



A mentor is a coach, sponsor, guide, advocate and role model.

4 STARTING A MENTORING PROGRAM

“Through mentoring, we can provide youth with the awareness and incentive to strive for excellence and direct their lives toward making positive contributions in their community.”

Dr. Antonia Pantoja, Primary Founder
of ASPIRA

Purpose

The purpose of this chapter is to provide a guide for starting a mentoring program to encourage Hispanic youth to choose careers in the substance abuse and mental health fields.

Why Mentor Hispanic Youth?

There are two major reasons why Hispanic youth need mentors. First, an overwhelming number of Hispanic youth in the country do not have professional role models within their own family; thus, mentors are important in ensuring success. Secondly, Hispanic youth from families with limited resources and educational experiences often lack the professional guidance, support and access to resources that a mentor can provide. Consider the many ways that a mentor can make a difference in the life of a young person:

- Hispanic youth do not always see the full range of opportunities before them. A mentor can help a young person see that a dream can become a reality.
- Some Hispanic youth believe that a college education is for students in mainstream society, who traditionally have received a college education. A mentor can reshape this mindset by positively demonstrating that a higher education is a viable option for the future.
- Hispanic youth often need guidance in the processes of applying to college and financial aid. A mentor can assist a young person through this process.
- Hispanic youth sometimes experience pressure to become involved in negative behavior that can impact their future. A mentor can set youth on the right track before they make the wrong choices.
- Hispanic youth often need academic support, such as tutoring and counseling. A mentor can provide this assistance.
- Hispanic youth often have working parents that have limited time to nurture their children's aspirations. A mentor can provide needed attention.
- Hispanic families do not always have the technological resources, such as computers, to support their youth's education. A mentor can provide access to resources and technology.
- Some Hispanic youth are pressured to financially contribute to the family and as a result leave high school or college before graduating. A mentor can intervene with parents to assist them to recognize that investing in a college education will provide long-term financial rewards.

What Do Mentors Do?

According to Flaxman, Ascher, and Harrington (1988), a mentor is a coach, sponsor, guide, advocate and role model. In these roles, the mentor may aid the mentee in making life decisions or assist in trouble shooting personal, social, or institutional barriers. The mentor often introduces the youth to new opportunities and relationships that provide extended support for the mentee. In addition, the mentor provides guidance by guarding the mentee from damaging experiences, and intervening in situations that the mentee may have difficulty handling.

Mentors can also provide advice and wisdom to the mentee in a continual relationship, that can last a lifetime. As coaches, mentors may enhance the mentees knowledge and understanding of the opportunities made available to them through the community and how to handle specific situations, problems, or settings. As advisors, mentors can offer suggestions for problem solving, decision-making and reaching short-and long-term goals.

A mentor often provides counseling and explains how personal concerns can hinder education, self esteem and postpone a promising future. Due to the trust and emotional attachment that often develops between mentor and mentee, anxieties, fears and conflicts can be openly discussed and ultimately overcome with the mentor's guidance.

Another important function of mentors is to support and to inspire mentees to realize the infinite possibilities life holds, and to know their own potential in fulfilling such aspirations (Flaxman, Ascher, and Harrington, 1988).

The Mentoring Process

Designing a mentoring program is an extensive process that can involve one-to-one mentoring, group mentoring or a combination of both. Programs are created in a way that allow youth and mentors to learn about a wide variety of experiences and strategies. A mentoring program may run into some challenges if there is too much structure, resulting in mentees not getting a chance to receive a quality mentoring experience, whereas too little structure may leave participants at a loss for words. A good mentoring program reflects the needs of the entire audience-mentors, parents, youth and schools, as well as the community at large. Other challenges that need to be addressed in the development of a mentoring program include: transportation of mentees, resources, scheduling and access to workplace facilities.

One-to-One Mentoring

One-to-one mentoring involves the matching of mentor-student pairs. This arrangement can be highly effective; however, one-to-one mentoring requires a substantial commitment of time and effort on the part of both mentors and students. This form of mentoring can occur in a number of ways:

- *Shadowing* provides youth with the opportunity to follow a mentor through a typical workday, research experience, or conference.
- *Internships* provide hands-on work experience with a mentor allowing realistic assessment of their interest in a career.

- *Electronic communications* through telephone, or e-mail provide students with private and individualized interaction with a mentor.

Group Mentoring Activities

Mentoring in small groups has a number of advantages. First, it takes pressure off the mentor in arranging meetings, as this responsibility is shared by others. Secondly, at group mentoring events, youth feel free to ask questions that they might not normally ask in a one-to-one mentoring relationship. Examples of group mentoring activities include:

- *Student Counseling Sessions* geared toward assisting students with course selection, the college application process and graduation options.
- *Informal Luncheon Sessions* are always an effective way to bring a group together. Lunches or dinners encourage both mentors and mentees to relax and interact in a more casual setting.
- *Monthly Meetings* offer youth the opportunity to address questions about various fields and career opportunities. Meetings can also focus on creating a network of friends and professional contacts.
- *Panels* are one of the most ideal formats in presenting multiple perspectives on various themes through short presentations designed for the target audience, as well as for introducing a variety of role models at one event.
- *Workshops* involve everyone's participation, and allow for constructive mentoring and feedback on specific topic areas.
- *Conferences* can bring youth together for mentoring and exposure to new ideas and role models. Such events can showcase Hispanic health professionals who are at the forefront of significant issues and enhance their visibility in substance abuse and mental health.

