrayed. The mentor's job is to accept the mentee, not to discipline them.
- Your mentee will test you. (This prediction can reduce stress because when testing behavior occurs, the mentor will recognize it as normal.)
- It is a teenager's job to "break away" from adults and establish their independence.
- Give mentoring as a gift or a favor. Don't expect anything in return.

Reminders to staff.

- Be realistic in letting mentors know what they are in for with a particular population—don't underestimate. At the same time, strive to keep their excitement and momentum going.
- Tell the mentors that they will have a great deal of support for any eventual situation—and then provide it for them.

mentee & family

MAINTAINING CONTACT

Why Agency Staff Needs to Maintain Contact After A Match Has Been Made

- If agencies rely solely on the mentors to report on how the relationship is going, they are only getting half the story!
- If the agency has no direct contact with the young person or the family once the match is made, there is tremendous liability risk for both the mentor and the agency, and a safety risk for the child or youth.
- Problems can be identified and solved early on. Often young people do not know how to confront adults directly about things that bother them, and sometimes their relationship with their parents is not strong. Maintaining contact with the mentee allows staff to catch problems while they are still easy to address.
- Parents need to feel secure with the agency. An open line of communication will help them feel they have some recourse if something goes wrong.

Ways to monitor the mentee's and family's participation.

- Set and communicate boundaries to parents and young people from the start (preferably in writing).
- Schedule regular telephone calls to parents.
- Hold parent meetings.
- Schedule regular meetings with each young person.
- Plan activities, such as family picnics and field trips, that keep families involved, offer opportunities for families to network, and allow staff to observe dynamics.
- Schedule individual meetings with staff, volunteer, and parent/child together.
- Ensure that parents and young people know who to talk to if a problem arises.

NOTE: For each type of meeting and regularly scheduled telephone call, decide in advance how often is appropriate, and be consistent. Provide more frequent contact, if necessary, when problems arise.

NOTES

NOTES

mentor groups**SUPERVISING GROUPS**

Group supervision is one of the most important and most effective settings to support your mentors.

Why establish a mentor group?

- It “normalizes” certain feelings and emotions mentors may be having, such as fear and frustration.
- It creates a venue where mentors can learn from the stories, experiences and the strategies of other mentors, as well as from the strategies provided by program staff.
- It helps reduce the time that program staff is required to spend individually with each mentor.

What can happen if the group is not properly supervised?

- Mentors may not provide each other with positive, constructive criticism.
- Mentors may lead each other into using harmful strategies in dealing with difficult issues.
- Important issues of confidentiality and liability may not be addressed.

tips

GROUP FACILITATION

SEATING ARRANGEMENT: Circular setting or seating around a table. It is important for each participant to see, hear and interact with other participants (including facial expressions, emotions).

6-10 PEOPLE: If you plan on having each person in the group share, it's best to not have more than 6-10 people participate at once (because of time constraints and limits on attention span). On the contrary, a lecture format (which is an alternative to group supervision), has no restriction on audience numbers.

START AND END ON TIME: Let people know you value their time by starting on time and not going over.

PLEASANT SURROUNDINGS, REFRESHMENTS: Show them you value them by holding supervision in a nice place and preparing food and/or drinks for them.

WHAT TO COVER:

- Ask what is going on in their relationships.
- Ask if they can share something that made them happy or proud about their match.
- Ask about any red flags—do they see signs of neglect or abuse?
- Ask if they have any issues of confidentiality.
- Ask if they have any questions on policies and procedures, mentor/mentee activities, contact with parents, etc.?
- Discuss the “cycle of mentoring relationships”: introduction, testing, trusting, and closure.
- Provide a short training module on an issue that will help mentors: communication skills, relationship building, unrealistic expectations, dealing with parents, cultural diversity issues, child development, crisis, confidentiality, etc.
- Remind the mentors of upcoming events, of their commitment to seeing the mentee, keeping logs, completing evaluation documents, etc.
- Talk about issues of closure: “Remember to remind your mentees that there are three months left in the cycle, and then talk about what it will be like not to be together.”
- Remind mentors that you / staff are available for help at any time.

MAKE SURE THAT EVERYONE GETS TO SHARE.

NOTES

It's the little things that are important in the group setting.

NOTES

agenda

GROUP SUPERVISION

EXAMPLE: 1 hour, 15 minutes

I. OPENING REMARKS BY STAFF

Include words of appreciation to volunteers.
(5 minutes)

II. INTRODUCTION

Have everyone introduce themselves and tell the group something about themselves (especially the first time with group).
(10 minutes)

III. SHARING

Ask each mentor to describe what's going on in their relationship.

OR

OPTIONAL SHARING STRATEGY

To get things started, ask if anyone has a pressing issue, question, or need, and let them discuss it.
(20 minutes)

V. PRESENTATION

"Communication Skills" by Jonathan Doe. Ph.D.
(25 minutes)

VI. REFRESHMENTS / ANNOUNCEMENTS / SOCIAL TIME

(10 minutes)

VII. ADJOURN

steps

PROBLEM SOLVING DURING GROUP SUPERVISION

*A mentor describes a specific problem he or she is having with mentee.
What do you do?*

TRY THESE STEPS (in order shown):

1. Ask the mentor who has the problem.
2. Ask the group how they would handle the situation.
3. Respond, as group leader, with a strategy or strategies.
4. If you don't know the answer, tell them you don't know, but you will research it and get back to them.

NOTES

NOTES

activities

FOR MATCHED PAIRS

Group activities...

- Are fun
- Promote team spirit
- Break the ice
- Normalize feelings of the mentee
- Promote the values and the mission of the program
- Honor participants and give them pride in their accomplishments
- Help define the mentoring cycle

IDEAS FOR GROUP ACTIVITIES

Dinners

Fast food

Parks

Mentor/mentee picnics

Family picnics

Relay races

Team building activities

Ropes courses

Recreational sports

Interviewing each other

Fairs

Hiking

Bowling

Guest speakers

Job shadowing

College or pro sporting events

Guest speakers

Videos

Written exercises (goal setting, "what I want to be," etc.)

Art projects

Museums,

Trust exercises

Collages

Jeopardy game

Word puzzles

Tongue twisters

Circle games

And . . . community projects such as car washes, graffiti paint out, trash pick up, bake sale, or a booth at a street fair.

accountability

MANAGING RISK

Adequate Documentation is Critical

Share the task.

When the responsibility of documentation is shared among program staff, mentors, parents, and even mentees, two positive results occur:

1. Everyone who documents feels much more accountable to the agency. When forced to keep written records, mentors, mentees, and parents feel a sense that they will be held responsible for their actions.
2. Documentation that would be extremely cumbersome for one program staff to prepare for the many mentor/mentee pairs s/he supervises can be broken down into smaller tasks that are manageable for one mentor to do for his or her own pair.

Do you rely on mentors to keep some documentation? How do they respond?

It is OK to ask for documentation from mentors.

Let mentors know that documentation can help protect them legally, and that failure to keep good records can put them at risk. If they know from the beginning that it will need to be done, then they won't be resistant to it later.

SEE ALSO: Models and sample forms for documenting aspects of mentoring programs are provided in Addendum 2: Monitoring Materials.

NOTES

NOTES

documentation**MENTOR REPORTS****Contacts**

- Dates and times that contact between mentor / mentee occurred.
- Contact between mentor and parent.
- Contact between mentor and related agencies (such as school).
- Total hours weekly, monthly or quarterly.
- Any verbal parent permission given.

NOTE: In-person contact should be distinguished from phone contact and contact made by mail.

Incidents

Written policies and materials presented in mentor training should clearly distinguish between incidents that require simple documentation, and those that must be reported to the program staff immediately. In situations that require immediate contact with staff, staff should assist the volunteer in documenting the incident and, if necessary, reporting it to authorities. The following types of incidents should be documented and reported immediately:

- Suspected child abuse.
- Medical care and/or medication given, and any other illness, accident or injury.
- Any deviation from policy (report should include circumstances present, reason for violation, and results of action taken).
- Communication with parents and/or other authorities about ANY serious incidents.

Progress of Relationship & Mentee

- Description of activities.
- Specific challenges or areas of focus.
- Strategies used/decisions made.
- Things that worked and things NOT to try again.
- Areas of improvement for mentee.
- Description of mentee attitude toward mentor and in general.
- Description of relationship of mentor and parent/guardian.

Miscellaneous

- Interactions with staff, including any verbal permission given.

documentation

STAFF REPORTS

Contacts

- Contact with mentors
- Contact with mentees
- Contact with parents/guardians
- Contact with related agencies (schools, etc.)
- Attendance at group supervision meetings
- Attendance at group mentor-mentee activities
- Interventions with troubled matches
- All correspondence

Incidents

- Copies of all mentor documentation, especially serious incidents.
- Clear documentation of medical care and/or medication given, and any other illness, accident, or injury (mentor's paperwork may suffice).
- Clear documentation of any deviation from policy (report should include circumstances present, reason for violation, and results of action taken; again, mentor's paperwork may suffice).
- Disciplinary action taken against staff and/or volunteers.

Administrative Changes (with reasons given)

- Matches made / terminated / rematched
- Changes in supervision
- Mentor or mentee exit from program
- Satisfaction of screening criteria and other requirements of each prospective mentor
- Satisfaction of requirements of ongoing volunteers
- Agency policy, new and revised

NOTES

WHAT TO MONITOR

Group Exercise

Area of Concern	Monitoring Strategies
AMOUNT & TYPE OF CONTACT	
MENTOR JUDGEMENT & APPROPRIATENESS	
PROPER RELATIONSHIP BOUNDARIES	
ADHERENCE TO POLICIES & PROCEDURES	
ATTITUDE OF MENTOR, MENTEE AND FAMILY	
CRISIS MANAGEMENT / TROUBLESHOOTING	
FACILITATING CONTACT & RELATIONSHIP (acting as a catalyst)	

checklist

POLICIES NEEDED

- Exact requirements that must be met for a match to be made.
- Requirements for volunteers to transport mentees.
- Policy on monitoring and supervision—how often meetings take place, who meets with whom and when.
- Written job description for mentors, including all responsibilities, as well as limitations, of what they can do or be asked to do.
- Consequences for violation of policy by mentor, mentee or parent.
- Documentation required of mentors—what needs to be documented, when and how?
- Exact procedures for gaining permission from parent or guardian, and possibly from agency, before a mentor visits and/or takes a young person on outings (if applicable).
- Special policies & procedures for children or youth in foster care or on probation. These may include additional confidentiality requirements, following court orders, contact with parents, and special permission required for out-of-county travel.
- In group mentoring situations, a policy about whether mentors allowed to have outside contact with mentees. Under what circumstances, and how do they gain permission?
- Policies and procedures for medical care and emergency medical releases.
- Minimum requirements for amount and length of contact between mentor and mentee.
- Rules and guidelines for acceptable activities for mentors and mentees to engage in (curfew, geographical limits).
- Guidelines for contact between mentor and mentee's family, and contact between mentee and mentor's friends & family.
- Discipline guidelines for mentors—what is acceptable, what is not?
- Touching guidelines—"good touch" vs. "bad touch."
- Policy on gifts—what is appropriate?
- Mandated reporting of suspected child abuse and threats to self or others.
- How program staff can access legal advice on policy or case-related matters (even if provided pro bono—without charge—by a volunteer or advisor of the program).
- Crisis procedures, including notification of authorities, who is responsible for contact with media, getting emotional help for volunteers or staff experiencing trauma, documentation procedures, and insurance claim procedures.

