

Mentor Handbook

Providing Transitional Support Through Mentoring

Copyright © OAR of Fairfax County, Inc.

Notice: You may not copy, reproduce, distribute, publish, display, perform, modify, create derivative works, transmit, or in any way exploit any part of these materials without express written consent from OAR of Fairfax County, Inc. Commercial use by any other parties is strictly prohibited. Contact OAR of Fairfax County by e-mail at: info@oarfairfax.org or telephone: 703-246-3033.

OAR of Fairfax County
Mentoring Program
Mentor Handbook

Table of Contents

Mentoring and OAR
History and Purpose of Program.....3
Program Staff4
Program Design.....4
Job Description: Community Based Mentoring.....5

Mentoring...What is it Anyway?
Introduction to Mentoring..... 7
History of Mentoring..... 8
What is a Mentor..... 9
Realistic and Unrealistic Expectations..... 10
Principles of Successful Mentoring..... 12

I'm a Mentor...What Should I Expect Now?
Roles and Responsibilities of the Client.....15
Roles and Responsibilities of Mentors.....16
Mentor Meeting Logistics.....17
Support & Supervision..... 18
Confidentiality..... 19

The Basics of Mentoring
Boundaries in the Mentoring Relationship..... 20
Service Plans and Goals Setting22
Stages of the Relationship.....23
Effective Communication.....25
“I” Statements..... 27
Mentoring High-Risk clients.....28

Program Forms
Mentoring Interest Form.....30
Monthly Action Report.....31
Mileage Reimbursement Form.....32
Client Assessment Matrix.....33
Critical Incident Report Instructions.....34
Critical Incident Report Form.....35
Success Stories Instructions.....36
Mentoring Feedback Surveys.....37
Program Evaluation Forms.....38
Exit Survey.....40

History and Purpose of Program

At the heart of OAR is citizen action in the lives of offenders and in the struggle for a more just corrections system. The idea of OAR's approach to corrections began in 1968 with a prison strike at the State Penitentiary in Richmond, Virginia. In response to the strike, people from several local churches convened a conference on *Churches and the Correctional System*. Jay Worrall, Jr. was the founder of the OAR movement. It was his vision of citizen visitors helping jail inmates that formed the basis for OAR which, at that time, stood for *Offender Aid and Restoration*. In 1998 OAR of Fairfax changed its name from *Offender Aid and Restoration* to *Opportunities, Alternatives and Resources of Fairfax County, Inc.* The change was designed to better reflect the organizations' goals and mission of restoring criminal offenders to productive roles in the community.

OAR has provided mentoring services to incarcerated individuals since its inception 1971. In Fairfax County, mentoring services have been offered to male and female clients confined at the Adult Detention Center (ADC) or the Alternative Incarceration Branch (AIB). Although the opportunity to continue mentoring post release was available, the vast majority of mentoring relationships ended when the client transferred or was released from the ADC or AIB. There was no significant structure in place to maintain the mentoring relationship beyond the point of release. In 2009 OAR applied for and received funding through the Second Chance Act to support and enhance the OAR mentoring program.

Mentoring services through OAR will now be offered specifically to those who are near release. The mentoring relationship will continue post release to provide support as the client transitions from incarceration to self sufficiency in the community. Recidivism studies show that many individuals return to incarceration within three years of their release. OAR's newly designed mentoring program will provide a positive and supportive network for clients that reduce the challenges associated with release and builds a foundation for ongoing success. OAR's new mentoring program is a 15 month (24 months for Beacon clients) mentoring program created to provide transitional support to ex-offenders as they move from incarceration to the community. The mentoring relationship will begin when the client is within 3 months of his/her release and will continue for a total period of 15 months. The OAR mentoring program was developed utilizing empirical results from the mentoring literature.

OAR MENTORING Program Staff

Executive Director: Derwin Overton, doverton@oarfairfax.org, (703) 246-3031

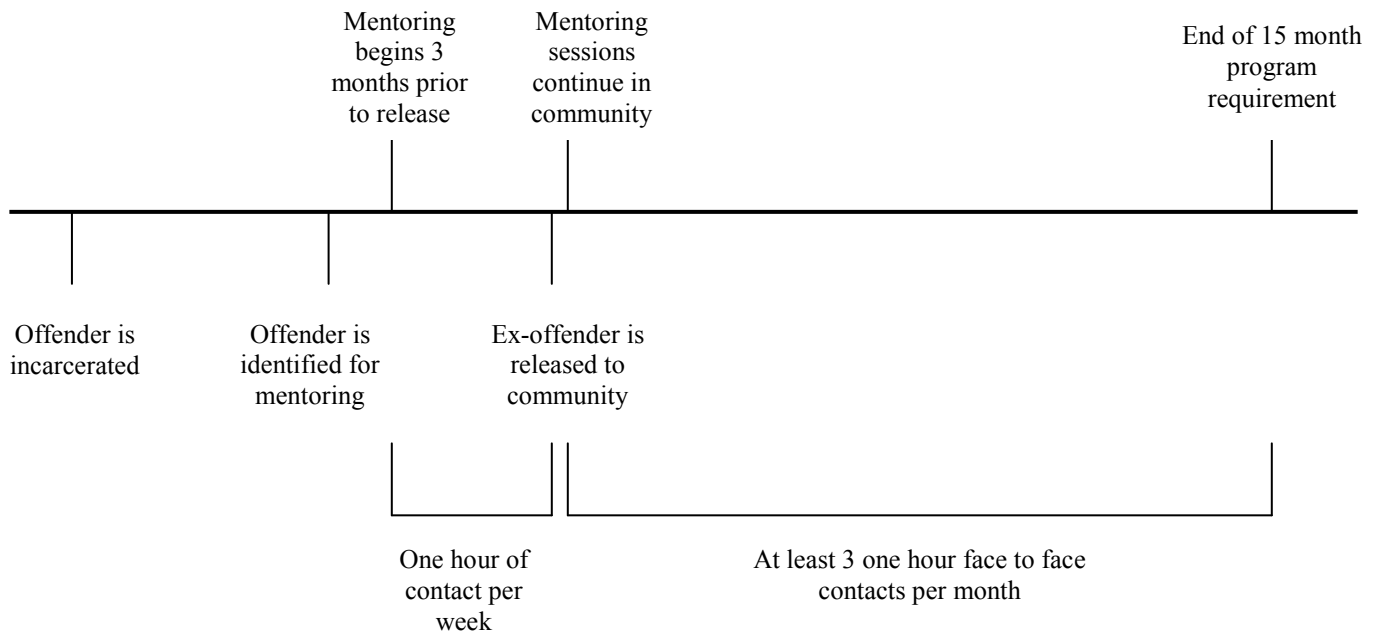
Director of Programs: Brandon Cosby, bcosby@oarfairfax.org, (703) 246-3065

Senior Volunteer Coordinator: Fran Furman, ffurman@oarfairfax.org, (703) 246-3055

TFS Senior Case Manager: Lauren McGill, lmcgill@oarfairfax.org, (703) 246-3081

TFS Case Manager: Rhonda Shoemaker, rshoemaker@oarfairfax.org, (703) 246-4437

Program Design



POSITION DESCRIPTION
VOLUNTEER MENTOR
Community Based Mentoring

OBJECTIVE

To establish and maintain a mentoring relationship with an offender. The relationship will start while the mentee is detained at the Fairfax ADC or AIB and will continue post release for a maximum period of one year. The Mentoring relationship should help the client prepare to successfully return to society, to avoid criminal behavior, and support their efforts to find employment as a part of the OAR Work Empowerment Program.

