



United Way
of Northern New Jersey

MENTOR TRAINING GUIDE

UNITED WAY OF NORTHERN NEW JERSEY MENTOR TRAINING CENTER

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GIVE. ADVOCATE. VOLUNTEER.

LIVE UNITED.

WELCOME!

Welcome to United Way of Northern New Jersey's Mentor Training Class. You are making an important investment in yourself and in your future mentees.

The overall goal of this mentor training class is to provide volunteer mentor candidates with a basic education of what it means to be a mentor. While we cannot give agency specifics, we can and will provide you with basics that you can use in your role as a mentor.

Additional goals of this mentor training class include:

- To help you gain insights into your motivation for mentoring
- To help you gain insights into your own value systems and the value systems of others
- To have the opportunity to practice what you have learned
- To be equipped to make an informed choice of an agency to become involved with as a mentor

We have prepared this workbook for you for a variety of reasons:

- To provide you with mentoring resource material to use in the future
- To enhance the learning process as you make notes and complete exercises
- To help you review the training material in preparation for practice sessions
- To prepare you for an interview with the mentoring agency of your choice
- To give you a central place to maintain information on mentoring that you may collect in the future

The instructor is here to help you. We encourage you to ask questions if you do not understand the point that has been made, or to comment if the point has triggered a relevant thought. As with any training, what you get out of the experience depends largely on what you put into it.

United Way's Mentor Training Class is 12 hours in length. Because your time is important, the instructor is committed to begin and end each session on time. Please make every effort to arrive 10 minutes before class begins.

A Certificate of Completion will be given to students who have attended all training sessions. This certificate is not a guarantee of acceptance by an agency. It tells agency personnel that you have completed the entire curriculum and have reached the foundation necessary to be considered as a mentor.

Enjoy the training!



John B. Franklin
United Way of Northern New Jersey Interim CEO

Nothing contained in this book is to be considered as the rendering of legal advice. Students are responsible for obtaining such advice from their own legal counsel. This book and any information contained herein are intended for educational and informational purposes only.

MENTOR TRAINING GUIDE



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SESSION ONE

I. Introductions and Workshop Objectives

- A. Agenda Review
- B. Expectations of the Training
- C. Curriculum Review

II. Definition of Mentoring

III. Needs and Expectations

IV. Fundamentals of Mentoring

- A. Supervision
- B. Confidentiality
- C. Boundaries
- D. Consistency
- E. Time

V. The Four Rs of Mentoring

- A. Role
- B. Rights
- C. Responsibilities
- D. Risks

VI. Practicing What We Have Learned

VII. Homework Review



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INTRODUCTION EXERCISE


Use this page to take notes while interviewing your partner. You will want to find out:

Partner's Name:

Town:

Occupation:

How do you spend your day?



How did you hear about United Way's Mentor Training Class?

Describe your interest in mentoring:

What is a goal that you constantly set, yet never have achieved?

What do you want to be when you grow up?



MENTOR TRAINING OBJECTIVES

- To provide the mentor volunteer candidate with basic information about what it means to be a mentor
- To help the mentor volunteer candidate gain insights into his/her motivation for volunteering
- To gain understanding of the mentor volunteer candidate's value systems and the value systems of others
- To have the opportunity to practice what you have learned
- To be equipped to make an informed choice of an agency to become involved with as a mentor



DEFINITION OF MENTORING

What We Know


Mentors are people who continuously help others and provide support.

The Facts

A supportive one-to-one relationship between two individuals based in trust and committed to educational, social, and personal growth.

Is There More?

There are few things that make a good mentor. For example, a mentor must be supportive, guiding, inspiring, caring, and nonjudgmental. The mentor and mentee work together to set specific goals for an agreed length of time. It is crucial that the mentee feels supported, safe, and connected during the mentoring process. Exposure to new things and a new way of doing activities is important. Having an advisor there, as well as a sounding board, is important to a mentee. This includes nurturing the relationship through communication and activities. This helps build confidence, allowing room for failure with much support.





FUNDAMENTALS OF MENTORING



A good mentoring experience is dependent on many fundamental issues. Some of the most important are:

Supervision

It is important to stay in touch with your supervisor. They are responsible for the performance of the activity or job and for the correct behavior and safety of the mentor and mentee. It is your responsibility to protect the mentor/mentee relationship.

Confidentiality


Mentors must keep information private between him/her and the mentee. However, there are circumstances where information should be shared. For example, if the mentee threatens to hurt him/herself or another person, it is your responsibility to go directly to your supervisor for help with the situation.

Boundaries

It is important for mentors to understand boundaries in the mentor/mentee relationship. Stepping over the line could lead to disaster.

Consistency

Meeting consistently with your mentee is critical. To build consistency in the mentor/mentee relationship is to be honest, be reliable, be nonjudgmental, and be caring. Constant communication between you and your mentee is a key component to consistency.



Time

Before you agree to be a mentor, be sure you have the time.



SUPERVISION

Don't go it alone...

Talk with your supervisor often.



Why?



CONFIDENTIALITY



It is important to maintain trust with your mentee. Confidentiality is a big part of building trust.

Confidentiality between You and Your Mentee

When you break it:

- Reporting child abuse and/or neglect
- When a mentee wants to harm his/herself or someone else
- Other

When you keep it:

Confidentiality between You and Your Supervisor



What you share:

- Child abuse and/or neglect
- A mentee who wants to hurt him/herself or someone else
- Information pertaining to the mentor/mentee relationship


What remains between you and your mentee:



BOUNDARIES

It is important to understand your role as a mentor, and what you can and cannot do as part of the mentor/mentee relationship.

What do boundaries mean to you?



What are boundaries?

How do boundaries determine what you do or say?



CONSISTENCY

What is it?

To build consistency in the mentor/mentee relationship is to be honest, be reliable, be nonjudgmental, and be caring. Constant communication between you and your mentee is a key component to consistency, and will help you build trust. Both components are critical to the mentor/mentee relationship.

Developing trust.

Should I stay or should I go?

If it is within your power, be there!



TIME

The time spent with your mentee is special. From the beginning it is important to be clear about time expectations between both you and your mentee.

You must also make time for your supervisor and for additional education on mentoring topics.

Time with Your Mentee

- Length of match
- Required number of meetings per month/week
- Required number of hours per meeting

Time with Your Supervisor

- Required frequency of meetings and/or telephone conversations
- Do you need to complete written reports? How much time is needed to prepare reports?

Time for Education

- In-service training
- Team meetings

And don't forget, time for recognition!