NOTES

NOTES

exercises**PROBLEM SCENARIOS**

- What is the problem?
- Who addresses problem?
- How is problem best addressed?

Problem Scenario One

A female mentor has just been informed by her newly assigned 11 year-old mentee, "My mommy slaps me in the face all the time and it hurts me. She did it again last night." There are no visible marks on the little girl's face. She is generally truthful, but has known to exaggerate at times in order to get attention.

NOTE: This scenario can also be used in mentor training.

Problem Scenario Two

You have just taken over as director for ABC Mentoring Program. There are terribly few records to provide a paper trail of the program. You have at least a partial list of mentees and mentors, with a partial list of phone numbers and addresses. A mentor calls in and says, "We haven't had an organized training or activity two years." And, "Yes, I'm still with my mentee."

NOTES

Problem Scenario Three

A woman in her forties volunteers and is cleared through all phases, including training. During preliminary group activities, you notice that while interacting with female teenage mentees, the woman overreacts. Her face gets red and she scowls. While in the “sharing circle” with other mentees and potential mentors, each time she speaks there is a discernible note of negativity in her delivery. Your program is very short on mentors.

MONITORING SUPPLEMENTARY MATERIALS

CONTENTS

A. Working with Mentors

Vignettes on Mentor/Mentee Communication

Mentor Manual, Walden Family Services, San Diego One to One

“Mentoring Programs for Urban Youth: Handle with Care”

B. Sample Mentor Logs

SOAP Notes

Weekly Feedback Log

Monthly Evaluation

Quarterly Evaluation

Logsheet

Periodic Mentor Survey

Group Mentoring Activities: Daily Summary

C. Sample Mentee Logs

Weekly Feedback Log

Annual Mentee Survey

D. Sample Policies and Guidelines

Crittenton Sponsored Activities Policy

Discipline Guidelines for Mentors

Guidelines for Contact with Residents/Mentees’s Families

Medical Guidelines for Helping Hand Program

E. Sample Monitoring and Measuring Instruments

Process and Outcome Measures: A Summary of Monitoring/
Measuring Instruments Used by the Mentoring Resource Center
of Baltimore

A. Working with Mentors

14 Vignettes on Mentor/Mentee Communication

Mentor Manual, Walden Family Services,
San Diego One to One

“Mentoring Programs for Urban Youth:
Handle with Care”

14 VIGNETTES

On Mentor / Mentee Communication

Jerry Sherk, M.A., © 1998

VIGNETTES (aka scenarios) are great tools in mentor training (and fun, too). Use these vignettes or create your own. You can develop longer vignettes if you want to turn them into role plays. Tools like these can be used in introductory training, ongoing training, and group supervision.

When reading the vignettes, explore these questions:

- 1) What's going on?
- 2) What would you do?

After each scenario are discussion points to consider in crafting more appropriate responses.

NOTE: The below vignettes are supplied to you as a training tool. Many of the vignettes deal with difficult questions (such as drugs, sex, child abuse). Each program should provide its mentor volunteer with clear policies that outline mandatory reporting requirements and other legal considerations.

VIGNETTE 1

Mentee: I like "Hootie and the Blowfish" (the band). **Mentor:** "Yeah, I really dig that band. Man, they are cool. The drummer really gets down. The lead singer is the bomb..."

Mentor seems to be trying too hard to be cool. Don't hesitate to be yourself, as mentees will be able to see right through your act.

VIGNETTE 2

Mentee: (During first session) "I'm no good. I'm not good at school. I don't have any friends, my sister hates me. I'm a slob..." **Mentor #1:** (Stretching the obvious truth): "No you're not. You are quite beautiful, and you have a very nice personality." **Mentor #2:** "Wow, you are really down on yourself, lighten up." **Mentor #3:** "Wow, you are really down on yourself, could you tell me more..."

Response from Mentor # 3 appears to be most appropriate (the mentors' aim is to get their mentee to express themselves). Mentor # 1 could possibly lose credibility by stretching the truth. Mentor # 2 is too harsh and directive.

continued

VIGNETTE 3

Mentee: "I don't feel very good. I think I may be coming down with a cold." **Mentor:** "I don't feel very good either. I had to get up at 4:00 a.m. this morning and hammer out a report. Last week I had the same cold that's going around. Two months ago when I saw my doctor..."

Keep the focus on the mentee. Don't make your problems bigger than the mentee's problem. They want to know that the focus is on them, and that you are in control of your own life.

VIGNETTE 4

Mentee: "I have a dream. I want to be a pilot for the Air Force." **Mentor:** "That's great! Let's talk about that some more." *Intermittent questions from Mentor:* "When did you decide to become a pilot..... What do you have to do to make your dream happen... What's keeping you from getting there... "

This appears to be a great response by the mentor, especially since the mentee brought it up on his own. Your job is to guide and encourage, to help the mentee find a way to move toward his or her dreams.

VIGNETTE 5

Mentee: "My father slapped me on my face last night, really hard."

POINTS TO CONSIDER: This is a danger area, and one that needs to be evaluated for possible reporting from CPS. A good initial response from the mentor would be to:

- 1) show concern but not overreact;
- 2) try to get the mentee to talk about it, explain more about what happened, including the severity and previous history; and
- 3) *report this incident to the program manager ASAP* so a determination can be made about what steps need to be taken.

VIGNETTE 6

Mentee: "It's hard getting through high school, the grades I mean." **Mentor:** "My son had the same problem. My son did this. My son did that. Finally, my son..."

Again, keep the focus on the mentee. Another point is that talking continually about family members will take the "specialness" off of the mentor/mentee relationship.

continued

VIGNETTE 7

Mentee: "I was with some of my friend's last night. They were smoking pot. I thought about taking a hit but I decided against it." **Mentor:** You were out of line! Don't you ever put yourself in that situation again. Stay away from those people... you are going to get into big trouble..."

Mentor appears to be too judgmental. Overreacting might cause mentee to shut down. One possible tact is to praise mentee for not participating, and at the same time tactfully try to gain more information. In areas such as drugs, sexual activity, abuse, and confidentiality, mentors must have a clear understanding of legal issues and mandated reporting procedures.

VIGNETTE 8

Mentee: "Have you ever smoked pot?" **Mentor:** "Yeah, but it was a long time ago." **Mentee:** "Did you like it?" **Mentor:** "I liked it but now I know it wasn't good for me." **Mentee:** "How did it make your feel?" **Mentor:** "As I recall, it made me feel great. I used to listen to music on pot. Music on pot is the best, but you shouldn't be smoking"

*Mentor is giving mixed messages on the use of drugs. **Never** give the slightest indication that there are positives for using drugs. Encourage mentor volunteers to contact program manager when this and other critical issues come up.*

VIGNETTE 9

Mentee: "My mother is really out of it. She has all these guys over to the house. Last night I walked through the living room and she was making love to this guy on the couch..." **Mentor:** Did you see the baseball game on t.v. last night?

In this vignette, mentee wants to talk about Mom's sexual behavior, and the mentor obviously wants to avoid the subject. Such an obvious avoidance gives the mentee the feeling that the mentor is incapable or uninterested in dealing with this situation. Another important point is that the mentee is providing valuable information that may need to be reported to Child Protective Service. Train mentors to contact program manager for specific strategies in handling a situation such as this.

VIGNETTE 10

Mentee: (To mentor after several meetings): "You aren't very cool are you. You wear those funny glasses, and you always have uptight clothes on, and you are so stiff all the time.

There could be any number of things happening here. One might be that the mentee doesn't think the mentor is cool, another might be that the mentee actually wants to be more like the mentor. Have patience and flexibility. Take the time to understand the mentee.

continued

VIGNETTE 11

Mentee: (During group activity mentee has another mentee in a painful head lock). **Mentor:** (to his mentee) "How does it feel to have your friend in a head lock?"

RULE OF THUMB: Danger or inappropriateness in the past—try to get more information. Danger or inappropriateness in the present—try to get them to stop.

VIGNETTE 12

Mentor: "What? Your father yelled at you and sent you to your room! Don't take that! Don't take that from him! You have rights! He's a grown man and you are just a young girl! If I were you I'd...!"

An obvious overreaction. This mentor appears to be overreacting to his or her own issues. Don't try to resolve your own past conflicts through other people.

VIGNETTE 13

Mentee: "I had sex with my boyfriend last night." **Mentor:** "Errr..."

Obviously a difficult and potentially explosive issue. The point here is for the mentor to develop a strategy ahead of time for difficult situations such as this one. Important elements of this vignette would include age of mentee and her sexual partner (reporting issues), policies on recommending/not recommending birth control, etc.

VIGNETTE 14

Mentee: (After 10 months of a great relationship with mentor, coming up on a 12 month termination time): "I really like being with you. I want to be with you after our time is up."

A explanation of the time constraints of a mentoring relationship should be given at the outset of the program. "Closure" issues should be addressed periodically throughout the mentoring program. In this particular case, a sensitive and caring reiteration of the time frame should be explained to the mentee. If the mentor feels that there could be an ongoing problem, s/he should contact program manager and discuss this issue.