RESPONSIBLE TO

OAR Case Manager for the Transitional and Family Services program

RESPONSIBILITIES

1. Visit an incarcerated offender (mentee) each week for at least one hour at the Fairfax County Adult Detention Center (ADC) or the Alternative Incarceration Branch (AIB).
2. Develop strategies with mentee to ensure a continued relationship post release. Mentor's home or work phone numbers and addresses are not to be given to the client. A cell phone number and email address can be shared at the mentor's discretion. If appropriate, communication between mentor and mentee should be coordinated through OAR staff.
3. Visit with the mentee at the OAR office or a mutually convenient *public* location. Under no circumstances should a mentor meet with a mentee in their home or the mentor's home.
4. A minimum of three one hour face to face meetings per month is expected. Notify the client and the OAR Case Manager when this is not possible. Additional contact by phone or email is encouraged when appropriate.
5. Serve as a liaison between client and the OAR Work Empowerment Program.
6. Help the client with the adjustments necessary to transition from incarceration to the community.
7. Assist the client in becoming employment ready by working closely with the OAR case manager and following through on service plan goals and action items.
8. Help the client set realistic goals and select successful strategies to achieve goals.
9. Assist the client to develop coping strategies for challenging life situations and encourage the client to maintain a motivation to succeed.
10. Encourage and guide the client to various self-help programs offered within the community.
11. Do not provide legal advice. OAR volunteers cannot testify in court cases, but may go to court to observe and show support for the client and his/her family.
12. Keep Volunteer Coordinator apprised of activity by completing Monthly Action Reports.
13. Keep OAR Case Manager apprised of mentoring visits through regular email updates. Matters of an urgent nature, including repetitive missed meetings or no-shows, are to be reported directly and without delay to the OAR Case Manager.
14. Plan for the appropriate ending of the relationship at the 15 month period.
15. Attend bi-monthly mentor support meeting and trainings coordinated by OAR.
16. Participate in the facilitation of Release Planning class at the ADC/AIB to identify and recruit interested mentees
17. Advise OAR staff when a new assignment is needed.

TIME REQUIRED

1. Attend initial volunteer orientation either in OAR's formal training or in an informal one-on-one setting.
2. Meet with the mentee for an agreed upon number of hourly visits per month, not to exceed five visits per month. Number of contacts a month should not be less than three. A portion of the client contacts may be in the form of phone calls or e-mail.

3. Attend bi-monthly in-service meetings and/or trainings.
4. Spend approximately 15 minutes to prepare the Monthly Action Report for the OAR office reflecting the dates and hours devoted to the OAR program and comments on the client's progress, lack of progress and attitude/cooperation. The Monthly Action Report is available through e-mail and must be completed at the end of each month. Completed forms are to be returned to the OAR Volunteer Coordinator no later than 5th of the next month.
5. After each contact with mentee, spend approximately 10 minutes creating and emailing summary of the meeting to OAR case managers.

QUALIFICATIONS

1. At least 21 years of age.
2. Mentoring experience or experience working with disadvantaged populations is preferred.
3. Ability to maintain a non-judgmental attitude toward offenders and their families.
4. Ability to communicate well.
5. Ability to maintain objectivity about a client's problems and ability to relate effectively with people of differing socio-economic and/or cultural backgrounds.
6. Ability to set and enforce appropriate boundaries in relationships with mentees.
7. Incurred no charges, arrests, convictions (excluding minor vehicle violations) or incarceration within the past 8 years; have not been on probation during the past 8 years; and have no substance abuse problems within the past 5 years.

PERFORMANCE EVALUATION

Informal feedback/advice will be available on a continuous basis. Regular trainings and support sessions will be provided. Mentoring relationship surveys will be conducted at regular intervals.

CONFIDENTIALITY STATEMENT

Maintaining confidentiality of client and family information is critical. Violation of confidentiality is a serious breach of trust and will result in dismissal from the program. Confidential information may only be shared pursuant to signature on the OAR Client Consent and Agreement form. A case manager should be consulted before disclosing information.

VOLUNTEER AND OAR AGREEMENT

I understand that I will be mentoring a client who has a criminal background and may currently be under supervision by Probation & Parole. I hereby release and discharge OAR of Fairfax County, Inc. and any of its directors, officers, employees, partners, affiliates, agents, and successors from any and all liability or responsibility for any such accident or injury, which may arise during my participation as a community based volunteer mentor. As a mentor, I will not divulge my home/work address or home/work phone number to the client. I understand it is up to my discretion whether or not I will share my cell phone number and/or my e-mail address with the client.

I understand and agree to comply with the position description and requirements outlined in this job description and Volunteer/OAR agreement.

DATE

OAR VOLUNTEER

OAR accepts and welcomes _____ as a Community Based One-to-One Volunteer Mentor. OAR will train and provide support to enable the volunteer to fulfill these responsibilities. Orientation training completed on _____.

DATE

VOLUNTEER COORDINATOR

Introduction to Mentoring

As a mentor you have the opportunity to participate in a meaningful relationship with an ex-offender who likely has few supportive relationships. Mentoring helps fill a gap in an individual client's life. Mentoring will expose clients to a new type of relationship, new perspectives, and broadened understandings. These opportunities can have a dramatic influence on a client's decision making and a positive influence in their lives. You are following in the footsteps of many societies and cultures that have seen the value of mentoring. Volunteers like you can make a difference. Your patience and trust will build a relationship where change is encouraged, expected, and possible.

In the last twenty years, the field of mentoring has made tremendous strides in determining the most critical elements needed to create and support positive relationships. The primary goal of mentoring is to safely and positively affect the lives of those mentored and this training is designed to assist you in that work.

The purpose of this manual is to provide an introduction to mentoring and to focus on the critical elements required for effective mentoring. These elements include key principles to mentoring, skills needed for successful mentoring, and mentor responsibilities. A study conducted by Private Public Ventures found that mentors who attended fewer than two hours of pre-match training reported the lowest levels of relationship quality, whereas those attending six or more hours of training reported having the strongest relationships (Relationship Development in Community-Based and School-Based Programs from www.ppv.org, 2000). OAR's goal is to provide substantial initial training, continued trainings during the mentoring relationship, and numerous learning and support opportunities during the mentoring process.

Quick Overview of Mentoring:

- Mentoring is about believing in the unlimited potential of each and every individual served.
- A mentor should maintain high expectations for those mentored while allowing them to reach those expectations in their own unique time frame.
- Mentoring is about time and patience.
- Mentoring is about empowering the mentee, not creating replicas of our own ideals or beliefs.
- Just like any other relationship, mentoring can be difficult. Relationships can bring up our own insecurities. Seek support from OAR staff and other mentors to address these challenges
- Relationships require commitment and hard work
- The relationship is the value of mentoring. The relationship alone can have a positive impact on an individual's life.

History of Mentoring

Mentors have always been recognized as some of the most important influences on a person's life. Mentoring's tradition and importance can be traced to the earliest myths and legends in written history. In fact, the term "mentor" is taken from Homer's *Odyssey*, in which Odysseus asks his friend Mentor to counsel and guide his son during his absence in the Trojan War. In ancient Greece, the word came to mean "steadfast" and "enduring." Throughout history, the relationship has been naturally duplicated and refined in hundreds of ways - in apprentice and master, student and teacher, and friend and counselor.

Historically, the guidance, instruction and encouragement of mentoring formed naturally. In the 1880s a group of American middle-class individuals sought to re-create natural mentoring. The result was Friendly Visiting, a program in which middle- and upper-class volunteers regularly visited poor families. The mission was to transform the character and behavior of poor children by providing positive role models for the children. Mentoring was thought to be a way of changing macro-level issues, such as urban poverty and social disintegration, through intervention at the micro-level. The program had difficulty recruiting volunteers and experienced resistance among the mentored families. Many of these families preferred to turn to family and friends and saw the friendly visitors as representatives from a different class or culture. By the turn of the century it was evident that Friendly Visiting was not working.

While the Friendly Visiting program did not work, the concept of the mentor as a potential intervention with at-risk populations was not abandoned. In 1904, Ernest Coulter, a New York City court clerk, began seeing an increase in the number of juvenile delinquent boys. He believed that if a caring adult connected with these boys they would be less likely to engage in deviant behaviors. He recruited 39 men as volunteers, thus beginning Big Brothers. By 1916 Big Brothers had spread to 96 cities. Around this time another organization, the Ladies of Charity, began mentoring young girls. Mentoring programs came and went, but both of these organizations successfully continued. Finally, in 1977 the two groups joined forces and became Big Brothers Big Sisters of America. The Big Brothers/Big Sisters organization has continued to grow and is now in all 50 states and 12 countries. Mentoring saw a re-emergence in the 1980s and in the current decade many organizations are adopting mentoring programs.

