BEGINNING A MENTORING PROGRAM

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ONE PLUS ONE

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ABOUT THE AUTHOR

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ABOUT MENTORING

Today, Americans who volunteer are going back to the basics. They want to be more involved in truly meaningful projects; they want to meet the people they help. Nowhere is this more evident than in the growth of mentor programs that match a young person one-on-one with a caring adult. Social changes have stretched our human service delivery system beyond capacity, and mentoring programs are filling the gap for thousands of children and young people who have little or no adult guidance in their lives.

For the child with low self-esteem, family or learning problems, the value of a trusted friend, a confidante, a guide and a role model (who often becomes a life-long VIP), is obvious. For mentors, the relationship can be an opportunity to give another person the guidance and support they once received from their own mentors. Mentoring can be a way to learn more about oneself, to frame experiences and values in a new way—to experience the joy that comes with seeing another grow and change because *you* were there to help.

Mentor programs take many shapes. Traditionally strong programs, such as Big Brothers/Big Sisters and others, continue to grow. They have been joined by school-based mentor programs; independent living skills programs (for youths leaving foster care); court services' friends programs; recreational "buddy" programs and other efforts. Senior citizens get involved in intergenerational programs. Older youth are encouraged to volunteer as part of their education. Churches and synagogues continue to play a leadership role, and corporations and social organizations promote employee and member involvement.

Like any operation, a volunteer mentor program has various management functions. The *planning* function sets into place a mission statement, goals and objectives which make clear the program's focus. *Organizing* sets into action the staffing and work assignments necessary to accomplish the plan.

Staffing functions—recruitment, interviewing and placement—engage volunteer mentors. The *directing* function oversees volunteers' involvement in a fashion which shows respect for their interest and expertise. And, finally, the *controlling* function evaluates people and programs to facilitate planning. Each of these functions must be executed with competence in order for the total mentor program to be successful.

This booklet is about setting up a formal mentor program in your community. Mentoring is not an easy job. It is not a job quickly accomplished. Yet, helping and guiding a young person may be the most important work a volunteer will ever do—for youth, in turn, shape our future.

The word "mentor" comes from the Greek language and has its roots in the terms "steadfast" and "enduring." The story is told in *The Odyssey* by Homer who gave the name Mentor to the friend whom Odysseus entrusted with the guidance and education of Odysseus' son. In retelling the story of the son, the 17th century writer Fenelon makes Mentor the main character. Since then, the term mentor has been synonymous in Western thought with one who is a wise teacher, a guide, a friend.

Assessing The Need

> *"The ultimate goal of the leader is so stated*
> *by the leader that it excites the imagination and*
> *challenges people to do something they do not yet*
> *know how to do..."*
>
> —Marlene Wilson
> *The Effective Management*
> *of Volunteer Programs*

Data exist everywhere in communities that indicate the crying need our youth have for positive role models. Primary among the statistics are those emerging to confront families. The number of single-parent homes has radically increased, as have two-parent working families. More preventive care is needed for families as are networks of support to fill in the voids left by harried or absent parents. Meanwhile, as society struggles to realign itself, casualties mount. Each day in the United States, 3,600 high school students drop out of school and 2,700 teenage girls become pregnant out of wedlock. Each year, we graduate 700,000 high school seniors who cannot read.[1]

All of us pay for this waste of human potential. Somewhere in your own community a mentor program can help, but it is important to establish exactly where, with a needs assessment.

In performing your needs assessment, try to discover what type of mentor program fits your community. Do you see concerns about the educational progress of children? If so, a closer link with *educational institutions* is likely the better model for your community. For example, mentors might improve a poor teacher-student ratio or offer study help.

Is there a high incidence of single parent families and is academic achievement only one of the problems cited? Is social isolation a greater problem? If so, perhaps a *companion orientation* is a good focus for your mentoring program. And if juvenile and/or gang activity are problems, it may be advisable to target a program toward *crime prevention* with a behavior modification approach and more emphasis on discipline.

Four approaches for implementing needs assessment are covered in the following paragraphs.
- ■ Social indicators approach
- ■ Survey approach
- ■ Key informant approach
- ■ Community forum approach

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[1]C. Gregg Petersmeyer, Director, White House Office of National Service, in an address to the Associations for Volunteer Administration, October 14, 1989, Washington, DC.

A *social indicators approach* involves an analysis of public reports and records. Local statistics on dropouts and students in trouble will provide a clearer picture of youth at risk and point to the areas of greatest need. Getting such data by area, school, protected class, race, religion and sex is key. County or city juvenile records can provide helpful data that can be cross-referenced against data by community. Local social service and health planning groups often keep such data. United Way agencies are an especially good source.

A *survey approach* affords the opportunity to get to school counselors, social workers, youth community center staff, ministers, therapists, athletic coaches, teachers and other people in the community who work with children. Some common methods of doing such research are mail questionnaires, telephone interviews, person-to-person interviews and drop-off/pick-up questionnaires. The advantage of this approach is that it can deliver relevant narrative data and measure the support within the "helping community" for a mentor program. Any survey should be carefully designed, well-focused and administered by people who are knowledgeable and well-trained. College faculty are often excellent resources for initiating a survey, and they can involve students as part of a learning experience.

A *key informant approach* entails contacting a broader circle of people that might include business people, parents, and others familiar with, and especially committed to, the larger community and its vitality. A key advantage to this approach is that it can lead to support from a powerful group of people.

The fourth possible approach is the *community forum approach*. With this approach, one or two public meetings are held and individuals invited to express their opinions about the needs and problems of children and youth. Often, testimony is taken by a respected group of leaders, or a presentation by a respected, even controversial, person is the highlight.

Another version of this approach that can be very successful is small group discussions following a presentation or panel discussion. Breaking into small groups for facilitated discussion will allow more people with different perspectives to give input. This approach takes advanced organization, including scheduling a room, invitation letters/calls, news releases to media and training group leaders. An effective forum requires good leadership on-site and a discussion structure with key questions (often arrived at based on a pre-survey or research with key informants). If you choose this approach, you may want to organize it with help from a small planning committee of your key informants and local groups concerned with children. A final note: Why not send thank you notes to those who played a part in organizing the event and those who testified?

Needs assessment is a long-term endeavor, and productive assessments are continual and proactive in nature. You are trying to identify the shared concerns of service providers, parents, children and the community-at-large and set up a program accordingly. The assessment process is an excellent means of involving the community as well as agencies already involved in children's issues. It should be viewed as the first step of a systematic effort to incorporate volunteers.

NETWORKING AND INVOLVING THE COMMUNITY

"A leader is best when people barely know he exists. Not so good when people obey and acclaim him. Worse when they despise him. But of a good leader, who talks little, when his work is done, his aim fulfilled, they will say, 'We did it ourselves.'"