Program Planning

From the very beginning, it is crucial to involve all stakeholders in helping to develop a shared vision of the mentoring program. An example of this occurs when adolescents are asked to be involved in the planning process by contributing their vision and input. An effective strategy in acquiring input from all key players is to organize an Advisory Commit-

tee that includes representation from all of the stakeholders. This can include staff, youth, parents, teachers, community leaders and health professionals with a background in substance abuse and mental health.

As the mentoring planning team begins strategizing, one of the most important assignments is to decide on the name of the mentoring program. The mentoring program's name needs to sound positive, as well as be a name that students and mentors can identify with and feel good about. The mentoring planning team can also benefit by having the mentees assist in developing a name for the mentoring program.

The mentoring planning team's next task is to define what type of mentoring the program will provide, identify efforts and resources that are currently available, explain the need for mentoring in their community and depict the potential benefits of the program to all stakeholders. Other areas can include financial stability and potential program expansion. *Chapter 5. Developing Resources to Support the Program* provides a guide on obtaining funding and *Chapter 7. Using the Web to Develop Mentoring Programs* lists useful web sites that can assist in this process.

Solid leadership is also important for ensuring that the mentor planning team works effectively. What kind of skills do you look for in a leader when implementing a mentoring program? Some experts in mentoring programs stress that good programs:

- Have leaders who are well respected in the community and have an established base of support
- Understand the bureaucratic workings of dealing with schools, businesses and community-based organizations
- Are sensitive to the needs of the program participants
- Have access to and support from top-level decision-makers in the partner organizations

Establishing Program Goals and Objectives

In establishing a mentoring program, the needs and goals of several target groups should be taken into consideration—the students who will be mentored and their families, the mentors themselves, partner schools and organizations and institutions that may contribute volunteers or resources. *Tool 4-2. Points to Consider When Starting a Mentoring Program*, provides a series of issues that should be considered when establishing a new mentoring program.

Clearly stated goals and objectives are essential to building a strong base for your program. Goals provide a vision with a specific focus on an end result. Objectives need to be specific and measurable with time frames. An example of a goal is: *Increasing the number of Hispanics entering careers in substance abuse and mental health.* An example of an objective is:

By 2004, the program will facilitate the entry of 20 high school students into college. By developing your goals and objectives through a collaborative group process, the end result will be a shared vision that is supported by everyone involved in the organization. Program planners should think broadly in terms of resources such as time, materials and facilities. *Tool 4-3. Goals and Objectives Worksheet* helps you to identify program goals (See also *Chapter 6. Assessing Program Success* for more information).

Perhaps the most important question for any program to ask is: are their existing efforts that this program could complement or build upon? Other important questions a program planner should ask include:

- What activities will be offered through the mentoring program and when will these activities begin?
- Who will be the target mentee population group?
- Who can serve as mentors—retired health professionals, college students, substance abuse counselors and mental health specialists?
- How many mentors can each of the partners and the community provide?
- What financial and other resources are needed to meet the costs involved in sponsoring a mentoring program—release time for employees, transportation, materials, facilities, stipends, field-trips, or award ceremonies and dinners?
- What special resources can the program draw upon from the partners?

Develop Agency Policies and Operating Protocols

The importance of well-written concise policies and operating protocols need to be stressed.¹ This will help ensure that your program operates smoothly and provides standard procedures for resolving issues as they come up.

Establish Job Descriptions for Staff and Volunteers

Mentoring program staff need clear descriptions of their roles in an organization or program. Job descriptions address this by providing suitable profiles, allowing program staff to know what is expected of them. Job descriptions are a useful tool in matching the skills of potential volunteers with the mentoring program's needs.

¹There are various software products on the market that can assist you with all human resources related activities.

Mentors

Recruitment of Mentors

It is necessary to know what type of person fits the mentor requirements. This includes areas such as: age, gender, type of experience in the substance abuse and mental health field and other interests. Then staff can proceed to identify where to find these professionals are likely to be found. The following are some ideas of places to start:

- One's own address book (A good source of mentors are professionals with whom you are already acquainted).
- Drug and alcohol treatment facilities
- Mental health clinics
- Colleges, universities and local schools
- Local businesses
- Professional associations
- Local community organizations (For a more extensive list of sites to contact, see *Chapter 7. Using the Web to Develop Mentoring Programs.*)
- Faith-based organizations

Before approaching any organization, it is essential to prepare information (both written and oral) that provides these organizations with an understanding of the program.

Publicity is another way to make mentor recruitment easier. Many people are looking for opportunities to volunteer. Some suggestions on how to spread the word include:

- Local community and Spanish language newspapers
- Public service announcements on Spanish language radio
- Hispanic serving community-based organizations and educational institutions
- Organization and business newsletters
- Web page on your program
- Church bulletins
- Announcements in newsletters of Hispanic professional associations, such as: The Hispanic Nurses Association or the Hispanic National Medical Association

Screening Mentors

The Mentor Application Form

The mentor application should be a concise and user-friendly form that serves as a two-part screening process. First, it is a self-selection system where people who are interested in mentoring and are ready to make a commitment will take the time to fill out the form. Secondly, the mentoring application form should provide basic information about the individual mentor. Here are some recommendations for what should be included in this form:

- Biographical information (i.e., address, job history, etc.)
- Time availability
- Activities they would like to share with the youth (i.e., career day, attend a local conference, etc.)
- Interests (i.e., sports, movies, outdoors, etc.)
- Why they want to become a mentor
- References—VERY IMPORTANT! (Three references are recommended)

Tool 4-4. provides a model of a *Mentor Application Form* and *Tool 4-5.* provides a model of a *Mentor Agreement Form*.