THE FOUR Rs OF MENTORING

I. ROLE

What is your role in mentoring?

This will depend on the agency and the type of mentoring you are doing. On the whole, your mentoring experience will include:

- Guide
- Teacher
- Listener
- Other – add more of your own!

Your role is NOT that of a(n):

And remember, stay in your role!



THE FOUR Rs OF MENTORING

II. RIGHTS

It is your right –

- To be assigned a mentoring job that is worthwhile and challenging, with freedom to use existing skills and to develop new ones.
- To be trusted with confidential information that will help you carry out your mentoring assignment.
- To be kept up-to-date on pertinent agency information through newsletters, in-service training, seminars, and team meetings.
- To receive orientation, training, and supervision for the mentoring job you accept.
- To receive feedback, evaluation of your work, and encouragement from your supervisor.
- To indicate when you do not want to receive phone calls or when out-of-pocket costs are unacceptable or too great for you.
- To be given appropriate recognition in the form of awards, achievement certificates, etc. More importantly, to receive recognition of your day-to-day contributions by agency staff.
- To ask for a new assignment or a break between assignments.

THE FOUR Rs OF MENTORING

III. RESPONSIBILITIES

It is your responsibility –

- To accept an assignment with only as much responsibility as you can handle. Decline work that is not acceptable to you.
- To respect confidences of your sponsoring agency. To respect mentee confidences at all times, except within agency rules, like when a mentee says he/she is going to harm him/herself or others, or is going to commit a crime.
- To fulfill your commitment or notify your supervisor or your mentee as soon as possible if you cannot.
- To follow the rules, regulations, policies, and procedures established by your organization for your behavior as a mentor.
- To not let biases interfere with your job performance. To not proselytize or pressure your mentee to accept your standards or values.
- To stipulate limitations – out-of-pocket expenses, receiving calls from the agency at work, etc. – at the beginning of your agency relationship.
- To use reasonable judgment in making decisions when there appears to be no policy or the policy is not communicated to you. Then, consult with your supervisor to communicate your action and to ask for further guidance.
- To report to your supervisor any concern about the mentee, such as behavior, comments, or reports of possible problems.
- To maintain the boundaries of the relationship as stipulated by the agency.
- To refrain from the use of alcoholic beverages before or during time spent with the mentee.



THE FOUR Rs OF MENTORING

IV. RISKS

Are there risks in mentoring? Of course!


Anything worth doing has some sort of risk associated with it.

List three risks you think may be associated with mentoring.

1.

2.

3.



Add others that are discussed or may be a concern to you.


What is the best way to manage risks?



PRACTICING WHAT WE HAVE LEARNED



A few thoughts about mentoring!

- Mentoring is about both giving and getting. Avoid burnout. Achieve personal growth!
 - There are many kinds of mentoring opportunities. Choose the one that is best for you.
 - There are many levels of supervision in mentoring. If you are working with a formal mentoring program, be sure you are appropriately supervised.
 - Do not embark on a mentoring relationship unless you are sure you can commit the necessary time to it.
 - Obey agency rules. Stay within the prescribed boundaries. Stay within your role.
 - Assess your risks realistically. Manage them by adhering to the rules, communicating with your supervisor, controlling your behavior, and using common sense.
- 



SCENARIO A

You are working with a woman who is reentering the workforce to help her reinforce her technical skills. You are a professional in the field and subscribe to many trade magazines at home that will help her.

The agency has strict rules against sharing personal information with your mentee, and against giving any type of gifts. As you are going out the door to meet with her, you grab several trade magazines off your coffee table to use in your meeting. At the end of your meeting you leave the magazines with her.

What issues from the training are represented here?



What, if anything, would you do at this point?



SCENARIO B




You are mentoring a young boy who has no father in his life. You have been matched with him for four weeks and have missed two weekly visits for legitimate reasons.

It is 5:30pm. You have made plans with your mentee for this evening at 6:30pm. It has been a long day and you are tired. It's raining. There is a special movie on TV that you want to see tonight and programming your DVR annoys you. Kids get over stuff easily. Why not just call and cancel this meeting?

What issues from training are represented here?

What would you do and why?






HOMEWORK

EXPLORING YOUR VALUES

Values show up in every part of daily life. The object of this exercise is to discover what is important to you and, through class discussion, how it compares to what is important to others. Don't spend a lot of time thinking about your answers. Go with your first reaction! There is no right or wrong answers.

This exercise will not be collected. It is designed to help you look at your own values.

1. What is something you are proud of?
 2. What is some issue about which you would have taken a public stand recently?
 3. What is one thing you would change in our state?
 4. What is one thing you hope your children will not have to go through?
 5. Who is the fairest person you know? What is his/her secret?
 6. What is something in the news lately that really disturbed you?
 7. What one quality do you want in a friend?
 8. What is something you really want to learn how to do before you die?
 9. How did you handle a recent disagreement?
 10. What one thing (not person) is most important to you?
- 

SESSION TWO

- I. Stages of the Relationship
- II. Four Tasks of Mentoring
- III. Setting and Achieving Goals
- IV. Appreciating Diversity
 - A. Dimensions of Diversity
 - B. Diversity and the Mentoring Relationship
- V. Exploring Your Values
 - A. Know Your Own Values
 - B. Debrief of Homework Exercise (see p. 18)
 - C. The Mentor's Role Regarding Values
- VI. Practicing What We Have Learned
- VII. Homework Review



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STAGES OF THE RELATIONSHIP

Stage One
Get Acquainted

Stage Two
Growth



Stage Three
Maturity

Stage Four
Decline

Stage Five
Closure



FOUR TASKS OF MENTORING



- I. Get to know your mentee. Establish a positive personal relationship.
- II. Help your mentee develop critical life skills.
- III. Assist your mentee in obtaining additional resources.
- IV. Develop and/or increase the mentee's ability to set and achieve goals.



SETTING AND ACHIEVING GOALS

One of the most important parts of mentoring is goal setting.

Who should set goals?