—Lao-tse (6th century B.C.)
Chinese Philosopher

Your needs assessment will give you a set of contacts who are interested in your program. The next step is to widen your base of support further by including leaders and organizations that share your interest but may have been bypassed during your assessment. Some individuals or organizations who could be included on such a list are:

■ Foundations

■ Corporations

■ Senior groups (centers, retirement homes/villages)

■ Community organizations with an indirect interest (Chamber of Commerce, Lions, Rotary, Exchange Club, Jaycees, college service groups)

■ Neighborhood leaders (formal or informal)

Share with these community leaders and the leaders from your original list the enthusiasm, results and ideas compiled during your needs assessment. Particularly important to the cause at this time are school representatives, community center staff, recreation department staff, and public and private agency staff who work with children/youth extensively. These people can be contacted by phone, in writing (a mini-newsletter is often a good idea) or by appointment. This may be the time to set up a steering committee and divide up the list of people to be contacted. A committee structure communicates the message that your program is a team effort and a winning proposition.

From a core steering committee it is important to develop a larger steering committee (recommended size 15-20) which can serve as a board of directors if a non-profit agency is set up. The composition of this group should include but not be limited to:

■ Lawyer

■ Personnel professional

■ Several parents of children/youth potentially needing mentors

■ School administrator

- School counselor
- Social worker
- Community center staff
- Foundation staff person and/or corporate representative
- Two students
- Several community organization representatives
- Accountant
- "Miscellaneous" people, identified during your needs assessment, with a strong commitment to youth issues

With their representatives on the steering committee, various community groups (formal and informal) will join you in owning the mentor program. Also, the professionals on the committee can save you many false starts on issues such as where to house the program, liability, non-profit status, funding, recruiting and insurance.

FUNDING STRATEGIES

"Responding to the needs of youth and families will involve a major national commitment by government and the private sector."

—Congressman George Miller (CA)
Chairman, Select Committee on
Children, Youth and Families

Funding and recruiting are challenges all programs face. Some early supporters may feel uncomfortable with fundraising and drop out. While this loss of support can be disillusioning, it should not be seen as a sign of failure, but rather as part of a natural process of self-selection for leadership. Remember, persons who drop out at the fundraising stage may be helpful in other aspects of the program.

The first step to developing a funding strategy is the development of a budget. For the purposes of doing this, a subcommittee of the larger committee may use APPENDIX A as a guide.

It is often helpful for steering committees to have a planning day or half-day to chart answers to questions that will bear on the budget, such as:

- Where do we intend to house the mentor project?

- How many children can we serve? How will we identify them?

- How big a staff do we need? What might they do?

- How will we recruit volunteers?

- If our plans require the establishment of a separate non-profit organization, who will research what it takes?

- If our plan requires hooking up our mentor program with an already existing agency (school volunteer program, public or private agency volunteer program), who will take responsibility for negotiating that agency's responsibilities *vis-à-vis* this committee's?

- Who will research funding possibilities—local, state, regional and national?

- Who will accept responsibility for developing the final budget?

Once these questions and others have been answered, and you have actually established a budget, you are prepared to begin strategizing for fundraising. Both short-term and long-term strategies should be developed and implemented by your steering committee. Funders, such as local foundations, corporations, public child welfare programs or United Way, are often interested in enabling a program to get started with short-term funding of six months to as long as three years. These funds

should always be considered temporary. Another source of funding is in-kind donations (office equipment, paper, telephone, printing, professional services, art work) from businesses, schools, social service agencies, community organizations and churches. Often one long-term source is a contract for service, available from county or city governments that fund projects with money mandated for a particular population or program focus. For example, your mentor program might be funded as part of a bigger project to improve scholastic progress for minority youth.

Long term sources might include regularly scheduled fundraisers like car washes, "Jail for a Day" (where volunteers ask community members to pay to "bail them out" of an imaginary jail) and bowlathons, walkathons, danceathons, marathons, sitathons, dances, candy sales, bake sales. Another fundraising technique is to calculate the average cost of matching a volunteer and a child, and ask the volunteer and a board member to go about raising the money through pledges. You may or may not choose to involve the child and his or her family as well.

Fundraising is not easy. It is definitely not glamorous. It does not often provide quick or long-lasting results. That's why building a network of "friends of the project" is so important. Even if the steering committee is not experienced in fundraising, any contacts you have cultivated outside the committee are possible sources of expertise, dollars, or more contacts.

PROGRAM STAFFING

"If you ain't got the horses...you don't run in the derby."

—Anonymous

Professional salaries often come to mind first when we think of staffing, but you will probably need secretarial/clerical and other staff support as well.

The person who is the program coordinator ideally should have a college degree in the social sciences, psychology, communications or a related area. He or she should be someone with a community commitment and a background in volunteering. This person must be a team player who is able to provide leadership, who has management skills and good communications skills. Many new projects have been able to work out an arrangement with another community agency, whereby the agency assigns a percentage of its own staff time to operate the new project. In most cases, with the appropriate time reallocation, each professional staff person can reasonably be expected to oversee 40-60 volunteers.

Many programs operate with professional volunteers who work without pay or for minimal pay. Although they may not be available in the same numbers today, or at the same times of day—especially now that more women are in the workforce—volunteers *are* available and often committed to projects that invest in youth. Retired Senior Volunteer Programs (RSVP) and the Junior League are among the possible sources of professional volunteers.

Once your operation is staffed, you need to make adequate allowance for professional development and training. Today, complex issues face mentor and other volunteer programs. Getting staff and board, paid or not, properly trained is a key consideration for all agencies. Local Voluntary Action Centers often offer training, and many volunteer coordinator groups offer mutual support and education. Some states have state offices on volunteerism that can be tapped for advice. Nationally, two organizations offer quality training experiences. The International Association for Volunteer Administration (AVA) in Boulder, Colorado, offers regional and national conferences. VOLUNTEER—The National Center in Arlington, Virginia offers a national conference and other resources. In addition, many large metropolitan areas have established mentoring networks that bring together mentor program leaders from throughout the area for training, pooling resources and coordinating services for youth.

PROGRAM OPERATIONS

*"There is a large conceptual difference between using
unpaid help and designing and implementing a
volunteer program."*

—Anonymous

Quality is the name of the game in administering a mentor volunteer program today. Gone are the days of unlimited numbers of volunteers. Gone are the days of "conning" people into doing something. And, far gone are the days when programs could recruit large numbers of volunteers without proper support systems to foster individual and organizational success. Quality volunteer programs are marked by steady growth, by volunteer and client ownership and by solid management principles. The volunteer mentor program that survives today incorporates these features.

It is important to deal directly with the issue of liability as early as possible. Most concerns arise about parts of the program that involve:

- Volunteer activities. Are there protections in place for the volunteer? For the child?

- Screening mentors. Does the process thoroughly and fairly screen mentors?

- Supervision of mentors. Are volunteers well supervised? Are they given appropriate direction? Are problems usually anticipated?

- Training. Are mentors and staff properly trained?

Mentor programs have a responsibility to provide "reasonable care." For this reason, it is critical to carefully select, train and supervise staff and volunteers.

