Inviting Cultural Diversity in Volunteering
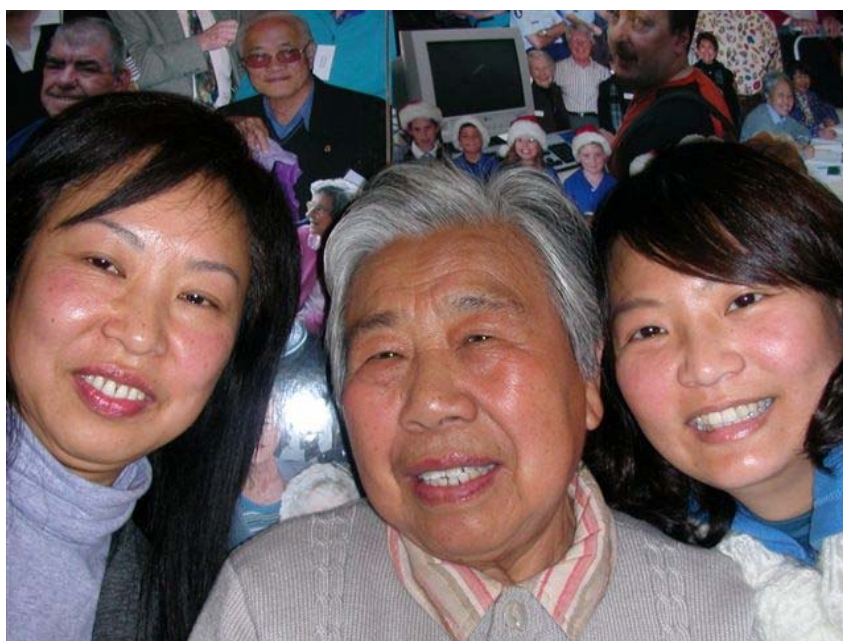## - An EMR HACC CALD Project -

PROJECT REPORT
Sharon Porteous, October 2008

Cover Photo: Provided by Monash Volunteer Resource Centre.

Contents

Abbreviations/Acronyms

ABS	Australian Bureau of Statistics
BVRC	Boroondara Volunteer Resource Centre
CALD	Culturally and Linguistically Diverse
DHS	Department of Human Services
DIAC	Department of Immigration and Citizenship
DIMA	Department of Immigration and Multicultural Affairs
EMR	Eastern Metropolitan Region
EVRP	Eastern Volunteer Recruitment Project
HACC	Home and Community Care
LGA	Local Government Area
MIC	Migrant Information Centre
VRC	Volunteer Resource Centre

Acknowledgements

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A   Introduction

Inviting Cultural Diversity in Volunteering **Project** was funded by the Home and Community Care (HACC) Program, a joint Commonwealth and State/Territory Program, through the Eastern Metropolitan Region (EMR) Department of Human Services (DHS). The Project was coordinated by the Migrant Information Centre (Eastern Melbourne) (MIC) and was conducted from October 2007 to August 2008.

The overall aim of the project was to address some of the barriers to volunteering in HACC organisations in the EMR for people from culturally and linguistically diverse (CALD) backgrounds.

Volunteering in HACC organisations is an ideal way for people from CALD backgrounds to participate in their community and reduce their social isolation. There are many benefits of participating in volunteering including increased participation in the broader community, feeling valued, experiencing Australian work culture, improving self confidence and self-esteem, learning new skills, gaining work experience and work references, and improving communication and social skills.

There are also many benefits for HACC organisations when they recruit CALD volunteers:

- Aiding the promotion of mainstream HACC services to their communities;
- Assisting with making HACC funded services more culturally appropriate;
- Increasing the involvement of people from CALD backgrounds in the planning and delivery of HACC funded services;
- Encouraging CALD service users to use a greater range of HACC service types.

These benefits are important as people from CALD backgrounds tend to access HACC services less than their English-speaking counterparts and utilise fewer HACC service types, preferring PAG and Social Support services to others (DHS 2003).

1   Purpose of this Report

Sections A & B of this report outline the key elements of the project including its aims, objectives and outcomes. Sections C and D outline the pilot mentor program and the results of the evaluation.

2   Background

At the broadest level, the *Accessible Government Services for All* Framework (DIAC 2007) provided a rationale for this project. This is a revised Australian Government framework for access and equity reporting developed from the 1998 *Charter for Public Service in a Culturally Diverse Society (DIMA 1998)*. The Framework outlines four principles – communication, responsiveness, accountability and leadership – in the provision of services to people from culturally and linguistically diverse backgrounds. Each principle has a number of strategies outlined including several that were applicable to this project:

- delivering fair programmes based on individual needs;
- drawing on cultural diversity to improve the efficiency and effectiveness of programs (including recruitment of culturally diverse volunteers);
- providing information in appropriate media and languages;
- ensuring effective communication;
- consulting with diverse communities and client groups;
- establishing appropriate feedback mechanisms;

- working with organisations to encourage them to improve the way they work with culturally diverse communities (DIAC 2007, p. 56-7).

With regard to HACC policy, this project was underpinned by Ministerial Priority Number 2 identified in the DHS 2006-2009 Eastern Regional Triennial Plan (DHS 2006) and the EMR HACC CALD Strategic Plan (Effective Change 2005). Ministerial Priority Number 2 focuses on "*enhancing access to HACC services … for people from culturally and linguistically diverse backgrounds*" (DHS 2006, p.2). Three key goals of the EMR HACC CALD Strategic Plan applied to this project:

- Improve access to HACC services for CALD communities;
- Build partnerships and resource the service system;
- Enhance the Region's understanding of the issues facing CALD communities.

The specific strategies that were relevant included increasing HACC CALD volunteers to address language and cultural barriers of services; forming volunteering partnerships between ethno-specific and mainstream organisations to increase the number of CALD clients receiving services; and assisting with cultural planning and advice to HACC organisations (Effective Change 2005).

This project also built on and drew from the work of the Eastern Volunteer Recruitment Project (EVRP) which focused on the recruitment and retention of volunteers in HACC services and highlighted barriers to volunteering in HACC services for people from CALD backgrounds. Research conducted as part of the EVRP indicated that volunteers from CALD backgrounds are significantly underrepresented in HACC services. Porteous (2006) identified that only 13% of volunteers from the HACC organisations interviewed were from a CALD background. This percentage is lower than the proportion of the population from a CALD background (approximately 20%). In addition, this project drew on the results of other EVRP research that identified successful models in the recruitment and retention of CALD volunteers in HACC and documents the outcomes of implementing four pilot strategies (Effective Change 2006).

3   Aim & Objectives

The overall aim of the project was to address some of the barriers to volunteering in HACC organisations in the EMR for people from CALD backgrounds.

The specific **objectives** were to:

- Assist HACC organisations to implement welcoming and inclusive volunteering policies and procedures for volunteers from all backgrounds;
- Identify opportunities and establish mechanisms for HACC organisations to share resources including translated information and forms and volunteer training in other languages;
- Assist two or three HACC organisations to recruit CALD volunteers;
- Pilot a volunteer mentor program in two or three organisations;
- Showcase good practice in the recruitment and retention of CALD volunteers by HACC organisations in the EMR.

4   Methodology

The Project followed an action research methodology with emphasis placed on consultation with HACC organisations and CALD communities regarding the objectives. Initially support for the Project was sought from the HACC CALD Network Volunteering Working Group and the EMR HACC DHS Office. Ethno-specific organisations and individuals from CALD backgrounds were also consulted regarding specific objectives of the project and seeking their advice and participation.

The Project Worker consulted with a range of organisations and individuals:

- Volunteer Resource Centres including Volunteering in Manningham (VIM);

- Volunteering Australia;

- DHS;

- HACC organisations in the EMR;

- Volunteers in HACC organisations;

- Ethno-specific organisations;

- Individuals from CALD backgrounds;

- Borderlands Consultants;

- Other relevant volunteer involving organisations locally, statewide and nationally.