Interview Process

The interview process should use a format that addresses the needs of the program. Programs that have only on-site supervised mentoring, for example, might utilize a less intensive interview model, generally a one-on-one interview between staff and the prospective mentor. A program with more off-site, unsupervised activities however, would benefit from a more intensive interview process. For example, this could include a staff member, a parent and a community member. When possible, the interview should be in person.

References

Prospective mentors should provide a minimum of three references regarding suitability for participation. References can be obtained from sources such as: current or former employers, notable members of the community, co-workers and/or neighbors. It is recommended that references come from individuals who have known the volunteer for at least two years or more. In addition, some mentor program planners require fingerprinting or a criminal record check through the local police department. However, if this is the case, inform the volunteers of this requirement as soon as they inquire about the program.

Safety and Liability Issues

Participant safety should be at the core of your organization. Your program should assure youth safety to the fullest extent possible. This is one of the reasons why mentor screening is stressed.

Mentoring program planners should also address the issue of liability. If an accident or other unforeseen circumstances should occur, who is responsible? Program planners should carefully consider this and make every effort to ensure that volunteers, mentees, their families and the program are adequately protected. One way of limiting liability is to conduct mentoring activities only at a school or community-based site. In these situations, school or agency personnel can carefully monitor activities, and in most cases the volunteers may be covered by the insurance policy of the school or agency. However, this may limit mentor-mentee activities and decrease the availability of potential mentors.

Mentoring activities that are planned and carried out as a group may be designated as agency or school related field trips. These mentoring activities may also be covered by existing insurance policies. However, parents may need to sign an additional permission and/or liability waiver form for these outings.

Informed consent is another way to address liability. Mentees and parents should be provided with written information about the program. Parents should submit a signed consent form for their child's participation (see *Tool 4-9 Parent Consent Form* and *Tool 4-10 a Medical Authorization Form*).

Mentor Training

A well-developed orientation program is key to getting mentors off to a good start. Determining the orientation structure depends on the role the mentor plays in the program. For example, in school-based programs with on-site mentoring, a short individual orientation session may be all that is needed; however in a community-based program with more intensive mentoring, multiple training sessions over several days may be preferred.

The following are examples of potential topics to cover in an orientation session:

- History of the organization
- Purpose of the program
- Current organizational structure
- Program policies, including insurance liability and legal concerns

- Expectations of the mentor/mentee relationship
- Who mentors can turn to when issues or questions arise
- Specific characteristics and needs of the mentees
- Guidance on how to get started
- Outside resources and reading material

Other activities that can be incorporated into the orientation can include having past mentors and mentees speak about their experiences through participation in an informal session. Moreover, it is important to keep in mind that mentors enter the program at varying levels of experience and background. It is therefore important to be as flexible and adaptable as possible to address these differences.

Most programs have found that on-going training contributes significantly to long-term success. While formal sessions on specific topics can be offered throughout the year, training sessions do not necessarily need to be as structured and can simply be a time for mentors to get together and talk about their experiences.

Tools 4-6 and 4-7 Mentor Orientation Workshops provide topics for orientation sessions that can be used to familiarize the mentors with their roles, responsibilities and expectations.

Involving Youth in Mentoring Programs

Recruiting and Orienting Mentees

Hispanic youth have sometimes been excluded from traditional mentoring programs. However, they are often the group that can most benefit from a mentoring relationship.

Participant recruitment strategies should include:

- Using peers who have participated in a similar mentor program as recruiters
- Placing posters on bulletin boards and in places where youth congregate
- Having the school or local church send out letters or flyers to students and families
- Advertising on Spanish language radio and television
- Providing information on your organization's Web page

Running The Program

Matching Mentors with Young People

Once mentors have been selected and have received an orientation on the program, mentors are matched with youth. Some of the considerations in matching youth and mentors are culture, age, career interests, shared background, scheduling and personal capabilities. Mentees should be allowed to substitute mentors if they believe that there is not a perfect fit.

Cultural Considerations

Culture and language have considerable impact on how mentors view and respond to mentees and the mentor program. To better serve the Hispanic community, it is important to have staff and mentors that are sensitive to the culture and language of the mentees.

Mentors and mentees live and function in a mix of many cultural neighborhoods shaped by professional, socioeconomic class, ethnicity, race and community affiliation. When mentees and mentors interact, their culture influences their assumptions and perceptions, leaving a lasting positive impact on the mentee. It is very important for mentees to know that because of their Hispanic heritage they are an asset to their local community.

Mentoring programs can have successful outcomes regardless of whether or not the mentors and mentees are of different backgrounds and cultures. Cross-cultural mentor-student relationships allow for growth experiences, letting each participant share something from their culture and background with each other. While cross-gender matches have many strengths, due to cultural considerations in working with Hispanic youth, same-gender matches are recommended. (Some Hispanic parents may feel uncomfortable with their daughters being mentored by male adults.)

While an ideal match may include matching a mentor with the career interest of the student, it may not always be possible. The most important consideration is matching the student with a caring adult who can guide them through the career exploration process and in making life decisions.