Although the word mentor is now widely understood and the formal practice of mentoring widely acknowledged, only two decades ago the general public was not aware of the term. Traditional mentoring is thought of as supportive relationship between an adult and a child. However, OAR has seen the need for and the benefits of mentoring adult ex-offenders. Nearly 700,000 people are released from incarceration each year. OAR has found that without employment and supportive relationships, an ex-offender's likelihood of success is greatly limited. It is our hope, that combining OAR's post release employment services with the caring supportive relationship that a mentor can provide will contribute greatly to the long term success of our clients.

What is a Mentor

A Mentor is...

- A trusted guide or friend
Offenders may not have the opportunity to build supportive productive relationships with someone who will listen to them, accept them for who they are, and challenge them to do the right thing.
- A caring, responsible role model
For many ex-offenders, there is not always a consistent presence in their lives who can model appropriate behaviors, interactions, and attitudes
- A resource who provides access or exposure to ideas, thoughts, resources, and beliefs that are outside of the mentee's typical experiences or environment
- A supportive listener who is available when the ex-offender needs someone to speak to.

A Mentor is NOT...

- All things to their mentee
- A parent or guardian
A mentor can guide a client through decision making processes. However the mentor is not responsible for the choices and decisions a client makes.
- A mental health professional
Even if you are a mental health professional in your professional life, in this context you are a mentor. A mentor is not a formal counselor or therapist
- A legal advisor
Clients should be referred to community based resources for their legal needs. Mentors should *not* offer any legal advice.
- An ATM

OAR MENTORING

Realistic and Unrealistic Expectations

It is understandable to be excited and eager to start a mentoring relationship. However, it is important to have a realistic expectation about the relationship. Unrealistic expectation can create frustration when the expectations are not met.

Unrealistic: My mentee's overall functioning and success is dependent upon the mentoring process.

Realistic: Even though I will go to great lengths to help out, my mentee's success depends on his or her own choices and behaviors.

Unrealistic: My mentee will surely make changes in his or behavior after being with me a few times.

Realistic: The mentee will not likely make immediate and dramatic changes in his or her life, the process of change will most likely take time. I should not expect someone to transform because I have spent a few hours with them. After all, they have spent a lifetime becoming who they are. My best strategy toward the goal of change is to build a relationship with them over time. It is better to take it step-by-step and day-by-day.

Unrealistic: If the mentee's behavior does not change immediately, that's proof that nothing is happening.

Realistic: The mentee may not appear to be benefiting from the relationship, but that doesn't mean that he or she is not getting something good out of it. Mentoring is like "planting seeds."

Unrealistic: If I do not see extensive change in the mentee's functioning, it's a negative reflection on me.

Realistic: Not seeing changes in the mentee does not mean that I am a bad mentor. Mentoring is not a contest, and it is not about me.

Unrealistic: My mentee should always be responsible. He or she is expected to always return phone calls, show up on time, etc.

Realistic: My mentee may or may not act responsibly. If my mentee doesn't return my phone calls, I can work to continue to build the relationship and solidify reasonable expectations. It is my responsibility to stay involved and positive through the duration of the relationship.

Unrealistic: If I don't keep my commitment to my mentee it won't matter. The mentee should be able to handle it if I miss a number of sessions, or if I forget to call. Clients need to be flexible and learn to manage change.

Realistic: If I make a commitment to mentor, I should keep to my word. Clients being mentored may carry intense feelings of betrayal and abandonment. If I fail to meet my obligations it may harm the relationship and make it more difficult to provide meaningful assistance to the client.

Unrealistic: The only thing my mentee will understand is if I stress discipline and I am tough on him or her.

Realistic: My mentee wants to be treated fairly and with kindness. It is possible to hold a mentee accountable for their choices and decisions without passing judgment or condemning the person.

Unrealistic: I need to be a perfect, "mistake-proof" mentor.

Realistic: It is okay to make mistakes as a mentor. I may take the wrong approach or say things the wrong way from time to time, but I need to model a respectful and kind way to deal with the inevitable bumps that occur in any relationship. I want my mentee to see this as a REAL relationship.

Unrealistic: My mentee will be appreciative and thank me for my efforts.

Realistic: My mentee may or may not thank me. Some people don't know how to show appreciation. The bottom line is that I will give my efforts as a gift, expecting nothing in return.

Principles of Successful Mentoring

It is imperative to understand that the success of a mentoring match is dependent upon the strength of the relationship between mentor and mentee. Research has shown mentoring is effective only if the mentee believes that they - not their performance or achievements - are the number one priority. Once an individual feels supported and is able to build a strong bond with their mentor, then and only then can we expect significant and meaningful progress.

- *Focus on the Relationship*

Successful mentors focus on relationship building and not outcomes. Initial efforts should concentrate on establishing strong relationships. Understand and get to know who the client is before tackling problem solving and goal-setting.

- Tips for Focusing on the Relationship (building rapport)

- **Listening:** One of the easiest ways to demonstrate interest in a person is to develop strong and frequent communication. All people appreciate a good listener. Everyone has a story to tell and the client you work with will be no exception. In some cases, they may not have had a caring person take the time to truly listen to them. You can ask for clarification and give feedback during a conversation, but listening is a very important attribute for a functioning, mentoring relationship. To listen you have to be attentive. This means good eye contact and never looking bored. Show that you are listening through body language, gestures and demeanor.
- **Humor:** Incorporating humor into the mentoring relationship is encouraged. This simply means that you are not taking yourself too seriously and you realize there are things you can laugh about in yourself. Never let the humor be aimed at other people. Using humor can be a great way to assist your client in managing more intense feelings of anger, hurt, and/or frustration.
- **Common Interests:** Being able to relate to one another will assist in building a meaningful relationship. There will likely be dramatically different life experience between you and your client. Finding common interest may be a helpful tool in overcoming some of the differences between you and your client.
- **The Little Things:** There are times when small, brief communication can be effective (a quick postcard with an encouraging note or writing a short letter that affirms and encourages). No harm is ever done by showing interest in what the client thinks, feels, and does.

- *Be Responsible and Respectful*

Successful mentors need to be consistent, persistent and dependable. They need to be able to follow through on their commitment even when things get tough. Give your mentee advanced notice if you have to miss a regular visit.

- *Build Trust*

It takes time to develop trust and strong bonds. Remember that the mentor/mentee relationship is voluntary, it is one-on-one, and it thrives in an atmosphere of trust, confidentiality, patience and non-judgmental attitudes. If you are concerned about the development of the relationship talk with OAR staff.

- Tips for Building Trust
 - Involve the mentee in deciding what you will focus on during the mentoring sessions
 - Make a commitment to being consistent and dependable
 - Respect the mentee's point of view
 - Offer continuous encouragement and sincere praise

- *Handle Difficult Topics*

Telling another about a difficult issue can feel very risky. The mentee may feel as though he will let his mentor down, that the mentor will be disappointed, or that the client will be “turned in.” The mentor’s ability to help the mentee feel safe in sharing personal information is the key to both the development of trust in the relationship and to offering the best possible support for the mentee in his/her situation. These concerns should take precedence over attempts to change the mentee’s behavior or to influence their decisions. If the mentor is able to communicate acceptance and use a calm approach, the mentee is likely to continue to accept the mentor’s assistance.

- Tips for Handling Difficult Topics
 - Stay calm
 - Use body language to communicate attentiveness - maintain eye contact, sit at same level, etc.
 - Avoid judgmental statements like “Why would you do something like that?” or “I think you know better...”
 - Be honest if you are getting emotional or upset, but never accuse or berate
 - Let the mentee know that you are glad he came to you.
 - Use tact but be honest.
 - Allow the mentee to talk at his/her own pace — don’t force an issue.
 - Don’t pry — allow the mentee to bring up topics he is comfortable with.
 - Maintain a unique relationship with the mentee that is separate from the relationship with others in his life such as OAR, probation or his family. Not doing so compromises your role as a neutral and supportive party.
 - Follow through with any and all commitment.

- *Seek Support from Program Staff*

Though mentoring is generally a one to one relationship, it takes a whole team of committed individuals to make it work. Mentors should feel comfortable seeking support from OAR program staff. With this support, mentors are less likely to encounter frustration and have a negative experience.

- *Relationship is Voluntary*

This program can only work when it is voluntary. There should be no aspect of the mentoring relationship that is mandatory. If you believe the client is resistant or no longer wants to be in the OAR Mentoring Program, you should share your belief with OAR program staff so that proper steps can be taken to either repair or end the relationship. At no time should the client be manipulated or pressured to remain in the program. Their withdrawal is not a failure on your part.

