

# VRM

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*Mentoring*

Candy Stripper  
by Liz Kaminsky & Amy MacLean

**OAVA**

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## EDITORIAL

Some of us have been lucky enough to have had a mentor to guide us through life's challenges. To those who have experienced this unique relationship and reaped its benefits, there is no question about what "mentoring" is, and how it can work. We may not have labelled the relationship as such, and to this day we might not be able to define the word, but we can credit some of our life choices and directions to the mentor(s) in our life.

In this issue of the Journal of Volunteer Resources Management, the editorial team has tried to gather information on this elusive and private subject. Bill Bélanger outlines the subtleties of the mentoring relationship and cautions us about using the term "mentor" to define contrived or organized relationships. He defines the mentoring relationship as natural and personal. Look for the "nine steps" in establishing a mentoring relationship, which take into account both the volunteer and paid staff.

Jackie Coderre gives a whole other view of mentoring as it could be applied in a professional association.

Rey Carr parallels the mentoring programs in schools and universities with mentoring possibilities in volunteer situations. He views mentoring as an opportunity to build and enhance relationships for both parties involved. Rebecca Last has reviewed a resource kit co-authored by Mr. Carr, designed for the federal Stay-in-School initiative which she feels could be adapted to the management of volunteers.

I especially appreciated Mr. Carr's closing remarks about Canadians as naturally successful mentors; look for his interesting rationale in this issue.



Diana Boudreault is the Assistant Director  
of the Volunteer Centre of Ottawa-Carleton.

### **FRONT COVER: *Candy Stripers***

by Liz Kaminsky & Amy MacLean - J.S. Woodsworth Secondary School, Carleton Board of Education, Nepean, Ontario. Winners of the 1994 High School Drawing Contest sponsored by the Volunteer Centre of Ottawa-Carleton, National Volunteer Week 1994.

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## MENTORING

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### An Alternative to Training in Volunteer Organizations

by W.A. (Bill) Belanger Ph.D. - University of Ottawa

*Is training and development a continual concern in your organization? Mentoring may offer a solution. With little additional cost, mentoring can add a vital dimension to volunteer and staff training and development.*

#### The Common Approach to Training

Most current approaches to training mirror the educational system. In western society it is a common myth that learning results from taking courses or reading books. After all isn't that the way it's done in schools? We have all been to school so we know how learning takes place. The "school" model dominates the training of both volunteers and staff. Learning can occur in other ways.

Books and courses have much to offer but each has a major weakness. Reading is not interactive. You can't ask the author questions. There is no opportunity for dialogue between the person providing the information and the person giving receiving the information. Reader's questions go unanswered. Video tape uses an auditory and visual message instead of print but this too is not interactive.

The "course" provides an opportunity to interact, however, its disadvantage is "timing". Courses are not immediate. New volunteers do not always arrive at the same time. They are eager to get started. The scheduling of orientation courses is too early for some and too late for others. Potential volunteers may not be in the same geographic area or available at the same time. Running many courses is expensive. In addition, a course is inefficient when training for a specific role such as treasurer.

Mentoring is an excellent supplement to most training programs. It does not replace either the "book" or "course" approach, however, it provides solutions to the two problems identified: mentoring is interactive and immediate.

#### Mentoring

Most professional adults can identify someone who has served as a mentor. Although mentoring has existed since before the written word, it is only recently that educators have studied this very natural and common way to learn.

A mentor is an experienced person who voluntarily guides and assists a novice in becoming proficient, independent, as well as responsible and accountable in a particular setting. The term "mentor" implies a quality relationship of mutual trust and respect in which risk taking and openness are paramount.

Currently, some organizations use the term "mentoring" more loosely to identify any situation in which an experienced person is assigned to help a less experienced individual. Providing early personal assistance to new volunteers and staff is an excellent idea but it is not "mentoring". If mentoring is a quality relationship it cannot be designated.

There are two disadvantages to appointing a mentor. First, a mentoring relationship depends on a unique match which can be accomplished only by the mentor and the protege. Often this relationship is recognized as "mentoring" only after it has existed for a time. Second, appointing an official "mentor" may limit the protege. The protege may feel that it is inappropriate to seek

help from others or to establish a quality relationship with another.

Pairing new volunteers and staff with advisors is an excellent idea. Calling this matching "mentoring" is not a good idea. Instead of "mentor" use a term such as: resource person, reference person, buddy, guide, advisor, partner, patron, sponsor, helper, companion, supporter or even bodyguard. This initial contact may evolve into a quality relationship that would warrant the term "mentor". Recognizing another person as your mentor is personal rather than organizational. Mentoring is a subtle relationship; it cannot be legislated or dictated.

### Types of Mentoring

In a volunteer organization there are four possible mentoring combinations. These can be expressed:

VOLUNTEER (mentor) - volunteer (protégé)  
 VOLUNTEER (mentor) - staff (protégé)  
 STAFF (mentor) - volunteer (protégé)  
 STAFF (mentor) - staff (protégé)

I have observed many situations in which an experienced volunteer has guided an energetic young staff member to become a more sensitive, understanding and responsible member of an organization.

### It Works For The Mentor Too

As a mentor you should find the relationship with your protégé rewarding. There is considerable satisfaction in interacting with a less experienced person, watching them question, watching them explore, watching them develop under your influence. It can be very rewarding to see a protegee assume greater responsibility and leadership. It is possible that your protegee will achieve a position of greater prominence than you, the mentor. You will be justly proud. The

rewards of mentoring often go well beyond training or the organization.

## Nine Steps in Establishing a Mentoring Relationship

### 1. Don't

Do not call it a "mentoring program".