Formal and informal processes such as meetings, interviews, discussions and questionnaires were used for consultation purposes.

5   Limitations

Three project limitations were identified:

- Time – the project had a limited time frame of 8.5 months initially which was later extended by 2 months with reduced hours. This affected the evaluation, particularly for objectives that aimed to increase recruitment of CALD volunteers as the time frame was too short to evaluate whether an increase had occurred.

- Budget – the project had a limited budget that allowed for employment of the Project Worker 3 days per week with minimal allowances for other costs.

- An underlying assumption of the Project was that people from CALD backgrounds want to volunteer in mainstream HACC organisations.

6   Project Management

The Project was overseen by the HACC CALD Network Volunteer Working Group, a small group of interested representatives from the HACC CALD Network including key stakeholders EMR HACC DHS and Migrant Information Centre (Eastern Melbourne). The working group acted as a Steering Group for the project, meeting bi-monthly and providing support, advice and direction for the project. The Working Group's activities are not limited to supporting this project.

A Project Worker was employed for 3 days per week and located at and supervised by the Migrant Information Centre (Eastern Melbourne).

7   Evaluation/Outcomes

Critical success factors were based on key evaluation criteria for each objective and feedback sought from participating organisations and the working group about the implementation of each objective and whether targets were met.

Critical success factors for each objective included:

- Take up of best practice policies;

- Development and implementation of action plans to increase recruitment of CALD volunteers;

- Development of mechanisms for HACC organisations to share resources;

- Development, implementation and evaluation of mentor pilot;

- Presentation of best practice forum.

Ultimately, the success of the project is indicated by an increase in the number of CALD volunteers in HACC organisations. Unfortunately, this may not be measurable within the short time frame.

Progress reports were made to the Working Group at each meeting and regular communication occurred between the Project Worker and participating organisations in the pilot mentor program. The outcomes of the project are detailed in this project report which will be distributed widely to HACC organisations in the EMR and made available on the MIC website.

B Project Outcomes

This section reports on the project outcomes with regard to objectives one, two and five of the project.

1 Objective 1

Assist HACC organisations to implement welcoming and inclusive volunteering policies and procedures for volunteers from all backgrounds.

- Research was conducted to identify volunteering policies and procedures that are welcoming and inclusive. The Project Worker considered good practice examples from local, statewide, national and international volunteer organisations.

- The identified policies and procedures were drawn together and presented in an Information Sheet[1] format for HACC organisations to access through wide distribution and promotion. The Information Sheet was also made available in PDF format on the MIC website.

- The Information Sheet was promoted through existing networks and Volunteer Resource Centres and via the HACC CALD Network and cultural planning tool process.

- Organisations who attended the Good Practice Forum were asked about the Information Sheet in the evaluation questionnaire – 3 organisations out of 37 who attended had accessed the Information Sheet. With this low number of responses it was difficult to draw any conclusions about the usefulness of the Information Sheet with the three responses ranging from useful to extremely useful.

- The Good Practice Forum evaluation responses also indicated that the Migrant Information Centre website is the preferred method to promote information and training about supporting volunteers from culturally and linguistically different backgrounds (71% or 24 responses). VRC websites came second (64% or 21 responses) and VRC newsletters and Volunteer Australia website came equal third (61% or 20 responses).

Future work could monitor take up of the Information Sheet and evaluation of its content via a survey to HACC organisations in the EMR.

2 Objective 2

Identify opportunities and establish mechanisms for HACC organisations to share resources including translated information and forms and volunteer training in other languages.

- Interviews were conducted with the key volunteering organisations in the EMR – Boroondara Volunteer Resource Centre (BVRC), Eastern Volunteer Resource Centre (EVRC), Monash Volunteer Resource Centre (MVRC), Knox Community Volunteers (KCV) and Volunteers in Manningham (VIM) – to ascertain what translated resources exist and how these might be shared. Only two of these organisations had translated material (BVRC & MVRC) – in Chinese, Italian, Greek and Vietnamese.

- Previous research conducted by Porteous (2006) and informal discussions with organisations identified a significant gap in translated information and training about volunteering in the EMR.

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[1] The information sheet is available at http://www.miceastmelb.com.au/documents/volunteer/MICVol_InfoSheet1_Policy.pdf

- Conducted research about availability of other translated volunteering resources nationally and internationally.

- Researched options for sharing translated volunteering resources. Possibility of using web based system on existing EVRP website or MIC website.

- Decision to set up volunteering page on MIC website with links and resources regarding cultural diversity in volunteering as it is easily accessible and able to be modified by the Project Worker. In addition, organisations in the EMR are familiar with the work of the MIC and will tend to access the MIC website first for information regarding cultural diversity in any field.

- Volunteering web page established including information about the project, mentor model developed, good practice forum presentations, information sheets developed and links to other key websites and information such as Volunteering Australia's Good Practice Guide.

- Investigated Centre for Cultural Diversity in Ageing system for residential aged care facilities to prepare residents handbook in number of languages via web. This is a good system to model on but would require significant resources to develop the technology and related translated resources. This type of system would ideally be located at a more central volunteering site such as Volunteering Australia.

- Collated list of standard information, forms and documents provided to volunteers before and at recruitment.

- Collected and collated translated material in Chinese with view to preparing generic version of this material for organisations to access and modify with their own logo and details. Need to include relevant Chinese fonts for download. Work still to be completed in this area.

- Promoted resources via MIC and HACC networks.

Future work could include a follow up survey with HACC organisations to determine whether they have accessed the resources and the level of usefulness. In addition the MIC and VRC's could lobby Volunteer Australia to consider allocating funding to develop a system similar to the Centre for Cultural Diversity in Ageing for sharing translated information about volunteering.

3 Objective 5

3.1 Good Practice Forum

Showcase best practice in the recruitment and retention of CALD volunteers by HACC organisations in the EMR with a forum for organisations in Volunteer Week 2008 (12-18 May).

- Identified good practice initiatives locally, statewide, nationally and internationally that could be featured at the forum.

- Consulted with volunteering organisations in the EMR about the timing and location for the forum. It was agreed that Volunteer Week was extremely busy for organisations with events and it would be more appropriate to hold the forum a couple of weeks after Volunteer Week to maximise attendance.

- The forum was held 29 May 2008 at Maroondah Federation Estate, Ringwood from 10.00am until 12.30pm. Ringwood is reasonably central to most organisations in the EMR. There were 37 participants at the forum as well as a number of speakers and representatives of organisations with displays.

- Speakers were invited from Volunteering Australia, Monash Volunteer Resource Centre, Brimbank City Council, Wesley Do Care and Clota Cottage. Sandra Wilson from Volunteering Australia talked about why organisations should consider recruiting volunteers from CALD backgrounds. Sandra outlined the key findings from the National Survey of Volunteers conducted in 2004/05 and the benefits to organisations if they involve

volunteers from CALD backgrounds. Sandra included points about planning, recruiting, welcoming, orienting and supporting those volunteers. The other speakers outlined their specific strategies or programs that involved volunteers from CALD backgrounds including how they got started and the success they had.

- Displays were organised by Ashburton Volunteer Alliance, City of Greater Dandenong and the Boroondara Volunteer Resource Centre. There were also handouts and information resources available to collect. Information Sheets developed as part of the Project were available including how organisations can make their policies more welcoming and inclusive of volunteers from culturally diverse backgrounds and how to address language and communication issues with volunteers that have low English proficiency (see MIC website).