Walden Family Services
San Diego One to One

Mentor Manual

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San Diego, CA 92108-4028
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B. Sample Mentor Logs

SOAP Notes

Weekly Feedback Log

Monthly Evaluation

Quarterly Evaluation

Logsheet

Periodic Mentor Survey

Group Mentoring Activities: Daily Summary

C. Sample Mentee Logs

Weekly Feedback Log

Annual Mentee Survey

D. Sample Policies and Guidelines

(FROM HELPING HAND PROGRAM)

Crittenton Sponsored Activities Policy

Discipline Guidelines for Mentors

Guidelines for Contact with
Residents' (Mentees') Families

Medical Guidelines for Mentors

E. Monitoring and Measuring Instruments

Process and Outcome Measures:
A Summary of Monitoring/Measuring Instruments
Used by the Mentoring Resource Center
of Baltimore



CMI

QUALITY ASSURANCE STANDARDS

Mentoring is a popular youth development approach that shows strong promise for achieving desired outcomes. At the same time, mentoring programs face significant challenges in application to high-risk populations, developing feasible approaches to program management, recruiting and training mentors, and demonstrating the full range of effects of the approach.

The California Mentoring Initiative (CMI) has adopted quality assurance standards to assist mentoring programs in providing quality programs and safe environments for our youth.

The Ten Quality Assurance Standards are:

1. STATEMENT OF PURPOSE AND LONG-RANGE PLAN
2. RECRUITMENT
3. ORIENTATION
4. SCREENING
5. TRAINING
6. MATCHING
7. MONITORING
8. SUPPORT, RECOGNITION AND RETENTION
9. CLOSURE
10. EVALUATION

PROGRAM PLAN CHECKLIST

The California Mentor Initiative has established Quality Assurance Standards and identified the following requirements for responsible mentor programs.

- A well-defined mission and established operating policy.
- Regular, consistent contact between the mentor and the participant.
- Consent by the family or guardian of the mentee.
- Additional community support services.
- An established organization for oversight.
- Adherence to general principles of volunteerism.
- A long-range plan that has community input.
- Risk management and confidentiality policies.
- Use of generally accepted accounting principals.
- A prudent, reasonable rationale for staffing requirements that is based on:
 - Organization's statement of purpose and goals
 - Needs of mentors and mentees
 - Community resources
 - Staff and other volunteers' skill levels
 - Paid or volunteer staff with appropriate skills.
 - Written job descriptions for all staff and volunteer positions.
 - Adherence to EEO requirements.
- Inclusiveness of racial, economic, and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation an ongoing assessment.
- Program forms

GETTING STARTED: A PLANNING PROCESS CHECKLIST

There are a number of questions that mentoring programs must assess at the outset, including:

- What problems or needs will be addressed by the program?
- What children will be served? Where will they be recruited from?
- Are there any existing programs with a similar focus? What other resources are available?
- How will the program be coordinated?
- How many mentors will be needed, and where will they be recruited from?
- How will the program be funded?
- How will screening/matching be done?

The process for implementing a mentor program includes, but is not limited to, the following steps.

Planning Process

- Assess community needs, services and resources including:
 - Current level of volunteerism and available trained volunteers
 - Youth services or programs
 - Current formal mentor programs, as well as informal mentoring type opportunities
- Identify stakeholders to include in program development discussions
- Establish partnerships with community-based youth organizations, schools, and service providers as appropriate

Program Design

- Select appropriate model
- Develop philosophy and mission
- Establish goals and objectives
- Establish time frames and measurements

Agency Capacity

- Assess staffing needs (positions needed, paid and volunteer, job descriptions, credentials or experience and salaries)
- Assess funding resources (what resources can grant funds leverage, what is plan for sustainability after grant)
- Establish liability insurance, and program assurances.

Program Materials

- Public awareness campaign
- Recruitment, materials
- Training materials
- Evaluation surveys

PLANNING

Standard 1

A statement of purpose and a long range plan that includes:

- Who, what, where, when, why and how activities will be performed.
- Input from originators, staff, funders, potential volunteers, participants.
- Assessment of community need.
- Realistic, attainable, and easy to understand operational plan.
- Goals, objectives, and timelines for all aspects of the plan.
- Funding and resources development plan.
- Program development.

The Importance of Planning

Everyday, existing programs are reminded of the powerful impact that mentoring has on the lives of our children, and are painfully aware of the demands for more mentors. It cannot be assumed that expansion of services will simply mean doing more of the same. Nor can it be concluded that increasing recruitment efforts by 20 percent will engage 20 percent more mentors.

Difficulty in the recruitment of mentors may be a symptom of another problem related to program approaches, infrastructure, agency capacity, or community support, rather than an indication of the actual number of adults interested in mentoring. For programs that have become steeped in providing services or embroiled in agency survival, this presenting symptom may provide an opportunity to utilize planning and technical assistance to get out of the battle and look at the war.

Established programs with ongoing evaluative feedback may have information readily available to make programmatic expansion decisions. Increasing the number of participating mentors may mean redirecting recruitment to other adult populations, or increasing mentor support to reduce attrition. It may mean screening prospective mentors before training to only train those most likely to be active mentors or just the opposite--open the training to anyone with no expectations in hopes of drawing in those who would shy away from an up-front commitment.

To assist existing programs make these strategic decisions, it will be important to identify the context in which these program goals have been set, the evaluation data available, the agency capacity (staffing, budget, community partnership) and community support. Existing programs will participate in a com-

prehensive organizational mapping process to access agency capacity and develop a plan of action for sound program expansion.

Agency capacity assessment will include a review of the organization's vision and mission to determine the appropriateness of continuing in the same direction. A vision statement articulates the ultimate dream. Clarity of vision provides the agency with a basis for decision making regarding priorities and policies, out of which expansion plans can flow. A mission statement defines an agency's role. The key to dealing with change is to have a changeless core — a sense of principal, value and purpose which is described in a mission statement. Before attempting expansion it will be critical to revisit the mission to determine whether the agency's role and approach to mentoring is viable.

Program goals are general statements, which provide direction and define what is to be accomplished. Whether goals for expansion are realistic and feasible may be determined by a review of program successes and failures in recruitment, retention, and matching of mentors. Goals to increase mentor involvement should be clarified to target specific mentor populations, specific mentor activities and levels of mentor involvement. Many successful mentoring programs find that their best recruitment comes from current mentors. Mentors who have had or are having a satisfying mentoring experience, become "walking billboards" for mentoring. A goal to improve current mentors' experience may lead directly to involving new mentors.

Program operational procedures will be assessed to determine the process for handling inquiries from mentor candidates, requests from parent(s), or referral agency of potential mentees, and community outreach and response. Agency staffing capacity, training resources, and community support will be matched to program goals and objectives so as to provide a solid foundation for expansion and sustainability.

The mentor agency program evaluation process will be reviewed to determine the quality, appropriateness, and timeliness of program feedback available. Evaluation methods will be enhanced to allow for adjustments in mentor recruitment, matching and support.

A program plan will include agency: mission statement, goals (recruitment, community outreach, mentor retention and support, mentee recruitment, mentor/mentee matching), program strategies, and evaluation.

Organizational mapping, infrastructure and community capacity are issues critical to the sustainability of all community-based programs yet are often passed over to get to service delivery. In an effort to assist mentor programs to increase the number of participating mentors, it will be important for Mentor programs to reexamine what is working and not working and develop realistic goals and strategies, implementation timelines and evaluation methods.

RECRUITMENT

Standard 2

A recruitment plan for both mentors and mentees that includes:

- ❑ Strategies that portray accurate expectations and benefits.
- ❑ Year-round marketing and public relations.
- ❑ Targeted outreach based on participants needs.
- ❑ Volunteer opportunities beyond mentoring.
- ❑ A basis in your program's statement of purpose and long-range plan.

Mentor Recruitment

Mentors are volunteers and yet become the backbone of any program. Successful programs will develop a strong pool of available mentors reflective of the target population. Recruitment, training and screening procedures must reflect sensitivity to mentor needs. Adults volunteers mentor in part to satisfy a personal need of providing service to others. Mentors will become engaged to the degree their need is met within the context of the program.

Quality mentor candidates are responsible, positive, healthy adult role models who give back to their communities in the form of service to others. It is these exact attributes that we recruit to which may pose barriers in program recruitment efforts. Mentors have varied time available, length of commitment willing to give, type and age of child with which they work best. Successful programs will demonstrate an understanding of mentors' needs by offering a variety of opportunities to participate and be of value.

Another demonstration of this understanding will be in addressing the time gaps between recruitment and training, during the screening process, and between training and a mentoring opportunity. Mentors move from being interested in volunteering, to being curious about a program, to committing involvement by attending a training, to enthusiastic about being matched with a child. Programs that successfully engage trained mentor candidates into active mentoring relationships will find ways to maintain a mentor's excitement and commitment through a process which may take 3 months or longer.

Mentoring Site Development and Mentoring Activities

Community based mentor programs may be designed to have mentoring occur at designated mentoring sites throughout the community or at youth organizations within the context of that youth program's activities. Advantages of this approach are that local youth programs have access to a valuable re-

source of trained, screened adults volunteering in their programs; those youth organizations become engaged in referring kids to the mentor program and in supporting mentors; and liability becomes minimized when mentoring happens on-site with trained youth workers close at hand. A disadvantage is the limited access to activities in which a mentor may want to involve their mentee, thereby possibly hindering a more naturally developing mentor/mentee relationship.

Even if a program model were not limited to 'on-site' mentoring, it would be valuable to develop a resource list of youth activities to guide mentors toward possible places to go with their mentee and healthy, age-appropriate activities. It is also to inform youth organizations of the mentoring program goals so they may be encouraging of mentoring activities within their program activities. A successful mentoring program will clearly identify the context within which the mentoring relationship will develop, and recruit and train towards that goal.

Recruitment Activities

A new program may hold kickoff events to attract mentors, but recruitment is likely to be a continuous process. There are several avenues, formal and informal, that programs tend to use to recruit mentors, including:

- **OTHER ORGANIZATIONS** Through the community needs assessment, the program may discover other agencies that have access to potential mentors. The program can be discussed with members of the clergy to see if it is possible to recruit mentors from their congregations. Many communities have volunteer bureaus that serve as clearing houses for volunteer opportunities.
- **MEDIA** Many newspapers, television and radio stations are willing to publish public announcements. Providing their community affairs officer with success stories may lead to a profile of their program.
- **SMALL MEDIA** This includes fliers, newsletters, posters, mailings, and bulletin board notices. These could be mailed to other organizations, churches, and businesses that have expressed interest in issues related to the community's youth.
- **SCHOOLS** University and community colleges often offer credits to students who volunteer. There may be expectations about the level of supervisions they receive, however, and it is important to understand the time commitment that a student can make and arrangements that may be necessary over holiday and summer breaks. In a program model called "tripartite" mentoring, high schools can provide older students to be mentors to elementary students.