Orientation

Once recruited, mentees should complete a program application form. Some programs provide mentees with a written role description. The following is a suggested outline:

- The purpose of the program
- Reasons why youth would want to participate

- The potential benefits of participating
- Process for changing mentors and mentees
- The limits of a mentor—mentee relationship (It is important for youth to understand that the mentor can not do everything for them, nor can the mentor be a surrogate parent.)
- Length of commitment

Getting Off to a Good Start

It is expected that both the mentors and the mentees will be nervous in the beginning. They will also have expectations of each other, the program and the relationship. An ideal format for a mentoring event begins with an informal gathering over refreshments, such as tropical fruit juices and *empanadas*, allowing everyone to meet and talk. The project director should provide complete program information and give mentees, parents and mentors the opportunity to ask questions. Orientation should discuss where and when students and mentors should meet, and what activities are considered appropriate on the part of mentors and students.

Keeping Track of the Mentoring Relationship

It is recommended that mentees and mentors be required to maintain a record of their relationship with each other. Keeping a diary or journal is a useful activity for monitoring the progress of the mentoring relationship. The record can be in the form of a journal, a logbook, or notes. This information should be reviewed periodically by staff and can include:

- Location of the meeting
- What was worked on or discussed
- Any significant event that happened at the meeting
- New ideas and concepts learned
- What the mentee liked and disliked about the meeting
- A note about any meeting that was canceled

This record will also help the mentee reflect on his or her experience. In addition, the information can be used by staff to monitor and evaluate the success of the program in meeting its goals and objectives. The following provides an example:

September 5, 2001

Today I met with my mentor at the ASPIRA office. We discussed my interest in working with children with emotional problems. We saw a movie called Good Will Hunting about a white kid from the hood who ends up at Harvard.

The movie has a lot to offer and I found out that the star who wrote it is only about 25.

I think it shows that most barriers can be overcome.

Confidentiality

Mentors should also sign a confidentiality clause that can be part of the *Mentor Agreement Form* (see *Tool 4-5*). It is important to keep most information related to the mentees confidential. Information such as: grades, addresses, phone numbers, citizenship, as well as student diaries or journals should remain confidential. Mentors should understand that confidentiality can be broken when a mentee appears to be a danger to themselves or to others. At that point, mentors should inform the organizational liaison.

Working with Parents

Parental support is important for the success of any mentoring program. Parents engagement will assist in meeting program objectives. Many successful programs involve parents from the onset. Parents who let their child participate in a mentoring program have noticed that their child gains benefits (Kendall, 1990), such as:

■ Attitudes Toward School and Learning

- more interest in school
- increased motivation toward school

■ Career Awareness

- more consideration of future occupations
- more positive attitude toward work
- better understanding of the work place
- more likely to ask for help in choosing a career

■ Interpersonal and Intrapersonal Skills

- responsibility
- maturity
- self-confidence
- patience (especially with family members)
- sympathy
- thoughtfulness and consideration
- awareness of their emotions
- more positive attitude toward self

Parents of mentees should be required to sign a consent form in order for their youth to participate (see *Tool 4-9. Parent Consent Form*). In addition, parents should have the opportunity to disapprove of any mentor they believe would not be beneficial or a good match for their child.

It is important that parents understand the limitations of the mentor's role. Some parents may not want their youth involved in an exclusive relationship with an adult other than themselves. Other parents are afraid that the mentors will try to take the parent's place or usurp their authority. Good programs are aware of the concerns that parents may have and try to ease these concerns during orientation.

At the orientation session:

- Program staff should discuss program goals and objectives and how youth can benefit from participation.
- Parents should receive materials and handouts similar to those the mentors receive at their training sessions.
- Program staff should stress the importance of parent participation to the success of the program. Parents should be asked to support staff efforts by encouraging their child to keep appointments with mentors and to stay in the program.
- Parents should be informed of strategies they can utilize to help achieve the mentor program's goals, such as: helping their adolescent with homework or discussing college and career aspirations.
- The parents should be given the name and phone number of the mentor's supervisor or another contact person, as well as that of the mentor.

Other ways to engage parents include:

- Mentors should attend the parent orientation session. These sessions provide an excellent opportunity for the mentors to reassure parents that they are not trying to take the parent's place or to impose values on the youth, but are providing a specific service.
- Form a parent advisory council to assist mentor program staff in making decisions and establishing policies affecting the program.
- Schedule activities with parents during the course of the program. These can be in the form of informal get-togethers at a local restaurant, recognition dinners for the mentors or lunches and dinners sponsored by the program staff for the parents and youth participating in the program.
- Sponsor informal workshops on specific issue areas common to Hispanic youth and their parents.
- Encourage or require mentors to communicate with parents on a regular basis.
- Keep parents informed about the mentor program by sending newsletters or by calling to share the program's accomplishments.

Initial Mentoring Activities

Four major tools are provided that will ease the mentees participation and integration into the program. These activities will help to reduce student anxiety and assist mentors and mentees to become familiar with each other.

In conducting these exercises, it is important to assess the level of sharing that would be appropriate. This may depend on the age of the mentees, time constraints, program policy, etc.

- *Tool 4-11. General Student Icebreaker* allows youth to get to know one another and provides them with questions so that they may begin to talk about the future.
- *Tool 4-12. Decision Making* provides mentees with a better understanding of their decision making process.
- *Tool 4-13. Classified Ads* and *Tool 4-14. Career Exploration* are designed to assist the youth in thinking of specific education requirements and skills required for entering a career

Lastly, it is important to evaluate whether each activity is successful. This can be achieved in part by having the participants complete a *Workshop Evaluation Form (Tool 4-15)*.