- *Be a Mentor – Not a Parent*

While a mentor will naturally bond with the client, the mentor must be careful not to overstep their responsibilities and play a parental role by taking control of the client’s life. The mentor

should work with the client to strengthen the relationship he has with others in his life. The mentor always remains a mentor and does not serve to replace or fill other roles in the client's life.

- *Never Criticize the Facility*

During the pre-release phase, do not side with the client against the Adult Detention Center, their staff, or their policies. While clients will naturally rebel against constraints, these policies are in place for good reason. A mentor may not agree with how the facility is run, however it is very important to stay neutral. If you have reason to believe that the client is being treated inhumanly or in an unsafe manner those concerns should be reported. If you believe the client is in imminent danger you should report your concerns immediately to the Sheriff's office staff. If your concerns are less imminent speak with OAR staff to explore the best reporting method.

Roles and Responsibilities of the Client

Mentees are responsible for:

- Being on time for arranged meetings
- Communicating with the mentor about any change in meeting arrangements
- Collaborating with the mentor on the appropriate topics for discussion
- Notifying the mentor and OAR staff if unable to continue in the mentoring program.
- Informing mentor or OAR staff immediately if a problem arises.
- Maintaining a relationship with OAR staff in the WEP program
- Recognizing and maintaining appropriate boundaries in the mentoring relationship
- Following through on Service Plan goals
- Being respectful of the mentor and others associated with the program.
- Completing feedback surveys for the mentoring relationship.

Roles and Responsibilities of Mentors

Regular Contact with Client

You will be expected to have a minimum of three hour-long face to face meetings with your client each month. You should not exceed five face to face contacts each month. Additional contacts through phone or email are encouraged as needed. Reasonable limits on the amount of contact between you and your mentor should be in place. Enough contact should occur to establish and maintain a meaningful relationship. However, the contact should be limited to ensure appropriate boundaries in the relationship.

Monthly Reports

You will be required to fill out a Monthly Action Report to keep track of the time devoted to the mentoring program and to measure the overall value of the relationship for the client. The report is important in order to document contact with the client as well as to assist with the assessment of the program's success.

Matrix Scoring

Each client in the mentoring program will be evaluated by the mentor on a monthly basis. The evaluations allow OAR to report the program's success to funding sources. A 100 point mentoring matrix will be used to assess the client. After the first three visits mentors should, based on their observations, give an initial score to the client. Regardless of future successes or failures, the client's initial score is constant and always remains the same. At the end of each month, the 100 point mentoring matrix should be used again to assess the client. At the end of the 15 month relationship OAR will have an initial score and 14 subsequent scores for each client. The subsequent scores will likely move up and down on the 100 point scale as the client achieves successes and struggles with failures. However, our experience shows, that in nearly 80 % of all mentoring relationships, there is significant growth between the last score given and the initial score given at the start of the relationship.

Feedback Surveys

Feedback surveys will be used on a regular basis to help OAR better support the volunteer mentors and better understand the needs of the clients being mentored. Surveys will be provided to the mentors and the mentees and the feedback obtained will be used by OAR staff to ensure high program standards, effective support for mentors, and a positive experience for clients. The primary purpose of the feedback surveys is to verify the establishment of a meaningful relationship.

Evaluations

Program evaluation forms will be requested from the mentor and the mentee at the end of each relationship. The evaluation will give each participant an opportunity express their opinions about the overall relationship and offer suggestions for future improvements.

Regular Contact with OAR Case Manager

You will be working in partnership with an OAR Case Manager. You will be asked to have regular dialogue with the case manager about your contact with the client. Brief emails summarizing the contact with your mentee will allow you and the case manager to work cooperatively together. Bi-monthly trainings and supervision sessions will also be held to share resources among mentors, encourage dialogue with OAR staff, and review relevant mentoring topics.

Mentoring Meeting Logistics

Establish a clear date, time and location for the mentoring meetings. Make sure this information is clearly understood by both you and your mentor. Take the client's transportation challenges into consideration when setting up meeting locations.

- **Location:** A location for post release mentoring meetings should be chosen that, within reason, accommodates the transportation limitations of the client. The meeting location should always be at a public location. The meeting should never occur at or in a private residence. If appropriate, or necessary, arrangements can be made for the meeting to be held at the OAR office. Meeting at the OAR office may be appropriate for the first couple of post release meetings to establish comfort with community based meetings. OAR has limited funds to assist clients in travel costs to the OAR office.
- **Mileage:** Grant funds provide limited resources to allow OAR to reimburse volunteer mentors at \$.55 per mile for mentoring related travel. OAR recognizes that clients will likely have limited access to reliable transportation when they are released from incarceration. As a result, the mentor may need to travel to a public location that is most convenient for the client. This may result in a significant distance of travel for the mentor. Mentors may request reimbursement for mileage that exceeds what they would typically incur when providing mentoring services at the Adult Detention Center.
- **Transportation:** Under no circumstances should an OAR volunteer transport a client in their personal vehicle. Under no circumstance should a client transport the volunteer in their personal vehicle. Clients must make their own travel arrangements to get to the agreed upon meeting location.
- **When:** OAR recommends holding mentoring meetings on a consistent day and time. Establishing a consistent time will decrease confusion and reduce the likelihood of missed appointments.
- **What:** The "what" specifically addresses the type of meeting you will be having with the client. OAR expects that the purpose of the mentoring meetings is for open and honest dialogue. The meeting is not designed to be an activity such as attending an event or recreational activity.

Support & Supervision

Mentoring relationships are similar to other personal relationship. Things do not always go smoothly. Problems arise that, if not addressed, can threaten the relationship. Mentoring relationships are arranged and occur between people of different ages and backgrounds. As a result, there may be special challenges that you need to deal with as you work to build and strengthen your relationship with the client. Supervision and support will be provided to you by OAR Case Managers in order to help you as you navigate the mentoring relationship. Organized group meetings and trainings as well as individual supervision will be available on a regular basis. Please know that OAR encourages you to share any concerns, great or small, with the OAR staff. Chances are, if you have a question or are facing a difficult situation, another mentor, or others in the past, have faced similar challenges.

In research findings, supervision has been the program element most consistent with a high rate of meetings between mentor and mentee. Regular meetings over an extended period of time are essential if the relationship is going to be successful. OAR has put a structure in place to ensure program success through proper supervision of the volunteer mentor.

Contact with an OAR Case Manager

In addition to bi-monthly group meetings (made up of yourself, other mentors and OAR Case Manager) you will have regular dialogue with Case Managers throughout the mentoring relationship. Please remember that even if you are not scheduled to talk with the Case Manager you can call anytime with questions or concerns.

1. At the end of the first month of mentoring, dialogue between you and an OAR Case Manger should occur to assess the appropriateness of the mentoring match and to discuss any potential challenges that are present.
2. Prior to the client's release from incarceration dialogue between you and the OAR Case Manager should occur to ensure that an appropriate plan is in place to continue the mentoring relationship post release.
3. After the client's release, email contact with the OAR Case Manager should occur on a regular basis. This regular dialogue will allow you and the case manager to work cooperative together in assisting the client to meet his service plan goals and will allow for immediate feedback on questions or concerns. Dialogue between you and the case manger will be focused mostly on monitoring the quality of the relationship, and helping to address problems that may arise.

Mentor-Mentor Support

Mentors are encouraged to share information with each other and support fellow mentors in their mentoring relationships. This will be accomplished several ways. First, bi-monthly mentoring meetings/trainings will provide an opportunity to share your struggles and successes with other mentors. Second, there will be a mentor blog attached to the OAR website. You will be encouraged to use this forum to seek support and learn from other mentors.

Confidentiality

As a mentor, you will likely learn a lot about the private matters of your mentee and his/her family. The information you learn is offered in confidence and that confidence must be respected. There will be times when you may be tempted to talk to friends or relatives about the relationship with your mentee. There may be other times where you are speaking to other professionals about services or resources for your mentee. It may be difficult to honor confidentiality in these moments. However, many clients have had a very difficult time trusting people in their lives and they are entrusted you with private information. Things you are told can be worrisome, shocking, or frustrating. OAR understands that you may need to speak with someone about your mentoring experiences. We ask that you do so in an appropriate manner. The OAR Case Manager can be a great resource for you during these times.