STANDARD 2: RECRUITMENT

- LOCAL BUSINESSES Many businesses organizations encourage employees to volunteer as a means of community relations. Some enlightened organizations recognize that encouraging employee volunteerism may improve staff skills and morale. It is advantageous when the mentoring opportunity is related to the company products, as when the employees of a software company volunteer to teach computer skills to disadvantaged students in public schools. The initial contact person within an organization is usually the human resource or public relations director, who may be willing to post an announcement about the program in the company newsletter.
- WORD OF MOUTH Once a number of mentors have had a positive experience with the program, the word-of-mouth marketing that they do is likely to yield new mentors. Programs should ask talented mentors to refer friends to the program.

New programs may consider holding an open house; luncheon or special event, inviting leaders who might have access to volunteers. Events to attract potential volunteers can be highlighted by having panels of mentors who can describe their experiences and answer questions. Also, having youth speak about their experiences can be engaging.

In corporate-based programs, companies may wish to have an event day with opportunities for employees to sign up, booths with different volunteer opportunities and panels with employees who have already served as mentors. Corporations can have liaisons that recruit mentors

from within their departments. One of the most effective ways to draw attention to a mentoring program within an organization or school is to win the support of the chief executive officer or school district superintendent. He or she could serve as speakers at recruitment functions. During promotional activities program staff should collect the names of potential mentors and call them within the week.

Mentor recruitment is a continuing process, and whenever possible it is recommended that a program maintain a waiting list of potential mentors. Due to the cyclical nature of training and orientation, volunteers may apply at times when there are not openings, and it is important to keep a list of their names. Mailing materials to them and giving a clear idea of when they will be contacted is one way to sustain their interest. It is important that marketing materials be clear and well-organized, eliciting confidence in the organization's ability to support its volunteers. When a training is full, it is good practice to have a standby list of volunteers who have been screened and who could enter the training on short notice if cancellations occur.

Recruitment of Youth

Recruiting and preparing youth for the mentoring relationship requires as much attention as it does for mentors. One of the challenges of recruiting youth is that needing the help of an adult can carry a stigma. For this reason it is often necessary to recruit through the adults in the children's lives. In school based programs it is likely that a mentoring program will work with guidance counselors, teachers, athletic coaches, and student leaders. Community-based programs may collaborate with religious leaders, health care providers, recreation groups, schools and social service agencies that work with young people. Parents are excellent sources for recruitment, and they can be reached through the same large and small media announcements used to recruit mentors. During marketing it is important that messages do not use labels that would alienate young people.

ORIENTATION

Standard 3

An orientation for mentors and mentees that includes:

- ❑ Program overview.
- ❑ Description of eligibility, screening process, and suitability requirements.
- ❑ Level of commitment expected (time, energy and flexibility).
- ❑ Expectations and restrictions (accountability).
- ❑ Benefits and rewards they can expect.
- ❑ A separate focus for potential mentors and participants.
- ❑ A summary of program policies, including written reports, interviews, evaluation, and reimbursement.

Youth

Mentoring may not be a familiar concept for young people. An orientation that explains what mentoring is and is not, what mentors can and cannot do, is important to dispel any misunderstandings. For example, a mentor may be able to help a youth look for a job, but cannot promise one. The orientation needs to be held before the first meeting with the mentor.

When a young person is enrolled, the program can send a letter of congratulations, briefly listing the goals of the program. Shortly afterward the program can hold an orientation for the youth and his or her parents. The orientation allows them a chance to meet the staff, hear a program overview, and find out about the program's expectations and restrictions. The orientation can include a discussion of the commitment expected by youth, as well as expectations and restrictions. Youth responsibilities can be summarized in a brief contract, signed by the youth and parent, which asks the youth to keep appointments, notify the mentor when unable to do so, and to attend particular program activities.

Some programs have made the mistake of assigning mentors to youth without the young person's input. To engage the youth, it is recommended that he or she be involved early in the decisions that relate to him or her. The program may help the mentors and youth to form short-term, accessible goals that provide the youth with some immediate success, lessen the anxiety of the initial stages of the relationship and convince the youth of the program's value.

Parents

To develop a successful relationship with a youth, the mentor will need the support of parents. Since mentoring can be a type of supplemental parenting by helping the youth make the transition into adulthood, it can be very threatening to a parent. Involving a parent early can be pivotal in creating a conducive setting for the mentoring relationship. An orientation for parents, explaining the program and its goals, can allay concerns. The orientation should stress the importance of their participation to the success of the program.

SCREENING

Standard 4

Eligibility screening for mentors and mentees that includes:

- An application process and review.
- Face-to-face interview.
- Reference checks for mentors, which may include character references, child abuse registry check, driving record checks, and criminal record checks where legally permissible.
- Suitability criteria that relate to the program statement of purpose and needs of the target population. These could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
- Successful completion of pre-match training and orientation.

Mentor Screening

Mentor screening is critical to protecting our children and creating responsible programs. Appropriate mentor candidates are not deterred by a criminal background check and screening processes. Rather they are reassured to know they are becoming affiliated with a reputable organization.

The process of screening volunteers may be similar to hiring an employee and may include an application, interview and reference check.

Usually programs have a profile of the children that they want to work with, which may include an age range and geographic area. Some programs target children from single-parent families, and most require a minimal level of social skills. Depending on the intensity of the program's goals, programs may screen potential youth through written applications, interview with the child and their parents, and a home visit. Programs need to ascertain whether the child has a developmental or personal need for support so that mentoring is not just an entertainment outlet.

The Application Process

Having a clear written description of the mentor's role and responsibilities is the first step in screening. The description will give the applicant a fair idea of what is involved in mentoring and whether it is something he or she wants to do. An application form that queries the volunteer's education, experiences,

skills, hobbies, interests, and availability will let the program gauge whether the applicant fits the profile that the program is looking for. A background check usually includes a fingerprint check, which some programs have the applicant pay for. Depending on whether the program allows mentors to transport a child, a check of driving records, and proof of auto insurance may be appropriate. The program may also ask for three or more character references.

Fingerprint Process

California Penal Code Section 11105.3 provides that a human resource agency or an employer may request criminal record information from the Department of Justice for a person who applies for a license, employment, or volunteer position. This information is restricted to arrests resulting in conviction or arrests which are pending adjudication involving any sex crimes, drug crimes, or crimes of violence.

“Human resource agency” is defined as a public or private entity responsible for determining the character and fitness of a person applying for a license, employment, or as a volunteer within the human services field that involves the care and security of children, the elderly, handicapped, or mentally impaired.

“Employer” is defined as any nonprofit corporation or other organization specified by the Attorney General in which employees or volunteers have supervisory or disciplinary power over children.

The fingerprint clearance process through the Department of Justice System can take four to six weeks and twice that if rejected for technical or procedural reasons (approximately 10 percent of prints processed). Successful programs will find ways to keep mentors engaged and enthused during this time period.

The Interview

An interview is an indispensable part of the screening process. The best mentors are patient, flexible, and conscientious and these qualities should come through during an interview. The program will want to know if the mentor is able to listen without judgment to young people and whether the mentor is able to set aside his or her own agenda to focus on the needs of the young person. Many of these are subjective assessments, and some programs have two staff-persons participate in the interview so that they can compare impressions. Questions the interviewer might ask are listed on the next page.

Possible Interview Questions

- ❑ Why does the person want to be a mentor? There should be no hesitation in acknowledging that mentors as well as youth derive gratification from a mentoring relationship. Some common benefits that an applicant might cite include: the gratification of sharing knowledge and contributing to a young person's development; gaining an understanding of educational or social issues; improving skills in communicating with young people; or connecting with others in a meaningful way. This is a natural point for the interviewer to highlight the rewards of mentoring.
- ❑ What other volunteer experiences does the person have? Does the person have experiences or background that will help him or her in communicating with young people?
- ❑ What skills can the applicant offer? What type of help would he or she like to give?
- ❑ Did the applicant have a mentor while growing up? What difference did the mentor make in their life? If the applicant did not have a mentor, what difference would one have made in their life?
- ❑ Does the applicant have any concerns about mentoring? Having doubts may mean that the applicant has a healthy sense of the challenges of mentoring. If the mentor does not have a realistic understanding of the mentoring process, he or she might drop out later when difficulties are encountered. The interviewer might describe a difficult situation that a mentor would be likely to encounter. How would the applicant handle such a situation?

Mentors often work with children who have tremendous need for adult attention, and it is important for mentors to have enough sense of their own limits to be able to set clear boundaries. While training can give mentors techniques for this, some applicants may be trying to work out problems from their own past through the mentoring relationship, which can interfere with clear boundaries.

TRAINING

Standard 5

A readiness and training curriculum for all mentors and mentees that includes:

- Trained staff trainers.
- Orientation to program and resource network, including information and referral other supportive services, and schools.
- Skills development as appropriate.
- Cultural/heritage sensitivity and appreciation training.
- Guidelines for participants on how to get the most out of the mentoring relationship.
- Do's and don'ts of relationship management.
- Job and role descriptions.
- Confidentiality and liability information.
- Crisis management/problem solving resources.
- Communication skills development.
- Ongoing sessions as necessary.

Mentor Training

Mentor training can vary given the level of involvement, the populations served, supervision available and expectations for the mentor/mentee relationship. At a minimum, successful programs would provide training for mentors addressing the following issues:

- Program structure
- Program philosophy and policies
- Procedures for making matches and evaluating impact
- Care and support of mentors
- Staffing assistance and supervision
- Ongoing training available.
- Support meetings available.
- Process for reporting mentoring time and activities.
- Staffing support.
- Role and purpose of a mentor.

STANDARD 5: TRAINING

- ❑ Parameters and guidelines.
- ❑ Process for reporting concerns.
- ❑ Youth development issues.
- ❑ Fostering resiliency in youth.
- ❑ At-risk youth profiles.
- ❑ Communication skills.
- ❑ Relationship skills.
- ❑ Establishing personal boundaries.

Consideration for mentors time, availability and interests will be important in designing a mentor training. Providing useful information, in an interactive and fun format is essential to enlisting mentors. A room full of enthusiastic volunteers who are interested in spending time with young people can be a lively audience.