Conclusion

Mentors can make a difference in the lives of young people and set them on the right path. A good mentoring program can also help address the under-representation of Hispanics in substance abuse and mental health careers by exposing youth to a full range of careers in these areas.

It is important to involve all stakeholders in program development as it helps to create a shared vision of the program among those involved. The ultimate goal of the program is to set in motion an on-going process to assist youth. The result will build a stronger, more diverse community that will make a greater contribution, not only to the fields of substance abuse and mental health, but to society as a whole. We have provided several useful tools for starting your mentoring program. These include:

- *Tool 4-1. Mentor Program Overview (pp. 87-92)*
- *Tool 4-2. Points To Consider When Starting A Mentoring Program (p. 93)*
- *Tool 4-3. Goals and Objectives Worksheet (p. 94)*
- *Tool 4-4. Mentor Application Form (p. 95)*
- *Tool 4-5. Mentor Agreement Form (p. 96)*
- *Tool 4-6. Mentor Orientation Workshop (p. 97)*
- *Tool 4-7. Mentor Orientation Workshop (pp. 98-99)*
- *Tool 4-8. Model Student Application Form (p. 100)*
- *Tool 4-9. Parent Consent Form (p. 101)*
- *Tool 4-10. Medical Authorization Form (p. 102)*
- *Tool 4-11. General Student Ice Breaker Activity (p. 103)*
- *Tool 4-12. Decision Making Activity (p. 104)*
- *Tool 4-13. Classified Ads Activity (p. 105)*
- *Tool 4-14. Career Exploration Activity (p. 106)*
- *Tool 4-15. Workshop Evaluation (p. 107)*

Key Sources of Information

Connections: Linking Youth with Caring Adults. A Guide to Mentoring by the Urban Strategies Council. Oakland, CA: September 1989.

Flaxman, E., Ascher, C. & Harrington, C. *Mentoring Programs and Practices: An Analysis of the Literature.* New York: Columbia University Teacher's College, Institute for Urban and Minority Education, 1988.

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Tools



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TOOL 4-1. MENTOR PROGRAM OVERVIEW

INTRODUCTION

HOW TO USE THIS MENTORING MANUAL

This mentoring brief provides an overview of the steps needed to establish a mentoring program in the fields of substance abuse and mental health.

PROGRAM PLANNING

Involving all stakeholders from the very beginning to create a long-term strategy, may not seem necessary when you are first beginning a mentoring program, but it is crucial in maintaining a good balance between day-to-day operations and future stability. A mentoring program plan should be in written form and serve as a formal guide, outlining a mentoring program's progress. Some suggestions in covering a mentoring program's areas and vision include: financial stability, community involvement, recruitment strategies and potential expansion.

GOALS & OBJECTIVES

KNOW WHY YOU ARE DEVELOPING A MENTORING PROGRAM

Clearly stated goals and objectives are essential to building a strong base for your mentoring program. A goal provides a vision with a specific focus on an end result. An objective is specific and measurable. By developing your goals and objectives through a collaborative group process, the end result will be a shared vision that is supported by all in the organization.

STRUCTURE

ESTABLISH JOB DESCRIPTIONS FOR STAFF AND VOLUNTEERS

Written job descriptions can help avoid future ambiguity and discrepancy issues that often arise when staff is unclear about their responsibilities. Volunteer job descriptions are a useful tool in matching the skills of your potential volunteers with your program's needs. A clear description also allows volunteers to know what will be expected of them.

DEVELOP POLICIES AND OPERATING PROTOCOLS

Do not underestimate the importance of well-written, concise agency policies and operating protocols. This will help ensure that your program operates smoothly and provides a standard procedure for resolving problems.

Examples of agency policies and operating protocols include:

- Organizational chart (i.e. who has responsibility for making decisions in which areas and who needs to be informed about the decisions)
- Safety and liability issues (i.e. insurance policies including: different coverage for staff and volunteers; background checks for volunteers; parent consent forms) and confidentiality agreements for mentors
- Administrative responsibilities (i.e. record keeping, scheduling)
- Financial/budget procedures (i.e. check writing, paychecks, purchasing)

RECRUITMENT

RECRUITING MENTORS

Know what type of individuals you are looking for to be mentors. This includes areas such as gender, age, background and interests. Target where these individuals are likely to be found. Here are some ideas of places to start:

- Your own address book. (A good source of mentors are professionals with whom you are already acquainted.)
- Local community health centers, health professions schools or national organizations such as The National Hispanic Medical Association and The Hispanic Nurses Association.
- Colleges/Universities

When you approach these individuals/organizations, it is essential that you are prepared with information (both written and oral) that will provide them with an understanding of your program.

LET THEM COME TO YOU

Using publicity is a great tool to make mentor recruitment easier. Spread the word about your program and you will be surprised by the number of people who come to you. Many people are looking for opportunities to volunteer, but they just do not know where to find them. Some suggestions for how to publicize the program include:

- Newspaper articles
- Advertisements
- Public service announcements
- Organization and business newsletters
- Church bulletins
- Announcements in newsletters of professional associations, such as: The Hispanic Nurses Association or the Hispanic National Medical Association

SCREENING MENTORS

APPLICATION FORM

The application form serves as a two part screening process. First, it is a self-selection process - only people who are really committed and interested will take the time to fill out the form. Second, it provides you with basic information about this individual. You will want to make this form concise and user friendly. Here are some recommendations for what should be included in the form:

- Biographical information (i.e. address, job history)
- Time availability
- Activities they would like to share with the youth
- Why they want to become a mentor
- References--VERY IMPORTANT! (Three references is a good idea)

INTERVIEW PROCESS

The interview process should use a format that addresses the needs of your program. Some programs that only have on-site, supervised mentoring might utilize a less intensive interview model that is one interview between staff and prospective mentor. On the other hand, a program with more off-site, unsupervised activities would benefit from a more intensive interview process.