Confidentiality in Social Settings

This refers to your social circle made up of friends and family members. You may want to share an exciting accomplishment your mentee has reached or a struggle the client has overcome. While some vague accounts are okay use caution and limit the level of detail that you share. Telling your spouse, “The person I’m working with was able to get a job” would still maintain the client’s confidentiality. Informing your spouse that “Jim got a job as a waiter at the Country Inn restaurant on Main Street” would more clearly violate the client’s confidentiality. When thinking about talking to friends and family ask yourself: *How would your mentee feel if they knew you were sharing this information? Does your mentee expect this information to be held in confidence? How would you feel if the mentee were to meet the individual with whom you are sharing the information?*

OAR Program Staff

Do not hesitate to share anything with OAR staff. There is no expectation of confidentiality between you and the OAR staff regarding the client. Mentees sign a release form allowing OAR staff and volunteers to share information as necessary for service coordination. Consider the OAR staff as part of your support system. The professionals that make up the OAR staff are trained in the skills and resources to best help your mentee.

Use of First Names

To assist in maintaining confidentiality please consider using only the client’s first name when discussing the client with OAR staff, other volunteer, and other service providers you may contact. Using only the first name will assist in developing good habits of limiting information that is shared.

Legal

There are limits to the confidentiality between you and your client. The client will be informed of these limits to confidentiality when he/she enrolls in the OAR mentoring program. You are required by law to report certain circumstances. You must report:

- Any threat the client makes to harm himself
- Any threat a client makes to harm others
- Any report that a child the client has responsibility for has been, is being, or will be abused or neglected.

An immediate threat of harm should be reported directly to the police by calling 911. Less imminent concerns should be shared with an OAR Case Manager to determine the appropriate reporting requirements.

Boundaries of the Mentoring Relationship

A mentor is not a servant to the client. You are not at their call. All requests must be reasonable. You are not to provide financial support or become their taxi service. Appropriately setting boundaries and saying “no” will create structure and develop a relationship based on mutual respect. Complying with every request hinders the development of a productive relationship and may encourage the client to manipulate use the relationship for their own benefit.

Setting appropriate boundaries will result in the development of a healthy mentoring relationship and will also limit your personal risks. As a volunteer mentor you are accepting some risk. No one can completely guarantee your safety while participating as a volunteer mentor. OAR has put procedures in place to limit your risk as a volunteer mentor we require that you follow the boundary guidelines outlined below.

Contact Information

- *Cell Phones:* If you are willing, OAR encourages you to provide the client with your cell phone number. Giving the client your cell phone number provides a reasonable amount of privacy and still offers great convenience for emergencies or last minute scheduling changes. Please share your expected limits on cell phone use with the client. For example, you may wish to tell the client not to call after 9:00pm. If a client is not honoring your requested limitations please inform OAR staff. OAR case manager can work with the client to re-enforce the boundaries. If necessary, the client can be blocked from calling your cell phone. In some circumstances the relationship may need to be terminated.
- *Home Telephone:* Home phone numbers, even if unlisted, should not be provided to the client. Use of the home telephone provides a greater chance for boundary and/or confidentiality violations. When using the home telephone, it is more likely that others in your household may interact with the client or here messages left by the client.
- *Email:* OAR also recommends that you provide the client with an email address to reach you. Email also offers great convenience and a reasonable amount of privacy. Please make sure your email address does not provide additional information about you that you do not intend to share such as your last name or year of birth. OAR recommends that you set up a separate email account (available without charge through Gmail, Yahoo, and other providers) that is used solely for mentoring purposes.
- *Social Networking Sites:* Be aware of the information that is available about you on the internet. If you maintain social networking sites please take the precautions necessary to block access to those sites.
- *First Name Only:* OAR recommends that you provide only your first name to the client. The more information you provide about yourself the harder it may be to terminate an unsuccessful mentoring relationship.
- *Personal information:* Use the discretion necessary to limit personal the information that is shared with your client. Under no circumstances should a client be provided with your home or work address. You should not share information about:
 - Your family
 - Your work or personal schedules
 - Your personal plans/activities
 - Etc...

Time

- Consistency and frequency of meetings are important elements of a successful mentoring relationship. However, spending too much time together can create dependency and will lead to the development of unrealistic expectations on behalf of the client.

Money

- Financial support: A mentor's role is not that of provider. If the client is going through financial difficulties, it is important for mentors to remember that they can help by connecting their mentee to the appropriate resources and by being supportive of their emotional needs. Providing financial support can lead to dependence or unrealistic expectations that will likely end up causing a rift in the relationship. Mentors who take on financial responsibility for their mentees tend to feel used, overburdened, and end up resenting the relationship. OAR policy prohibits mentors from providing financial support to clients
- Gifts: Gift giving is discouraged. There may be times when a small token (such as a greeting card) can be offered in acknowledgement of a significant accomplishment. Mentors should not feel an obligation to provide gifts. Excessive gift giving takes attention away from the relationship. Mentors should not accept gifts from the client. If a client gives insists on giving a gift the mentee should be informed that it will be provided as a donation to the OAR office.
- Coffee/food: You may choose to meet your mentee at a local restaurant or coffee shop. Please keep in mind that a client's financial resources may be severely limited. The client may not have the means to purchase a coffee or other food at the restaurant. OAR policy will not prohibit but strongly discourages you from purchasing a lunch or a coffee for your client. Maintaining clear boundaries becomes harder once purchases are made for the client.

Self-disclosure

- The client is never there to meet your emotional needs. It is never appropriate to share your personal problems or burdens with the client.
- Mentors need to be careful about the type of personal information they share with their mentee. When disclosing personal information, it is important for mentors to ask themselves: What purpose does it serve to share this information? Am I doing it because I need the support? Do I think this information will assist my mentee in some manner?
- Mentors should always listen first. Sharing too many of your own stories may limit the clients ability to express their concerns, struggles, or challenges.
- Occasionally disclosing personal information or experiences can be helpful to build a trusting relationship and in building an understanding of one another.

Service Plans and Goals Setting

The OAR Mentoring Program is designed to work in partnership with the OAR Work Empowerment Program. Clients receiving mentoring services have agreed to participate in both programs. In the Work Empowerment Program, clients are assigned a case manager and the client and case manager work cooperatively together to develop a Service Plan. The Service Plan is a list of goals and action items that, when accomplished, will assist the client in obtaining employment. The Service Plan is focused solely on employment related goals.

Volunteer mentors will be informed of the goals and action items in the client's Service Plan. Mentors should work in concert with the Case Manager to assist the client in following through on his/her Service Plan goals. The goal of the case manager, mentor, and client should be for the client to obtain employment and reach for self-sufficiency.

OAR recognizes the importance of meaningful employment for ex-offenders and invests significant resources in assisting clients to obtain employment. However, ex-offenders have many other challenges. The successful transition into the community from incarceration is very difficult. Ex-offenders will face many personal and emotional challenges. A mentor should support the client's employment efforts but should also offer guidance and assistance in support of the client's more personal struggles as well.

Mentors can assist clients in addressing personal challenges by talking through the concerns and helping the client to develop personal plans and goals. Perhaps a client:

- Is struggling with his/her probation requirements
- Is being tempted use drugs or return to other criminal behavior
- Wants to quit smoking
- Is interested in develop a closer relationship with his/her children
- Wants to loose weight

These are all personal concerns that should be discussed and worked through as a part of the mentoring relationship. However, these items will not be a specific part of the client's employment related Service Plan.

Stages of the Relationship

Stage 1: Developing Rapport and Building Trust

This is the most critical stage of the relationship, the “getting to know you” phase. Things to take into account during Stage 1 include:

1. **Consistency.**

During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your mentee at a certain time, it should be kept to the best of your ability.

2. **Be prepared for “testing”**

Clients may use testing to determine whether they can trust you. They will test to see if you really care about them. An example of how a client might test the mentor is by skipping a scheduled meeting to see how the mentor reacts. Be respectful even if the mentee is testing your relationship, it is important that they see you are not going to leave at the first sign of difficulty.