It will also be important to investigate liability insurance whether you begin a mentor program or cooperate with an existing agency. Many insurance companies today require certain methods of operation that can be labor-intensive and very expensive. Best advice: Shop around and utilize the expertise of your board/steering committee member who is a lawyer.

Involving Youth

*"The Mentor Program has given my child and me
new insights into our relationship with each other."*
—Parent

One of the first systems you'll want to have in place is a system for referring children to your program. Some programs take referrals directly from parents. The advantage to this is that family support is assured. The disadvantage is that it can take a great deal of time to research the validity of the request.

Another approach is to take referrals only from a network of approved therapists, school counselors, social workers and community center workers. Use the appropriate members of your board to help set up this system. Having a designated form such as APPENDIX B will help your staff evaluate the child's need.

Many programs set standards for the types of "cases" they will accept. The criteria might include:

■ Youth must come from a single-parent family—often with the parent of the same sex not in the home.

■ Parent and youth must agree to program expectations.

■ Any problems the child has must be in accordance with those the agency is willing to accept. For example, youth with academic problems, minor disciplinary difficulties, those who smoke, drink alcohol or are socially isolated might benefit from having a mentor. On the other hand, mentoring may not be an appropriate intervention in cases of severe emotional problems, chemical use/abuse, in situations where the volunteer's health or welfare may be endangered, or where there are active or recent cases of child abuse in the family.

RECRUITING MENTORS

*"I don't know a cow that gives milk because it got a
letter or phone call. Someone has to get the stool, get
down, and yank."*

—Sue Vineyard
*101 Tips for
Volunteer Recruitment*

Volunteer recruitment is one area that organizers often focus on to the exclusion of others. Yet, too often, recruitment techniques do not really motivate potential volunteers to listen and make a commitment, or the message does not find them at all. Prior to beginning recruitment, it is best to analyze attitudes toward youth in your community. Have there been recent instances of child abuse that have made the public more sympathetic to concerns about children? Are there hostilities between youths and adults around issues of drugs or crime? Has your research uncovered other attitudes that could affect how adults feel about youth services in general, and mentoring in particular?

In addition to gauging the reactions you are likely to get based on the attitudes your community holds toward young people, it is useful to have a basic understanding of human motivation. One popular theory common in the volunteer field is McClelland's Motivation Theory. McClelland identified three motives that affect people's work-related behavior: achievement, power and affiliation. The *achievement-motivated* person seeks success in performance. The *power-motivated* person seeks to have an impact on, or to influence, others. The *affiliation-motivated* person seeks to be with others. By incorporating these motivation models into your recruitment approaches (and later on in supervision), you can create a more effective "pitch"—one that offers the right benefits to the volunteer.

Merely doing news releases and public service announcements to recruit mentors, followed by bulletins and appeals to local churches and community organizations, is not enough. These components of recruitment inform people of a program's existence, and must be done, but it often takes more than one notice, and most often takes anywhere from five to eight notices in different forms, to elicit a positive response from a person who is neutral or favorably disposed to involvement.

Targeted marketing can help you find people with an interest in volunteering and remove obstacles to their involvement. This method requires answering several questions and adjusting your message accordingly with appropriate language and graphics:

■ Who is the specific target? What age range? What sex? Are persons of a certain geographical location or race more desirable as

candidates? Do you need people to handle children with special problems?

- What do you have to offer people—a meaningful relationship? A chance to share experiences? Insights into child development? A volunteer job with substance?

- What is your competition for volunteers? What other organizations are after them?

- What do you know (based on research) about these people? What do they read? Where do they "hang out"? Where do they live?

- What "perks" can you offer? Mileage reimbursement? Special training?

- What's the "price" to the volunteer? A one-year commitment? Regular weekly commitment of time?

- What's the best way to reach these people? Radio? Direct mail? Speeches to clubs and organizations? (APPENDIX C lists possible sources)

The best approach in recruiting is a *face-to-face* presentation in as *specific* terms as possible. Begin with an actual *job description*. (For a sample, see APPENDIX D.) Recruitment is not hard-sell but a matter of *removing the obstacles to involvement*. Often the best person to make the pitch to a prospective volunteer is a friend or acquaintance of that person. For this reason, your best strategy is to set up a recruitment committee to advise on individuals, as well as locations and tools for recruiting. A recruitment committee frees staff to plan strategy, develop materials and make community contacts. The committee is one more opportunity to give ownership to volunteers—and make everyone's job less cumbersome. One committee member might be your local foster care licensing worker. He or she can refer you to people who have applied to be foster parents, but who would be more appropriate as mentors.

A final note: a recent Gallup Survey indicated that a primary reason why many people do not volunteer is that "nobody asked them." Don't let your program be a victim of timidity—ask.

Screening/Matching Volunteers

*"The interview will have a greater impact on the
quality of programs in years to come, than any other
single factor."*

—Marlene Wilson
*The Effective Management
of Volunteer Programs*

One of the greatest problems for mentor programs in these days of child sexual abuse and liability concerns is in the area of screening/matching. For reasons of safety as well as family and volunteer satisfaction, good volunteer administration demands that you interview potential volunteers professionally and carefully. Some of the components of a good process include:

■ Application form (APPENDIX E)

■ Interview form

■ Personal interest inventory (The Multiphasic Personality Inventory (MMPI), and other tools like it, are required today by most insurers.)

■ Activities/interests forms (APPENDIX F)

■ "Who I'd Like to be Matched With" form (APPENDIX G)

■ Three reference letters (requested by you in a letter to the reference)

■ Driver insurance registration (for those who have a vehicle)

■ Criminal and driving records checks (The process for doing these varies from state to state. Check with your local law enforcement agency. In addition, if volunteers have had previous child care positions or have been/are under a professional's care, they should be asked to fill out separate forms on these experiences.)

It should be remembered that any screening process *begins* with interviewing the volunteer, but does not end there. Problems can also be uncovered in the training and supervisory phases of the volunteer involvement.

It is strongly recommended that two interviews be held with the prospective volunteer—one, an introductory get-to-know-each-other session, the second, an extensive review of the person's background, skills and knowledge. The second volunteer interview should focus on several areas of the applicant's life. These include:

■ Family history

■ Relationships

■ Individual characteristics

- Attitude/values/beliefs

- Alcohol and drug use

Family history is important to evaluate. What impact has the person's upbringing had on his/her life? How does he/she see discipline? What were relationships with family members in his/her home of origin? In his/her present home?

By the same token, relationships and leisure time are important variables because they indicate the appropriateness of the individual's relationships with others. Do they engage in positive relationships with adults and children? Do they have time obligations which will limit their ability to give reasonable time and attention to the child they are matched with? What do they like to do with their spare time and how compatible is it with what a mentor might be called upon to do?