BACKGROUND CHECK

Checking the background of your mentors is a critical element. How extensive the inquiry is will depend on the parameters of your program. It is essential that you find out sufficient information to meet both the legal and program requirements. This background check needs to be completed before a match is made. Some inquiries mandated by program guidelines may include:

- Employment verification
- Criminal record check through the local police department
- Thorough check of references

TRAINING

DESIGN YOUR ORIENTATION PROGRAM

A well-developed orientation program is key to getting your mentors off to a good start. For many mentors, the experience and knowledge gained during orientation will provide them with the confidence they need to begin. Determining the structure of your orientation

sessions depends on the role the mentor plays in your program.

KNOW WHAT YOUR MENTORS NEED TO KNOW

The orientation session is important because it not only provides your mentors with information and guidance, but also becomes a bonding opportunity for them. The resources they offer each other are often as important as the resources you offer them.

The following are examples of topics covered in orientation sessions:

- History of your organization
- Overview of the project
- Program policies including: insurance liability, confidentiality and discrimination rights
- Expectations of the mentor/mentee relationship
- Who mentors can turn to if problems or questions should arise
- Specific characteristics and needs of the mentees
- Guidance on how to get started
- Outside resources and reading material
- Good study habits
- How substance abuse and mental health affects the Hispanic community
- The need for cultural and linguistic competency
- The college-going process
- Careers in substance abuse and mental health

Another activity to incorporate into the orientation is having past mentors come and speak about their experiences. Finally, keep in mind that your mentors are entering your program at varying levels of experience and background. Be as flexible and adaptable as possible to address these differences.

TRAINING IS AN ON-GOING EVENT

Training does not have to be a one-time event offered just as an orientation to the program. In fact, most programs will find that on-going training will contribute significantly to long-term success. While you can offer formal sessions on specific topics throughout the year, training sessions do not need to be as structured and can simply be a time for mentors to get together and talk about their experiences.

YOUTH RECRUITMENT

RECRUITING YOUTH

Once the youth (and often their parents) begin to hear about your program, they will come to you asking to be involved. However, if this is not the case, here are a few approaches to try:

- Use peers who have participated in a similar mentoring programs as recruiters
- Have the school or local church send out letters or flyers to students and families
- Advertise on Spanish language radio and television
- Make presentations at local Hispanic youth organizations
- Set up an information booth at art shows and craft fairs or other community events
- Place posters on bulletin boards and in locations where youth congregate
- Develop a Web page about your organization

Remember, programs that involve youth in all stages of program development are more likely to attract youth.

INTERVIEWING INTERESTED HISPANIC YOUTH

It is important that the involved youth understand what it means to be in a mentoring relationship. Many of your mentors will be making a major commitment of time and energy and having youth who want to be involved is key to making this work.

A key part of the interview includes finding out what are the mentee's interests, availability and other specific needs (e.g. language requirement). For example, even if the youth and mentor seem like a perfect match in temperament, interests and background, but if they can not find a time to meet that works, then this is not a perfect match.

MATCHING STUDENTS AND MENTORS

MAKE SURE GOOD MATCHES ON PAPER ARE GOOD MATCHES IN PERSON

A good match is more than just matching interests to interests and needs to needs. A good match requires that you use your instincts, trust your judgment and not be afraid to get guidance from others. Often, if you have been involved since the beginning, getting insight from someone else provides needed objectivity. Finally, make sure your matches are consistent with the mission of your program. If you are trying to provide role models from similar backgrounds, make sure they actually do share this background. If you are trying to provide mentors for career guidance, make sure that they are in fields that are of interest to Hispanic youth.

Getting To Work

After the match has been made, make sure that both the mentor and the youth fill out the appropriate paperwork. The mentor should sign a mentorship agreement form.

GETTING STARTED

It is expected that both the mentors and the youth will be nervous in the beginning. They will also have expectations of each other, the program and the relationship. One method often employed to alleviate this anxiety is to have the first program event be a social activity with other mentoring pairs. Another approach is to have them participate in a team building activity. For those programs where these types of activities are not feasible, often just talking to them about having realistic expectations of the relationship goes a long way to building a solid foundation.

MONITORING THE PROCESS

CHECK IN WITH YOUR MENTOR TEAMS

Consistently checking in on how the mentoring relationship is progressing will not only keep you informed, but will also keep the lines of communication open. It is important that both your mentors and mentees feel like they have someone to come to if they have questions or are not comfortable with the match. This monitoring can be in many forms—monthly phone calls, quarterly meetings—whatever works for you.

KEEP WRITTEN RECORDS OF THE MONITORING PROCESS

Maintaining a written history of the progress of the relationship provides both a record of success and insight on how problems were handled. This on-going assessment is not only beneficial to the involved parties, but it also provides “do’s and don’ts” that can be applied to other mentoring relationships.