3. **Goal setting**

The initial meetings in Stage 1 are about building the relationship. Setting small goals that can be accomplished together may help to build trust and mutual respect. However, the primary focus is on building the relationship and not on forcing the client to set and follow through on specific tasks.

Stage 2: The Mentor-Mentee Relationship in Action

Once trust has been established, the relationship moves on to Stage 2. During this stage, the mentor and mentee can work together to set and achieve specific goals. Things to expect during Stage 2 include:

1. **The relationship begins to solidify**

Generally, during the second stage, the mentor and mentee both recognize a significant amount of growth in the relationship based on trust, communication, and respect.

2. **Affirming the uniqueness of the relationship**

The development of a mentoring relationship faces many hurdles due to differences in age, education, experiences, and culture. In stage two, the uniqueness of the relationship becomes more of an enriching factor than a hurdle.

3. **The relationship may be rocky or smooth**

All relationships have their ups and downs. Even once the relationship reaches the second stage there will still be some rough periods. Mentors should be prepared for this reality and not assume that something is wrong with the relationship simply because of a few challenges.

4. **Rely on staff/resource support**

If challenges with the relationship continue or if a mentor feels like they have never reached the second stage, he/she should not hesitate to seek out support from OAR staff. Sometimes two people, no matter what we do, just don't “click” together.

Stage 3: Closing the 15 month Relationship

All mentoring relationships will come to an end in one fashion or another. OAR hopes that most relationships will last through the durations of the set timeframe. When this happens, it is critical that the closure stage not be overlooked. It is important to prepare for and provide the opportunity to properly say goodbye.

1. **Identify natural emotions, such as grief, denial, and resentment**
As a mentor you have likely developed a sincere concern for your client and a genuine desire to see him/her do well and ending the relationship can be an emotional experience. The OAR Case Manager should be used as a resource to process these feelings in a healthy and productive way. Your client may likely have developed similar feelings. The client should be given the opportunity to express his/her feelings. You can assist your client the most by acknowledging the feelings and accepting them as legitimate
2. **Provide opportunities for saying goodbye in a healthy, respectful way**
Mentors should not wait for the very last meeting with their mentees to say goodbye. The mentor should begin to slowly present the issue approximately 2 months before the end of the relationship.
3. **Identify other positive relationships in the mentee's life**
Mentors should help mentees identify other individuals who provide them with positive support and encouragement. Fostering these relationships now allows the mentee to have other positive relationships that they can rely on after the mentoring relationship ends.

Effective Communication

Mentors need to listen well to communicate effectively. You and your client will have many differences. Respect the person with whom you are communicating. Focus on hearing what the other person is saying and be attentive to how they act. Communication is a process of listening and sharing with empathy and patience. Allowing your client to share their feelings in a non-judgmental atmosphere may likely provide a unique experience for him/her. Always remember that even if you do not agree with the client, your job is to give him/her the proper support to make independent decision.

A mentor should also help and encourage a client to engage in effective communication. This is best done by modeling the communication skills we hope the client can develop. We should practice reflective listening and avoiding any forms of manipulation or passive control. Being honest in the way we communicate is the best way to encourage additional dialogue. Your client will be more likely to say what they mean and express their honest feelings in a non-judgmental, trusting and supportive atmosphere.

If you focus on statements that are encouraging and affirming, you will help the relationship and the communication to grow. As the relationship grows through open dialogue you will be able to find more common ground and develop greater mutual respect. Keep communication empathetic and honest.

Good communication involves:

- **Tact:** Good communication always involves honesty. Honesty without tact can be a hurtful tool that hampers communication. Words should be measured carefully and always be non-judgmental. Listening is a much better tool than speaking for keeping the lines of communication open.
- **Open-Ended Questions:** As a mentor you will want your relationship to grow to the point that the client will discuss almost any subject. It is far better to ask questions like “Why do you believe that?” Phrases like “I think you are wrong” only put up a wall or a barrier. Questions like “What do you think about that?” leave the door open for conversation and dialogue.
- **Honesty:** Even though you are the mentor, you do not have to hide your mistakes and challenges. You can naturally and slowly reveal them as opportunity arises to explain how you learned from your mistakes and bad decisions. In terms of communication, transparency will then open the door to helping the client reveal and learn from their mistakes and bad decisions.
- **Paraphrasing:** The listener, in his/her own words, states what has been heard and asks the speaker to verify or correct the interpretation. This is also referred to as “reflective listening.”

Non-verbal Communication

Communication is not just verbal, but also involves non-verbal communication through our body language, attitudes, gestures and behaviors. Eye contact is always important when talking or listening to others. But do not confuse a hard stare, which can be intimidating, with direct eye contact. Maintain comfortable eye contact with regular blinking and to looking away from time to time. However, looking around more than maintain eye contact, gives a message that you are distracted, nervous, or not giving your full attention.

Smiles and a relaxed posture, even leaning in with your body, all send a positive message. Folding arms tightly across the chest or frowning, although not intending to be negative, can send a negative message. We send lots of message with our body language even when we don't speak. Be observant of the message you send during the mentoring session.

Avoiding Poor Communication

Poor communication can be summed up as any style of talking or listening that is critical, judgmental, blaming or seeks to change the subject to avoid discomfort.

While effective communication may be easy for the mentor, it is important to be aware that the client may engage in poor communication. These may be bad habits that have developed overtime. You can help to correct and reestablish good communication.

- **Total Agreement:** One of the ways you can spot manipulative communication is when a client agrees with you one hundred percent on everything. Total agreement should be a “red flag.” People are not alike and naturally will disagree on something. If you notice the client saying yes to everything you say you may want to dig a little deeper and tell them, “You don't have to please me. A part of our relationship is being real and honest.”
- **Simplicity:** As a mentor, you may have a good education, but keep in mind that your client may likely have limited education and a low reading level. Do not intellectualize your conversations and avoid long narratives with lots of points. Sometimes people who intellectualize are trying to maintain control. Let clients express themselves in the way that they need to. As a mentor, keep your points brief so you will allow the client to react and to speak. Just because someone appears to be listening does not mean they hear us, especially if we are preaching.
- **Blaming:** Quite often clients develop a habit of blaming others for the challenges and struggles they face. By blaming others, they take the responsibility for their actions off of themselves. A client may attempt to blame you for their problems. It may be necessary to help the client see and understand why there are experiencing certain consequences in their lives. As a mentor, we may also resort to blaming at times. We may be inclined to blame the client for the relationship not developing quickly. Blaming always makes people defensive and it never is a constructive tool for problem solving. If a problem exists focus on solutions rather than blaming.

“I” Statements

The way we speak can build or destroy another person’s confidence or self-esteem. Many clients may present themselves in a way that implies great self confidence. However this may simply be a protective façade. A client’s self-esteem or sense of self worth may be virtually non-existent and can easily be destroyed. The way a mentor speaks to a mentee is an important factor in reinforcing how they feel about themselves. A good way to think about the differences between ineffective and effective communication is to think of sending either “YOU” or “I” messages.

“YOU” messages are belittling and blaming. They put the responsibility for your feelings on the other person.

<i>YOU make me so mad</i>	<i>YOU don’t make any sense</i>	<i>YOU are always doing this</i>
<i>YOU disappoint me</i>	<i>YOU never get this right</i>	<i>YOU do this all the time</i>

“I” statements are more effective. They let you express your feelings and thoughts directly, honestly, and clearly...without blaming, accusing or labeling. An “I” message states how you feel, a specific behavior, the effect the behavior had on you and/or what you want. It may also encourage more responsible or more clearly thought out behaviors from the client.

I feel frustrated when you are late to our meetings

I worry when you don’t follow through on your service plan

I felt disappointed when you didn’t go on that job interview

I don’t understand what you are trying to tell me

Mentoring High-Risk Clients

While there are many types of mentoring programs, mentoring ex-offenders presents particular challenges for the mentor. It is important for the mentor to know that the client may have a lengthy criminal history and a significant history of involvement with the criminal justice system. There are some common factors and/or characteristics of this population that are important to understand. These factors are outlined below. Not every client mentored will exhibit all of these characteristics, but they are common to many ex-offenders. Understanding the background of the clients is very important in working with them and helping them to be successful.