- Feedback from attendees was very positive with 89% (33 responses) of participants completing an evaluation form. On a scale of 0 to 7:
    - 94% rated the coverage of the topic a 5, 6 or 7 (7 = complete)
    - 94% rated the quality of the presentations a 5, 6 or 7 (7 = excellent)
    - 85% rated the overall forum a 5, 6 or 7 (7 = extremely valuable)

- Respondents to the evaluation also said the best features of the forum were the concrete and practical examples highlighted, particularly by MVRC and Wesley DoCare. They also liked the networking opportunity it provided and information about the importance of CALD volunteers and the barriers to them volunteering. Respondents also suggested the forum could have had more time, more examples and more opportunities to network.

- Further training regarding this topic will be offered in October 2008 as part of the Eastern Region HACC Training Calendar (68% of respondents to the evaluation questionnaire said they would be interested in this).

Future work could promote further training and information sessions in this area to HACC organisations and more broadly to the sector.

3.2 Funding Grants

Identify relevant funding sources and develop a funding proposal to fund an event for the broader community to raise awareness about and celebrate the volunteering that people from other cultures participate in.

- Three funding options were identified and applications made to provide funding for a celebration event of volunteering by people from CALD backgrounds.
    - Comic Relief Australia – grants made available through Volunteering Australia. Funding application completed December 2007 for $ 49,000 to extend the volunteer mentor program with a focus on CALD volunteering. Advised July 2008 that application was not successful.
    - Victorian Multicultural Commission Community Grants. Application completed February 2008 for $20,000 to celebrate CALD volunteering through a touring exhibition. Advised June 2008 that application was not successful.
    - Department of Immigration and Citizenship (DIAC) Strengthening Community Relations application for approximately $50,000 to provide a project worker 3 days per week incorporating celebration event and extending mentor program to CALD communities via MIC. Asked to complete second round application in September 2008. Will be notified in December 2008.

- Contact was made with Swinburne TAFE Arts course to secure assistance from a multi-media student from March to June 2008 to design an exhibition and undertake some of the work required. Craig Tennant was the student assigned the project.

- Established project brief for multimedia student and liaised with student and volunteer involving organisations for photography sessions of CALD volunteers – completed at Chinese Community Social Services Incorporated, Waverley Industries, Indian Senior Citizens Association and Knox Delivered Meals.

- Student placement was not completed due to student becoming ill.

- Continuing to follow up access to photographs already completed.

Future work could include seeking assistance of other students in relevant fields to complete the initial project work such as at RMIT and Holmsglen TAFE. This could include further photography work and preparation of posters for display. Resources will be required for equipment or production of materials, launch of the exhibition, promotion and touring.

C   Pilot Mentor Program

This section outlines the pilot mentor program and Section D reports on the evaluation of the program as part of Objectives 3 and 4 of the project – *To assist two or three organisations to recruit CALD volunteers and pilot a mentor program*.

The pilot mentor program was based on the recognition that all people can make a contribution through volunteering. Mentoring is an ideal way for those who may experience exclusion from volunteering in mainstream organisations due to factors such as low English proficiency and cultural understanding of volunteering. There are many benefits in volunteering including increased participation in the broader community, feeling valued, experiencing Australian work culture, improving self confidence and self-esteem, learning new skills, gaining work experience and work references, and improving communication and social skills.

Voluntary work is an important and valuable activity in Australia. In the most recent survey of voluntary work in Australia the Australian Bureau of Statistics found that 34% of the population aged over 18 years volunteer, contributing 713 million hours to the community (ABS 2006). This project is focused on formal volunteering where the volunteer willingly gives their time and skills to a HACC funded organisation for no financial rewards. These volunteers are given positions that are not designated as paid positions such as delivering meals on wheels, visiting isolated people at home and going on outings with groups.

The mentoring model used in this pilot was developed from a number of sources but in particular Volunteering WA's **take2** program – Enhancing Access to Volunteering; the Side by Side Program of Bathurst Information and Neighbourhood Centre (BINC) and Jerry Sherk's Design Guide of Formal/Volunteer Mentor Programs. Special thanks to Volunteering WA and BINC for forwarding information about their programs on CD.

1   Aim & Objectives

The **aim** of the volunteer mentor program was to assist people from culturally and linguistically diverse backgrounds to participate in volunteering in HACC services in the Eastern Metropolitan Region by providing a volunteer mentor to guide and support them in their volunteer placement.

The **objectives** of the volunteer mentor program were to:

- Match new CALD volunteers with suitable mentors. It was aimed to recruit up to 5 mentors in 2 or 3 organisations and match them with mentees.

- Provide appropriate training and orientation for mentors at each organisation and new CALD volunteers about the organisation and their volunteer role;

- Guide and support the new CALD volunteer in their volunteer placement in a HACC organisation;

- Assist the new CALD volunteer to set goals and identify ways to achieve them;

- Provide appropriate support and supervision to mentors;

- Evaluate the program.

2   What is Mentoring?

There are a number of definitions of mentoring. These two were most appropriate in this program:

- *"Mentoring is a mutually beneficial relationship which involves a more experienced person helping a less experienced person to achieve their goals." (YMCA 2007)*

- *"Mentoring is a formal voluntary arrangement where an experienced individual provides one-to-one support and encouragement over a period of time to another person in order to assist them set and achieve goals; develop their skills; manage their own learning and development; and maximise their potential to become the person they want to be."* *(Courtney 2001, p.6)*

In addition, mentoring:

- focuses on the needs of the mentee

- fosters a caring and supportive relationship

- encourages mentees to develop to their fullest potential

- is based on mutual respect and trust

- involves a two-way communication process

- provides an opportunity for sharing skills and experiences

- allows future potential to be nurtured.

(YMCA 2007)

3   Benefits of Participating in Mentoring

There are benefits to both the mentor and mentee from participating in mentoring:

For the mentor	For the mentee (person being mentored)
Provides an opportunity to share their knowledge and skills	Develops skills and knowledge, especially communication skills
Gives them recognition and respect for their knowledge	Provides a sounding board for their questions and ideas
Allows them to assist others – providing a sense of achievement and satisfaction from helping someone and giving something back to the community	Improves motivation and attitude to and acceptance of responsibility for their own learning
Improves their self-image and self-awareness – able to reflect on their own personal development, improving self-confidence,	Builds self-confidence & self-esteem
Develops and improves their skills such as communication, interpersonal skills, problem-solving and listening	Provides new experiences
Provides an opportunity to meet new people, bridge communities, give insight into issues facing people from CALD backgrounds, and inform about other cultures and the migration experience	Provides an opportunity to meet new people and share their own culture and experiences

(From YMCA 2007, Courtney 2001, Rogers 1997, Mentoring & Befriending Foundation no date, Time Bank no date)

4   The Mentoring Cycle

For the purpose of this pilot the mentoring cycle was short with 4 to 6 contacts (mostly weekly) between mentor and mentee. This was not ideal as mentoring research suggests that mentoring should occur for at least 6 months to obtain maximum benefit. Nevertheless as the objectives of

this program were straightforward and there was a possibility of informal contact on a continuing basis with mentors and mentees at the same organisation, the short term nature of the mentoring was considered reasonable.

5   Definitions & Roles

5.1   Mentor

A mentor is the person who is doing the mentoring, i.e. supporting and encouraging another person. In this program the mentor is a volunteer but is referred to as the *mentor*.

The purpose of the MENTOR role was to provide support and encouragement for a new volunteer from a culturally and linguistically diverse background to assist them to settle into their volunteer position.