A third area of questioning should probe *individual characteristics*—the applicant's self-esteem, his/her reaction to stressful situations, personal boundaries, tolerance of frustrating situations and impulse control. Questioning *attitudes/values/beliefs* addresses the flexibility of the applicants. Will they respect alternative lifestyles and be willing to nurture a relationship that respects a child's dignity as well as their own? Finally, *alcohol and drug use* must be probed. Do they use alcohol or drugs? Have they ever abused alcohol or drugs? What causes them to use? No program wants "perfect people"; but in this and any area where past or present problems have been encountered, it is best to talk further with the applicants. What was the nature of the problem? When did it occur? How was it resolved? How might they use what they learned in a mentoring relationship?

During the interview process, it is important to find out clearly why an applicant wants to be a mentor. Applicants most often cite what they think, not what they feel, but what they feel is a more important indicator of how they will conduct themselves on the job. Because applicants most often tell you what they think you want to hear, to get at an honest answer, you may need to use alternative means of probing the applicant's background. Placing questions in the context of hypothetical situations is especially helpful.

Assessment of the applicant's appropriateness as a volunteer should be based upon criteria established *prior to* the interview. Using those criteria, what is your overall impression of the applicant? Does he/she seem to integrate various aspects of his/her life well? What are his/her strengths? Weaknesses? Does he/she have the qualities you are looking for in your job description? (APPENDIX D) Does he/she listen well? Does he/she communicate on a level that a child/youth could understand? Is he/she stable? Is he/she someone capable of taking direction? Can he/she provide leadership to a child and be a positive role model?

A volunteer and child match should be based on a review of the needs of the youth and the skills/knowledge/interests of the volunteer. In this way, it can be presented as a win/win situation to both the mentor and the mentee. It is recommended that you start by identifying the children who need help so that you can

recruit for specific cases. Be sure to suspend taking requests for mentors rather than let your waiting list get too long. The match should be set up in conjunction with a volunteer agreement/contract. (APPENDIX H)

OPERATION AND TRAINING

*"Trainers, like teachers, create an atmosphere
where learning is possible."*

—Anonymous

Training should be customized for your mentor program. Consult your mentors for topics and ideas. Structure learning objectives for each session.

Prior to a mentor applicant's second interview, a *pre-training* session should be held with mandatory attendance. It should include at least the following topics:

- Agency/program information (about the children and families and identification of problems/challenges mentors will face)

- Discussion of what diversity of age, ethnic background and values will introduce to the relationship

- Child/adolescent development

- Self-esteem (how to build it in children, warning signs of low self-esteem)

- Sexuality (what is normal sexuality, dealing with questions about it, sex role stereotyping)

- Chemical abuse (indicators of chemical use, dealing with a child's use or parent's use, addressing one's own use)

- Communication

Orientation is the next phase of mentor training. A volunteer handbook can be helpful here. It should outline agency policies on topics such as confidentiality, how to handle emergencies, reimbursement of expenses, training expectations, supervisory expectations and activities policies.

The *on-going training* needs of volunteers are best handled by both formal and informal needs assessments. Ask your mentors what they need and ask supervisory staff what they perceive are areas for training. Some possible topics include:

- Career planning
- Communications skills
- Values clarification
- Sexuality/sex role stereotyping
- Preventing/identifying sexual abuse
- Reporting child abuse
- Building self-esteem

- Touch—appropriate/inappropriate

- Issues in helping a mentee with school work

- Teaching living skills

In cases where an increase in *knowledge* is sought, lectures, readings, discussions, field trips and videotapes are some of the methods to use. To improve *skills*: demonstrations, roleplays, simulations and on-the-job practice are best. To affect volunteer *attitudes*: one-on-one counseling or training sessions that allow for role reversal, self-evaluation, simulations, case studies or observations are useful.

Effective mentor training allows volunteers to participate actively, to share experiences, to question, to hear from other volunteers. Discussions, panel discussions, role-playing, observations "on-the-job" and role reversal are some of the best methods to encourage participation. (Regardless of your favorite method, it is key to vary the method periodically.) Who does the training? Depending on the issue, teachers, school counselors, social workers, child psychiatrists and police are excellent sources of knowledge who often are very willing to share their expertise without charge. A final note: Keeping an individual record of training for each mentor is an excellent idea.

Training serves a valuable function in making the mentoring experience a meaningful one for the mentor. Children and their parents can often be involved in training with time left for the volunteers and children to have discussions together and in separate groups. Training also serves a valuable function by allowing the agency more opportunity to observe its volunteers. People's life situations change, and *volunteers are people.* Sometimes a volunteer's participation in a training session can uncover and solve a problem. In any event, training creates an atmosphere that enables mentors and their young people to learn—and succeed.

MENTOR PLACEMENT/SUPERVISION/RECOGNITION

"Recognition ... it's not something you do to people ....
If you're a supervisor, it's something you live every day."

—Vern Lake
Former Chief of Volunteer Services
Minnesota Department of
Human Services

Mentor and child should be introduced by the person who will serve as their supervisor. Prior to the first meeting, mentors should be thoroughly briefed on program policies and asked to sign a policy statement (APPENDIX J). The child's parent(s) should also know what to expect of the mentoring program and sign a statement acknowledging that they understand the goals of the mentor relationship. (APPENDIX K)

Volunteer mentors require regular doses of *support, encouragement* and *guidance.* Paid staff need to see the supervision of mentors as teamwork—helping each other be successful. This requires clear expectations, respect for the unique skills of the other, good communications and openness to resolving conflict. Supervision should be respectful of the volunteer's own life experiences and responsive to his/her need for feedback. The components of a good supervisory process for mentors are:

■ Volunteer contract which establishes specific mentor goals with the child (APPENDIX H)

■ Yearly performance appraisals with a pre-established set of criteria that focus on goal-related accomplishments. How much was done with what results? A three-part appraisal is best for mentors with input from the mentor, supervisor and parent. It's also possible in a program with an educational focus to get input from teachers or school counselors if they do not directly supervise the volunteer.

■ A chronological diary of contacts by staff with the mentor

■ Monthly written reports (APPENDIX I)

■ Quarterly contact by phone or in person

■ Quarterly peer review (where volunteers meet to discuss concerns in conjunction with training)

■ Individual sessions with agency staff as requested by the mentor

It is recommended that the volunteer be placed on a probationary status for the first three months after matching him or her. During probation, volunteers can be

placed with another experienced volunteer, in a group situation or in an on-site supervised/observed situation.

The agency should re-contract with the volunteer annually. At this time it is appropriate to assess the mentor's ability to continue, based on his/her performance appraisal, the child's future needs and the volunteer's ability to meet those needs. It is wise to review factors which might make it unadvisable for the volunteer or child to continue—chemical use, mental health problems, changes in the mentor's life, changes in the mentoring relationship and the reaction of the child's family.

A final note: Nothing helps volunteers to feel better about their mentor involvement than the words "thank you"—and you can say them in many ways. A simple phone call after they have handled a tough situation, or a thank you card or an invitation to lunch are all tried-and-true methods. There are also many national sources for inexpensive recognition items which can be personalized. Check out the local Voluntary Action Center, novelty shop or state office on volunteerism. Many times a Directors of Volunteers in Agencies (DOVIA) group will carry such items.