TOOL 4-2. POINTS TO CONSIDER WHEN STARTING A MENTORING PROGRAM

1. Who are the target population groups?
 - Hispanic youth
 - At-risk Hispanic youth
 - Young Hispanic adults
 - Pre-teen Hispanic adolescents

2. What do you want to achieve?
 - Increased school attendance
 - Greater self-esteem
 - New or different role models
 - Exposure to substance abuse and mental health careers
 - Other (please specify in the space provided below)

3. How will you achieve it?
 - Shadowing
 - After-school activities
 - Tutoring sessions
 - Employment/Internships
 - Electronic communication
 - Group activities (individual counseling sessions, luncheons, monthly meetings, panels, workshops, conferences)

4. How to measure behavior changes?
 - Student grades
 - Test scores
 - Attendance rosters
 - Daily progress reports
 - Self-esteem
 - Questionnaires
 - Journal entries

5. How to evaluate?
 - Frequently measure progress against initial objectives
 - Invite input from mentors, mentees, parents and staff
 - Degree of commitment from all involved
 - Adequate training
 - Interest in substance abuse/mental health

6. Safety and Liability?
 - Mentor screening
 - School/organization regulations
 - Insurance coverage
 - Security
 - Parent consent forms

7. What are the costs?
 - Time
 - Personnel
 - Materials
 - Training
 - Publicity

TOOL 4-3. GOALS & OBJECTIVES WORKSHEET

What goals can be set for the program

Need a. Lack of role models	Goal a. Exposure to role models
Need b.	Goal b.
Need c.	Goal c.
Need d.	Goal d.

What objectives will the program achieve in promoting Substance Abuse and Mental Health careers?

- a. To match 50 students with 25 Hispanic health professionals
- b.
- c.
- d.

What activities can be incorporated into the program? What are the desired outcomes?

Activity	Outcome
Visits to mental health centers	Exposure to work setting

How can activities be monitored and measured?

Activity	Indicators
Student surveys	Student feed-back

How will measurement data be collected? Who will be responsible?

Measurement	Collection Method	Personnel Responsible
Student surveys	Survey	Student Advisors

TOOL 4-4. MENTOR APPLICATION FORM

Name: _____

Address: _____

Social Security Number: _____

Daytime Phone: _____ Email/Fax: _____

List skills or interests you would like to share with Hispanic youth

Please list the last three jobs held starting with most current:

Time Availability:

Why do you want to participate in a mentoring program?

What activities are of interest to you?

____ Health Issues ____ Computers ____ Science
____ Sports ____ Movies ____ Outdoors

Please list THREE current references and phone numbers:

TOOL 4-5. MENTOR AGREEMENT FORM

I agree to participate as a mentor in the _____ program. I understand that the primary objective of the program is to encourage youth to enter substance abuse and mental health careers.

I understand the mentoring will take place at the following location:

I will be available for mentoring between the hours of:

I will be available for mentoring on the following days:

I agree to attend meetings on the program or to inform the organization liaison of the progress of the mentoring relationship.

I understand that from time to time I will have access to confidential information on youth being mentored and that this information should be kept confidential, except in cases of child abuse or neglect, or when it appears that youth are of danger to themselves or others. Should that be the case, I will inform the appropriate representative of the sponsoring agency.

I further understand that the sponsoring agency may conduct a reference check on my background, which may include contacting previous employers, or the local law enforcement department.

Name

Date

TOOL 4-6. MENTOR ORIENTATION WORKSHOP

PART 1—INITIAL ORIENTATION SUGGESTED TOPICS

- Welcome
- Introductions
- Describe your organization's mission
- Identify program goals and objectives
- Establish the need for mentoring, the number of mentees and those waiting for a match
- Define characteristics of mentees
- Describe typical problems, needs and criteria for participation
- Describe what mentors can expect from program staff.
- Cover legal liability and confidentiality issues as they relate to the mentor program
- Review organizational ground rules and policies (provide a handout specific to your organization)
- Provide a realistic view of mentoring and issues that a mentor may encounter

Discuss the full range of issues that the mentor may encounter based on the characteristics of the youth population and the goal of the program. Cover issues such as:

- Confidentiality
- Cultural and linguistic sensitivity
- Disabilities
- Education
- Family and peer pressures
- Family support
- Lack of resources
- Self-esteem issues
- Sports
- Teen pregnancy
- Teen sexual activity
- Use of alcohol and drugs
- Violence in school and at home
- Work

TOOL 4-7. MENTOR ORIENTATION WORKSHOP

PART 2—MENTORING ROLES AND TASKS

- Welcome and introductions
- Review organization's program goals with mentors
- Review workshop objectives
- Introduce the concept of mentoring

Emphasize that building self-esteem underlies all mentor-mentee relationships:

- A close personal relationship with a supportive person is the key to enhancing an individual's self-esteem
- Low self-esteem can often be the root of many social and economic challenges for Hispanic youth
- Mentees often gain a sense of self-worth when they recognize that another person is willing to invest time and energy with them
- Provide an overview of the boundaries of a mentor-mentee relationship

Establishing a positive personal relationship:

- Regular interaction and consistent support
- Should be enjoyable and fun
- Should enhance self-esteem
- Should be non-judgmental

Provide an overview of the purpose of mentoring youth:

Developing life skills

- Provide for a link between the early academic preparation needed to enter a career in substance abuse and mental health.
- Install key life skills, such as: decision making, long-range planning, values clarification and positive coping skills

Assisting Hispanic youth in accessing resources

- Provide awareness of educational and economic resources available in their community
- Act as guides, friends, advocates and not as case managers
- Assist in connecting youth and their families in need to resources available in the community

Increasing abilities to interact with other social and cultural groups

- Assist in broadening outlook and provide exposure to different kinds of social and business situations
- Build respect for differences; however, do not promote mentor's values as superior
- Introduce participant to the behaviors and attitudes needed to interact successfully in the workplace and in the larger society
- Develop and disseminate a list of what a mentor does and does not do, establishing clear boundaries for the mentoring relationship
- Discuss any "project rules or policies" specific to your organization
- Acquaint mentors with initial tasks in "getting started" in their mentor roles

TOOL 4-8. MODEL STUDENT APPLICATION FORM

Name: _____

School: _____

Name of Parents/Guardians: _____

Daytime Phone: _____ **Email:** _____

Career Interests

List careers you would like to explore.