The mentor provided one-to-one support to the new CALD volunteer on a regular basis for at least the first four volunteer sessions of the new volunteer. The role was time limited. The general role of the mentor was to:

➢   Share knowledge, experience and skills

➢   Offer support and enthusiasm

➢   Provide guidance to enable the new volunteer to settle into their volunteer position

The specific tasks of the mentor were to:

- Attend training about the program and the role of the mentor (1 hour)
- Welcome and orientate the new CALD volunteer to the organisation and their role;
- Share their knowledge, experience and skills in a supporting and encouraging way;
- Establish trust through genuine interest and concern for the new CALD volunteer;
- Work beside the new CALD volunteer in their placement, provide practical help and guidance with tasks and skills, and assist them to become familiar with their role and the organisation.
- Check frequently how things are going in their role and review the way the mentoring relationship is working;
- Listen to the new CALD volunteer, answer their questions, discuss their concerns and provide assistance if required;
- Identify the volunteer's strengths and praise their achievements;
- Keep in touch with other people in organisation that they are providing adequate support and recognition;
- Help the new CALD volunteer to set realistic goals and identify ways to achieve them;
- Participate in regular review meetings with the Coordinator.
- Complete a log of contacts with the mentee and assist the Project Worker to evaluate the program.

There is no single profile of who can or should be a mentor. A mentor should have the following qualities, skills and experience:

- Ability to understand and empathise with the volunteer
- Be respectful of others and non-judgemental, aware of different cultures and life experiences
- Be a person who will enjoy helping the volunteer develop skills and knowledge and be able to share knowledge and experience openly and honestly

- Good communication skills including being an active listener
- Be able to see the volunteer as a separate person with different needs and goals, and must be comfortable with those differences
- Be able to set standards of performance, and have the ability to give the volunteer the assistance and confidence to reach them
- Trustworthy
- Be good with time -management and aware of their own limits
- Reliable and able to make a regular commitment
- Able to motivate others and act as a role model
- Approachable and responsive to the mentee's needs
- Honest and able to give constructive, positive advice
- Respect privacy and ensure all information remains confidential
- Be knowledgeable or able to gain information
- Flexible - willing to change and accept change and adapt to the mentee's needs
- Be aware of and work within the law

In addition, mentors should be existing volunteers at the organisation who are familiar with the organisation's philosophy and how it works. Mentors may be from a culturally and linguistically diverse background but this is not essential. Mentors should have an interest in assisting people from CALD backgrounds.

5.2   Mentee

The mentee was the person who was being mentored, i.e. being supported and encouraged by another person. Throughout this document this person may be referred to as the *mentee*, *volunteer* or *new CALD volunteer*.

The role of the mentee or new CALD volunteer was to:

- Listen carefully to the information and guidance provided by the mentor
- Undertake tasks as agreed to and directed by the coordinator
- Accept responsibility for their own decisions and actions
- Meet with the coordinator to discuss the mentoring relationship
- Be honest in the mentoring relationship
- Be aware that the mentor has other commitments and responsibilities
- Be open to new ideas, willing to change and accept change
- Behave respectfully to others
- Be aware of their rights and responsibilities and complaints procedures
- Keep a log of contact with mentors (see Appendix)
- Behave respectfully towards the volunteer mentor.

5.3 Coordinator

The *Coordinator* was the person at the organisation where the mentoring was happening who was responsible for managing and supervising the mentor program. This was either the manager of the organisation, volunteer coordinator or other paid worker.

A structured process for monitoring and supporting the mentors and volunteers in their roles was planned to ensure the match was working well, to assist mentors and mentees to complete their mentoring relationship and to provide feedback about the program.

The role of the Coordinator was to:

- Promote the mentor program
- Recruit, interview, check and allocate specific tasks to new CALD volunteers
- Recruit mentors
- Provide orientation and training to the mentor & mentee
- Introduce the mentee to the mentor
- Assess and match mentors and mentees
- Provide direction and supervision to the mentor and mentee
- Inform the mentor and mentee about the organisation's activities and how they can be involved
- Review the progress of the volunteer and the mentoring relationship
- Draw up volunteer agreements and allocate position descriptions to clarify what the mentor and mentee will do, when and how and the boundaries of their roles
- Reinforcing training for both mentor and mentee, particularly the organisation's policies and procedures and people to contact if problems arise
- Contact with both the mentor and mentee to discuss their experiences and resolve issues
- Keep volunteers, mentors and staff informed about the program
- Respect privacy and ensure all information remains confidential
- Organise recognition activities
- Keep a log of contacts with mentors and mentees
- Review the mentoring program based on feedback from mentor and mentee.

6 Recruitment & Matching

Participation in the Volunteer Mentor Program was voluntary for both mentors and mentees. Mentors were existing volunteers at the organisation who were familiar with the philosophy of the organisation and how it works. The following steps were taken to recruit mentors to the program:

- Generally promote the program in the organisation through information flyers
- Approach suitable individuals personally to explain the program, the benefits and challenges and how it would benefit new CALD volunteers
- Organise information/training sessions for potential mentors to explain the aim of the program, mentor role, how the program worked and to clarify expectations.

Potential mentors were screened by the Coordinator through an interview process with suitability identified through matching of skills and experience with the position description. Mentors formally consented to their participation in the program. In addition all required documentation was collected such as police and reference checks.

All <u>new volunteers</u> from a CALD background were informed about the volunteer mentor program and encouraged to participate. As new volunteers, <u>mentees</u> completed the normal application process to be a volunteer at the organisation including an application form, reference and police checks. Mentees formally consented to their participation in the program.

7   Matching Mentors and Mentees

Matching mentors and mentees was the role of the coordinator. In this volunteer mentor program it was difficult to provide the best possible match as the number of mentors and mentees was quite small. The coordinator sought a range of information about the mentors and mentees at interview to ensure that the best possible match was achieved. Research indicates that the better the match, the more likely the mentor and mentee will have a positive experience, influencing their satisfaction levels and ultimately retention with the organisation.

The following criteria were used to match mentors with mentees:

- The type of support required as identified by the mentee and coordinator
- Similarity in interests, social activities and past work experience
- Potential for having a positive relationship
- Geographical proximity (depending on organisation)
- Similarity in volunteer roles
- Whether there were any types of people the mentor/mentee would prefer not to be matched with
- The primary motivations of the mentor, why they want to undertake the role and the potential of the mentoring relationship to fulfil these motives
- Similar cultural background.

8   Information & Training

8.1   Mentors

A compulsory formal training session was provided to mentors and included:

- Information about the project and benefits and challenges of recruiting volunteers from CALD backgrounds.
- Definitions and roles of participants (mentor, mentee, coordinator) and activities to outline qualities of good mentors, realistic and unrealistic expectations, boundaries, confidentiality and who to ask for help.
- Skill development outlining what skills are needed to be a mentor and activities for communication and cultural awareness skills.
- Outline of what happens next including consent to participate, how the match will happen and keeping records of contacts.
- Evaluation of the training including the usefulness of the session, aspects that could be included or left out and further training requirements.

8.2   Mentees

The Coordinator provided information to mentees about the program including the program objectives, a definition of mentoring, outline of the role of the mentor and confidentiality and boundary requirements. This was also provided in written format to mentees.

8.3   Coordinators

Coordinators were briefed and supported by the project worker and provided with all the documentation about the program.

D   Pilot Mentor Program Evaluation

The mentor program was evaluated to determine if the program had achieved its aims and also to assess the need for changes and improvements.

1   Evaluation Questions

The general questions considered by the evaluation were:

(i)   *Can mentoring provide a means of broadening the base of volunteering and community activity?*

(ii)   *How effective is volunteer mentoring?*

(iii)   *What model of good practice was identified?*

Specific evaluation of the volunteer mentor program to answer these broad questions incorporated:

* Outcome analysis of each relationship

* Outcome analysis of the program as a whole based on program criteria including aim, objectives and roles

* Evaluation of the improvements for the mentee

* Assessment of the program and the mentoring relationship by participants.

2   Methodology

Several methods were used to collect the data required for the evaluation:

2.1   Ongoing evaluation:

Participants recorded their activities and experiences in the program as they occurred. This provided a more reliable record than recalling information at a later date. Mentors and Coordinators kept a log of contacts including the date, type of contact, who the contact was with, nature of the contact, outcome/plan and time spent. Mentees were not required to keep this log. One issue with this type of evaluation was that participants did not necessarily record their contact and experiences immediately as hoped.