You'll think of many creative ideas to recognize your volunteers for a job well done. The most meaningful are based on the volunteers' needs. If they are motivated by a need to be with other volunteers, they might appreciate a joint activity or an event in their honor. If they enjoy public recognition, a newspaper article is the reward to try for—at the same time publicizing your program and sending the message, "Here's a person who finds the time to be a mentor. You can do it too."

PROGRAM EVALUATION

"… It doesn't mean anything if you can't evaluate it."
—James Shannon
Former President
National Council on Foundations

Perhaps no aspect of program operation is more neglected, with less reason, than program evaluation. Agencies many times fail to maintain accurate records, monitor performance and systematically gather data on the results of their work. As a result of that, possible funding sources don't get the answers they want; long-range planning languishes; community needs are not identified accurately; and little problems become big ones.

It is the responsibility of your steering committee or board of directors to specify how to measure your program's success. The criteria should be established *from the beginning*. If you want to measure *outcomes*, for example, you will need to keep records on the impact a mentor makes in the life of the child. The results of this type of evaluation are often most important to funders.

Do children improve their academic performance? If so, by how much? Do children involve themselves in more community activities? What percentage of children showed *measured* changes in problems with the law? Do children show better relationships with parents? With siblings? With other family members?

Outcome evaluation is often done over years. The first year is spent designing and organizing the test data form. The second and third years are spent in collecting data, reviewing it and analyzing it. The cost can be high. Using local school staff, United Way planning staff or academic institutions whenever possible can cut evaluation costs and, at the same time, involve more of the community.

Process measurement takes a look at each program step. Some process measures might include:

■ Number of matches

■ Average number of volunteers

■ Average number of days before assignment

■ Average length of placement

■ Average participation by young people in program activities

■ Hours volunteers put in per child/per month and the value of that service (usual estimates for mentor hourly value are $6.50-$10.50 per hour)

■ Average number of contacts by volunteers with staff

■ Number of volunteers recruited by different methods

It is possible to develop statistics with process and other measures by merely instituting a monthly/quarterly staff report from which a yearly program report can be compiled.

Program measures are another means of evaluating your mentor project. These measures take a narrative form and document program accomplishments and relationships. Information about board and committee involvement (including financial contributions) is valuable to funders. A description of relationships to other community agencies is also useful. Cost-effectiveness is another measure. What is the cost of matching one child? (To get the answer divide the number of matches into the total budget.) This statistic transmits a concise message, for example: "The cost of getting a mentor for a child is $575. Would you like to sponsor a child?"

A yearly evaluation and written report are a service to families in your program and make the best case to funders. What do you do with the annual reports? Don't just file them. Send them to key people in the community and do a news article for local media. Share results with your mentors and other volunteer leaders (including your board). Evaluations keep people connected. They are one way of saying "Hey, look what we did!"

VOLUNTEER ACTIVITIES

"Fun? You mean this is supposed to be fun?"
—A child in a mentor program

Soliciting community, volunteer and family input and incorporating it into your program can be a simple process and one that empowers mentors and the children and families they serve. Try an activities group made up of a board member, family members and volunteers to plan activities that will bring everyone together. This gives volunteers and families an opportunity to take the lead in activities they may actually be more qualified than staff to direct. The assignment can send a big message to mentors/children/parents: "You have power! You have responsibility! This is *your* program!"

The members of your activity group may be connected to free or low-cost resources. A volunteer "pitching" a store, amusement park or company for donations or reduced prices is most often more effective than a paid staff person. Let volunteers take the lead role and use your staff to coordinate their work. Some examples of activities might be:

- Camping
- Amusement park excursions
- Ball games
- Cultural events
- The circus
- Dining out
- Historic area tours
- The zoo

BARRIERS

*"... It's a matter of seeing that all problems have a
solution, all challenges create an opportunity ..."*
—Former President Gerald Ford

Even the *best* organized program with the *best* leadership and the *best* mentors has problems from time to time. Some mentor roles are more difficult to fill than others. Male mentors, for example, are generally more in demand than supply.

Some children are harder to find mentors for. Children with physical handicaps or minority children or children with serious problems can be very difficult to match. They may need "marketing" that emphasizes the special qualities of the child and challenges a potential mentor.

Another barrier can be that some of today's volunteers do not understand the need for mentor programs to administrate risks. Mentor applicants may, for example, express frustration with a screening process that requires criminal background checks. While this frustration is normal, the volunteer needs to understand that each stage of your program (screening, training, supervision, evaluation) has been carefully planned. A sympathetic explanation will develop trust and set the scene for positive exchanges if there are problems later.

Some volunteer/child matches will not work out. Some volunteers, despite all your work, will not follow through. It will be disappointing to you and the family. Realize that this is an unavoidable situation in any mentor program. Learn from the experience. Resolve to do better next time.

Parents will, of course, be concerned. Think how courageous it must be for a parent to "release" his or her child to develop a special relationship with another adult. To build parent trust, include them in program planning, in placement (see APPENDIX H), in planning activities and in performance appraisals of their child's mentor. A successful program will encourage active participation from parents and will cultivate in them the healthy realization that they are still the primary guardians of their children.

The final barrier to be mentioned is a self-explanatory one: M-O-N-E-Y. That barrier, too, can be overcome. If your mentor project has a structure that courts community and family involvement and incorporates well-defined goals and solid management principles, you can handle any problem that comes up. For further assistance, the resources mentioned at the end of this booklet should provide a good starting point.

RESULTS

Mentor programs can simply match one person with another or they can be positive experiences for everyone involved—the mentor, the child, the family and the community-at-large. Mentor programs *do* make a difference. Over time, troubled youths often begin to have a brighter outlook on the world, to see adults as "okay" people who care. Adults begin to see youths as trustworthy, trying to improve and mature. Mentors have said: "I feel I get more from this than she does!"; "It's self-revealing to take a step back in time."; "Doing this has taught me a lot about me."; "I really feel like I'm making a difference in his life."; "It's fun." Mentor programs foster these changes in individuals who begin to spread them to the larger community.

Students do improve school performance. They do improve their communications skills. With appropriate mentorship, students tend to become more considerate of others and more career-directed. They also tend to have greater self-esteem.

Meanwhile, mentor programs are a focal point for a community that values children and wants to engage itself with young people. As a result of a mentor program that focuses on the long-term, understanding grows on many issues important to youth. Other youth services (a youth center, drug awareness programs) often spring out of mentor programs as the community takes responsibility for its youngest members—and thereby nurtures its own future.

OPERATING COST CHART

Part A

Cost Items

Overhead
1. Office (rent, electricity, heat, telephone, custodial)*
2. Equipment (desks, chairs, tables, files, typewriters)*
3. Supplies (stationery, forms, printing, postage)
4. Recruitment and public relations (brochures, posters, ads, news releases)
5. Training (materials, space)
6. Upkeep (repair, paint, replacing equipment)

*May not need to be considered in an existing program.