Ideas for creating an engaging, useful training:

- ❑ Establish an interactive format with time for discussion, questions and sharing of concerns, fears and ideas.
- ❑ Utilize icebreaker activities which allow participants to feel comfortable with others.
- ❑ Utilize role-playing and other experiential exercises to engage participants and reinforce learning.
- ❑ Invite experienced mentors to speak, possibly using a panel discussion format.
- ❑ Provide mentors with written materials that include both, program guidelines and resource materials on youth development, communication skills or related topics.

MATCHING

Standard 6

A matching strategy that includes:

- A link with the program's statement of purpose.
- A commitment to consistency.
- A grounding in the program's eligibility criteria.
- A rationale for the selection of this particular matching strategy from the wide range of available models.
- Appropriate criteria for matches, including some or all of the following: gender, age, language, requirements, availability, needs, interests, preferences, life experience, temperament.
- Signed statements of understanding that both parties agree to the conditions of the match and the mentoring relationship.
- The program may have pre-match social activities between mentor and mentees.
- Team building activities to reduce the anxiety of the first meeting.

Considerations in Matching

Somewhat surprising might be that "matching" may be the least critical of the elements of a successful mentoring relationship. Research indicates that a healthy, quality relationship overrides gender and ethnic considerations in matching a mentor and young person.

A mentor coordinator is generally responsible for matching mentors with children. In the application process mentors would be asked to identify personal interests, hobbies, skills, or special life experiences. A personal interview may be helpful for the program coordinator to become familiar with each mentor's personality, characteristics or style. Since many programs allow for a variety of mentoring formats, a mentor's time and availability may also be an important consideration.

Choosing a mentor to be matched with a child is the beginning of a successful match. Appropriate orientation and friendly introductions will help move this match toward a positive relationship. To the extent possible, it will be important to involve the mentor, any referring agency, the young person and the family throughout the matching process.

MONITORING

Standard 7

A monitoring process that includes:

- ❑ Consistent scheduled meetings with staff, mentors, and mentees.
- ❑ A tracking system for ongoing assessment.
- ❑ Written records.
- ❑ Input from family, community partners, and significant others.
- ❑ A process for managing grievances, praise, rematching, interpersonal problem solving and premature relationship closure.

Mentoring Supervision, Support and Retention

Mentoring is a demanding task, and because of its one-to-one nature much of mentoring occurs in isolation. Mentors frequently complain of feeling abandoned by the sponsoring agency. This is especially problematic at the beginning of the relationship, when the mentor may be struggling to make a connection and can be easily overwhelmed. Without regular supervision and support these pressures can grow quickly and result in a mentor giving up. Ideally programs should ensure that its resources for mentors are as adequate as its resources for youth.

Supervision

Supervision is included in the infrastructure of a successful mentoring program. Mentors are likely to need more supervision early, when their relationship with the child is still tentative. Staff can be particularly helpful in helping the mentors to recognize this as a stage in the relationship and encouraging them to persevere. They can give the mentors practical suggestions, including activities to reduce the anxiety of the first meeting. Staff can help the mentor to sequence tasks, setting goals that can be achieved early on to create a sense of progress and connection.

The level of supervision depends on the program's goals and activities and on the level of the mentor's experience. To keep supervision stimulating, as well as to minimize demands on the time of the mentors and the staff, programs may wish to blend several supervisory formats, including:

- ❑ **GROUP SUPERVISION** In a group of their colleagues mentors can exchange ideas about activities, get support and learn how others overcame obstacles.

- ❑ **INDIVIDUAL MEETINGS** In individual meetings with staff, the mentor can share issues or problems in depth. This should always be available when a mentor requests it, and it should be scheduled on a regular basis.
- ❑ **PHONE CALLS** Although there should always be some level of face-to-face supervision, phone calls are often necessary when mentors are working in full-time jobs and volunteer on the weekends.
- ❑ **WRITTEN RECORDS** Programs can ask mentors to keep logs of their mentoring activities, including the dates of meetings, their length, the location of the meeting, and what was discussed and done. This can help the supervisor to track the progress of the relationship, including any significant changes in the youth's behavior or attitude. The logs can also lend structure to supervisory meetings.
- ❑ **FAMILY FEEDBACK** The program should also be in contact with the youth and parents, especially in the early stages of the relationship. The family may be more willing to share a concern with the staff person than with the volunteer, and the program can mediate their concerns.

SUPPORT, RECOGNITION

Standard 8

A support, recognition and retention component that may include:

- ❑ A formal kickoff event.
- ❑ Ongoing peer support groups for volunteers, participants and other.
- ❑ Ongoing training and development.
- ❑ Relevant issue discussion and information dissemination.
- ❑ Networking with appropriate organizations.
- ❑ Social gatherings of different groups as needed.
- ❑ Annual recognition and appreciation event.
- ❑ Newsletters or other mailings to mentors, mentees, supporters and funders.

Mentor Support

Many programs have found that recruiting mentors is not as difficult as retaining them. Making efforts to support mentors is likely to make a significant difference in helping them fulfill the length of their commitment.

Ongoing mentor support and recognition is essential to maintain a strong mentor base for any program. Mentors by their nature, have a desire to share with others. Regular opportunities for mentors to meet and share their success stories with each other and to receive encouragement and guidance can provide a healthy perspective, clarify boundaries and relationship expectations. Procedures for regular “*checking-in*” by mentors allow the staff to address potential concerns and offer helpful guidance. Mentors can become overwhelmed or overinvolved with a child. Support systems must be in place to protect the well-being of the child, the mentor, and the program.

There are several key ways programs can provide support, including:

- ❑ **ACCESS TO PEERS** Many individuals who volunteer to mentor are interested in being part of a larger movement or effort, but then find the practice itself is isolating. Through group supervision a program can create a sense of network among the mentors. Supervisors can ask mentors to talk about confusing or difficult moments in the relationship. They can do role-plays based on the types of problems that they express. Mentors can share successful activities that they have done with their mentees.

- **CONTINUING OPPORTUNITIES TO LEARN** Mentors can always benefit from more training, and the learning that results can keep the mentors engaged. The program can develop workshops on practical topics such as how to work with families or how to strengthen the relationship with the child, send the mentors themselves to discuss what has worked in the mentoring relationships. Speakers on relevant topics, like adolescent development and communication, can draw mentors together to learn. The program can make articles, books and videos available.
- **RECOGNITION** In supervisory meetings, which should be regular, the supervisor should look for opportunities to express how mentors have helped children. The mentors should also be recognized publicly, possibly through annual recognition and appreciation events or by being asked to serve on mentor panels. A program newsletter can describe the accomplishments of mentors as well as keep them apprized of program happenings and changes in policies.
- **PROMPT RESPONSE TO PROBLEMS** It is crucial that programs recognize problems that arise in mentor relationships and respond to them quickly. If after three to four weeks a good relationship has not begun to form, the program may want to meet with the mentor and child to assess the match. There may be communication problems. If there have been difficulties, the mentor may need to be reminded to take the initiative in setting up activities and following up with the child.

CLOSURE

Standard 9

Closure steps that include:

- ❑ Private and confidential exit interviews to debrief the mentoring relationship between:
 - ❑ Participant and staff
 - ❑ Mentor and staff
 - ❑ Mentor and mentee without staff
- ❑ Clearly stated policy for future contacts.
- ❑ Assistance for participating in defining next steps for achieving personal goals.

Terminating the Relationship

The way mentoring relationships are ended often determines their ultimate impact, resulting in either new feelings of autonomy and independence or else in frustration and confusion. Helping the mentor manage the termination process is one of the areas where staff support can make the biggest difference.

The termination should generally include the following aspects:

- ❑ The child is informed well ahead of time.
- ❑ The child has an opportunity to express their feelings, which may include anger and loss as part of a natural grief process.
- ❑ Mentors stay aware of their own feelings, which can include guilt.
- ❑ The mentor reviews their time together and the progress that the mentor made in achieving goals.
- ❑ The mentor expresses confidence in the youth's ability to continue to make progress toward goals and the next steps in achieving personal goals.
- ❑ Whether or not the pair will have contact again and under what circumstances is made clear and adhered to.
- ❑ Termination steps should include meetings with the child, parent and staff; mentor and staff; and mentor and child.

Sometimes relationships do not work out, however, and end prematurely. There may not be enough time for the child to process this experience emotionally, and the program has an obligation to minimize the disruption of these terminations and make the experience as positive as possible. For youth who have had other losses in their lives, the program may need to provide professional help and support. Different situations can include:

- THE CHILD ENDS IT The child may move, join another program, or just not like the experience of being mentored. The child's family may end the relationship. The program needs to discuss the child's reason for wanting to terminate, determining if there are underlying reasons. If the child does not want to cooperate with the termination process, the program should allow him or her to leave gracefully.
- THE MENTOR ENDS IT Sometimes the mentor may move or have other demands that conflict with the relationship to the child. Sometimes a mentor is hurt by youth who are hostile or distrustful. He or she may have high expectations and then find that the process is disappointing. Regardless, the program should insist that the mentor talk to the child about the termination before leaving. The program needs to make sure that the child does not feel rejected, and it needs to assess the possibility of another match.
- THE PROGRAM ENDS IT Sometimes, such as when youth do not make appointments or are abusive, the program needs to end the match. The program should be very specific about why the match is being terminated, and it should try to get the youth's point of view and allow the youth as much dignity as possible in the termination process.

EVALUATION

Standard 10

An evaluation process based on:

- Outcome analysis of program and relationship.
- Program criteria and statement of purpose.
- Information needs of board, funders, community partner, and other supporters of the program.

Types of Evaluation

Evaluation is the assessment of how the program has met its goals and objectives and what impact the program may have had on individuals or broader societal goals (outcome evaluation). There are two types of evaluation that a mentoring program is likely to consider. The first is a formative evaluation, largely intended for the program staff, to determine if the program is being implemented as planned. Barriers may have arisen that were not anticipated, and the staff may need to change program plans. The second type of evaluation is summative, which is a final assessment of whether or not the program achieved its outcomes. The summative evaluation occurs at the end of a project or a given period of time and it is intended for funding sources or other audiences.

Within this framework there are many levels of evaluation. Large agencies may choose to hire an outside evaluator to develop and carry out more complex analyses of the project, but even smaller programs can develop a formative evaluation plan that can provide benchmarks to gauge program implementation. When marketing a new program to funders, even a simple evaluation can be persuasive. Having clear and understandable results can help staff and mentors know they are making a difference and can boost motivation.