The client you work with may have problems with cognitive skills. The client has made poor decisions and his/her decision making has likely been impeded due to a desire for instant gratification, substance use, lack of education, or many other factors. Understanding a client's educational level, life experiences, substance abuse history, and any neglect, abuse or exposure to other violence will help you to be sensitive to their personal concerns.

Following are some of the common traits many ex-offenders share:

1. **Limited Education:** Many of the clients have not experienced academic success. The average educational level achieved by inmates at the Adult Detention Center is 11th grade. As a mentor you will have to take this fact into consideration when setting realistic goals with your client.
2. **Low Reading Levels:** The average inmate at the Adult Detention Center reads at a 6th or 7th grade level. A strong ability to read is not only important in education, but also as they seek a job, understand and properly interpret a job application, and communicate in a clear manner. As a mentor, showing the relationship between reading, writing and functioning in society will help them as they form worthy goals.
3. **Substance Abuse Histories:** Nearly 80 percent of all individuals incarcerated at the Adult Detention Center have perpetrated crimes directly or indirectly related to substance abuse. That is, they have a possession or distribution charge, where under the influence of intoxicating substance at the time of the offense, or committed crimes in order to support their substance use. Many clients will be actively struggling with substance abuse/addiction challenges once they are released from incarceration. A client with a significant substance abuse history is likely to be limited in his/her emotional and social development.
4. **Criminogenic Beliefs:** OAR has partnered with George Mason University to study the population we serve and to evaluate our programs and services. Research by Dr. June Tangney has identified specific beliefs that are present in many offenders. Most offenders:
 - Fail to accept responsibility for their actions
 - Have a strong sense of entitlement
 - Have negative attitudes towards authority
 - Have a short-term orientation to the world
 - Are insensitive to the impact of their criminal actions.

Dr. Tangney's research shows that positive intervention can influence an offender's beliefs in a way that is likely to reduce criminal behavior.

5. **Negative Attitude Towards Authority:** Many offenders have had negative experiences with law enforcement personnel or other authority figures. These experiences make offenders less trusting and unwilling to rely on persons of authority when needing assistance. Additionally, when confronted by an authority figure a client may respond in a negative or aggressive way that creates significant personal consequences and challenges. A client's negative behavior towards an authority figure may be more easily understood if you have a thorough understanding of the beliefs and attitudes behind the behavior. As a mentor you will need to help the client to recognize how his beliefs and attitudes influence his/her behavior.
6. **Institutionalization:** Institutionalization is an emotional state or condition that develops after a person has spent a significant period of time detained in a correctional facility. An individual deprived of responsibility and independence through incarceration can become dependent upon others for his/her care. When released from incarceration, the institutionalized individual may quickly become overwhelmed by the struggles and challenges of daily life. The institutionalized mentee may seem "paralyzed" and unable to make decisions.
7. **Limited Family Support:** An ex-offender rarely has strong supportive ties with family members. When positive family relationships are intact, mentors should encourage behaviors that support the client's relationships with family members. However, many family relationships have been harmed beyond repair and the ex-offender has little or no personal support from family. This situation can create a very lonely and isolating environment for the offender. In such a position, an ex-offender may seek relationships with those actively involved in criminal behavior. The mentoring relationship may be the only productive dependable relationship in the ex-offender's life.
8. **Exposure to Violence:** Many offenders have witnessed, experienced, or perpetrated acts of violence. Regular exposure to violence may have desensitized your client to the impact that violent and abusive acts can have on others. As a mentor you may need to work with the client to allow him/her to see how others are impacted by his/her actions.

Mentoring Interest Form

Yes! I'm interested in being an OAR Mentor

*I am able to travel _____ miles from _____ (town/area)

*List (if any) types of criminal charges you prefer your mentee not have:

1. _____

2. _____

3. _____

*List any other concerns or considerations you may have in mentoring:

1. _____

2. _____

3. _____

I'm not sure if I am interested / have time to mentor

Sorry, I am unable to be an OAR Mentor

Volunteer's Name

Date

OAR of Fairfax County Monthly Action Report

Please return the white and yellow copies of this completed report to the Volunteer Coordinator the week following the end of the month. The pink copy is for your files. If the information is the same as in previous months, indicate "same". Press hard enough to record on all three sheets. Record only client per monthly action reports.

OAR Volunteer _____ Month _____ Year _____

Client Name _____ Client's SS# _____ - _____ - _____

Location(s): *check all that apply*

ADC Community Lobby Mail OAR office PRC State System Telephone Other

ACTIONS TAKEN: Please record all actions taken by writing the date and corresponding code(s):

Dates	Codes	Action Codes
		Information 10
		Interview 11
		Housing Referral 18
		Food Referral 20
		Clothing Referral 22
		Transportation Assist. 26
		Employment Referral 27
		Employment Advice 28
		Medical Referral 30
		Other Assistance 32
		Mental Health Referral 35
		Substance Abuse Ref. 36
		DFS Referral 37
		Other Referral 39
		Family Contact 08
		Home Visit 45
		Attorney Contact 46
		Court Contact 47
		Problem Resolution 48
		Correspondence 49
		One-to-One Session 51

Please answer the following questions:

1. Check the answer that best describes your relationship with the client:
 - The client **does not** feel comfortable talking to me.
 - The client seems to feel **somewhat** comfortable talking to me.
 - The client seems **very** comfortable talking to me.
2. As a mentor, I listen to my client's point of view:
 - Most of the time.
 - Sometimes.
 - Never.
3. Describe the client's goal-setting:
 - The client and I have **not** yet worked on setting goals.
 - The client and I have **begun** to set goals.
 - The client and I have **set** good goals.
4. Describe the client's goals:
 - The client's goals are **not** realistic.
 - The client's goals are **somewhat** realistic.
 - The client's goals are **realistic**.
5. Describe the client's steps taken to reach goals:
 - The client has taken several steps to reach his/her goal(s).
 - The client has taken at least one step to reach his/her goal(s).
 - The client has not taken steps to reach his/her goal(s).
6. **Matrix number** assignment:
 - Beginning contact matrix number _____
 - (Enter first score here on 3rd visit. This score never changes.)
 - Ending contact matrix number _____
 - (Enter score here at the end of each month.)

MONTHLY SUMMARY:

(You may use approximate numbers if necessary)

Total Client Visits _____

Number of Hours Spent (visits, calls, letters, etc. plus travel time) _____

Total Family Contacts _____

Numbers of Hours Spent with Family _____

Contacts (visits, calls, letters, etc. plus travel time)

Please list your comments/concerns: (use reverse of this page if necessary)

Agencies contacted to provide assistance: _____

Is client receiving training/education? Yes No If so, what kind? _____

Is client receiving treatment? Yes No If so, what kind? _____

Does client have contacts with family or community? (describe) _____

OAR MENTORING PROGRAM MILEAGE REIMBURSEMENT FORM

Request for the month of: _____

Date Submitted: _____

FROM: _____

SIGNATURE: _____

Date of Travel	Origin and Destination of Travel	Purpose of Travel	Miles Claimed*	Amount Spent
Total				

Approved by: _____

*Volunteer mentors may claim any miles over the amount required to travel to and from the Adult Detention Center.