Personnel
1. Salaries of volunteer department staff (including fringe benefits)
2. Supervisor time (a portion of paid staff time)
    a. Top management supervisor time with volunteer coordinator
    b. Paid staff time supervising volunteers
3. Short term staff (clerical, instructors, consultants)
4. Insurance (liability, workman's compensation)
5. Mileage (staff and volunteers)
6. Education (conferences, workshops)
7. Volunteer benefits
8. Recognition of volunteers

Gross Operating Costs $ _____

Part B

Income Items

1. Fee for services
2. Grants
3. Donated cash
4. In-kind donations (equipment, space, other)

Total Income $ _____

REQUEST FOR VOLUNTEER MENTOR

Request by _____   Request date _____

Child's name _____   Child's birthdate _____

Address _____

Phone or neighbor's phone number _____

To be filled out by coordinator of volunteer services:

Volunteer assigned _____   Date assigned _____

Address _____

Home phone _____

Special instructions _____

_____

_____

_____

Describe the child and his/her personal interests:

Talk about any family relationships of potential interest to the volunteer — especially note any anticipated changes:

List any specific goals and objectives for the volunteer to meet:

WORKSHEET: RECRUITMENT SOURCES

Type of Organization	Names of Organizations	Why would members be interested in volunteering	Possible recruitment method(s)
Religious			
Political			
Fraternal			
Service/civic			
Social			
Professional			
Educational			

WORKSHEET: RECRUITMENT SOURCES (continued)

Type of Organization	Names of Organizations	Why would members be interested in volunteering	Possible recruitment method(s)
Military			
Institutional			
Unions			
Businesses			
Public service			
Others			

MENTOR VOLUNTEER JOB DESCRIPTION
(for a friendship program)

PURPOSE

Many children are presently living with single-parent families, or in families where parents and family members cannot completely meet their needs. These children (both male and female between the ages of 5 and 17) need social/recreational development, emotional support and the companionship of an adult to supplement the work of teachers, counselors, social workers and other social services and education professionals.

DUTIES/RESPONSIBILITIES

The mentor will be assigned to a child and will be responsible for meeting the child on a weekly basis, four hours a week. A one-year commitment is the minimum accepted. The volunteer may be asked to work on certain aspects of the child's development. He or she will work closely with agency staff through phone contact, personal conferences and group meetings to better understand the child and his/her family and to facilitate activities to help the child. The volunteer will serve as an example/role model to demonstrate that adults can give, and should receive, respect (and will make an occasional mistake). Self-realization and improved self-esteem for the child are important goals of the relationship.

It should be emphasized that the volunteer in no way replaces the parent or the family's social worker. Rather, he or she provides interested, compassionate friendship.

REQUIREMENTS/QUALIFICATIONS

Persons interested in becoming a mentor must have an automobile. Experience in teaching, human services or related fields would be helpful. Experience as a parent or extensive experience with children is also helpful.

The volunteer should have the ability to accept and relate to children who may not share the volunteer's lifestyle and values. The volunteer should respect the client's right to self-determination and independence. This respect is an essential element in the relationship. The volunteer should exhibit a great deal of common sense, intelligence, friendliness, maturity, sensitivity and responsibility.

TIME COMMITMENT

The average volunteer will put in approximately 16-18 hours each month in services to the child and family. This four-hour-per-week commitment may come in larger or smaller doses, but the volunteer must be consistent. While many volunteers serve longer than one year, the minimum expectation of any volunteer mentor will be

one year, unless otherwise stated by the client or social worker.

LOCATION

Boys and girls throughout the community need the companionship of a mentor volunteer. The project seeks to place volunteers as close to their own homes as possible. During the course of interviewing and placement, volunteers will have the opportunity to state any preferences, and the agency will comply with these preferences as nearly as possible. Before making any match, project staff will consider location, interests, skills, background, knowledge and temperament of both the child and the volunteer.

BENEFITS

■ Volunteers can be reimbursed for mileage expenses, if requested.

■ Training sessions are offered on a regular basis for the volunteer's personal growth and development.

■ Volunteers may assume that their skills in working with children will increase and that their work may lead to more challenging volunteer assignments.

■ Volunteers receive ongoing support and recognition. A staff person will be assigned to work with them and they will receive a volunteer newsletter.

Upon completion of his or her assignment, the volunteer may request a written performance appraisal from the social worker. If for some reason the social worker is unable to supply this, the volunteer may request the same of the volunteer office.

Return to: Coordinator of Volunteer Services
(name/address)

_____

_____

_____

VOLUNTEER APPLICATION FORM

The information on this application is requested to match your skills, aptitudes and interests to this agency's services. This information will be available to staff who request volunteers. If you have any questions regarding the privacy of this information, you may discuss it with the volunteer service coordinator of the agency.

Name _____ Home phone _____

Address _____ Work phone_____

City _____ State_____ Zip _____

Name and address of employer _____

Why did you choose your career? _____

Changes you anticipate _____

Years of education   7   8   9   10   11   12   Post grad   (circle one)

High school degree from _____

Post high school degree from _____

Why did you choose your course of study? _____

When are you available to perform volunteer services for this agency?

Hours _____

Days_____

Length of service you anticipate _____

Why are you interested in being a volunteer with this program?

Please list four references: (Please indicate at least one family member, one personal friend and one work reference.)

Name _____   Name _____

Address _____   Address _____

City _____ State ____ Zip_____   City _____ State____ Zip _____

Relationship _____   Relationship _____

Name _____   Name _____

Address _____   Address _____

City _____ State ____ Zip_____   City _____ State____ Zip _____

Relationship _____   Relationship _____

List agencies/companies you have worked for (including current one) and volunteer or salaried positions you have held along with years involved, hours per week and reason for departure:

_____

_____

_____

_____

_____

Clubs or organizations you are presently a member of:

_____

_____

In making this application to be a volunteer, I understand that I am not an agent or employee of _____(mentor program)_____ , and I further understand that this form is not an application for employment, and that_____(mentor program)_____ provides no auto insurance coverage for volunteers, and does not agree to indemnify said volunteer for any legal liability arising out of transporting any person while on a volunteer assignment. I will apprise_____(mentor program)_____ as changes occur in my insurer's name or insurance coverage.

Insurance company _____   Policy number _____

Agent's name _____   Phone _____

Agent's address _____

City _____ State _____ Zip _____

Volunteer's signature _____ Date _____

In making this application to be a volunteer, I understand that _(mentor program)_ routinely does criminal and driving record checks of all volunteers for the position(s) for which I am applying. This check will be done on me if I sign below. If I fail to provide the signature, it may be grounds for rejecting me as a volunteer.

I certify to the best of my ability that the information provided on this application is true and accurate. I also understand that misinformation knowingly provided here, and on subsequent volunteer information forms, is grounds for dismissal.

Date _____   Signature_____

Optional Information:

Social Security number (needed for criminal record checks) _____
Driver's license number (often needed for driving record checks) _____
Birthdate (usually needed for both criminal and driving record checks) _____

Mentor Preference Sheet

ACTIVITIES AND INTERESTS

Name _____   Date _____

How do you spend your leisure time?