The information that programs gather about their activities and the impact of their efforts do not have to be exhaustive. The information available may be limited, either by considerations of budget and staff time or by issues of confidentiality when a program wants to request information from another agency.

An Evaluation Plan

While developing program objectives and plans, programs should also be developing a plan for evaluation. After completing a community needs assessment, the program should be able to logically explain what the identified problem is, why mentoring will make a difference in addressing it and how that

difference can be measured. Broad goals may need to be narrowed to specific, intermediate outcomes that can be measured and that can be reliably attributed to the program and not other factors. During the early stages of implementing a program, the forms that mentors and staff use should be developed with a clear idea of what information the program will need.

The evaluation plan may change as the program is implemented, but it should be reviewed regularly and become a working document for the program administrators.

MENTORING^{plus}

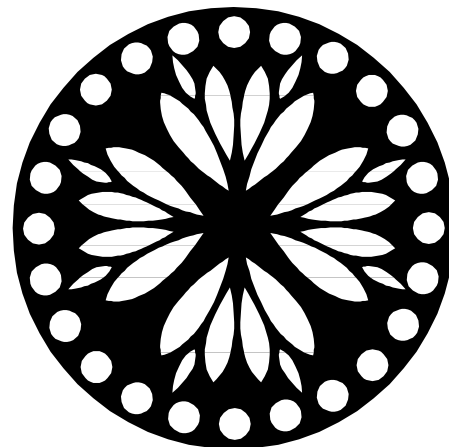
Workshop Series



RESOURCES

How will you use the concepts presented today to strengthen your own community of caring?

NEXT STEPS



What resources do you need to take the next step?

WAYS TO PROMOTE A “COMMUNITY OF CARING”

In My Agency

SET AN EXAMPLE

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

BE WISE TO THE REALITIES OF CHILDREN’S LIVES

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

THINK “SAFETY”

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

PROMOTE COMMUNITY SPIRIT

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

MAINTAIN QUALITY ASSURANCE STANDARDS

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

ELEMENTS NEEDED TO CREATE A “COMMUNITY OF CARING”

In My Mentoring Program

1 Clearly written policies and procedures

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

Change I want to make: _____

I need more resources/assistance with this No Yes

If yes, what: _____

2 Adequate personnel and resources

Access to experts?

Yes No Change needed: _____

Resources/assistance needed: _____

Budget adequate to running the agency well (not marginally) with 3 months operating reserve for cash flow emergencies?

Yes No Change needed: _____

Resources/assistance needed: _____

Enough staff to perform all functions without burnout?

Yes No Change needed: _____

Resources/assistance needed: _____

An active governing or advisory board?

Yes No Change needed: _____

Resources/assistance needed: _____

Community involvement and support?

Yes No Change needed: _____

Resources/assistance needed: _____

Clearly stated purpose, goals, and objectives?

Yes No Change needed: _____

Resources/assistance needed: _____

A vision of what success looks like and how to measure its achievement?

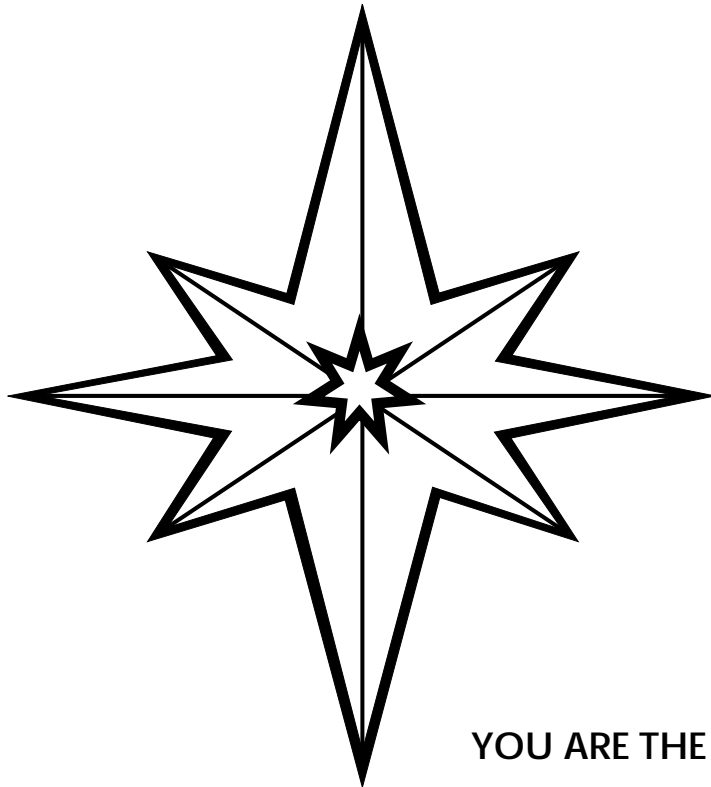
Yes No Change needed: _____

Resources/assistance needed: _____

A plan for the future?

Yes No Change needed: _____

Resources/assistance needed: _____



YOU ARE THE CATALYST FOR CHANGE!

MATCHING

SUPPLEMENTARY MATERIALS

CONTENTS

A. Sample Matching Forms

Mentor Form

Student Form

Match-Up Questionnaire (For Mentor Only)

B. Communication Tips for Mentors

Roadblocks to Communication

Do's and Don'ts of Helping

C. Program Development

Building Blocks for Mentors: Guidelines for Programs to Establish Effective Mentoring Relationships

Ideas for Preventing Common Problems

A. Sample Matching Forms

Mentor Form

Student Form

Match-Up Questionnaire
(For Mentor Only)

B. Communication Tips for Mentors

Roadblocks to Communication
Do's and Don'ts of Helping

C. Program Development

*BUILDING BLOCKS FOR MENTORS:
Guidelines for Programs to Establish
Effective Mentoring Relationships*

Ideas for Preventing Common Problems

BUILDING BLOCKS FOR MENTORS

Guidelines for Programs to Establish Effective Mentoring Relationships

Contents

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IDEAS FOR PREVENTING COMMON PROBLEMS

SOURCE: *Mentorship Guide*,
Greater San Diego Chamber of Commerce, et al.

Matching mentors and mentees

- Contact each orientation attendee to determine interest level and for feedback on program. Use information gathered as additional tool in the screening process.
- Use available tests for career interest, personality type, etc., to aid in the matching process

Attendance at mentor meetings

- Survey group for best time, location, frequency, and material to cover.
- Provide food and refreshments, if possible.
- Place reminder call the day prior to meeting.
- Send follow-up letter with meeting notes to attendees and no shows.

Attendance at mentor and mentee group activities

- Involve both groups in selection of activities.
- Encourage individual involvement, such as bringing potluck, sports equipment, music, etc.
- Place reminder call the day prior to activity.
- Send follow-up letter with details of activities, newspaper articles, and/or photographs to attendees and no shows.

Maintaining contact between mentors and mentees

- Provide brightly colored stickers with name and phone number to place on home and work phones as a reminder to call.
- Schedule several group activities with mentors and mentees within the initial 4–6 weeks of the program to help rapport-building.
- Avoid lapses in contact during holidays and other prolonged periods by prescheduling meetings.
- Provide alternate phone numbers and addresses for contact, especially if target group is prone to lapses in phone service and frequent moving.
- If possible, provide a phone number at the school or program where mentee can be reached.

Avoiding mentor burnout

- Recruit mentors who do not work daily with the target group.
- Overestimate the time commitment necessary to successfully participate in the program.
- Educate mentors about obstacles and how to deal with them.
- Recruit groups of mentors from an organization who can form an in-house support group.

Replacing dropout mentors

- Train extra mentors at the initial training session who are prepared to act as replacements.

Maintaining mentor momentum

- Initiate frequent calls and communication to the mentors.
- Distribute updates and share “good news.”
- Schedule regular ongoing support/training sessions.
- Schedule occasional mentor and mentee group activities.
- Provide recognition from the community.
- Invite extra, trained mentors to all functions.
- Integrate the mentorship component into the total program curriculum.
- Encourage mentors to plan activities with each other and mentees.

MONITORING SUPPLEMENTARY MATERIALS

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A. Working with Mentors

Vignettes on Mentor/Mentee Communication

Mentor Manual, Walden Family Services, San Diego One to One

“Mentoring Programs for Urban Youth: Handle with Care”

B. Sample Mentor Logs

SOAP Notes

Weekly Feedback Log

Monthly Evaluation

Quarterly Evaluation

Logsheet

Periodic Mentor Survey

Group Mentoring Activities: Daily Summary

C. Sample Mentee Logs

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Annual Mentee Survey

D. Sample Policies and Guidelines

Crittenton Sponsored Activities Policy

Discipline Guidelines for Mentors

Guidelines for Contact with Residents/Mentees’s Families

Medical Guidelines for Helping Hand Program

E. Sample Monitoring and Measuring Instruments

Process and Outcome Measures: A Summary of Monitoring/
Measuring Instruments Used by the Mentoring Resource Center
of Baltimore

A. Working with Mentors

14 Vignettes on Mentor/Mentee Communication

Mentor Manual, Walden Family Services,
San Diego One to One

“Mentoring Programs for Urban Youth:
Handle with Care”

14 VIGNETTES

On Mentor / Mentee Communication

Jerry Sherk, M.A., © 1998

VIGNETTES (aka scenarios) are great tools in mentor training (and fun, too). Use these vignettes or create your own. You can develop longer vignettes if you want to turn them into role plays. Tools like these can be used in introductory training, ongoing training, and group supervision.

When reading the vignettes, explore these questions:

- 1) What's going on?
- 2) What would you do?

After each scenario are discussion points to consider in crafting more appropriate responses.

NOTE: The below vignettes are supplied to you as a training tool. Many of the vignettes deal with difficult questions (such as drugs, sex, child abuse). Each program should provide its mentor volunteer with clear policies that outline mandatory reporting requirements and other legal considerations.

VIGNETTE 1

Mentee: I like "Hootie and the Blowfish" (the band). **Mentor:** "Yeah, I really dig that band. Man, they are cool. The drummer really gets down. The lead singer is the bomb..."

Mentor seems to be trying too hard to be cool. Don't hesitate to be yourself, as mentees will be able to see right through your act.

VIGNETTE 2

Mentee: (During first session) "I'm no good. I'm not good at school. I don't have any friends, my sister hates me. I'm a slob..." **Mentor #1:** (Stretching the obvious truth): "No you're not. You are quite beautiful, and you have a very nice personality." **Mentor #2:** "Wow, you are really down on yourself, lighten up." **Mentor #3:** "Wow, you are really down on yourself, could you tell me more..."