- A. The mentee
- B. The mentor
- C. The supervisor
- D. All of the above

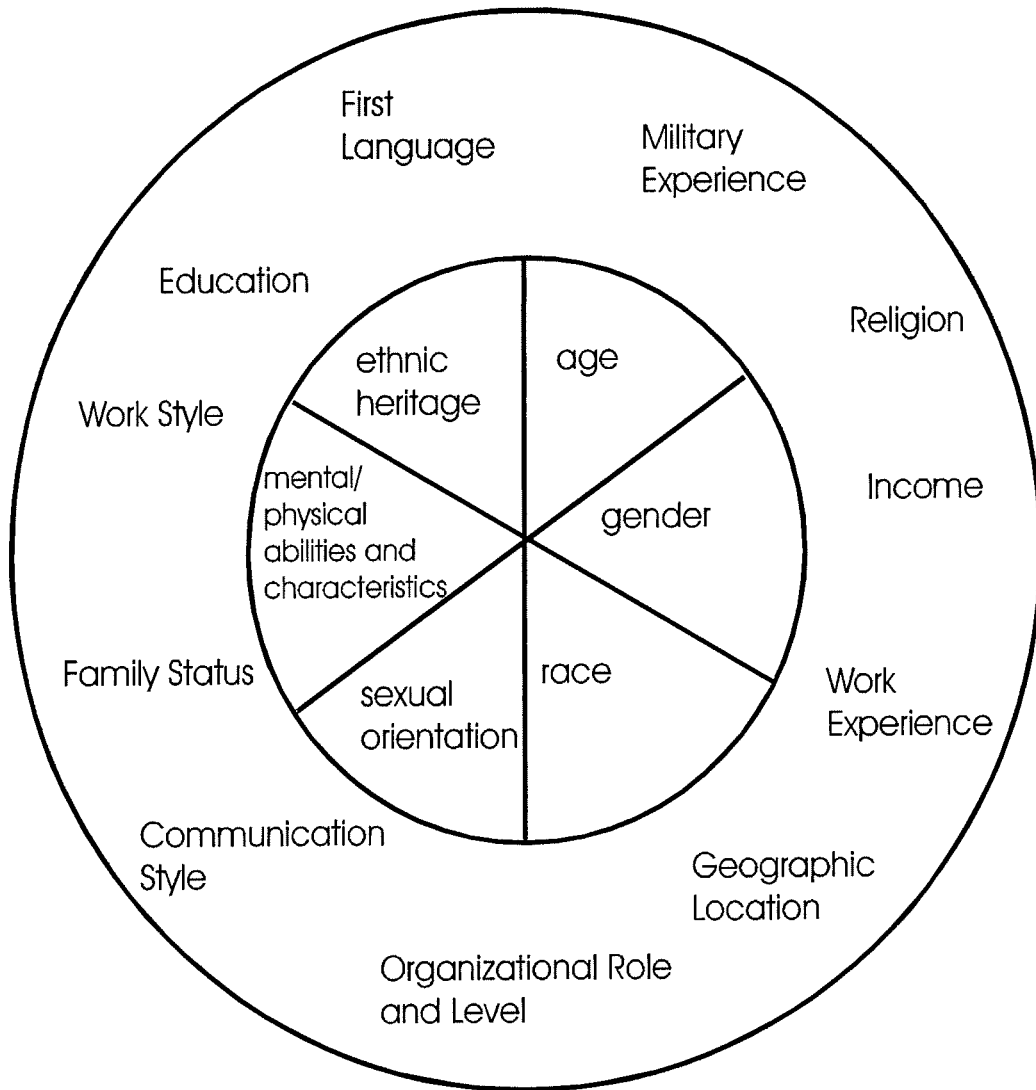
Goals must be owned by:



Goals are important because:

- They give meaning to the match
- They give direction to the match
- They give a means to measure success during the match
- They can suggest activities for the match
- They can teach discipline

DIMENSIONS OF DIVERSITY






DIVERSITY SMALL GROUP EXERCISE

How might Dimensions of Diversity positively impact the relationship between mentor and mentee?

How might Dimensions of Diversity negatively impact the relationship between the mentor and mentee?



What are some strategies and actions you can use to minimize the negative and maximize the positive?

What is your responsibility as a mentor when it comes to diversity?



EXPLORING YOUR VALUES



What are values?

Values are principles or qualities that are intrinsically desirable. Values are the things that are important to people, including one's beliefs.


What are some of your values?



VALUES SMALL GROUP EXERCISE

How are values related to diversity?

How do values impact the mentoring relationship?



What is the mentor's role with regard to values?



PRACTICING WHAT WE HAVE LEARNED



A few thoughts about mentoring!

- Your mentoring relationship should have a beginning, middle, and end. Everyone should know when the end will be.
- Setting and achieving goals are critical parts of the mentoring relationship. Goals should always be owned by the mentee.
- Diversity goes beyond race, gender, and ethnicity. Make diversity work for you and your mentee.
- Discrimination is not inherently wrong.
- Values are very personal and define who we are and how we behave. Values should never be imposed on the mentee. Help your mentee understand his/her values through self-assessment of his/her behavior.




SCENARIO C

You are matched with a senior in a nursing home. She is alone and really enjoys your companionship. She just received a call from her son, who lives out of state, telling her that his 15-year-old daughter is pregnant.

Your mentee's son is thinking about paying for an abortion for his daughter. Your mentee is very upset. She doesn't know what to think. She asks what she should say to her son. You are pro-life and believe that under no circumstances is abortion appropriate.

What issues from the training are represented here?



How would you handle this situation and why?



SCENARIO D




You are working with a third year college student. One of his goals is to get a job for the summer. He hopes it will be in an advertising agency since that is what he is studying in school.

You are out with him for a fun afternoon. You are spending some time at the zoo, a favorite place for both of you. As you walk around, he sees two guys walking together. He snorts and makes a disparaging remark about homosexuals. When you question him why he feels that way, he responds – “They are all weird and stupid.”

What issues from the training are demonstrated here?

How would you handle this situation and why?



HOMEWORK

ARE YOU A GOOD LISTENER?

Please check yes or no.

This exercise will not be collected. It is designed to help you learn more about what it means to be a good listener.

I let someone know when I'm not interested in speaking with them.
 Yes No

I often pretend to listen when I'm not.
 Yes No

People often accuse me of not listening.
 Yes No

I make good eye contact with the speaker(s).
 Yes No

I often ask clarifying questions.
 Yes No

Sometimes I get stuck on one point a speaker has made so that I cannot focus on anything else he/she says.
 Yes No

I jump in and finish people's sentences.
 Yes No

People like to confide in me. I'm sure it's because they know I'm a good listener.
 Yes No

I try hard to pay attention when someone's speaking to me.
 Yes No

It's tough, but I try to put myself in the speaker's shoes so I can understand his/her feelings better.

_____ Yes _____ No

My memory often fails me, even if I've paid close attention.

_____ Yes _____ No

I often change my opinions after discussions.

_____ Yes _____ No

I'm pretty good at tuning in and out of a conversation without missing much.

_____ Yes _____ No

I make physical gestures (like nodding) to let the speaker know that I'm listening.

_____ Yes _____ No

I jot down notes about important information I've heard.

_____ Yes _____ No

I think listening is easy, but talking is really the problem.

_____ Yes _____ No

When I know I'll be quizzed on the material, I tend to listen harder.

_____ Yes _____ No

When I'm part of a group, I pay less attention. I assume someone else will get the message.

_____ Yes _____ No

SESSION THREE

- I. Communication
 - A. Communication Process
 - B. Active Listening
 - C. Non-Verbal Communication
 - D. Effective Listening Responses

- II. Problem Solving
 - A. Problem Solving Model
 - B. Group Exercise
 - C. Pairs Exercise

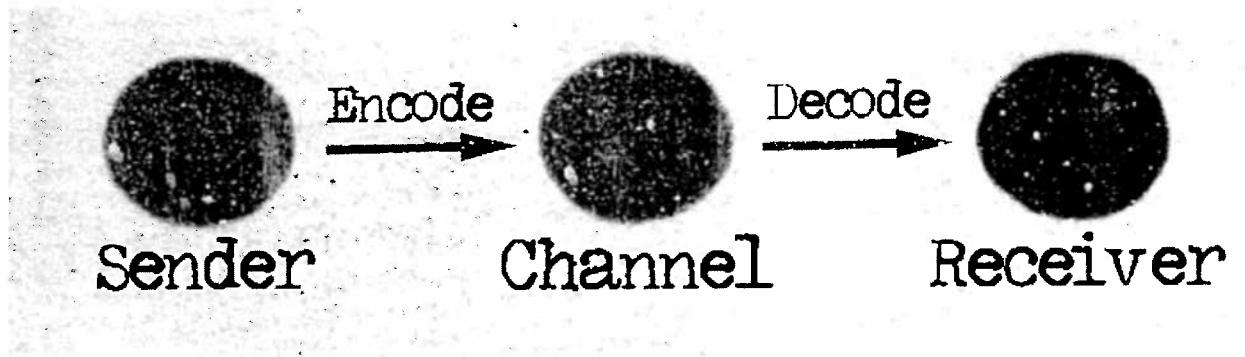
- III. Practicing What We Have Learned



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THE COMMUNICATION PROCESS

Many things can influence the sending and receiving of messages. When working with your mentee, it is important to be mindful of influential factors. The communication process is all about how these factors can impact the relationship.





ACTIVE LISTENING

- Agree to the purpose of the discussion
- Pay attention to non-verbal communication
- Ask questions to support, understand, and clarify

NON-VERBAL COMMUNICATION

	Appropriate Use	Inappropriate Use
Facial Expression		
Body Posture		
Gestures		
Tone of Voice		

What Counts!

- Words are 7%
- Voice is 38%
- Non-verbal signals are 55%


Knowing this information, how will you view your communication with your mentee?



EFFECTIVE LISTENING RESPONSES

Reflect. Be a mirror.

Paraphrase. Check the meaning.



Check perceptions. What emotions do you hear?

Probe. To clarify, learn more, or challenge thinking.

EFFECTIVE LISTENING RESPONSES

Type	Purpose	Examples
Listening	To show that you are interested and listening. To encourage the other person to continue talking.	I see. I understand. Tell me more.
Perception. Check for feelings	To show that you understand how the other person feels. To check on the accuracy of your perception. To help the speaker evaluate his/her feelings.	You seem angry. You look pleased. You seem upset. What is bothering you?
Input discussion	To encourage creative, visionary ideas.	That's a good idea. Could you build on that? What other thoughts come to mind?
Questioning	Check for clarification. Probing and expansionary. Challenging.	Could you clarify this for me? When, where, why, and how questions. Why do you think that happened?
Paraphrase	To check meaning with others.	I understand you to mean...
Agreement	Focus. Steps for action.	These are the ideas that have been discussed. To summarize what you have agreed upon.



PROBLEM SOLVING: THE SEVEN STEP MODEL

State the problem.

Provide background.

Generate ideas.

Select idea(s).



Analyze idea(s). Benefits and Concerns.

Overcome critical concerns.

Develop action plan. What, Who, When.

PRACTICING WHAT WE HAVE LEARNED

A few thoughts about mentoring!

- Effective communication is essential to a good mentoring relationship. Understanding non-verbal communication is a key component.
- Practice active listening. Practice, practice, practice.
- Listen to understand, not to answer.
- Teach problem solving to your mentee. Practice the seven step process with them.
- Do not take over your mentee's problem. Let them own it and solve it.



SCENARIO E

You are matched with a teenage girl who is living in a youth shelter.

Your supervisor has filled you in on the details of the case of this young girl who ran away from home for the third time. There are serious problems at home. The authorities have decided not to return her to her family at this time. She knows this. You talked with the supervisor about some serious goals that need to be formed and worked on.

This is your first meeting with her. She is angry and needs to vent. “Why do I have to be the one taken out of my home? This is not my fault, but I am being punished.”

What will you do in this situation and why?




SCENARIO F

You sought out and found an agency that works with children from single parent homes. You have been matched with a young man whose parents have been recently divorced.

As you get to know this young man over a few weeks, you discover he is struggling with the fact that the divorce caused his mother and him to move to another home – another neighborhood. He is very uncomfortable there because he doesn't know anyone. He left all his friends behind and doesn't know what to do.

What topic from the training is represented in this scenario?

How would you handle this situation and why?



SESSION FOUR

I. Review

II. Practicing What We Have Learned
A. Discussions and Role Plays

III. Selecting a Mentoring Position
A. Selection Criteria: What to Expect from the Mentoring Agency
B. What's Next?

IV. Evaluation

V. Presentation of Certificates



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WHY DO I WANT TO BE A MENTOR?



When asked, “why do you want to become a mentor,” the answer may seem obvious. Who wouldn’t want to help others?

However, taking a closer look reveals that people may have very different and unique reasons for reaching out to others. They may all be valid, but being aware of them is important. Keeping a checklist of your needs and beliefs can help you better understand how you perceive your role as a mentor, how you expect your mentee to respond to you, how you interpret your mentee’s actions, and why mentoring is (or is not) fulfilling for you.

Feel free to add or revise the items in this list at any time. This is your tool. Its purpose is to introduce you to some reasons for mentoring that you may or may not have considered, but which may apply to you.