Directions:

PRINT "D" next to the activities you like to do.

PRINT "W" next to the activities you like to watch.

PRINT "T" next to the activities you don't participate in, but would be willing to try.

Leave the line BLANK if you have absolutely no interest in this activity.

SPORTS	OUTDOOR	INDOOR
__ Moto cross	__ Aviation	__ Television
__ Football	__ Walking	__ Records
__ Baseball	__ Hiking	__ Movies
__ Basketball	__ Camping	__ Museums
__ Track	__ Fishing	__ Plays
__ Soccer	__ Hunting	__ Concerts
__ Ping pong	__ Picnicking	__ Dancing
__ Tennis	__ Boating	__ Stamp collecting
__ Volleyball	__ Canoeing	__ Coin collecting
__ Roller skating	__ Water skiing	__ Rock collecting
__ Bowling	__ Horseback riding	__ Reading
__ Billiards	__ Rodeos	__ Indoor games
__ Swimming/diving	__ Study/nature	__ Video games
__ Auto racing	__ Animal tending/	__ Musical instruments
__ Wrestling	zoo, farm	__ Cooking
__ Golf (regular or mini)	__ Gardening	__ Playing cards
__ Handball	__ Rock climbing	__ Pool, pinball, foosball
__ Hockey	__ Travel/sightseeing,	__ Science, chemistry
__ Archery	history, treasure	__ Astronomy
__ Frisbee	finding	__ Weightlifting
__ Racquetball	__ Motorcycling	
__ Martial arts	__ Bike riding	
	__ Jogging/running	

MANUAL

__ Models
__ Soapbox
__ Go-kart
__ Carving
__ Arts and crafts
__ Electronics
__ Auto mechanics
__ Woodworking
__ Photography
__ Sewing
__ Knitting
__ Painting
__ Crocheting
__ Macrame
__ Computers

WINTER SPORTS

__ Downhill skiing
__ Cross country skiing
__ Sledding/tobogganing
__ Ice skating
__ Snowmobiling
__ Ice boating
__ Ice fishing

WHO I'D LIKE TO BE A VOLUNTEER WITH

Name of volunteer _____   Date _____

We'd like to match you with the child you can best work with, and we believe you're the best judge of that. Please check your preference for a volunteer assignment. Check as many as are appropriate for you. If a characteristic does not matter, check the blank for "It makes no difference."

I THINK I HAVE THE BEST CHANCE OF SUCCESS AND SATISFACTION WORKING WITH:

__ A boy	__ A girl	__ It makes no difference
__ 7-9-year old __ 12-13-year old	__ 10-11-year old __ 14-16-year old	__ It makes no difference
__ American Indian __ Oriental	__ Hispanic American __ Caucasian	__ African-American __ It makes no difference

A client who lives in the following geographic areas:

__ North side __ North suburbs __ N. E. side	__ N.W. suburbs __ West suburbs __ South side	__ South suburbs __ S. E. side __ S. W. suburbs	__ It makes no difference

__ Christian specify:_____ __ Buddhist　　__ Atheist	__ Jew __ Moslem	__ It makes no difference
__ Someone who may have some physical problems or disability	__ Someone who doesn't have a physical problem or disability	__ It makes no difference
__ A "tougher situation," someone who has more difficult problems	__ An "easier situation," someone who has less difficult problems	__ It makes no difference
__ Someone who's doing reasonably well at school or job	__ Someone who isn't doing well at school or job	__ It makes no difference
__ Someone who is reasonably intelligent and understands things well	__ Someone who has low intelligence and trouble understanding things	__ It makes no difference

__ Someone who attends religious services regularly	__ Someone who attends religious services only once in awhile	__ Someone who never attends religious services __ It makes no difference
__ Someone who comes from a large family	__ Someone who comes from a small family	__ It makes no difference
__ Someone who comes from a family that's stayed together	__ Somone who comes from a broken home	__ It makes no difference

We believe we should, if possible, avoid matching you with someone you have a strong objection to working with, so please indicate how you feel about the special problems below. It's natural for some people to have objections, and it's your privilege to have them, so please be perfectly frank.

I have strong objections to working with a drug offender/alcoholic. __ Yes __ No

I have strong objections to working with a child who has been sexually molested.
__ Yes __ No

VOLUNTEER AGREEMENT
AND INDIVIDUAL JOB DESCRIPTION

As a volunteer for the _____ (mentor program) _____ I agree:

- ■ To accept my assignment(s) with an open mind and a willingness to learn.

- ■ To accept supervision by a social worker and/or volunteer staff in order to do a better job.

- ■ To attend in-service training sessions and group meetings, and advise the volunteer office if I am unable to attend.

- ■ To keep matters confidential concerning the child and family I work with.

- ■ To be responsible for my volunteer work and act with proper consideration for those I work with.

- ■ To complete monthly reports on my volunteer experiences.

- ■ To ask about things I do not understand.

- ■ To advise the volunteer office of any changes in my situation (address, phone, employment, family).

- ■ To notify the volunteer office of any extended leave, resignation or a desire to change assignments.

- ■ To make a legitimate effort to be on time for appointments related to my volunteer work.

As a volunteer I can expect:

- ■ To receive prompt replies for any questions or concerns regarding my involvement.

- ■ To use my volunteer experience as a reference for future job employment.

- ■ To request a transfer of assignment or a review of my involvement whenever I feel it is necessary.

- ■ To receive the monthly newsletter, wherein I will be notified of any changes and upcoming meetings, along with other agency news.

- ■ Assistance from the volunteer staff in evaluating my role and specific functions. In these dealings I can be expected to be treated respectfully.

■ On-going recognition for the service I provide.

■ To be reimbursed for expenses which I incur on my assignment if those expenses qualify for reimbursement.

As a volunteer, I will try my best to fill the role outlined below. When necessary this agreement will be reviewed by the Coordinator of Volunteer Services and myself; and if there are changes in my involvement, a new description will be developed.

_____ as a _____ (mentor program) _____ volunteer
            (name)

will be assigned to _____ (name) _____

Description of assignment: _____

_____

_____

Supervisor _____

Outline of goals: _____

_____

_____

Date _____ Agency contact person _____

Volunteer's signature _____

I acknowledge that I have received the agency volunteer orientation/training manual, have read it and understand fully the responsibilities of this position and the code of conduct that governs me in the discharge of my duties.

Date _____ Signature _____

VOLUNTEER SERVICES MONTHLY REPORT

Date _____

Name _____ Phone _____

Address _____

Presently working with _____ (name) _____

How often per month _____

Date   Time Involved   Activities

Hours volunteered _____

Comments _____

_____

_____

_____

In the event you are involved in more than one activity, please itemize monthly hours and activities separately. Please return by the fifth of the month. **THANK YOU.**

VOLUNTEER ACTIVITIES POLICIES

- Mentor and child will meet in program group activities for the first three months.

- Volunteer time spent with the child shall total no more than three hours per week for the first week and six hours per week thereafter.