Response from Mentor # 3 appears to be most appropriate (the mentors' aim is to get their mentee to express themselves). Mentor # 1 could possibly lose credibility by stretching the truth. Mentor # 2 is too harsh and directive.

continued

VIGNETTE 3

Mentee: "I don't feel very good. I think I may be coming down with a cold." **Mentor:** "I don't feel very good either. I had to get up at 4:00 a.m. this morning and hammer out a report. Last week I had the same cold that's going around. Two months ago when I saw my doctor..."

Keep the focus on the mentee. Don't make your problems bigger than the mentee's problem. They want to know that the focus is on them, and that you are in control of your own life.

VIGNETTE 4

Mentee: "I have a dream. I want to be a pilot for the Air Force." **Mentor:** "That's great! Let's talk about that some more." *Intermittent questions from Mentor:* "When did you decide to become a pilot..... What do you have to do to make your dream happen... What's keeping you from getting there... "

This appears to be a great response by the mentor, especially since the mentee brought it up on his own. Your job is to guide and encourage, to help the mentee find a way to move toward his or her dreams.

VIGNETTE 5

Mentee: "My father slapped me on my face last night, really hard."

POINTS TO CONSIDER: This is a danger area, and one that needs to be evaluated for possible reporting from CPS. A good initial response from the mentor would be to:

- 1) show concern but not overreact;
- 2) try to get the mentee to talk about it, explain more about what happened, including the severity and previous history; and
- 3) *report this incident to the program manager ASAP* so a determination can be made about what steps need to be taken.

VIGNETTE 6

Mentee: "It's hard getting through high school, the grades I mean." **Mentor:** "My son had the same problem. My son did this. My son did that. Finally, my son..."

Again, keep the focus on the mentee. Another point is that talking continually about family members will take the "specialness" off of the mentor/mentee relationship.

continued

VIGNETTE 7

Mentee: "I was with some of my friend's last night. They were smoking pot. I thought about taking a hit but I decided against it." **Mentor:** You were out of line! Don't you ever put yourself in that situation again. Stay away from those people... you are going to get into big trouble..."

Mentor appears to be too judgmental. Overreacting might cause mentee to shut down. One possible tact is to praise mentee for not participating, and at the same time tactfully try to gain more information. In areas such as drugs, sexual activity, abuse, and confidentiality, mentors must have a clear understanding of legal issues and mandated reporting procedures.

VIGNETTE 8

Mentee: "Have you ever smoked pot?" **Mentor:** "Yeah, but it was a long time ago." **Mentee:** "Did you like it?" **Mentor:** "I liked it but now I know it wasn't good for me." **Mentee:** "How did it make your feel?" **Mentor:** "As I recall, it made me feel great. I used to listen to music on pot. Music on pot is the best, but you shouldn't be smoking"

*Mentor is giving mixed messages on the use of drugs. **Never** give the slightest indication that there are positives for using drugs. Encourage mentor volunteers to contact program manager when this and other critical issues come up.*

VIGNETTE 9

Mentee: "My mother is really out of it. She has all these guys over to the house. Last night I walked through the living room and she was making love to this guy on the couch..." **Mentor:** Did you see the baseball game on t.v. last night?

In this vignette, mentee wants to talk about Mom's sexual behavior, and the mentor obviously wants to avoid the subject. Such an obvious avoidance gives the mentee the feeling that the mentor is incapable or uninterested in dealing with this situation. Another important point is that the mentee is providing valuable information that may need to be reported to Child Protective Service. Train mentors to contact program manager for specific strategies in handling a situation such as this.

VIGNETTE 10

Mentee: (To mentor after several meetings): "You aren't very cool are you. You wear those funny glasses, and you always have uptight clothes on, and you are so stiff all the time.

There could be any number of things happening here. One might be that the mentee doesn't think the mentor is cool, another might be that the mentee actually wants to be more like the mentor. Have patience and flexibility. Take the time to understand the mentee.

continued

VIGNETTE 11

Mentee: (During group activity mentee has another mentee in a painful head lock). **Mentor:** (to his mentee) "How does it feel to have your friend in a head lock?"

RULE OF THUMB: Danger or inappropriateness in the past—try to get more information. Danger or inappropriateness in the present—try to get them to stop.

VIGNETTE 12

Mentor: "What? Your father yelled at you and sent you to your room! Don't take that! Don't take that from him! You have rights! He's a grown man and you are just a young girl! If I were you I'd...!"

An obvious overreaction. This mentor appears to be overreacting to his or her own issues. Don't try to resolve your own past conflicts through other people.

VIGNETTE 13

Mentee: "I had sex with my boyfriend last night." **Mentor:** "Errr..."

Obviously a difficult and potentially explosive issue. The point here is for the mentor to develop a strategy ahead of time for difficult situations such as this one. Important elements of this vignette would include age of mentee and her sexual partner (reporting issues), policies on recommending/not recommending birth control, etc.

VIGNETTE 14

Mentee: (After 10 months of a great relationship with mentor, coming up on a 12 month termination time): "I really like being with you. I want to be with you after our time is up."

A explanation of the time constraints of a mentoring relationship should be given at the outset of the program. "Closure" issues should be addressed periodically throughout the mentoring program. In this particular case, a sensitive and caring reiteration of the time frame should be explained to the mentee. If the mentor feels that there could be an ongoing problem, s/he should contact program manager and discuss this issue.

Walden Family Services
San Diego One to One

Mentor Manual

3517 Camino Del Rio South, Suite 215
San Diego, CA 92108-4028
Phone: 619.584.5777
Fax: 619.584.5760

B. Sample Mentor Logs

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(FROM HELPING HAND PROGRAM)

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Process and Outcome Measures:
A Summary of Monitoring/Measuring Instruments
Used by the Mentoring Resource Center
of Baltimore

MENTORING^{plus}

Workshop Series

WORKSHOP PURPOSE

The primary role of mentoring program staff is to ensure that each match is monitored, that each mentor is supervised, and that both mentor and mentee feel supported by the program. Ideally, a mentor program should ensure that its resources for mentors are as adequate as its resources for youth.

The purpose of this training is for mentoring program staff to learn how to create, within their program, a “community of caring,” to ensure that the highest possible quality of mentoring takes place in every mentor/mentee match.

CREATING AND SUSTAINING A WINNING MATCH

MENTORING^{plus}

Workshop Series

LEARNING OBJECTIVES


In this training you will learn how to:

- Use what you know about individual mentors, mentees, and their families to make a good match.
- End a match and start a new one, when necessary.
- Build both a supervisory and a supportive relationship with mentors.
- Connect with the family of each mentee in order to effectively monitor the match and supervise the mentor.
- Design group supervision and group activities as a tool for monitoring, supervision, and support.
- Document contacts between the mentor and mentee — and identify the reasons why you should.
- Plan in advance what to monitor in every match and how.

CREATING AND SUSTAINING A WINNING MATCH

Introduce yourself!

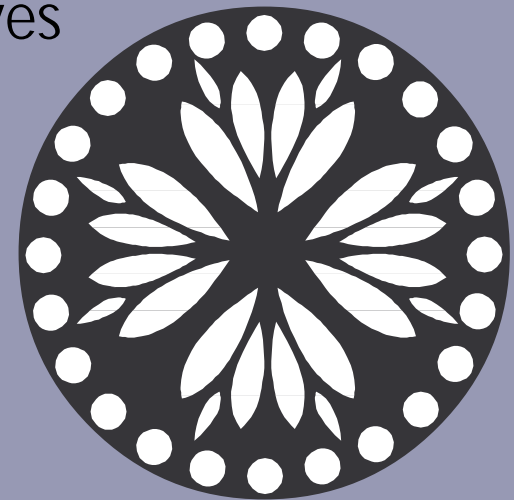


- ★ Your **NAME** and the name of your agency.
 - ★ A 2–3 sentence **DESCRIPTION** of your program.
 - ★ Your **ROLE** within your agency.
 - ★ One thing you **HOPE** to get out of today's workshop.
- 

how to

PROMOTE A “COMMUNITY OF CARING” In Your Agency

- Set an example
- Be wise to the realities of children’s lives
- Think “safety”
- Promote community spirit
- Maintain quality assurance standards



10 Categories

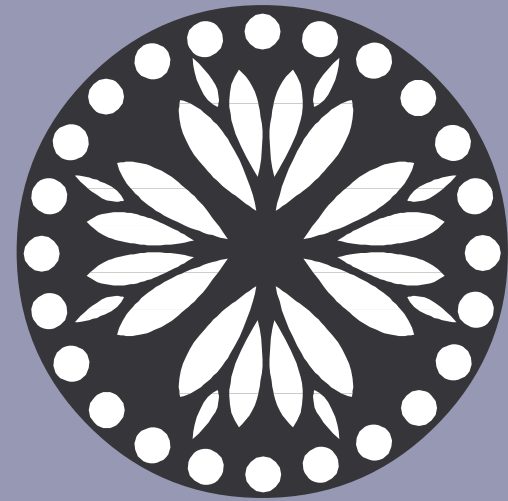
QUALITY ASSURANCE STANDARDS

- 1 STATEMENT OF PURPOSE & LONG-RANGE PLAN
- 2 RECRUITMENT
- 3 ORIENTATION
- 4 SCREENING
- 5 TRAINING
- 6 MATCHING
- 7 MONITORING
- 8 SUPPORT, RECOGNITION AND RETENTION
- 9 CLOSURE
- 10 EVALUATION

A large, bold, yellow 'QA' logo is positioned on the right side of the slide. The letters are thick and stylized, with the 'Q' and 'A' connected at the bottom.

needed

TWO ELEMENTS TO CREATE
A "COMMUNITY OF CARING"
In Your Mentoring Program



- 1** Clearly written policies and procedures.
- 2** Adequate personnel and resources.



THE RESULTS

...of clearly written procedures and policies
& adequate personnel and resources

PROGRAMS prosper.

- Funding
- Public relations
- Human resources

PEOPLE see success.

- Quality, long-lasting relationships
- Positive changes in mentees
- Positive word-of-mouth
- Mentors that return
- Solid funding

QUALITY ASSURANCE STANDARDS

Quality mentoring programs have a matching strategy that includes:

- A link with the program's statement of purpose.
- A commitment to consistency.
- A grounding in the program's eligibility criteria.
- A rationale for the selection of this particular matching strategy from the wide range of available models.
- Appropriate criteria for matches, including some or all of the following: gender, age, language, requirements, availability, needs, interests, preferences of volunteer and participant, life experience, temperament.
- Signed statements of understanding that both parties agree to the conditions of the match and the mentoring relationship.
- The program may have pre-match social activities between mentors and mentees.
- Team building activities to reduce the anxiety of the first meeting.



YOU ARE THE CATALYST!

As the one who is doing the matching in your program, you act as a “catalyst.” Your main concern is to create a match that has “good chemistry.”

Just as in chemistry, the catalyst’s size is small in relation to the other substances, but it is very integral—nothing much happens without it.

The catalyst makes things happen without becoming part of the mix. It facilitates the interactions of the other substances—in this case, mentor and mentee.



BASE MATCHING STRATEGIES ON

MENTEE'S NEEDS

FACTORS

- Race and ethnicity
- Gender
- Chemistry
- Mutual interests
- Geographic proximity
- Age
- Language
- Preferences of mentor and mentee
- "At-risk" factors of mentees
- Mentor availability
- Compatible "environments"

AND MOST IMPORTANT...

- Attitude of mentor and mentee

RESEARCH SHOWS

"MENTOR ATTITUDE"

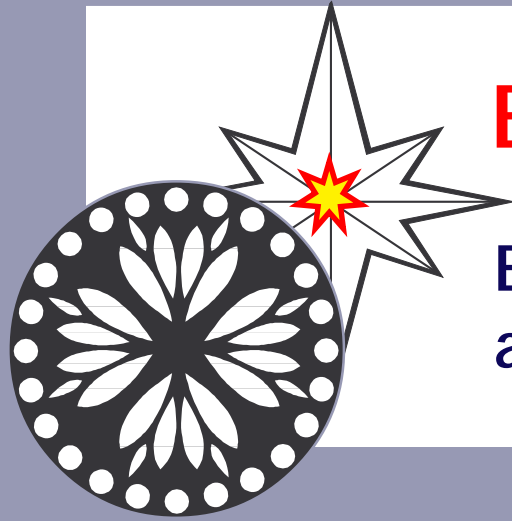
...is the most important ingredient in the matching process.

A mentor with a healthy and caring attitude can be matched successfully with almost any mentee.

SUCCESSFUL MENTORS

- ❑ Develop a mentoring relationship built on trust and respect.
- ❑ Know the importance of developing the relationship above all other goals.
- ❑ Don't try to "fix" the mentee.
- ❑ Assume the role of the adult, including the responsibility for keeping the match going.

LESS SUCCESSFUL
mentors attempt to change or reform the youth from the onset of the relationship.



BE A CATALYST!

Bring these three elements together into a “community of caring.”

MONITORING

...is the process of overseeing each mentor/mentee relationship, including checking in with mentors, mentees and parents, providing a framework for safety and success, and tracking problems as they arise.

SUPERVISION

...is the process of managing mentors, including providing guidance and coaching, setting standards and holding volunteers accountable to them, and making management decisions based first and foremost on the needs of mentee and second on the needs of volunteers and the agency.

SUPPORT

...is the process of providing volunteers and mentees with resources, assistance, and positive reinforcement. Support involves problem-solving for each unique situation and offering care to both volunteers and young people in times of need.

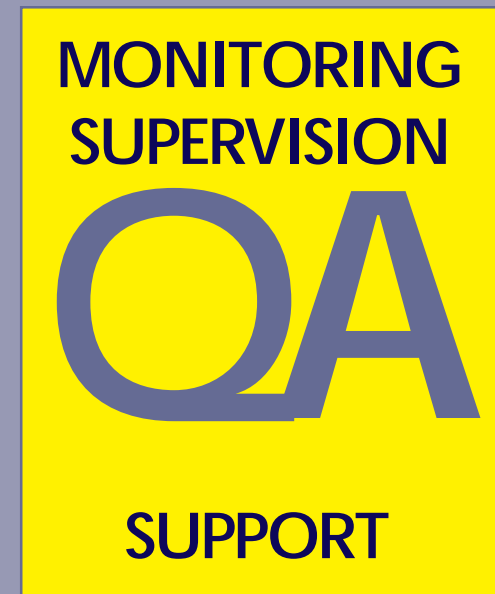
QUALITY ASSURANCE STANDARDS

Quality mentoring programs have monitoring and supervision processes that include:

- Consistent scheduled meetings with staff, mentors and mentees.
- A tracking system for ongoing assessment.
- Written records.
- Input from family, community partners, and significant others.
- A process for managing grievances, praise, rematching, interpersonal problem-solving, and premature relationship closure.

Quality mentoring programs provide support that includes:

- Ongoing peer support groups for volunteers, participants and others.
- Ongoing training and development.
- Relevant issue discussion and information dissemination.
- Networking with appropriate organizations.
- Recognition and appreciation



WHO IS RESPONSIBLE?

who & how

Mentoring programs generally have two types of staffing that coincide with two primary tasks:

- 1 Program direction, management and administration.
- 2 Overseeing and understanding the intricacies of relationships.★

★ HUMAN RELATIONS EXPERT

★ CONTINUITY OF "CONTACT" PERSONNEL

a Script

ONE-TO-ONE SUPERVISION OF MENTORS

- How is the relationship going in general?
- How many times have you met?
- What did you do, where did you go?
- What has been the general mood of your mentee?
- What kinds of things have you been talking about?
- Are any conflicts occurring in the relationship?
- How has your contact with caretakers been?
- What is working well?
- What do you feel best about?
- What stays on your mind after you leave the mentee?
- Is there anything that we could provide you more information on, either through training or reading materials?
- Is there anything else that you would like to discuss, tell us, or get help with?

The purpose of face-to-face supervision is to find out how the relationship is going and if the mentor needs help.

mentor groups

SUPERVISING GROUPS

Why establish a mentor group?

- It “normalizes” feelings and emotions mentors may be having, such as fear and frustration.
- It creates a venue where mentors can learn from the stories, experiences and strategies of other mentors, as well as from program staff.
- It helps reduce the time that staff needs to spend individually with each mentor.

GROUP SUPERVISION is one of the most important and most effective settings to support your mentors.

What can happen if the group is not properly supervised?

- Mentors may not provide each other with constructive criticism.
- Mentors may lead each other into using harmful strategies for difficult situations.
- Important issues of confidentiality and liability may not be addressed.

mentor groups

SUPERVISING GROUPS

PROBLEM SOLVING DURING GROUP SUPERVISION

*A mentor describes a specific problem he or she is having with mentee.
What do you do?*

TRY THESE STEPS

IN THE ORDER SHOWN

- 1** Ask the mentor who has the problem.
- 2** Ask the group how they would handle the situation.
- 3** Respond, as group leader, with a strategy or strategies.
- 4** If you don't know the answer, tell them you don't know, but you will research it and get back to them.

aCtivities for Matched Pairs

GROUP ACTIVITIES...

- ★ Are fun
- ★ Promote team spirit
- ★ Break the ice
- ★ Normalize feelings of the mentee
- ★ Promote the values and the mission of the program
- ★ Honor participants and give them pride in their accomplishments
- ★ Help define the mentoring cycle

WHAT TO MONITOR

Group Exercise

Area of Concern	Monitoring Strategies
AMOUNT & TYPE OF CONTACT	
MENTOR JUDGEMENT & APPROPRIATENESS	
PROPER RELATIONSHIP BOUNDARIES	
ADHERENCE TO POLICIES & PROCEDURES	
ATTITUDE OF MENTOR, MENTEE AND FAMILY	
CRISIS MANAGEMENT / TROUBLESHOOTING	
FACILITATING CONTACT & RELATIONSHIP (acting as a catalyst)	

eXercises

PROBLEM SCENARIOS

PROBLEM SCENARIO 1

A female mentor has just been informed by her newly assigned 11 year-old mentee, "My mommy slaps me in the face all the time and it hurts me. She did it again last night." There are no visible marks on the little girl's face. She is generally truthful, but has known to exaggerate at times in order to get attention.

NOTE: This scenario can also be used in mentor training.

PROBLEM SCENARIO 2

You have just taken over as director for ABC Mentoring Program. There are terribly few records to provide a paper trail of the program. You have at least a partial list of mentees and mentors, with a partial list of phone numbers and addresses. A mentor calls in and says, "We haven't had an organized training or activity two years." And, "Yes, I'm still with my mentee."

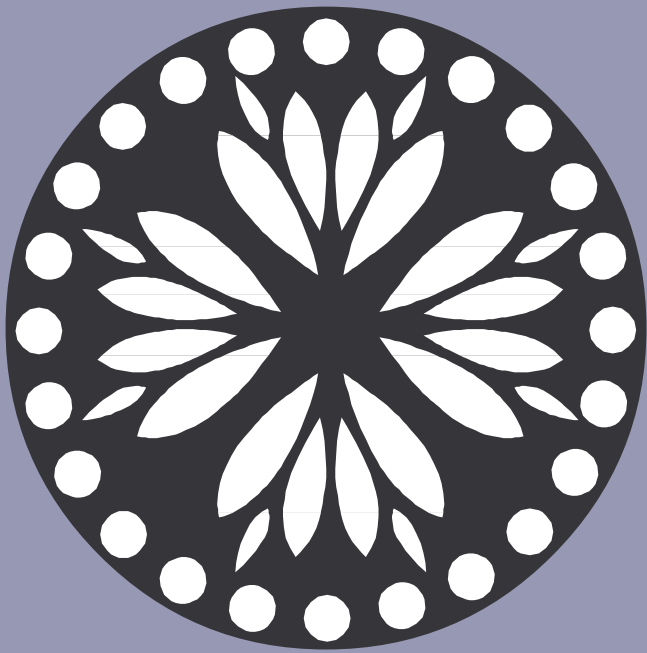
PROBLEM SCENARIO 3

A woman in her forties volunteers and is cleared through all phases, including training. During preliminary group activities, you notice that while interacting with female teenage mentees, the woman overreacts. Her face gets red and she scowls. While in the "sharing circle" with other mentees and potential mentors, each time she speaks there is a discernible note of negativity in her delivery. Your program is very short on mentors.

- What is the problem?
- Who addresses problem?
- How is problem best addressed?

NEXT STEPS

How will you use the concepts presented today to strengthen your own community of caring?



What resources do you need to take the next step?