Why do you want to participate in a mentoring program?

Work Experience, if applicable:

List three job experiences you have had, including volunteer and community work.

Dates	Job Description
_____	_____
_____	_____
_____	_____
_____	_____

Special Skills

List skills you would like to develop.

Interests and Hobbies

List any clubs you belong to and any personal hobbies and interests you may have.

Please indicate any areas that you would like help in at school:

TOOL 4-9. PARENT CONSENT FORM

Your son or daughter has been invited to participate in a mentoring program experience. He or she will be assigned to a mentor, who will lead him or her through a ___-month mentorship program. They will discuss skills required for employment in a substance abuse or mental health career, explore different aspects of working in this field, and link what they are learning in school to these careers. The program may provide transportation as needed for field trips. In order for your child to participate, this form must be filled out and returned to program staff.

Permission To Participate In A Mentoring Program

My son/daughter, _____

may participate in a mentoring experience that will take place at:

on _____

between the hours of _____am/pm _____ am/pm

I understand that my son/daughter, _____

will travel/participate in the mentoring program under the supervision of program staff.

Signature of Parent/Guardian:

Name (Please Print): _____

Date: _____

Daytime Phone: _____

Fax: _____

E-mail: _____

TOOL 4-10. MEDICAL AUTHORIZATION FORM

In order for your child to participate in the mentoring program, this form must be filled out and returned to his or her teacher before the mentoring program begins.

Should it be necessary for my child to have medical treatment while participating in the mentorship program, I hereby give the program staff and mentorship program personnel permission to use their best judgment in obtaining medical service for my child. I give permission to the physician selected by the program staff to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency contact/ medical history to the attending physician, or to the workplace, if needed.

Student's Name: _____

Student's Address: _____

Date: _____ Home Phone Number: _____

Name of Parent/Guardian: _____

Daytime Phone: _____

Name of someone other than parent /guardian to be contacted in an emergency:

Daytime Phone: _____

Does your child require any special accommodations because of medical limitations, disability, dietary constraints or other restrictions? Please explain.

I hereby agree to all of the above authorizations and permission.

Signature of parent/guardian: _____

Date: _____

TOOL 4-11. GENERAL STUDENT ICEBREAKER ACTIVITY

Objectives: To assist students to become familiar with each other.

Note to Facilitator: Students break up into pairs to ask each other one or two of the following questions. Then they return to the large group and introduce their partners. Below are questions that students can ask each other to assist in breaking the ice. Select what questions you want students to address.

1. How did you get your name?
2. What do you do for fun?
3. How do you like to spend your free time?
4. Do you have any career interests? If so, how did you acquire this interest?
5. What do you plan to do after high school?
6. What type of music do you like? Favorite group?
7. What is your favorite TV show?
8. Who is your favorite movie star?

TOOL 4-12. DECISION MAKING ACTIVITY

Objective: To assist students in becoming aware of their decision making process.

Note to Facilitator: Have students break up into small groups of five and answer the following questions:

1. What is the most important decision you ever made?
2. What made it important?
3. In making this decision, what kinds of issues did you consider?
4. Did you consult others before making the decision?
5. Who had the greatest influence over your decision and why?
6. If you had to do it over again, would you make the same decision?
7. What might you have done differently?
8. What methods or steps would you take in making important decisions in the future?

TOOL 4-14. CAREER EXPLORATION ACTIVITY

Objective: To assist students in the career exploration process.

Note to Facilitator: In order to do this exercise students will need to surf the net, conduct research in the library, call human resource personnel at companies and /or interview professionals.

1. Briefly describe an occupation of interest to you.
2. What interests you about this career?
3. What is the nature of work involved in this career?
4. What skills and training will you need for this career?
5. What courses do you need to take in high school to help prepare for this career?
6. What do you need to study in college to prepare for this career?

TOOL 4-15. WORKSHOP EVALUATION

MENTOR TRAINING PROGRAM FEEDBACK FORM

Name of session: _____

Date: _____

Organizational role: _____

_____ **Mentor**

_____ **Youth participant**

1. What did you find to be most helpful in this workshop?
2. What did you find to be the least helpful in this workshop?
3. What was missing from this workshop that would have been helpful to you in developing an effective relationship with your youth participant?
4. How could we improve this workshop?

5. Please rate the following:

	Poor		Average		Excellent
Effectiveness of facilitator	1	2	3	4	5
Training room/area	1	2	3	4	5
Materials	1	2	3	4	5
Content	1	2	3	4	5
Exercises	1	2	3	4	5
Session overall	1	2	3	4	5

6. List other topics or concerns you would like to have covered in upcoming workshops on reverse.
7. List other comments about this workshop on reverse.