- The volunteer will not drop current commitments to spend more time with the child and his/her family.

- The volunteer and volunteer-child activities shall not interfere or substitute for the child's on-going relationships or activities.

- The volunteer shall keep the program staff/case manager informed monthly of the activities he/she undertakes with the child. Information should detail the frequency and length of the activities.

- The volunteer shall not indulge the child with gifts of money, food, extravagant outings, presents, etc.

- The volunteer shall not have the child spend the night at his/her home, or keep the child out late at night.

- The volunteer shall respect the rights and wishes of the child and not coerce or shame the child into participating in activities favored by the volunteer.

- The volunteer shall set reasonable limits for the child and not violate rules set by the child's parent(s) or the program.

- The volunteer shall maintain appropriate adult behavior at all times, and not expect age-inappropriate behavior from the child.

- The volunteer shall inform the program staff/case manager immediately of any major crises or changes in his/her life, *i.e.* death of a significant other, close relative or friend, unemployment or job change, or change of address, as soon as possible, but in any case, within two weeks.

- The volunteer shall always treat the child's parent(s)/guardian(s) with respect, and shall not criticize or make negative comments about them to, or in front of, the child.

- The volunteer shall exhibit behavior that is respectful and assumes equality towards members of the same and opposite sex, all ethnic/racial and religious groups, and shall not make any comments that can be construed as racist, sexist or bigoted.

■ The volunteer shall not show the child sexually explicit material, have sexually explicit materials in his/her home when the child is there, or take the child to sexually explicit movies or places where sexually explicit acts are performed.

Any violation of the above stated policies may result in immediate termination of the volunteer-child relationship. The parent(s)/guardian(s) of the child will be notified immediately of the termination and the reason for the termination by the agency.

I have read the volunteer policies and will abide by them.

Signature _____

Date _____

Parent/Guardian Expectations

The following are policies of the volunteer program that you as parent(s)/guardian(s) are expected to abide by:

■ Parent(s)/Guardian(s) are to ask the child about the volunteer-child activities. The purpose of this is to open up lines of communication between parent/guardian and child.

■ Parent(s)/Guardian(s) are expected to inform their child's volunteer of any rules or restrictions involving the child, *i.e.* no "R" rated movies, no ice cream or candy treats, or if the child has been grounded or restricted from any activities as a means of discipline. If the volunteer violates any of these rules or restrictions, the parent/guardian should inform the volunteer's supervisor.

■ If the parent/guardian does not like the activities the volunteer proposes or a conflict develops, he or she should talk to the volunteer. If there is no resolution, he or she should contact the volunteer's supervisor.

■ It is never acceptable for the volunteer to treat a child's parent/guardian with disrespect or criticize the parent/guardian's behavior/lifestyle. If this occurs, contact the supervisor.

■ If the parent/guardian becomes uncomfortable about the volunteer and child relationship or the interaction between the volunteer-child, contact the supervisor immediately. Do not worry about being paranoid or over-sensitive. The supervisor will help you sort out why you feel uncomfortable about the relationship, and together with you, will make a decision about continuing the relationship.

■ It is the program's policy that the volunteer shall not have the child spend the night with him/her. If the volunteer asks your permission, you are not to give it. If this happens, notify the supervisor as soon as possible. If you do give your permission, the agency may terminate your child's involvement in the volunteer program. If you request that the volunteer keep your child overnight, your child's involvement in the program may be terminated.

■ Report any suspicious behavior on the part of your child or volunteer immediately to the supervisor. Examples of suspicious behavior might be your child refusing to discuss the activities he/she participates in with the volunteer; your child acting out when he/she returns from activities with the volunteer; your child being very quiet and withdrawn after returning from an outing with the volunteer; sexually explicit behavior; an excessive amount of touching between the volunteer and child; the volunteer behaving at the same level as your child; the existence of a special language between the volunteer and child.

■ The volunteer should spend no more than six hours per week in activities with your child. If the volunteer seeks to spend more time consistently with your child, report this as soon as possible to the supervisor. (It is o.k. to invite the volunteer to attend special functions such as school performances, however this should be the exception and not the rule.)

■ The volunteer is not to overindulge your child with expensive gifts, candy, ice cream or other treats. Birthday and Christmas/holiday gifts are acceptable, but they should not be expensive.

■ Behaviors that should be reported to the supervisor as soon as possible are: chemical or alcohol use on the part of the volunteer, especially prior to or during outings with your child; sexual come-ons to you; shaming or coercing your child into accepting discipline; and showing your child sexually explicit material.

■ The purpose of the volunteer program is to provide your child the opportunity to develop a supportive relationship with an adult who is also a friend. To keep the focus of the relationship between the child and volunteer, you are not to make any sexual overtures to him/her, ask him/her out on dates, or encourage him/her to take a parental role in the family. Violation of this rule may result in termination of the relationship.

I have read these rules and agree to abide by them.

Signature _____

Date _____

RESOURCES

Coordinator's Guide to Oregon Community Mentorship Program (manual), Pat B. Williams and Marilyn Johnston, Student Retention Initiative Business/Education Partnerships, 530 Center Street, NE, Suite 300, Salem, OR 97310.

The Effective Management of Volunteer Programs, Marlene Wilson, Volunteer Management Associates, 277 S. Cedar Brook Road, Boulder, CO 80302.

The Institute for Community Service Manual, Robert Munson and Jackie Hill, Lutheran Social Services, 2414 Park Avenue S., Minneapolis, MN 55404.

MENTORING MANUAL A Guide to Program Development Implementation, The Abell Foundation, 210 North Charles Street, Baltimore, MD 21201.

Milestones in Mentoring (three mentor orientation programs on cassette), "Dealing with Diversity," "Making It Work," "Troubled Families," One PLUS One and The BUDDY SYSTEM, One PLUS One, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

The Power of Mentoring (collection of essays), One PLUS One, WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213.

101 Tips for Volunteer Recruitment, Susan Vineyard and Stephen McCurley, VM Systems, 1807 Pradle Avenue, Downers Grove, IL 60515.

Screening Volunteers for Sexual Abuse (a training), Rebecca Montgomery and Michael Newman, Minnesota Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3821.

Targeted Marketing (handout), Neil Karn, Virginia Department of Volunteerism, 223 Governor Street, Richmond, VA 23219.

Team Participation Considerations (handout), Hennepin County Court Services, c/o 9th Floor Government Center, Minneapolis, MN 55487.

Training Volunteers, Choosing the Right Training Method (article), Rick Lynch, 4207 Corliss Avenue N., Seattle, WA 98103.

A Youth Mentoring Program Directory, One PLUS One and United Way of America, Mary Phillips, National Initiatives, United Way of America, 701 N. Fairfax Street, Alexandria, VA 22314-2045.

Organizations

Association for Volunteer Administration
P.O. Box 4584
Boulder, CO 80306
303-497-0238

VOLUNTEER — The National Center
1111 N. 19th Street, Suite 500
Arlington, VA 22209
703-276-0542