Mentoring Program Client Assessment Matrix

Points	Description
0-10	In acute emotional crisis. Insufficient coping skills. No social or family support. Unfocused anger. Misplaced responsibility. Multiple defense mechanisms evident. Inability or unwillingness to set goals. High risk of relapse. Little to no social skills. Poor attitude towards self and others. No knowledge of Criminal Justice System (CJS).
11-20	Unrealistic in regards to future. Has developed patterns of inappropriate behaviors. Lack of conviction on seriousness of problems. Not willing to break down barriers, set goals and face up to problems. Cynical about programs. Emotionally unstable. In denial about CJS situation. Reluctant to open up to mentor.
21-30	Lack of future orientation and goal-setting behaviors. Appears needy in relationships. Numerous defense mechanisms. Unable to identify the effect his/her actions has on others. Aware of need for help, but not mature enough to work for it – needs great deal of discipline and motivation from mentor.
31-40	Depressed about circumstances, but becoming more realistic. Goals are limited and not very energetic or realistic. Some degree of emotional instability still evident. Beginning to accept reality of CJS situation, but discouraged about future. Showing a willingness to communicate openly with mentor.
41-50	Wants support, willing to help him/her self. Beginning to deal with issues of guilt and shame. Able to manage some emotional difficulties. Possesses some social skills and is able to interact well with others in some settings. Aware of defense mechanisms, but continues to rely on them for support. Developing positive relationship with mentor.
51-60	Beginning to possess appropriate coping skills. Appears to be making good steps to “reform” life. Developing some short to mid-length personal goals. Possesses an evolving view of self and others. Beginning to confront own defense mechanisms. Adjusted well to situation, beginning to accept reality of Criminal Justice System.
61-70	Improved attitude, more focus on long-term plans. Seems sincere and honest in attempts. Open to learning new coping skills (emotional, mental, interpersonal). Adequate support from family. Beginning to accept responsibility for actions. Beginning to examine and set healthy, future-oriented goals with help from mentor. Listens well and follows through with suggestions from mentor.
71-80	Developing short and long term personal goals. Is learning how to deal with emotional hardships. Beginning to recognize control and ownership of personal actions. Exhibiting decreased use of defense mechanisms for support. Has a positive view of self and others. Increased acceptance of CJS circumstances. Has developed an open and trusting relationship with mentor.
81-90	Able to set realistic goals and able to develop a plan for achieving goals. Setting up post-release support. Putting proper controls in place to prevent returning to jail. Minimal use of defense mechanisms. Capable of interacting well with others and able to manage conflicts that arise.
91-100	Full acceptance of CJS circumstances. Taking full responsibility for reparative and restorative measures. Taking specific steps to achieve the goals with limited to no guidance from mentor. Recognizes actions and related consequences. Honest evaluation of self and others. Personally motivated to plan for the future. Involving self in healthy family and/or friend relationships.

Critical Incident Report Instructions

POLICY: It is the policy of OAR of Fairfax County, Inc. to obtain and maintain information of all serious incidents, including alleged incidents, involving clients, staff, volunteers, or office safety issues.

DEFINITION: A serious incident is defined as any occurrence, or report of an alleged occurrence, on the property of OAR, or involving an employee or volunteer of OAR at the ADC or AIB or in any location a staff member or volunteer is interacting with clients. This includes any incident which has the potential of being dangerous, injurious, threatening, or resulting in emergency medical or mental health treatment (any call to 911 is considered a critical incident) and any mention of serious dissatisfaction or disagreement with OAR practices or policies which may result in the threat of legal action.

REPORTING: Such incidents must be reported in writing by the person involved before the end of the day and signed by staff/volunteer witness (A witness signature is only needed if there was more than one staff/volunteer who actually witnessed the event being described). The report shall contain the pertinent information including a full description of the incident, the location and time of the incident, the names and titles of all parties involved, the names and titles of all parties notified (i.e. ADC staff, EMT's etc), any immediate resolution of the incident, as well as recommendations for follow-up. The report should contain facts of the event, not opinions.

REPORTING DEADLINE: The Critical Incident Report shall be completed immediately following the mentoring session and distributed by the next business day.

REPORT DISTRIBUTION: One copy of the report shall be given to an OAR Case Manager and one copy forwarded to the OAR Executive Directors. A phone call to the Case Manager and/or an e-mail informing the Case Manager of the event is also expected.

Critical Incident Report Form

Date Report Completed: _____ Date of Incident: _____

Staff/Volunteer Involved: _____

Other Parties Involved: _____

Briefly Describe the Incident: _____

Action Taken: _____

Follow-up Plan: _____

I have read this report and agree that it contains concise, thorough and factual information.

_____	_____	_____	_____
Staff/Volunteer completing report	Date	Staff/Volunteer witnessing incident	Date

_____	_____	_____	_____
Other witness	Date	Other witness	Date

Note: If more space is needed, please attach additional pages.

Success Story Instructions

OAR attempts to gather success stories that can be used for a variety of purposes. Success stories are gathered from OAR staff, volunteers, and clients. The success stories allow us to demonstrate to funding sources and other supporters of the organization the real value of the work that is performed by the OAR team of staff and volunteers. As a volunteer mentor, you provide direct client services and are most likely to see a client's successes. We request that you capture the success of your clients in writing and email them to the OAR TFS Senior Case Manager at lmcgill@oarfairfax.org.

Please do not feel as though you need to wait for a major accomplishment before writing a success story. You will likely experience small successes with your client on a regular basis. Any and all of these successes could be captured by writing-up a quick summary of the event. Examples of moments that would be worthy of a success story include:

- Client completes his or her first resume
- Client re-establishes a relationship with his daughter and speaks with her over the phone
- Client maintains sobriety for 90 days after struggling with addiction for 10+ years
- Client acknowledges the value of the mentoring relationship in comments to you
- Client obtains her first "legitimate" job

The success story write-up should be brief and informal. The story should not violate a client's confidentiality. Therefore, the story should not be too specific and the client's real name should not be used. Success stories are very valuable to the organization and will remind you of the value of your time and effort.

Mentoring Feedback Survey

Mentor Name: _____

Client Name: _____

Length of relationship to date: _____

Dear Volunteer,

We'd like you to describe any changes you've observed with our mentee in the areas outlined below. Please consider each category carefully and provide your honest feedback. Thank you.

Strong Improvement	Some Improvement	No Change	Somewhat worse	Much Worse	Don't Know	Not relevant
--------------------	------------------	-----------	----------------	------------	------------	--------------

Confidence

Self Confidence						
Expresses feelings						
Can make decisions						
Has interests/hobbies						
Grooming/Appearance						
Positive outlook on future						

Competence

Uses community resources						
Uses OAR resources						
Job performance						
Attitude toward employment						
Completes Service Plan goals						
Attitude during mentoring						
Avoids criminal behavior						
Avoids Substance use/abuse						

Caring

Shows trust toward you						
Respect for diversity						
Relationship with family						
Maintains healthy friendships						
Attitude with authority figures						

Thank you for completing this survey. We appreciate all that you do as a Mentor and know that so much of what you offer can't be measured on a survey. If you would like to discuss this survey, or other issues related to your mentoring relationship, please contact OAR staff.

OAR MENTORING
PROGRAM EVALUATION FORM

Mentor Name: _____

Mentee Name: _____

Date: _____

As a volunteer mentor, it is important that we are able to contact you in an emergency. Please update any changes to your contact information:

Address _____

Telephone (H): _____ (W): _____ (C): _____

Email address: _____

In case of an emergency, who should we contact (Name & phone number):

Name: _____ Relationship to you: _____

Telephone (H): _____ (W): _____ (C): _____

Describe your relationship with your Mentee. Include both positive and negatives.

What, if anything would you like to change or improve about your match?

3. Rate how satisfied you are with the amount/frequency of contact with your Mentee?

1	2	3	4	5
Not Satisfied		Neither		Very Satisfied

Comments: _____

5. Rate how satisfied you are with your relationship with your Mentee?

1	2	3	4	5
Not Satisfied		Neither		Very Satisfied

Comments: _____

6. How would you rate the communication you have with your Mentee?

1	2	3	4	5
Not Satisfied		Neither		Very Satisfied

Comments: _____

7. Have you received the support you need from OAR staff? If not, explain.

8. Do you have suggestions for ways that OAR could provide you with additional support?

9. Are there any concerns with your mentoring relationship that need to be addressed?

OAR MENTORING Exit Survey

Thank you for serving as a mentor in the OAR Mentoring Program. Your efforts are greatly appreciated. We are always looking for ways to improve our program and appreciate your feedback. Please complete the following and return in the enclosed envelope.

Name: _____ Date: _____

Name of Mentee: _____

Length of Match: _____

Check the boxes that best describe your relationship with your mentee. Then answer the questions that appear below.

1. I believe the relationship I develop with my mentee was:

Very meaningful for the client Meaningful for the client Not very meaningful for the client

2. I believe the mentoring match was:

Very successful Successful Not very successful

Why did your relationship end?

Do you feel like you made a difference in your mentee's life? Yes No

Please explain:

Did you feel you received adequate support and supervision from OAR program staff?

What aspects of the OAR Mentoring Program did you like the best?

What aspects of the OAR Mentoring Program did you like the least?

What could OAR have done to make our program a better experience for you and/or your mentee?

Would you like to be re-matched? Yes No

Please provide any additional comments:

