

## » Module 5: Current Issues

Congratulations! You have constructed your mentoring program on firm ground, based it on a solid infrastructure, and used reliable supplies. You have even inspected it to ensure it fulfills its purpose. The final thing you need to do to ensure your program's quality is to consider some current issues that could blow your way ... if they have not already done so.



No, these aren't hurricanes or tornados or blizzards. But if your program is not prepared to address these issues, they can have as big an effect as any natural disaster. On the other hand, some of these trends can be like winds of opportunity, if your program is ready for them.

You can enhance your program's durability and potential by keeping it on top of trends and issues in mentoring, like:

- Keeping the young people in your program safe
- Liabilities
- Innovations in mentoring
- Working together to advance your program and the mentoring cause

Start to get current on the trends, by examining child safety issues.

## Child Safety

High profile sexual abuse cases in sports, scouting and other young people's programs have elevated awareness of this risk to child safety in recent years. It is essential that every mentoring program take steps to protect children and youth from this danger, as well as from any physical, emotional or mental harm that could result from their program participation.



Child safety concepts have been mentioned throughout this training module. However, because of the critical nature of this issue, it is worth having another look at some of the areas in which your program can increase child safety:

- **Staff**
  - Ensure that qualified, professional staff are performing the screening, training, supervision, documentation and other casework responsibilities.
  - Staff must have (or be provided with) training in child safety issues.
  - Casework staff should receive appropriate supervision of their work. If this is not available within your organization, obtain it by cooperating with other mentoring or counseling agencies.
  
- **Screening**
  - Screen with child safety in mind at the application stage and throughout the life of the person's program involvement.
  - Screen all volunteers and staff who have direct, unsupervised contact with young people
  - Utilize all volunteer screening tools that are reasonable and appropriate, given the risk involved in the position.
  - Use a consistent screening process for every volunteer applying for the same position.
  - Rescreen before rematching. Repeat police records checks and child welfare record checks periodically.
  
- **Child safety training**
  - Train mentors and parents in general safety strategies, such as activities to avoid, as well as in abuse related concepts like the types and symptoms of abuse and how to handle abuse disclosures.
  - Train children and youth so that they understand what constitutes unsafe, inappropriate or abusive behavior, how to protect themselves from abuse, and what to do if they are victims of abuse. Test their understanding of these concepts.
  - Readminister child safety training to young people as they progress developmentally, to provide an age appropriate understanding of this subject.
  
- **Supervision**
  - Monitor matches according to a regular schedule of contacts.
  - Ensure contact occurs with all parties in the match according to the schedule of contacts.
  - Conduct in-person supervisory contacts periodically.

- **Program policies**
  - Create policies for your match participants that protect the young people, and ensure all match participants are well-informed of safety related policies.
  - Examples of such policies could include bans or restrictions on high-risk activities like motorcycling, scuba diving, parachuting and so on. If your program is community-based, it should consider prohibiting or limiting overnight visits and long distance travel. If your program is site based, it should restrict off-site contacts.
  - The program must also have policies and procedures that detail how the program deals with disclosures of abuse and other situations in which a child has been harmed.
  - Have volunteers sign a code of conduct that includes expectations of them regarding child safety.
  
- **Documentation**
  - Documentation must be thorough, legible, and signed and dated by the author.
  - Documentation should be reviewed periodically, as patterns of risk that are forming may become obvious in the review. File audits by supervisors or other caseworkers can be useful, in that one person may catch what another misses.
  
- **Information sharing**
  - New things are being learned about child safety all the time. It is therefore valuable to share ideas and information related to child safety among mentoring programs and other child and youth serving organizations.
  - Create opportunities for program staff, volunteers and parents to advance and share their learning in child safety.

This is by no means an exhaustive list of ways to keep children and youth in your program safe. The bar for child safety is constantly being raised. It is therefore critical that your program remains up to date on standards of practice among mentoring programs, and consistently meets or exceeds these standards. Your program should also heed any child safety related advice of its legal counsel and insurance carrier. Should a child or youth be harmed, your program could be held accountable to current standards.

Keeping the young people in your mentoring program safe must be a top priority. While no mentoring program wants to become so focused on child safety that it denies its young people of valuable opportunities, every program must remain vigilant in fulfilling its duty of care.

If your program is negligent in fulfilling its duty of care, it opens itself up to the risk of legal action. To learn more about your program's legal risks, check out its liabilities.

## Liabilities

It is every mentoring program's worst nightmare. A young person has been harmed as a result of his or her involvement in the program, and now the organization is being sued. All thoughts turn to what could have been done to avoid this situation, and what could be done to prevent something similar from happening in the future.



Although the program's first concern in such an unfortunate case is inevitably for the young person's well being, concern also naturally extends to the well being of the organization. Questions quickly arise as to what legal liabilities exist for the organization, its board and staff. Canadian law can be quite complex, and therefore legal counsel should always be sought immediately in such cases.

However, just knowing a few basics regarding your organization's liabilities can be helpful in dealing with such cases, and in taking steps to prevent them. Have a look at two types of legal liabilities your organization might have should a young person in your program be harmed:

- **Negligence**
  - Negligence involves failing to take reasonable steps to fulfill a duty of care. Generally, your organization could be found negligent in a civil case if the following conditions existed:
    - It had a duty of care towards the person who was harmed.
    - It did not exercise the standard of care that would be expected of a reasonable person. (In cases where special training or qualifications are required, the standards of professional colleagues would apply).
    - The organization's negligent conduct can be shown to have caused the person's loss.
    - The person's loss was a foreseeable result of the organization's negligent conduct.
    - The person suffered legally recognized injuries and losses, the nature and extent of which must be established.
    - The person's own conduct was not in whole or in part a factor in his or her injuries and losses.
  
- **Vicarious liability**

Vicarious liability means that your organization bears indirect responsibility for actions of its employees and volunteers who cause damage to others. Recent Supreme Court of Canada decisions imply that "when determining whether an employer should be vicariously liable for an employee's unauthorized wrongs, the fundamental consideration in determining vicarious liability is whether, by carrying on a particular activity, the employer has created or enhanced the possibility that harm would result (even if harm is unintended by the employer). Courts will focus on an employee's specific duties and the extent to which they gave rise to special opportunities for wrongdoing. For organizations providing services to children, particular attention will be given to the extent to which a "power or dependency relationship" is created between the employee and the victim - a situation considered to introduce a considerable risk of harm." (Canadian Centre for Philanthropy, 1999)

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Of course, your organization could be sued for many other matters besides the injury or abuse of a young person in the program. For instance, your organization could be held liable in cases of wrongful dismissal, human rights violations, slander and so on. In our increasingly litigious society, the best guidance on these and all matters of legal liability is to seek the advice of a lawyer.

As you can see, the risk to an organization that runs a mentoring program can be significant. So what can your organization do to minimize its liabilities? Try doing a liability checklist to find out.

## Liability Checklist

Your organization may not be able to eliminate the risks inherent in running a mentoring program, but it can likely minimize its liabilities by taking some practical steps. Have a look at some things your mentoring program could do to help to reduce its liabilities. **Check those that your program already has in place, and then submit the list for feedback.**



- Obtain legal counsel for your program.
- Gain an understanding of basic legal principles related to potential liabilities surrounding your mentoring program.
- Regularly conduct risk assessments on your program.
- Meet or exceed all current standards of mentoring practice.
- Create an environment in which all clients, volunteers and staff are treated with fairness, respect and care.
- Obtain an informed consent from program participants at the outset of their involvement in the program.
- Establish policies regarding sharing and disclosing confidential information. Inform all program participants of these policies.
- Provide child safety training to all young people in your program. Readminister the training as they progress developmentally.
- Screen, train and supervise not only volunteers, but also staff and practicum students.
- Document, document, document. Keep good records and keep them indefinitely.
- Ensure that your program has adequate resources and staffing to provide the services that comply with current standards of practice.
- Always report suspected or substantiated cases of child abuse to the appropriate authority.
- Establish written policies and procedures that are clear, realistic and practical. Assign responsibility for implementing the policies.
- Do regular audits of policies and procedures to ensure they are being followed.
- Carry a comprehensive insurance policy, including coverage for all types of abuse cases.
- Maintain insurance files indefinitely.

This checklist can make you aware of gaps in your program's risk management processes, but it is not necessarily a complete listing of everything your program should be doing to limit its liabilities. Remember, a lawyer can give the best advice regarding your program's liabilities.

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Next, move on to consider a trend in the mentoring field that will help to keep the movement alive - learn about innovations.

## Innovation

Traditional community-based mentoring programs have enjoyed much success over the years. Despite this history of success many have struggled in recent times to deal with trends like decreased funding, difficulties recruiting men to volunteer, and unfounded public fears of false allegations of abuse. Those programs that cling rigidly to tradition tend not to fare so well in this challenging environment. The programs that are now thriving tend to be those that are willing to question the status quo, look at problems from a different perspective, and risk trying new solutions - in short, those that have adopted a spirit of innovation.



Management guru, Peter Drucker, has defined innovation as "Change which creates a new dimension of performance." In other words, programs that innovate are willing to find ways to recombine or redistribute resources in order to add value. Innovation in a mentoring program can have many faces. Have a look at some examples of ways in which mentoring programs are creating new dimensions of performance:

- **Finding new ways to get the service to the client**  
E-mentoring is a good example of an innovation that allows the service to reach the client in a new way. To get the client to the service in new ways, some programs, (like the U.S. based Hospital Youth Mentoring Program), have arranged for youth to go to particular sites, (hospitals in this case), to receive mentoring from volunteers located at those sites.
- **Adapting the service to remain relevant to a changing client population**  
As Canada's population make-up has changed, some programs have adapted to create culturally relevant mentoring services to meet the particular needs of specific ethnic groups, for example.
- **Adapting the service to remain relevant to changing needs of volunteers**  
Some programs have started doing "couples mentoring" and have allowed for more flexible time commitments as ways of addressing changing volunteer needs.
- **Reaching out in new ways to engage different groups of clients and volunteers.**  
Seniors have been a largely untapped pool of volunteers, for instance, and some mentoring programs have started "grandparent" mentoring programs to attract and utilize this valuable human resource. Mentoring programs have also found that by reaching out into institutions such as young offenders centres and schools, they tap into a population of young people in need of mentors that is different from those who tend to access traditional mentoring programs.

- **Redesigning the organization's structure and work processes to be more efficient and effective**  
Many mentoring programs are now working together in partnerships with other not-for-profit organizations, or even merging, to gain efficiencies and improve their effectiveness. Some programs have also yielded improvements in their services by reviewing and revising their administrative practices, information technology systems, application procedures and other service delivery processes.
- **Working with other organizations and sectors in different ways**  
Partnering with businesses and corporations as sponsors, and also as suppliers of mentors, career mentoring sites and loaned employees, are examples of how mentoring programs can link with another sector.
- **Developing capability and self-sufficiency among staff, volunteers and clients through skill-building.**  
Small, new or developing mentoring programs have benefited by having their staff and volunteers receive training, support and "mentoring" from other mentoring programs that are better resourced or more advanced in their development. In another capability building effort for young people, many Big Brothers Big Sisters of Canada agencies have begun to do group mentoring with youth to build their life skills, through the "Right for Me" and "Life Choices" programs.

These innovations have begun to transform the way we think about and deliver mentoring programs. Yet, the effectiveness of these program adaptations must not be taken for granted. It is essential that innovative practices are evaluated to ensure they meet the high standard of success that has been set by traditional programs.

Nonetheless, innovation is the best chance that mentoring programs have of continuing to succeed in a challenging environment. Check out some ideas to help your program prosper through innovation:

- **Focus on vision, mission and values**  
Focusing on purpose and ideals, rather than ego and turf, will drive and guide the innovation. Ask, "Why are we here? What called us together? Are we all pulling in the same direction?"
- **Take personal responsibility**  
An old adage states that saying, "I will do something" will always solve more problems than saying, "Something must be done." Take ownership of the problem and its solution.
- **Encourage calculated risk-taking**  
Give your program permission to make mistakes and to talk about those mistakes. As the inventors of Teflon advised, "If you're not making mistakes, you're doing something wrong."

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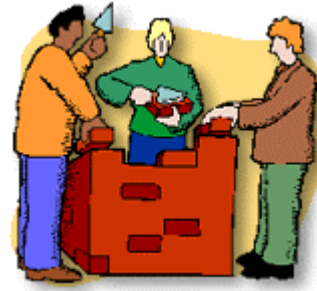
- **Encourage creativity**  
The most valuable asset in an organization during rapid change is a fresh idea. Embrace diversity. Challenge the status quo. Ask the hard questions. Deconstruct your practices to find a better way.
- **Create a genuine team atmosphere**  
Invest authority and accountability in teams. Capitalize on everyone's expertise. Involve people in decisions that affect them.
- **Make connections**  
Network, collaborate, partner, maybe even merge. Ask, "Who can we work with to add value to our services?" Don't swim alone.
- **Become results oriented**  
Track quantitative and qualitative aspects of your service. Develop benchmarks and ask, "Are we there yet?" Measure and promote your success.
- **Make time for learning**  
Innovation requires time. Take time to: assess your environment; make yourself aware of trends; learn from other sectors and organizations; and share information.
- **Shift attitudes**  
Innovation requires a willingness to work hard, to look things from a different viewpoint, to overcome resistances, to work in different ways, to be flexible and to make sacrifices.
- **Reward innovation**  
Your program's culture and leadership has to tell people it is worth their while to invest their creative energies. Find ways to provide recognition to those who deliver innovation.

Innovation is sometimes difficult: calculated risks, hard work, flexibility, and a dedication to the cause are necessary ingredients. But the outcome can be worth the effort ... it can be the ticket to the future.

Finally, explore how your mentoring services and the whole mentoring cause can ensure its future survival and growth ... learn about working together.

## Working Together

There may have been a time that mentoring services could succeed as isolated, insular programs. That time, if it ever existed, has now passed. Today mentoring programs must find ways to work together with other groups, organizations and sectors in order to survive and maximize their effectiveness and efficiency.



There are many ways in which your mentoring program can work with others to accomplish its purposes while also advancing the goals of its collaborators. Have a look at some of the ways of working together:

- **Network**  
A network is typically a very loose, informal association that communicates to share information and to achieve a common understanding. It is important for your program to network with other mentoring programs, for instance, in order to learn best practices from one another, and to develop a common understanding of each other's services and boundaries.
- **Cooperation**  
Cooperation entails working together around a specific issue or project. Cooperation usually involves independent organizations working together with defined roles, but without a formal agreement. Cooperation often helps to eliminate the duplication of services, to coordinate efforts, and to match needs with resources. For example, if your program has expertise in mental health, and another organization has expertise in addictions issues, you could cooperate to use the unique expertise of each to offer supplementary training to both groups' volunteers.
- **Coalition**  
A coalition involves a number of independent members working together to deal with an issue they have in common. A coalition's work often involves systemic change. Coalition members typically make a long-term commitment to the group, and are expected to share ideas and to pull resources from existing systems. For example, your program could work as part of a coalition with other interested individuals, groups and organizations, to lobby governments to support the cause of mentoring.
- **Sponsorship**  
In a sponsorship, one organization supports another to enable it to accomplish a particular goal. The sponsor typically receives some benefit or advantage in exchange for its support. We usually think of sponsorships in terms of businesses or corporations providing a nonprofit with sponsorship dollars in payment for marketing or advertising opportunities. For instance, a corporation could pay your mentoring program a sum of money in order to have naming rights to the program's high profile fundraising event.
- **Partnership**  
In a partnership, two or more groups come together and share resources and responsibilities in order to achieve a common goal or deal with a common issue. The roles in a partnership are clearly defined, and the relationship is

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usually guided by a formal agreement. The partnership often takes on a life of its own, with a budget, revenues, and sometimes even staff of its own. A partnership is called for when the work to be done together involves only a part of each cooperating agency, as opposed to its central mission. For instance, your program could partner with an institution, such as a school or faith organization, to jointly deliver a pilot mentoring project.

- **Merger**

A merger takes place when two groups give up their independent identities and combine to become a new legal entity. Merger is called for when the mutual goal involves the agencies' fundamental purposes, such as strengthening the total organization, or improving the capacity to strive towards a shared mission, rather than just one aspect of each organization. For example, if your program discovers that a broader continuum of more effective and cost-efficient services could be offered to young people by combining with another mentoring organization, then it should be exploring merger.

Regardless of which models of collaboration your program chooses, it is crucial to strengthen your program and the collective mentoring effort by coming together in the spirit of the greatest good. Your program should always be thinking, "Who can we be working with to make this even better?" By doing so, you reap the benefits of joint action, which are usually far greater than what can be achieved in isolation.

Your mentoring program can multiply its benefit by coming together with other groups, organizations and sectors. Collectively, you could even achieve accomplishments like these:


- Lobby for government policies and funding that support young people and advance the mentoring cause.
- Undertake comprehensive research
- Advance program quality by sharing best practices
- Educate the public on mentoring and on issues affecting young people.
- Promote mentoring throughout the community
- Recruit more program participants
- Create training opportunities for volunteers and staff
- Coordinate existing services and fill service gaps
- Create efficiencies by sharing resources
- Develop new resources.

It will require a combined effort to provide all young people in need of a mentor with high quality mentoring relationships. Your program will multiply its impact by joining in collective action that moves the powerful potential of mentoring closer to reality.

As a real test of your ability to work together, move on to work together one last time with Ms. Mentor.

## Farewell from Ms. Mentor

Ms. Mentor is back to give you a fond send-off as you reach the end of this training module. But before you go, she would like to check your quality mentoring program know-how one last time. Simply choose the response that you think is the best recommendation for each mentoring program issue. Then Ms. Mentor will give you her parting advice.

<p><i>Dear Ms. Mentor:</i></p> <p>As the casework supervisor in a busy community based mentoring program, I am concerned with economizing my caseworkers' time. One area in which we could save some time is child safety training. Local schools already do this kind of instruction with the kids. <b>Is it really necessary for us to duplicate training they have already received?</b></p> <p><i>Aiming for Efficiency</i></p>		<p>Yes</p> <p>No</p>
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<p><i>Dear Ms. Mentor:</i></p> <p>I am getting ready to retire as the Executive Director of a small mentoring program for children in the care of child welfare. In recent years I have begun to recognize that there is a lot of overlap between what my mentoring program does and the work of a larger local mentoring organization. From what I have learned in meetings with their Executive Director, I think the other program is stronger than mine, and would actually have a lot to offer my program. I think my program should probably be working more closely with the other organization in some way, but I'm not sure which way would be best, especially given that I will not be around much longer and my board is burning out. I feel a responsibility to address this issue with my board before I leave in two months time. <b>How should I advise my board to work with the larger program?</b></p> <p><i>Willing to Work Together</i></p>	<p>Network</p> <p>Partner</p> <p>Merge</p>
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<p><i>Dear Ms. Mentor:</i></p> <p>As a school based mentoring program board member, I am very concerned about potential liabilities. Suppose we have a mentor who breaks our policy of no offsite contact, and takes his mentee on an outing in the community. While on that outing, he does harm to a child. <b>Because he is acting beyond the scope of our program, the organization could not be found liable in a civil suit - could it?</b></p> <p><i>Paranoid</i></p>	<p>Yes</p> <p>No</p>
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*Dear Ms. Mentor:*

The mental health organization I work for started a new mentoring program for children whose parents have a mental illness one year ago using some surplus revenues. We want to continue the program in the coming year, so we are now applying for funding to support it. I need to prove to potential funders that the program is effective, but unfortunately no evaluation was done in the program's first year. **Is it too late to do some sort of evaluation that will help me to sell this program?**

*Illiterate in Evaluation*

Yes

No

Ms. Mentor would like to congratulate you on completing this online course, and wish you good luck in unleashing the powerful potential of mentoring! May your quality mentoring program help to build positive futures for all its mentees, fulfilling experiences for its mentors, and a caring, supportive community.

Before you leave the online course, look over a list of resources that will help you to continue to build your mentoring program and advance the mentoring cause.

## Bibliography and Resources

Following is a list of resources the author found useful in creating this training module. You may also find these resources valuable as you continue to build and advance your mentoring program.



### Internet Links

#### Big Brothers Big Sisters of America

[www.bbbsa.org/about/about.html](http://www.bbbsa.org/about/about.html)

includes publications of program effectiveness research. BBBSA is the oldest and largest youth mentoring organization in the United States.

#### Big Brothers Big Sisters of Canada

[www.bbbsc.ca](http://www.bbbsc.ca)

is the leading child and youth serving organization providing mentoring programs across the country. This site includes publications of national program effectiveness research, and a listing of local agencies.

#### Canada Customs and Revenue Agency

[www.ccr-a-drc.gc.ca/tax/charities/menu-e.html](http://www.ccr-a-drc.gc.ca/tax/charities/menu-e.html) and

[www.ccr-a-drc.gc.ca/tax/nonprofit/menu-e.html](http://www.ccr-a-drc.gc.ca/tax/nonprofit/menu-e.html)

explain the privileges and responsibilities of charitable and non-profit organizations under the Canadian taxation system.

#### Canadian Centre for Philanthropy

[www.ccp.ca](http://www.ccp.ca)

is dedicated to advancing the role and interests of the charitable sector. The site includes information on trends and issues in the sector, and material from the organization's publications.

#### Charity Village

[www.charityvillage.com](http://www.charityvillage.com)

contains comprehensive information for the Canadian non-profit sector, including news, trends, articles, links to useful resources, learning opportunities, jobs, suppliers and more.

#### Internet Nonprofit Center

[www.nonprofits.org](http://www.nonprofits.org)

an American site that provides information aimed at donors, volunteers and nonprofit organizations. The site includes information on a many subjects of interest to nonprofit organizations, including a library of nonprofit management topics like planning, evaluation, mission, and boards of directors.

#### Justice Institute of British Columbia

[www.jibc.bc.ca/corrections/f-ccjd.htm](http://www.jibc.bc.ca/corrections/f-ccjd.htm)

has a mission to train the people who make communities safer places to live. This website includes online training for people who are interested in increasing their knowledge regarding the issue of sexual offending.

### **National Mentoring Center**

[www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

an American organization that provides training and technical assistance to mentoring programs through a variety of services and conferences. This site contains the Center's publications listed below, which are available for free downloading.

### **National Mentoring Partnership**

[www.mentoring.org](http://www.mentoring.org)

an American organization that aims to provide the resources and tools mentoring organizations need to effectively serve young people in their communities. This site has a wealth of information, including on-line training modules for finding a mentor and becoming a better mentor, links to useful research, the elements of effective practice, on-line expert advice, and many other helpful resources.

### **Public/Private Ventures**

[www.ppv.org](http://www.ppv.org)

a Philadelphia-based organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. Mentoring is among their priority areas of inquiry. This site contains many useful publications, including some of those listed below, available for free downloading.

### **Search Institute**

[www.search-institute.org](http://www.search-institute.org)

an American organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. The heart of its work is a framework of 40 developmental assets that young people need to grow up healthy, caring, and responsible. Among these assets is the presence of non-parent supports and role-models.

### **United Way of America**

[national.unitedway.org/outcomes/pgmomres.htm](http://national.unitedway.org/outcomes/pgmomres.htm)

provides useful information on outcomes-based program evaluation.

### **Volunteer Canada**

[www.volunteer.ca](http://www.volunteer.ca)

provides resources aimed at supporting volunteerism and civic participation in Canada, such as standards for volunteer screening and management, information on trends in the voluntary sector, and links to local volunteer centres.

## **Books, Manuals and Reports**

**The ABCs of School-Based Mentoring**, Linda Jucovy, National Mentoring Center, 2000

Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

**Building Relationships: A Guide for New Mentors**, Linda Jucovy, National Mentoring Center, 2001

Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

**Contemporary Issues in Mentoring**, Jean Baldwin Grossman, editor,  
Public/Private Ventures, 1999  
Availability: [www.ppv.org/indexfiles/profileindex.html](http://www.ppv.org/indexfiles/profileindex.html)

**Making a Difference: An Impact Study of Big Brothers/Big Sisters**, Joseph Tierney and Jean Baldwin Grossman, with Nancy L. Resch, Public/Private Ventures, 1995  
Availability: [www.ppv.org/indexfiles/profileindex.html](http://www.ppv.org/indexfiles/profileindex.html)

**Mentoring: A Synthesis of P/PV's Research: 1988 - 1995**, Cynthia L. Sipe, Public/Private Ventures, 1996  
Availability: [www.ppv.org/indexfiles/profileindex.html](http://www.ppv.org/indexfiles/profileindex.html)

**Mentoring School-Age Children: Relationship Development in Community-Based and School-Based Programs**, Carla Herrera, Cynthia L. Sipe, and Wendy S. McClanahan, with Amy J.A. Arbretton and Sarah K. Pepper, Public/Private Ventures, 2000  
Availability: [www.ppv.org/indexfiles/profileindex.html](http://www.ppv.org/indexfiles/profileindex.html)

**Recruiting Mentors: A Guide to Finding Volunteers to Work With Youth**, Linda Jucovy, National Mentoring Center, 2001  
Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

**School-Based Mentoring: A First Look into its Potential**, Carla Herrera, Public/Private Ventures, 1999  
Availability: [www.ppv.org/indexfiles/profileindex.html](http://www.ppv.org/indexfiles/profileindex.html)

**Sponsor-A-Scholar: Long-Term Impacts of a Youth Mentoring Program on Student Performance**, Amy S. Johnson, Mathematica Policy Research Inc., 1999

**Strengthening Mentoring Programs**, Linda Jucovy, National Mentoring Center  
Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

**Supporting Mentors**, Linda Jucovy, National Mentoring Center, 2001  
Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

**Training New Mentors**, Linda Jucovy, National Mentoring Center, 2001  
Availability: [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring)

## Acknowledgements

### About the Author

#### Sherry Ferronato

Sherry Ferronato has a passion for mentoring. Why? Because she knows it works. Her enthusiasm has been fueled by the difference she has witnessed many caring mentors make in the lives of others throughout her social work career.



Sherry currently works in her own Calgary-based consulting practice, specializing in such areas as mentoring, organizational, board and program development, mergers and leadership. Before establishing her consulting practice, she led Big Sisters and Big Brothers of Calgary and Area, as a Co-Director and later the Executive Director, for over eight years. Prior to this, she was the Executive Director of Aunts at Large, one of the three organizations that merged to form Big Sisters and Big Brothers of Calgary and Area. Sherry has also served on Big Sisters boards in other cities, and she continues to dedicate volunteer time to Big Brothers and Sisters of Canada. Sherry has also held a variety of other non-profit, public and private sector positions.

Sherry's educational background is in Social Work, having completed her Bachelor of Social Work degree at the University of Western Ontario, and her Master of Social Work degree at the University of Toronto.

Sherry was honored to receive a [Muttart Foundation](#) Fellowship Award in 1998. Her Fellowship project involved writing articles on a number of issues of current concern to the charitable sector, such as the impact of the New Economy on charities, non-profit mergers, demographic trends, and accountability in the sector.

If you would like to speak with Sherry, she can be reached at:

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### Sponsor

#### Big Brothers Big Sisters of Canada

<http://www.bbsc.ca/>

Big Brothers Big Sisters of Canada is a national organization comprised of 190 member agencies servicing more than 300 communities across the country. Each Big Brother/Big Sister agency provides direct service to children by matching adults and children in quality mentoring relationships. The agency staff members are experts at screening volunteers and matching them with a child having similar interests.

The national organization provides services and programs to member agencies to assist them with their hands-on work with parents, children, and volunteers. Ranging

## The Building Blocks of Quality Mentoring Programs

from staff training workshops to Big Brothers Big Sisters' leading Child Safety Program, which includes an emphasis on sexual abuse prevention, the organization works diligently to ensure that program quality is superior in all parts of the country.

### Web Design and Implementation

#### Web Foundations

<http://www.webfoundations.com/>

Web Foundations provides a variety of services including website design and development, online training webs, original graphic design, website maintenance and document conversion, consultation and strategy planning for external and internal webs (intranets), and software training.