Reasons for Mentoring

- I feel we all have a responsibility to help others when we are able.
- I’m not sure I want to be a mentor. I just want to find out more about it.
- I consider helping in my community a part of the mission of my religion.
- Someone asked me to become a mentor and I didn’t want to say no.
- I feel guilty whenever I see someone I think I could help.
- I think I can learn more about myself from mentoring.
- I have lots of ideas about what people can do to help themselves and I want to tell them.
- I think I can learn more about other people and maybe challenge some of my stereotypes.
- I am curious about people from backgrounds other than my own.
- I consider it my duty to help because the government is not doing enough.
- I don’t think it is the government’s job to help. It is the individual citizen’s job.
- Being a mentor will be a challenge for me.



Being a mentor will help me use my spare time in a productive way.

I am lonely.

I want to be part of an organization that helps people.

I want to help other women/men when they are going through a tough time.

Mentoring is a good way to get out of the house.

I want to check out social work to see if it is the right career for me.


I want the recognition.

I will feel better about myself if I mentor someone else.

I enjoy solving people's problems for them.

People have helped me in my life and I want to give back.

There are a lot of people out there who need help and I cannot just sit by and do nothing.



I love kids and love to be with them.

SELECTION CRITERIA

As an individual offering to volunteer your time as a mentor, you have the right and responsibility to choose, very carefully, the agency you will work with. We have listed some important criteria below that you will want to keep in mind as you select the right agency. Don't be shy about asking questions. The agency will ask many questions of you to be sure that they are making the right choice. You should do the same.

We have shared this form with the agencies that are participating in this training process. They should be prepared to answer your questions. However, your search for an agency may take you beyond the agencies we have introduced you to throughout this training. They may or may not be prepared for your questions. Nonetheless, you have the right and responsibility to ask.



We have structured this form so that you can use it as a tool for interviewing the agencies. Please feel free to make copies and to use this form again.

Agency Name:

Contact:

Date:

1. How is the agency structured?
2. What are the agency's sources of revenue?
3. What is the mission of the agency?
4. What are the agency's policies?




5. How will I be prepared for my experiences as a mentor?

6. Does the agency provide a written job description and specific information on time requirements, goals of the agency and program, dress and behavior codes, and boundaries of the mentoring relationship?

7. What kind of ongoing training is provided for me as a mentor?

8. What are my opportunities for giving my thoughts, opinions, and suggestions to the agency?



9. Do you have a confidentiality policy that protects me? If so, may I have a copy?

10. Will a professional staff member supervise me? If so, what will that supervision consist of?

11. How will my performance and progress be evaluated?

12. How will the agency protect me against risks inherent in mentoring?



13. How will the agency respond to any allegations made against me by my mentee?



14. How is the confidentiality of my mentee protected?

15. What are the opportunities to volunteer in other areas of the agency?

16. What kind of recognition does the agency provide?

17. Does the agency have a policy or procedure for handling a grievance I may have?



18. How will the staff help me to avoid burnout?

19. Does the agency require a physical examination or inoculations?

20. Additional questions or comments.

Permission to copy this form given only to students who have completed United Way's Mentor Training Classes.





A MENTOR'S HOPE

I will listen to you with my heart as well as my ears.

I will use the benefit of my experience to guide you.

I will encourage you to rise up and meet yourself.

I will challenge you to find your talents.

I will help you recognize opportunity.


I will find the best in you.

I will not judge you.

I will not lie to you or for you.

I will not do it for you.

I will not accept less than your best efforts.



I will not accept excuses.

I will not give up on you.

★ *Valerie Felty*

RESOURCES FOR MENTORS

DIVISION OF YOUTH AND FAMILY SERVICES (DYFS) TOLL-FREE HOTLINES

Child Abuse/Neglect Hotline

1.877.652.2873

1.800.835.5510 (TTY/TDD)

You can call this number 24 hours a day, seven days a week.

Any person having reasonable cause to believe that a child has been abused or neglected has a legal responsibility to report it to DYFS. DYFS is mandated to investigate all reports of child abuse and neglect.

Family Helpline

1.800.843.5437

You can call this number 24 hours a day, seven days a week.

If you're feeling stressed out, call the Family Helpline and work through your frustrations before a crisis occurs. You'll speak to sensitive, trained volunteer of Parents Anonymous who can provide empathic listening about parenting and refer you to resources in your community.



RESOURCES FOR MENTORS

Reporting Child Abuse in New Jersey

- The law says that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report this information immediately to DYFS.
- On weekdays from 9:00am – 5:00pm, reports of child abuse and neglect can be made at your local DYFS district office. There is at least one district office in every county. To report abuse in institutions, like a child care center, school, or residential treatment center, call 1.800.215.6853.
- The Office of Child Abuse Control (OCAC) operates a toll-free 24-hour, seven day a week hotline – 1.800.792.8610 – to receive reports of child abuse and neglect. Calls received at OCAC during normal working hours are immediately referred to the appropriate district office. Calls received outside of normal working hours are referred to the Special Response Unit (SPRU).
- DYFS accepts all allegations of child abuse and neglect by phone and in person from all sources, including the child or parent themselves. Reports may also be made anonymously.
- Upon receiving a report of child abuse or neglect, a DYFS caseworker shall investigate the allegations and take necessary action to insure the safety of the child.



Immunity from Civil or Criminal Liability

- According to the law, any person who reports abuse or neglect, or testifies in a child abuse hearing resulting from such a report, is immune from any criminal or civil liability as a result of such action.

Your Responsibility by Law

- According to the law, any person who knowingly fails to report suspected abuse or neglect or to comply with the provisions of the law is a disorderly person and subject to a fine up to \$1,000 or up to six months imprisonment, or both.





**United Way
of Northern New Jersey**

MENTOR OPPORTUNITIES

**UNITED WAY OF NORTHERN NEW JERSEY
MENTOR TRAINING CENTER**

**P.O. Box 1948
Morristown, NJ 07962
973.993.1160**

www.UnitedWayNNJ.org



Big Brothers Big Sisters of Morris, Bergen & Passaic Counties
1259 Route 46 East, Building 3
Parsippany, NJ 07054

Contact: Ann Hogan, Vice President of Programs

Phone: 973.335.3044, x12

Fax: 973.331.5138

Email: ahogan@bbbsmbp.org

Website: http://www.bbbs.org/site/c.lskYL5PILtF/b.3510659/k.Fo84/Home_Page.htm

Mission

To help children reach their potential through professionally supported one-to-one relationships with measurable impact.

Mentoring Opportunities

In site-based mentoring programs, Bigs and Littles meet for one-to-one mentoring in the child's school or alternative after-care setting. Bigs and Littles typically meet once a week to read together, play sports or computer games, or simply talk about life and personal issues – just as friends do. Site-based mentoring is not a tutoring program.

Site-Based Opportunities:

- **Corporate Mentoring Program:** Employees from local companies mentor children at their school or at their work site one hour each week or every other week.
- **High School Mentoring Program:** High School Bigs meet with elementary or middle school Littles one hour per week after school.
- **Delbarton Program:** Juniors and Seniors at Morristown's Delbarton School meet with their Little Brothers on campus every other Sunday during the school year.
- **Mentoring Children of Prisoners Program:** Mentoring children with an incarcerated parent one hour per week or every other week after school.

Training

1.5 hours with professional staff and other volunteers. Manual provided.



Court Appointed Special Advocates of Morris and Sussex Counties, Inc.

P.O. Box 264
Morristown, NJ 07963-0264

Contact: Margaret Skar, Recruiter/Trainer

Phone: 973.656.4325

Fax: 973.656.4327

Email: mksar@casa-mc.org

Website: <http://casamsc.org/default.aspx>

Mission

Court Appointed Special Advocates of Morris and Sussex Counties, Inc. (CASA) recruits, trains, and supervises volunteer advocates who speak up for the best interests of children who have been removed from their homes because of abuse or neglect. The volunteers provide a voice in court to assure that each child finds a safe, permanent, and nurturing home.

Mentoring Opportunities

A CASA volunteer is appointed by a family court judge as an advocate for a child who has been abused or neglected and removed from their home. The volunteer works to ensure that the child's needs are being met and that the child will be in a permanent placement in as short a time as possible. In order to do that, the CASA volunteer becomes familiar with all the relevant facts through reviewing records, conducting personal interviews, and monitoring progress toward the goals established by the court. As a volunteer works to facilitate movement to a safe and permanent home, CASA may also encourage the child to set goals relating to school, interests, jobs, future plans, etc.

Training

The CASA Training Program consists of classroom facilitated learning sessions and a home study component. CASA of Morris & Sussex trains new volunteers three times per year. Training topics include the laws and the legal process, the impact of abuse and neglect on children and families, substance abuse, growth and development, cultural competency, communication skills, and the roles and responsibilities of the CASA volunteer. There is an application, interview, and screening process that take place prior to acceptance into the training program.

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Empowerment Solutions
P.O. Box 267
Pine Brook, NJ 07058

Contact: Patrick Fennell, President/CEO
Phone: 917.642.5882
Email: Patrick@empowerment-institute.org
Website: <http://www.empowerment-solutions.com>

Mission

Empowerment Solutions was created in 2003 to foster community-minded, responsible leaders in all walks of life.

Mentoring Opportunities

In 2009, Empowerment Solutions – in collaboration with United Way’s Youth Empowerment Alliance (YEA), Morristown Neighborhood House, and Frelinghuysen Middle School – launched the **I CAN Middle School Mentoring Project**.

I CAN (Intergenerational Community Advancement Network) is a four-tiered mentoring project for Morris County middle schools where students are connected with peers, high school and college students, professionals, and seniors. Volunteers have the option to meet with students weekly or once per month. Weekly sessions are one-on-one, while monthly volunteers participate in larger group sessions.

Training

Patrick Fennell conducts 12-hour training sessions as part of United Way’s Mentor Training Center. These four three-hour sessions discuss topics like the roles and responsibilities of a successful mentor, how to help a mentee set and achieve goals, problem solving skills, and more.



Family Service of Morris County
62 Elm Street
Morristown, NJ 07960

Contact: Dina Glen

Phone: 973.538.5260, x234

Fax: 973.538.0989

Email: dglen@fsmc.org

Website: <http://www.fsmc.org/>

Mission

To build strong parents, strong children, strong families, and a strong community.

Mentoring Opportunities

The **Friends of the Blind** Program matches caring, compassionate volunteers with those who are blind or visually impaired. These volunteers provide support, assistance, and friendship.

Volunteers spend one to two hours weekly helping the individual with whom they are matched. Whether it's reading the mail, running errands, driving to doctor's appointments, writing letters or helping with shopping, volunteers are there to assist in any way necessary.

Training

Attend United Way of Northern New Jersey's Mentor Training classes and two hours of Agency specific training, which is held during evening hours.



HOPE *house*

Hope House
19-21 Belmont Avenue
Dover, NJ 07801

Contact: Michael DeMassi or Kris Ernst

Phone: 973.361.5555

Fax: 973.361.5290

Website: <http://www.hopehousenj.org>

Mission

To provide behavioral health, substance abuse, and social services to the poor and marginalized in Morris County.

Mentor Opportunities

Hope House replicates the Big Brothers Big Sisters model through its **Adolescent GAP Program**. Volunteers meet with teens-in-recovery after school to assist with homework and career planning.

Training

Attend United Way of Northern New Jersey's Mentor Training classes and Hope House volunteer orientation.

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HOUSING PARTNERSHIP

**Serving the Housing Needs
of Northern New Jersey**

Housing Partnership for Morris County
2 East Blackwell Street, Suite 12
Dover, NJ 07801


Contact: Susan Zellman, Executive Director

Phone: 973.659.9222 **Fax:** 973.659.9220

Email: hpmc@bellatlantic.com

Website: <http://www.housingpartnershipmorris.org>

Mission



To provide resources for individuals, organizations, and municipalities to plan for and meet their home ownership goals.

Mentoring Opportunities

Volunteers can work with first-time homebuyers for feedback and guidance as they go through the home search process.

Training

Attend Housing Partnership's Step by Step to Home Ownership workshop to be familiar with the training clients receive before house hunting.



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Helping those hurt by domestic abuse.

Jersey Battered Women's Service, Inc.

P.O. Box 1437

Morristown, NJ 07962-1437

Contact: Kirsten Kielblock

Phone: 973.267.7520, x129

Fax: 973.605.5898

Email: kkielblock@jbws.org

Website: <http://www.jbws.org>

Mission

To prevent domestic violence through the protection and empowerment of the victim, the rehabilitation of family members, and the education of the public about domestic violence and its consequences. Domestic Violence includes physical, emotional, or sexual abuse, or threats of the above.

Mentoring Opportunities

Mentors at JBWS are paired with women who are living at the Transitional Living Resource Center, a safe, supportive facility where women and their children can live for 12-18 months in their own apartments. While at the Center, women receive life skills training, counseling, and have access to 24-hour emergency support at their home. The mentor will continue to support the mentee reaching her personal goals for an additional nine months after she exits the facility, providing a full year of mentorship.

Mentor will meet with client to establish specific goals for the mentoring relationship. Examples of goals mentees might have include: support with work challenges; parenting skills; helping her establish community contacts and support systems; etc. Goals will vary depending on the needs of the mentee.

Ongoing supervision is required. Please call and ask about time commitment per week and for further information.

Training

Mentors must complete United Way of Northern New Jersey's Mentor Training classes. Forty hours of domestic violence training is also required plus a minimum of 50 hours on the JBWS helpline.

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Jewish Vocational Service of MetroWest New Jersey
111 Prospect Street
East Orange, NJ 07017

Contact: Dr. Meryl Kanner

Phone: 973.674.6330, x271

Fax: 973.674.7773

Email: mkanner@jvsnj.org

Website: <http://www.jvsnj.org>

Mission

Jewish Vocational Service of MetroWest (JVS) is a non-profit vocational, educational, health and human services agency that provides career counseling, skills training, assessment, vocational rehabilitation, job placement, and direct care services on a non-sectarian basis to New Jersey residents ages 14-90+.

Mentoring Opportunities

To mentor unemployed and/or underemployed individuals and college students with business/professional contacts, suggestions, and guidance in various career areas.

Training

No formal training is required.



Literacy Volunteers of Morris County
10 Pine Street
Morristown, NJ 07960

Contact: Debbie Leon

Phone: 973.984.1998

Fax: 973.971.0291

Email: lvamorris@yahoo.com

Website: <http://www.lvamorris.org>

Mission

Literacy Volunteers of Morris County is a not for profit organization that provides one-on-one or small group tutoring in Basic Literacy and English as a Second Language to adults in Morris County.

Mentoring Opportunities

Tutors are trained and matched with adult students who need to improve their reading, writing, or English conversation skills. Tutors meet with students for a minimum of one hour per week for one year. Scheduling is very flexible; tutors can specify when and where they will be available.

Training

Two days of training at Literacy Volunteers of Morris County on Saturdays from 9:00am – 3:30pm or four evenings of training from 6:30pm – 9:30pm.



Mental Health Association of Morris County
100 Route 46 East, Building C
Mountain Lakes, NJ 07046

Contact: Christa Utz

Phone: 973-334-3496, x107

Fax: 973-334-4920

Email: cutz@mhamorris.org

Website: <http://www.mhamorris.org>

Mission

Mental Health Association of Morris County aims –

- To empower people in recovery from mental illnesses to live quality lives in their communities
- To empower family members to become partners with mental health consumers and professionals in the treatment and recovery process
- To link people who have mental health treatment needs to available services and resources
- To fill gaps in the Morris County mental health service system, modeling effective high-quality programs and services which are responsive to consumer needs and preferences
- To increase public awareness of mental health and mental illness, and to promote mental wellness for everyone

Mentoring Opportunities

The **Community Companions Program** provides one-to-one companionship and assistance in daily living to people with mental illnesses. The companion visits the client at least once a week for two hours, participating in mutually agreeable activities. Together they find new social groups, learn about community resources, and share a supportive friendship. Minimum of three-month commitment required.

Training

Volunteer must complete three two-hour training sessions.

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Mentoring Plus
61 Spring Street, 3rd Floor
Newton, NJ 07860

Contact: Diana Morrison

Phone: 973.300.4149

Fax: 973.383.6576

Email: mentoringplus@centerforprevention.org

Website: <http://www.centerforprevention.org>

Mission

To assist mentees in reaching their highest potential and maintaining healthy substance free lives.

Mentoring Opportunities

Mentors are matched in a one-to-one relationship with children ages six through 18 in community and school-based programs. Mentoring Plus also has opportunities for high school students to be peer mentors to elementary and middle school students.

Training

Mentors must complete two hours of training, learning the role of a mentor, communication skills, the life cycle of a match, role playing, and discussion of common issues facing matches.



Morris Habitat for Humanity
102 Iron Mountain Road - Suite H
Mine Hill, N.J. 07803

Contact: Blair Schleicher Bravo

Phone: 973.891.1934

Fax: 973.891.1938

Email: blair.bravo@morrishabitat.org

Website: <http://www.morrishabitat.org>

Mission

To enhance lives by making ownership of a decent, modest home possible for families in need of safe, affordable housing in Morris County.

Mentoring Opportunities

Family Support Partners help Habitat families succeed at home ownership. Partners teach families about the different aspects of home ownership – financial, maintenance, being a good neighbor. Often Habitat families have personal challenges that impact home ownership. The Family Support Partner will assist the family in dealing with these personal challenges. The goal of the Family Support Partner is to make the family self-sufficient within three years of home ownership. To accomplish this goal, it is the overall role of the Family Support Partner to work with the family rather than do it for the family.

Training

Partners are invited to the workshops for homeowners. Committee meets to discuss issues and concerns.

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Morristown Neighborhood House
12 Flagler Street
Morristown, NJ 07960

Contact: David Walker, Executive Director

Phone: 973.538.1229, x26

Fax: 973.538.5493

Email: walkerd@neighborhood-house.org

Website: <http://www.neighborhood-house.org>

Mission

To provide a supportive one-to-one relationship for youth between the ages of 11–17 by addressing their educational, social, professional, and personal growth.

Mentoring Opportunities

Neighborhood House's school-based and community-based mentoring programs are intended to educate, inspire, enrich, and encourage youth participants to stay in school and out of the path of negative activities. Neighborhood House participates in United Way's **I CAN Middle School Mentoring Project** and hosts the **Street Talk Mentoring Program**.

Training

Mentors should take United Way of Northern New Jersey's Mentor Training classes. Morristown Neighborhood House provides additional training and support for the mentoring relationship. Mentors are provided with a minimum of two hours of pre-match, in-person training to learn general information about youth development, basic knowledge, and skills needed to build an effective mentoring relationship, as well as specific information about the youth program.



Mount Olive Child Care & Learning Center
150 Wolfe Road
Budd Lake, NJ 07828

Contact: Gail Reuther, Executive Director

Phone: 973.426.1525

Fax: 973.347.4029

Email: greuther@optonline.net

Website: <http://www.mtolivechildcare.org>

Mission

To provide quality and affordable child care and family support services to the community, regardless of income.

Mentoring Opportunities

Mount Olive Child Care has expanded its after school programs in the elementary schools and at Mount Olive Middle School to include enhancement services, like mentoring for fifth through eighth graders who need a "Big Brother," "Big Sister," or a special friend due to their life circumstances.

Training

Mentors will attend an orientation and training in program philosophy, policies and procedures for all volunteers. Mentors should also complete United Way of Northern New Jersey's Mentor Training classes.



NORWESCAP

Northwest New Jersey Community Action Program, Inc.

Northwest New Jersey Community Action Program (NORWESCAP)

Corporate Office
350 Marshall Street
Phillipsburg, NJ 08865

Contact: Bill Delany

Phone: 973.647.2873

Fax: 973.784.4904

Email: deonfive@aol.com

Website: <http://www.norwescap.org>

Mission

To empower children affected by parental incarceration to make positive life choices

Mentor Opportunities

NORWESCAP is seeking mentors who are at least 55 years of age to commit to at least one year of one-to-one mentoring with a child who has one or both parents involved with the justice system.

Training

In many counties, three-hour training is provided by a partnering organization (i.e. Youth Empowerment Services or Big Brothers Big Sisters). If there is not yet a partnering organization in your county, NORWESCAP requires mentors take United Way of Northern New Jersey's Mentor Training classes.



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NORWESCAP

Northwest New Jersey United Way Adult Program, Inc.

NORWESCAP RSVP
Volunteer Resource Center
230 Diamond Spring Road
Denville, NJ 07834

Contact: Kristina Ferriero-Skylands


Phone: 973.784.4900, x114

Fax: 973.784.4904

Email: ferrierok@norwescap.org

Website: <http://www.norwescap.org>

Mission



To provide opportunities for individuals 55+ to make a difference in the community through volunteer service.

Mentoring Opportunities

The **Break the Cycle Program** is seeking life experienced mentors to mentor children whose parents are or have been incarcerated. Break the Cycle serves the Skylands region of New Jersey, as well as Middlesex and Somerset counties. The mentoring program uses adult mentors who are willing to commit to supporting, guiding, and being a friend to a young person for a period of at least one year.

Training

Mentors must take United Way of Northern New Jersey's Mentor Training classes.



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NORWESCAP

Northwest New Jersey Community Action Programs, Inc.

NORWESCAP
Family Self-Sufficiency
230 Diamond Spring Road
Denville, NJ 07834

Contact: Jean Blevins, Case Manager

Phone: 973.784.4900

Fax: 973.784.4904

Email: blevinsj@norwescap.org

Website: <http://www.norwescap.org>

Mission

To encourage participants to achieve their fullest potential through education, training, and employment.

Mentoring Opportunities

Mentors provide supportive assistance to low-income families to help them achieve their goals and improve their lives. Volunteers are matched one-on-one with a Family Self-Sufficiency participant to provide emotional support and guidance, as well as to address behavioral, academic, and employment related needs/barriers.

Training

Mentors must take United Way of Northern New Jersey's Mentor Training classes and attend a two-hour agency related training session.

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Plaid House

Plaid House, Inc.
54 Western Avenue
Morristown, N.J. 07960

Contact: Kim Barbacci

Phone: 973.267.4008, x106

Fax: 973.267.7836

Email: plaidhouse@aol.com

Website: <http://www.plaidhouse.org>

Mission

To provide residential and related services to adolescent girls and boys in northern New Jersey. It is the intention of Plaid House to be the catalyst for positive growth, fostering independence and reentry into society.

Mentoring Opportunities

Mentors are needed for teenage girls living out of their family home in a group home. Many are victims of abuse and neglect. Some are hoping to return home, others are preparing for independence. Their ages range from 14 to 18-years-old. Mentors work one-on-one with clients, participating in recreational activities and role-modeling appropriate social skills.

Training

Contact agency for specifics about training requirements.



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PlatinumMinds

Soar To Your Highest Potential
P.O. Box 218
Mendham, NJ 07945

Contact: Angie Robinson
Phone: 908. 470.1459
Email: Arobinson@platinumminds.org
Website: <http://www.platinumminds.org>

Mission



Platinum Minds is a non-profit organization that offers young boys in environmentally challenged neighborhoods with low performing schools the opportunity to continue their academic pursuit in a safe environment where academic excellence is the norm.

Mentoring Opportunities

The mentor's relationship with the mentee will be different than a normal relationship because it will have a defined beginning and an end. Platinum Minds asks mentors to contact the mentee at least once per month keeping in mind the mentoring goals. Mentors keep a log of interactions and send the log to the Platinum Minds office once every other month. Mentors must be accessible to Platinum Minds staff and the mentor supervisor and inform them of any changes that may affect the student's academic achievement.

Training

Mentors will receive a background check and must complete a mentor application.



P.R.I.D.E. Mentor Program
3040 John F. Kennedy Boulevard
Jersey City, NJ 07306

Contact: Stacyann Dawkins, Program Coordinator

Phone: 201.798.9920 **Fax:** 201.420.0627

Email: sdawkins@ccannj.org

Mission

To help at-risk youths function more successfully and productively within the larger community. By matching young people with professionally trained mentors, youths are given the opportunity to learn how to develop independent living skills within a warm, nurturing, and consistent relationship.

Mentoring Opportunities

P.R.I.D.E. Mentors are dedicated, caring, mature, and responsible individuals who want to make a difference in a child's life. They are trained to empower, respect, empathize with, and encourage youths in positive decision-making. Mentors provide a safe, healthy, and supportive relationship designed to encourage at-risk youths to go beyond the negative influences within their community. Mentors commit to a minimum of four hours.

Training

Mentors will receive 10 hours of intensive orientation and training, as well as ongoing training, supervision, and support.



Roots & Wings Foundation
115 Route 46 West
Suite F1000
Mountain Lakes, NJ 07046

Contact: Jenni Briggs
Phone: 973.316.6044
Email: jenni.briggs@rootsandwingsnj.org
Website: <http://www.rootsandwingsnj.org>

Mission

Roots & Wings provides young adults who age out of the foster care system in New Jersey with safe housing, education, counseling, and life skills in order to empower them toward self-sufficiency.

Mentoring Opportunities

Mentors are matched with a young adult and meet weekly for approximately one hour. Mentors provide compassionate support and assistance with daily life skills. Mentors are asked to give a two year commitment due to the length of time the clients are in the program. Mentors are given the unique opportunity to work with these youth as they transition to independence.

Training

Mentors must take United Way of Northern New Jersey's Mentor Training classes and complete two hours of specific program training.