The Project Worker also kept notes on meetings and outcomes related to the program as a record of the process involved to implement the program.

2.2   Assessment of the program by participants

In addition to ongoing evaluation, participants were interviewed about their experiences with regard to their role, the mentor relationship, support and coordination and the program overall. Two mentees were interviewed, three mentors and three coordinators. The mentees that did not fully complete the mentoring cycle of contacts were not interviewed.

2.3   Assessment of the program based on the outcomes reported

Finally, the evaluation process compared the findings in the ongoing evaluation and interviews to the aims, objectives and roles identified in the model to determine whether the program achieved its aim and objectives and to answer the three broad evaluation questions.

3   Evaluation of the program in meeting the aims and objectives

This section indicates the evaluation outcomes of the program with regard to the overall aim and objectives including assisting two or three organisations to recruit CALD volunteers as well as pilot the mentor program. It was agreed by the working group that the project would also assist the three HACC organisations involved in the pilot mentor program to recruit new CALD volunteers.

3.1   Aim of the Program

*The overall **aim** of the pilot mentor program was to assist people from culturally and linguistically diverse backgrounds to participate in volunteering in HACC services in the Eastern Metropolitan Region by providing a volunteer mentor to guide and support them in their volunteer placement.*

Overall the program did achieve the aim of assisting people from culturally and linguistically diverse backgrounds to participate in volunteering through a mentor program, with some qualifications.

The Project Worker negotiated with three HACC organisations in the EMR to pilot the mentor program – Boroondara Volunteer Resource Centre (BVRC), Clota Cottage and Wavlink. These organisations are all funded through the HACC program but are also quite different. The Boroondara Volunteer Resource Centre is auspiced by the Boroondara City Council and provides volunteering services to a range of organisations in the Boroondara catchment, including HACC agencies covering the full range of HACC volunteer roles. In 2007/08 BVRC interviewed and placed 15 new volunteers per week. Clota Cottage is a small neighbourhood house in Box Hill in the City of Whitehorse that provides social support services that are HACC funded as well as a number of other courses and groups. Clota Cottage has approximately 20 volunteers. Wavlink is an organisation based in Glen Waverley in the City of Monash which is set up as a neighbourhood house and provides courses to people with disabilities. It receives HACC funding for a number of activities it offers. Wavlink has approximately 50 volunteers. At Clota Cottage and Wavlink the HACC volunteers predominantly assist participants in the groups or courses they offer with the general activities of the group. The key point of difference between the organisations, apart from size, was that the BVRC refers volunteers out to external services while at Clota Cottage and Wavlink the volunteers are recruited and utilised within their own organisation.

The Project Worker consulted with the three participating organisations to develop individual action plans.

3.2   Recruitment – Mentors

It was evident at the beginning of the program that the coordinators at each organisation would need to actively recruit mentors for the program. The coordinators were the most familiar with their pool of volunteers and would easily identify which individuals would be suitable for the program. They were also closest to their volunteers and able to promote the program directly.

At one organisation there was some concern raised by potential mentors that they did not want to spend extra time volunteering or take time away from their existing groups that they worked with. The Project Worker met with a group of volunteers to discuss these concerns further. As a result, an information sheet was written up for mentors to highlight the expected load for mentors and the programs benefits. This was distributed to potential mentors to allay their fears of involvement in the program.

Coordinators at participating organisations agreed that mentors should be existing volunteers with reasonable experience at the organisation and in volunteering. There did not appear to be any issue with recruiting mentors with a total of 12 volunteering to be mentors across the three organisations.

3.3   Recruitment – new CALD volunteers (Mentees)

Clota Cottage and Wavlink required some support with recruitment of volunteers while the BVRC was happy to focus on the mentor program and undertake their own recruitment. The BVRC had a

planned volunteer expo in March and it was believed that this would be sufficient, along with its usual activities, to recruit the new volunteers required for the mentor program.

Clota Cottage decided to target the Korean and Chinese communities in Box Hill. These communities are both relatively large in the Box Hill area. The Project Worker assisted the Volunteer Coordinator by providing Korean community contacts as well as drafting and submitting a translated advertisement for the Chinese newspapers. The Clota Cottage Volunteer Coordinator made contact with the Korean community and an advertisement was placed at the church where the community attends. Unfortunately there were no new recruits from this process. There were a few enquiries from the Chinese newspaper but the days/times were not suitable.

Wavlink also decided to target the Chinese community specifically as this is a large community in Glen Waverley. The Project Worker assisted with the translation and placement of a similar advertisement to Clota Cottage in targeted Chinese newspapers. In addition, Wavlink placed volunteer vacancy notices with Monash Volunteer Resource Centre.

Both Clota Cottage and Wavlink reported an increase in enquiries after the advertisements were placed in the Chinese newspapers. Four new volunteers were recruited for the volunteer mentor program (3 at Clota Cottage and 1 at Wavlink). They were recruited via Eastern Volunteers and Monash Volunteer Resource Centre.

The volunteer mentor program achieved its overall aim as four new volunteers from culturally and linguistically diverse backgrounds did participate in volunteering through the pilot mentor program. Nevertheless, the outcomes of the program were disappointing as it was hoped that more matches could be made and that mentors and mentees would be matched at all three organisations. The low number of matches is a reflection of the short time frame the program had for implementation and a reduced emphasis on recruitment of new CALD volunteers.

3.4   Outcomes based on objectives

In this section each objective of the pilot mentor program will be reported on with regard to the evaluation.

(i)   Match new CALD volunteers with suitable mentors

A total of four matches were made at two of the participating organisations. Two of these matches ended prematurely as the new volunteers involved secured paid employment. Two matches completed the cycle of contacts – both in social support roles with groups of clients at the organisation. The mentees in these matches were from Korea and China. Two mentors were female and one male. Alll mentees were female.

In one of the four matches the suitability of the match was questionable. The mentee had existing skills in office work, the role they were assigned as a volunteer. Concerns were raised by the mentor after their second contact that the mentee was over confident and not willing to listen to information about specific procedures related to the organisation, often asking if it would be better to do things a different way. The Coordinator planned to meet with the mentee to discuss this further but the mentee left the role for paid employment before this occurred. The mentor involved commented that it would have been useful for them to know more about the background of the mentee, such as the level of skills they had.

According to the Coordinator's notes, the mentee had settled well in the other match and the match was working well with. The mentee asked questions and felt comfortable. The mentor was friendly, supportive and conscientious. This match worked well and the mentee was offered a role as a mentor in the future.

With the two completed matches, the mentees and mentors themselves all commented in the interviews that they got along well with the person they were matched with. They also felt they had adequate information about their mentor or mentee. One mentor commented:

> *"We saw each other at the local shops recently and she was very happy to say hello and have a chat"*

(ii)   Provide appropriate training and orientation for the mentor and new CALD volunteer about the organisation and their volunteer role.

<u>Mentors</u>

Prior to formal training, the Coordinators at the organisations involved provided information to participants about the program, what would be involved, the role of the mentor and training required. Following agreement to participate, formal training was then provided to mentors. This was seen as essential as mentoring requires certain skills and it was considered important to reinforce these. An outline of what was included in the training session is given in the previous Section C - 8 Information & Training. The training was mostly activity based to encourage mentors to think about their role and empathise with the mentees. A *Handbook for Mentors* (MIC 2008) was also developed and referred to as a more detailed guide of the topics covered in the training. In addition a one page guide was drawn up for the mentors to reinforce each contact with the mentee and what was required of them (see Appendix A).

A total of 12 mentors were trained at 5 separate training sessions – 2 at Clota Cottage, 4 at BVRC and 6 at Wavlink. It would have been more time efficient to offer one training session for all mentors but it was difficult to organise a suitable time for everyone. The nature of the mentor role meant that mentors were already busy people who volunteered often for more than one organisation on a weekly basis. It was necessary for the training to be provided when the mentors were available. Each mentor who attended training was asked to complete an evaluation form. Five forms were completed or 38%. This low number was due to the trainer allowing individuals to take the form away with them to complete and return later. This was considered important to maintain confidentiality of the responses as the training groups were very small.

All five mentors who completed the evaluation were either happy or interested with the training with four finding it very useful and one useful. All respondents felt that all aspects of the training were useful including the exercises, the information booklets and the skills outlined. Comments included:

> *"I felt that all of it was useful and the booklets that were provided were a great idea"*

> *"Exchange ideas in relax(ed) and friendly meeting and discussion"*

> *"I found the training is very helpful and necessary. I had a good time with the session and I am looking forward for the program to begin"*

Other comments were positive about the length of time allocated for the training (1 to 1.5 hours) and the small size of the groups. From the trainer's perspective, the larger group of 5 mentors trained at Wavlink worked best with enough people to make the session interactive and provide useful discussion.

In the interviews, all three mentors felt they had adequate information about the program and their role. The three coordinators also felt the mentors understood their roles and responsibilities as indicated in the following comments:

> *"(Mentee X) felt comfortable enough to approach him – shows he was giving the support required."*

> *"…without the initial training and handbook they wouldn't have had full comprehension of it"*

> *"..training was excellent and documentation was excellent….clear processes – knew what was expected"*

Coordinator's also commented:

- specific cultural information about the mentee would have been useful for the mentor
- it may have been helpful to revisit the handouts during the course of the program to reinforce what was required
- a lot of information about the program was provided – maybe even too much
- the mentor was also given a job description to reinforce their role.

In addition, the training appeared to be successful as each of the mentors interviewed seemed to understand the nature of the role with comments like:

> "Introducing them to people and help them settle into the (group), answering any questions…seeing what she needed"

> "Sitting with her, show her what I've picked up over the years from working with the (group).."

> "To teach them and guide them about whatever I know and about the Centre, get used to the place and about the job…"

The coordinators also agreed that the mentors understood their responsibilities as a mentor. They observed this in the interactions between mentors and mentees:

> "(The mentee) felt comfortable enough to approach (the mentor) – shows (the mentor) was giving the support required"

Coordinator

The Project Worker met with each Coordinator at each organisation more than once to go through the mentor program and ensure they understood the details. No formal training was provided but the coordinators were also given all the relevant documentation. In addition, once the mentor training was completed the Project Worker organised a joint meeting with the three coordinators to clarify the process and the role of each participant – Project Worker, coordinator, mentor and mentee. A step by step table was developed from this meeting to confirm roles for each part of the program (see Appendix B). It was particularly important to ensure that the coordinators meet regularly with program participants to determine whether the matches were appropriate and resolve issues. This task was straightforward as all coordinators had extensive experience with working with volunteers. Both coordinators at the organisations where matches occurred felt they had adequate information about their role and understood their role. They felt it was very similar to supporting any volunteer and did not see the need to change any aspects of the Coordinator's role. As there were a very small number of matches which were mostly straightforward the Coordinator's were not tested in this pilot mentor program.

Mentees

Formal training for mentees was not provided but Coordinator's at each organisation discussed the program with mentees and provided written information about the program. The written information included an outline of the program, a definition of mentoring and outline of the roles, and information about confidentiality and boundaries. One mentee mentioned receiving this information and was confident enough with written English to understand it. Future programs should consider whether this information should be translated. Mentees were required to sign a participation agreement to ensure they had given formal consent for the program.

In the interviews, both mentees felt they had adequate information about the mentor program and said they did understand their own role and the mentor's role. They commented that the mentor's role was to give instructions, answer questions and help when they didn't' know what to do, while their role was to learn about volunteering. The coordinators at the two organisations where matches were made also felt the mentees understood their roles. One coordinator suggested that more information should be incorporated into the program that indicates the future possibilities to become a mentor so the mentee has something to aim for. It was also suggested that the usual orientation processes for volunteers should be followed.

(iii)   Guide and support the new CALD volunteer in their volunteer placement in a HACC organisation

The two completed matches had contacts four and five times respectively. One new volunteer was very competent and did not need much instruction. The match was more about checking that they were comfortable with their role. In the second match the contact log indicates an increasing feeling of becoming comfortable and confident in their role and at the last contact feeling that they

were part of the organisation and willing to continue as a volunteer. The two incomplete matches had two contacts each with their mentor. The log indicated a focus on instructing the mentee with particular skills needed for their role. Both these matches were for office based volunteers.

In the interviews all three mentors indicated they were able to undertake their responsibilities as mentors. One indicated that their mentee didn't need much guidance as they were quite competent. Another mentor said "I'm the one that guided them in that time". They also felt it was a positive experience and that being available to answer questions was an important part for the mentee. They helped with activities such as introducing the mentee to people, talking about the work to do and how to proceed, answering questions, explaining how the organisation works and being available when needed. In one case the mentor assisted the mentee when their car broke down and explained how to contact road side assistance. This highlights the important role the mentor can have in assisting mentees with general life skills as well as the particular role the volunteer has taken on. As one coordinator commented:

> It provided an *"opportunity for (the mentee) to approach someone in a trusting relationship to ask questions and not feel 'dumb' that (the mentee) has to ask"*

One mentor also indicated that they learned from the experience of being a mentor. The coordinator reinforced this noting an increase in self-esteem and confidence of the mentor. They also commented that the program freed them up as the mentee had a mentor to ask questions of rather than paid workers at the organisation.

From the mentees perspective they also felt it was positive. They said they were able to gain some experience, talk with local people and have someone available to help them. They learned what to do in their volunteer role from their mentor.

One issue raised in the interviews was the possible conflict or boundary issues that could arise between mentors and leaders of groups, such as tutors of classes. Traditionally this person takes on the role of guiding and supporting the new volunteer. In a mentor program this line of authority is complicated by the mentor role. Future program may need to consider clarifying these boundaries.

(iv)   Assist the new CALD volunteer to set goals and identify ways to achieve them

Based on the interviews and log of contacts there did not appear to be any formalised goal setting for the mentees. The mentors focussed on guiding and supporting their mentees in their new volunteer role. As the roles were relatively straightforward there may not have been a need for setting goals. The mentors were also aware of the possible communication and socialisation needs of their mentees.

In terms of the skills they gained, the mentees commented that their communication skills improved and they gained more confidence and patience. One mentor noted that their mentee became more comfortable and another mentor felt their mentee's language skills became more confident. The changes in mentees or skills gained were not as obvious to the mentors as they were to the mentees.

The coordinators at each organisation did agree that the mentoring program achieved its goals for the participants and that the mentees skills did develop such as more confidence, improved communication skills and generally feeling more comfortable. One coordinator also noted that the initial match with the mentor meant that the mentee now had an established relationship with someone at the organisation who they may access in the future.

In future programs where the mentees needs may be more complex, some formal goal setting would be beneficial for participants.

(v)   Provide appropriate support and supervision to mentors.

The program relied heavily on the skills of the coordinator at each organisation to provide the appropriate level of support and supervision to the mentors.

Both mentees commented at interview that they felt they did have someone to talk to about the mentor program and mentor relationship if they needed to. Neither mentee had to use this support for difficult issues.

All of the three mentors also felt adequately supported by their respective coordinators, able to ask questions or raise issues when needed. One mentor did discuss an issue with their coordinator and felt the coordinator gave them confidence to speak to their mentee about the issue of concern:

> "…after the first contact I had a chat with (the coordinator) because (the mentee) was very confident and had more experience than me… (the coordinator) gave me the confidence to talk to (the mentee) and explain that every (organisation) runs things differently"

Both coordinators at the organisations where matches occurred felt positive about their involvement in the program and were able to monitor each participant. As there were so few matches in the program there were not many issues that the coordinator's had to manage. In the situation where the match was not entirely suitable, the coordinator felt they had to give the mentor a lot of reassurance and to boost their confidence as a mentor. One coordinator also commented that being physically present where the mentors and mentees were meeting helped to monitor the relationships. This raises some interesting questions about the alternative model of training mentors at somewhere like BVRC and sending them out to organisations, where the coordinator's would be removed from viewing the relationship directly. Another comment about support was to also highlight the positive aspects of the mentoring relationship and recognise how well participants were doing.

4   Key Evaluation Questions

In this section the analysis of the evaluation data is used to address the three broad evaluation questions identified at the beginning of Section D.

(i)   Can mentoring provide a means of broadening the base of volunteering and community activity?

Given the small number of matches achieved in this pilot mentor program it is difficult to answer the question of whether mentoring can provide a means of broadening the base of volunteering and community activity with any certainty. Based on the positive responses of mentors, mentees and coordinators about the program and the matches that did occur there is every possibility that an ongoing mentor program could provide a means for organisations to broaden the base of volunteering at their organisation. Providing a suitable, supportive mentor for a new volunteer from a culturally and linguistically diverse background could certainly assist that new volunteer to settle into their volunteer role, providing communication and other support on a one-to-one basis. It could also encourage the volunteer to stay at the organisation by giving a positive and valuable first experience of volunteering. In this pilot program the two mentees indicated that they would continue to volunteer at their respective organisations. It's possible that this would have been the case without the mentor program but the guidance provided by the mentor did provide a positive experience which may have enhanced their view. The existence of a mentor program could also be a selling point for organisations to potential volunteers. A more extensive pilot program is required to be able to answer this question with more certainty.

(ii)   How effective is volunteer mentoring?

Once again it is difficult to answer how effective volunteer mentoring is from this pilot program with such a small number of matches made. If this is gauged by whether the mentees continue as volunteers then the program was highly effective as both mentees stated they would continue volunteering with their respective organisations. Another measure would be the level of satisfaction of mentors, mentees and organisations. The evaluation of this small pilot program indicates a high

level of satisfaction with all aspects of the program including training, information provided, matches made and support and guidance provided by mentors and coordinators. Once again this could be explored in a more extensive pilot program.

(iii)   What model of good practice was identified?

Overall mentors, mentees and organisations were satisfied with the mentor program model piloted in this project, with no significant changes suggested.

Mentees were positive, as indicated by this comment:

> *"I think its good because… when I first read the paper they give me… because you have somebody to ask – it's very important…and even… when I came here the first time my car was running down and (my mentor) helped me .. the garage provided service to the car – (my mentor) helped to ask someone … I was very nervous because I didn't know how to do that"*

Mentors said:

- they wouldn't change anything about the role,

- that the program was run well with pathways if there were issues,

- that mentoring was a responsibility with a little bit of pressure but also a good experience and good for the mentee as a way to learn about volunteering,

- everything went smoothly,

- good to gain confidence and experience.

Coordinators said:

- the Mentor role was appropriate

- the program also highlighted that mentoring provides an opportunity to give information about other aspects of Australia and services such as Centrelink,

- it was a great program,

- *"Highlights the need for new migrants coming in – recognise that they may not be aware of things we take for granted - may not have employment and look to volunteering – opportunity to practice English"*

- *"After going through mentor pilot (I) realise how much work is involved to set it up – paperwork, training, manuals … confident that we can continue the program – clear now how to do it, steps, documentation… resources invaluable"*

Some **modifications** to the program were suggested:

- More opportunities in the program to practice and learn English (mentee).

- The need for mentors/mentees to have some information about each other before they meet, such as work or educational background (mentor) – *"Beforehand – a bit more details about the mentee – at least know their background and about them. Therefore, would find a different way how to handle – easier – wouldn't feel bad for myself"*

- Need to keep documentation to minimum, especially for new volunteers as they already have a lot of forms to complete.

- More flexibility in the number of contacts - not limiting it to four weeks but possibly longer if needed.

- One issue raised in the interviews was the possible conflict or boundary issues that could arise between mentors and leaders of groups, such as tutors of classes. Traditionally this person takes on the role of guiding and supporting the new volunteer. In a mentor program

this line of communication is complicated by the mentor role. Future program may need to consider clarifying these boundaries.

- Recruitment of CALD volunteers should be emphasised as part of the process rather than assumed.

- Training should be made available broadly across the sector through either the MIC, VRC's or neighbourhood houses.

It was also apparent in this pilot that the model based at the BVRC was not successful in recruiting new volunteers to be involved in the program. As the coordinator noted it was dependent on too much coming together – the mentors being available, mentees matching availability with mentors and HACC organisations interested in taking on both mentor and mentee in a suitable role. It's possible this model may have worked with more time. At this organisation mentors were also volunteer interviewers and busy people, limiting their availability further. An alternative could be to train mentors who are not doing other volunteer roles at the same time to ensure there is more flexibility to meet volunteer and organisations' needs. The alternative model where mentors were located at the organisations seeking volunteers was practical in that the mentors were more familiar with the volunteer roles, knew the organisation and were comfortable in that environment.

5   Conclusion

This pilot mentor program has provided a good start for organisations interested in providing mentoring to volunteers as a way of supporting volunteers from CALD backgrounds. The model, training, handbooks and other documentation have been developed and are readily accessible on the MIC website. The model can be easily adapted for specific organisational needs and could be applied more broadly to all volunteers or volunteers with disabilities.

From the HACC perspective, mentoring provides an important avenue to encourage volunteers from CALD backgrounds to volunteer in HACC services. Increasing the number of CALD volunteers in HACC will have benefits for the organisation, the CALD community it targets and the the individual volunteers that are involved.

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F   Appendices

APPENDIX A: Guide for Mentors

PLEASE ENSURE:

- You have received the mentor handbook
- You have attended mentor training
- You have signed the participation agreement

(If not, discuss with your Coordinator)

MATCHED WITH A MENTEE:

- The Coordinator will notify you when you are matched with a mentee
- You will receive the "**What Happens Next**" form (copy in handbook) with all the details
- You will receive this **Guide for Mentors**

1st VOLUNTEER SESSION	2nd VOLUNTEER SESSION
Meet mentee at agreed time/date/place for first contact. Introduce yourself and get to know mentee.	Meet mentee at agreed time/date/place for second contact.
- Welcome mentee to organisation - Introduce to key staff and volunteers. - Show them around organisation (OR for BVRC mentors attend organisation with mentee and assist with their orientation) - Talk about their new role and what it involves. Refer to position description if needed. Allow time to answer questions. - Talk about the mentee's support requirements.	Work beside mentee in their new role, answer any questions and assist them to become familiar with the role.
Complete log sheet.	Contact coordinator (in person or by phone) to report on the progress of the mentoring relationship, answer their questions.
	Complete log sheet.
3rd VOLUNTEER SESSION	**4th VOLUNTEER SESSION**
Meet mentee at agreed time/date/place for third contact.	Meet mentee at agreed time/date/place for fourth contact.
Allow the mentee to take on their role more independently. Monitor their progress. Ask the mentee if they have any questions or concerns and aim to resolve. Tell mentee that the next session will be your last contact.	Reinforce that this is your final contact. Allow the mentee to work independently and monitor their progress. Ask the mentee if they have any questions or concerns. Discuss a way to answer/resolve these. Clarify what their goals are now. Advise them of who they should contact if they have any questions or concerns in the future. Congratulate them on their participation and achievements so far.
Complete log sheet.	If it is required, an extension of 2 weeks may be granted with prior approval of the coordinator.
	Complete log sheet.
IMMEDIATELY AFTER 4th SESSION	**ONE MONTH AFTER 4th SESSION**
Contact coordinator (in person or by phone) to report on the outcomes of the mentoring relationship and answer their questions. Hand in completed log sheet to Coordinator.	Make brief contact with mentee to check on their progress. Make brief report back to Coordinator if there are any concerns

APPENDIX B: Outline of process – step by step

	MENTOR	**MENTEE**	**COORDINATOR**	**PROJECT WORKER**
ROLES	The person doing the mentoring	The person being mentored	The person nominated by the organisation to coordinate the mentor program	Based at the MIC TO oversee the project.
RECRUIT MENTORS				
			Identify possible mentors – existing, experienced volunteers Distribute flyer to prospective mentors	Prepare flyer of program for prospective mentors
	Express interest to coordinator		Record interest of prospective mentors – name and contact	
	Meet with coordinator/Project worker to clarify what program is about		Distribute information sheet to prospective mentors before meeting Meet with mentors to discuss program Confirm training date/days availability	Prepare information sheet for prospective mentors Meet with mentors to discuss program
MENTOR TRAINING				
			Set and confirm training day/date with prospective mentors	Set and confirm training day/date with prospective mentors
	Read mentor handbook before training		Distribute mentor handbook before training for prospective mentors to read	Prepare training format and documents – mentor handbook, training handouts
	Attend training			Deliver training
	Evaluate Training		Collect training evaluation forms	Collate data from training evaluation forms
PARTICIPATION AGREEMENT				
	Decide whether they wish to participate			
	If they do wish to participate, sign participation agreement form (copy given in training and also in handbook)		Sign completed participation agreement forms and file. Explain to mentor that they need to wait for a new CALD volunteer to start and you will be in contact when you can match them with someone.	

	MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
RECRUIT MENTEES				
			Promote volunteering in targeted CALD communities	Assist organisation to determine best avenues to promote volunteering to CALD communities
			Promote mentor program to sources of new CALD volunteers such as Volunteer Resource Centre	Prepare information for prospective mentees/new volunteers about mentor program
		Contact organisation/VRC to become a volunteer in HACC		
		Undergo normal interview and orientation and police/reference checks	Provide normal information as for all new volunteers. Explain the mentor program and provide information sheet (translated if required)	
		Decide whether they wish to participate		
		If they do wish to participate, sign participation agreement form (copy given in handbook).	Sign completed participation agreement forms and file.	
SCREENING				
			Interview both mentors and mentees for suitability for the program – may be informal with mentors as they will be known to the organisation. Collect information that will useful in matching mentors and mentees such as interests, background, type of support required, motivations as mentor or volunteer, people they would prefer not to be matched with.	
			Offer other opportunities for those identified as not suitable for the program.	

	MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
MATCHING				
			Use information gained from screening interview to allocate a suitable volunteer role to the new volunteer and match them with a mentor.	Prepare forms to notify mentor and mentee of match.
	Notified of match by coordinator and receive "What Happens Next" form.	Notified of match by coordinator and receive "What Happens Next" form.	<u>For Mentors:</u> Complete form **"What Happens Next"** (p.15 of Mentor Handbook for mentor) and explain information. Give out one page **"Guide for Mentors"** (separate handout) which indicates tasks for each contact with mentee. <u>For Mentees:</u> Complete Form **"What Happens Next – New Volunteers"** (in the Information for Mentees handout) and explain information	
1st VOLUNTEER SESSION				
	Meet mentee at agreed time/date/place for first contact. Introduce yourself and get to know mentee.	Meet mentor at agreed time/date/place for first contact. Get to know mentor.		
	• Welcome mentee to organisation • Introduce to key staff and volunteers. • Show them around organisation • (OR for BVRC mentors attend organisation with mentee and assist with their orientation) • Talk about their new role and what it involves. Refer to position description if needed. Allow time to answer questions. • Talk about the mentee's support requirements.	Get to know organisation and talk about new role with mentor. Ask questions.		
	Complete log sheet.			

	MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
2nd VOLUNTEER SESSION				
	Meet mentee at agreed time/date/place for second contact.	Meet mentor at agreed time/date/place for second contact.		
	Work beside mentee in their new role, answer any questions and assist them to become familiar with the role.	Work with mentor to learn your new role, ask questions.		
	Contact coordinator (in person or by phone) to report on the progress of the mentoring relationship, answer their questions.		Have contact with mentor to discuss relationship so far. Ask questions (phrase in open-ended way and record details): • How are things going? • What issues have arisen and how have they solved them? • Do they have any specific concerns or questions? • Is the program meeting their expectations so far? How or why not? (For BVRC mentors, need to contact agency/organisation involved and ask similar questions of contact person) Assist the mentor to resolve any issues. Reinforce their role in the program. Offer your support. Confirm that you will be in contact after the fourth session.	
		Answer questions from coordinator about mentoring relationship so far.	Contact mentee in person or by phone to discuss mentoring relationship so far (record details): • How are things going? • Do they have any specific concerns or questions? • Is the program meeting their expectations so far? How or why not? Assist the mentee to resolve any issues. Reinforce their role and assess their support needs. Offer your support. Confirm that you will be in contact after the fourth session.	Collate information from interviews for evaluation purposes.
	Complete log sheet.			

MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
3rd VOLUNTEER SESSION			
Meet mentee at agreed time/date/place for third contact.	Meet mentor at agreed time/date/place for third contact.		
Allow the mentee to take on their role more independently. Monitor their progress. Ask the mentee if they have any questions or concerns and aim to resolve. Tell mentee that the next session will be your last contact.	Start to work more independently. Ask questions.		
Complete log sheet.			
4th VOLUNTEER SESSION			
Meet mentee at agreed time/date/place for fourth contact.	Meet mentor at agreed time/date/place for fourth contact.		
Reinforce that this is your final contact. Allow the mentee to work independently and monitor their progress. Ask the mentee if they have any questions or concerns. Discuss a way to answer/resolve these. Clarify what their goals are now. Advise them of who they should contact if they have any questions or concerns in the future. Congratulate them on their participation and achievements so far.	Work more independently. Ask questions. Make a note of coordinator's name and contact for future reference.		
If it is required, an extension of 2 weeks may be granted with prior approval of the coordinator.			
Complete log sheet.			

	MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
IMMEDIATELY AFTER 4th SESSION				
	Contact coordinator (in person or by phone) to report on the outcomes of the mentoring relationship and answer their questions. Hand in completed log sheet to Coordinator.		Contact with mentor either by phone or in person to: • Discuss how they felt about the mentoring relationship. • Debrief about the mentoring relationship. • Discuss any questions or concerns and plan solutions. • Discuss their views about the program generally. • Whether they will be a mentor again. • Collect log sheet from mentor. • Record details and report to Project Worker.	
		Answer questions from coordinator either by phone or in person about the mentoring relationship and mentor program.	Contact with mentee either by phone or in person to: • Discuss how they felt about the mentoring relationship. • Debrief about the mentoring relationship. • Discuss any questions or concerns and plan solutions. • Work out their future goals and support needs. • Discuss their views about the program generally. • Confirm their next volunteer session and contact arrangements from now on. • Record details and report to Project Worker.	
				Individual interviews with mentors, mentees and coordinators to evaluate the project. Write up evaluation data.

MENTOR	MENTEE	COORDINATOR	PROJECT WORKER
ONE MONTH LATER			
Make brief contact with mentee to check on their progress. Make brief report back to Coordinator if there are any concerns.	Meet or talk briefly with mentor to review your progress.	Remind mentor to make follow up contact one month after last session. Resolve any issues if mentor raises concerns as a result of contact with mentee.	Note any issues/solutions for evaluation.
END OF PROJECT			
		Organise recognition of participation in mentor program eg. certificate, event, thank you letter.	Assist coordinator to organise recognition of participation.
		Provide input to project report.	Incorporate evaluation results into report and present project report to organisation.