### 2. Prepare the Organization

Make "helping" an expectation for all volunteers and staff. Start a campaign such as:

We Help Others

Who Have You Helped Today?

Ask For Help - Offer Help - Accept Help.

### 3. Prepare the helpers

Explain the initial pairing of experienced person with novice. Establish the expectation that everyone will extend assistance to "rookies". This is not as easy as it seems.

**Danger!** In western society many people consider that asking for help is a sign of weakness. Some believe that offering help indicates a lack of confidence in the other person. People often feel awkward about offering help. These attitudes will frustrate your efforts to get people to help each other. These attitudes will undermine potential mentoring relationships.

### 4. Prepare new volunteers and staff

During recruiting, interviewing and orientation, make it clear that this is a "helping" organization. Make it clear that it is the newcomer's responsibility to seek out and establish helpful relationships. Reassure them that experienced people are ready to help.

### 5. Assist the novice in establishing strategies for seeking a mentor

- Initiate conversations with experienced people
- Ask simple questions
- Evaluate the helpers' willingness and the quality of their responses
- With individuals who prove helpful, pursue a

- closer relationship
- Request to "shadow" an experienced person or to assist them
- Ask their opinion about questions on which you have been reflecting
- Question potential mentors about their reasons for certain decisions or approaches. (This can be threatening to an experienced person who simply follows routines which have been established by others.)
- Above all, be genuine in all aspects of the relationship.

You may wake up some day to realize that you have a mentor.

### 6. Pair New With Old

Introduce each new volunteer or staff with an experienced person who is willing and prepared to help. Do not use the term "mentor". Select a more appropriate term: resource person, reference person, buddy, guide, advisor, partner, patron, sponsor, helper, companion, or supporter. Make the introduction friendly and the expectations clear and specific.

*"Bob will show you around and explain what we are doing. If you run into problems or questions, Bob is the first person to ask."*

### 7. Reinforce and re-evaluate your "Helping" Campaign

As part of regular meetings discuss the strategies for helping others, share questions that have been asked, relate incidences of helping, and seek ways of trying new ideas that others have suggested. Have experienced staff review natural "put downs": e.g.,

"That's in the Manual"

"How long have you been here"

**Danger!** A new person usually sees things differently than an experienced person. When the new person lacks information, the helping relationship works well. The helper provides the missing information to the novice. However, if

the experienced person is inflexible and the novice sees things more openly, conflict can result. Experienced persons must be warned of this danger. Novices must be given an opportunity to question the status quo. To become committed volunteers or staff they must feel ownership. Wherever possible let them try out their ideas and evaluate the results.

### 8. Monitor the process

Build the "helping" expectations into performance reviews for staff and volunteers. The basic questions should be:

"Who has been helping you?"

"Who have you been helping?"

The responses can be cross matched to reflect how people view "helping relationships" within the organization.

### 9. Watch for mentoring relationships to develop

Anticipate that some quality "mentoring" relationships may develop within or outside the initial paired relationships. Encourage this when you see it. The mentoring relationship must be nurtured, not forced. If the conditions are right these relationships will emerge.

### The Goal

For both the mentor and the protégé mentoring offers a quality relationship which enhances the personal development of both the protégé and the mentor. Personal growth and satisfaction are main factors in retaining volunteers and staff.

Mentoring has the potential to become a self perpetuating force in human resource development. Effective mentors are those who have been mentored effectively. If, as a protégé, the relationship was effective and satisfying, the protégé will want to become a mentor.

Mentoring generates a dynamic that makes your organization breathe.



## WELCOME NEW REPRESENTATIVE



The Journal of Volunteer Resources Management is a Canadian resource, designed to reach managers of volunteers, educators, media and funders of not-for-profit organizations across the country. Recently, Lenore Good from the Health Sciences Centre of Winnipeg has agreed to act as the JVRM advocate within the Canadian Association of Directors of Volunteer Services in Healthcare (CDVH). As such, Lenore, first vice-president of CDVH, will reach a wide audience and broaden the contributor and subscription base of the Journal considerably. The editorial team welcomes Ms. Good, and wishes her a successful association with the Journal team.



## MENTORING: a 4,000 year old tradition

*by Rey Carr*

If you were the King of Ithaca and had to leave your family to fight in a war that was going to last 10 years, who would you want to guide your children in your absence? More than 4,000 years ago, Odysseus faced this decision, and he asked his friend, Mentor, to guide his son Telemachus, while Odysseus led the Greeks to victory in the Trojan War.

Today the term mentor usually means a more-experienced person who acts as a guide or model for a less-experienced person. Mentors can often be found on the job, but they can also be relatives, older friends, teachers and others we encounter in our lives. Mentoring typically takes place in an informal way, and often neither the mentor nor the person being mentored (typically called the protégé) is completely aware that a lasting influence is in progress.

Recognizing the important role mentors have in the lives of successful people, has led educators, social service organizations and corporations to establish more formalized mentor programs. Mentor connections have been created to orient new employees, foster executive development, assist in career advancement, improve job performance, lower employee turnover, enhance creativity, and increase leadership potential.

Mentor programs in schools and universities for both students and employees have increased rapidly in the last four years in part due to the support of the Stay-in-School Initiative of Human Resources Development (Canada). As a result of this initiative, and the mentoring strategy implemented by our organization, an estimated 100,000 students have been

formally connected to an adult mentor, and many of these mentors have been volunteers from the business community.

The success of these mentoring connections as well as the success of mentoring programs in general are dependent on a number of key factors, most of which parallel effective volunteer programs. First, while mentoring often takes place in an informal manner, deliberate and systematic planning and delivery of a mentoring program increases the chances for a successful interaction. There must be a sense of vision, mission, purpose, and objectives associated with mentoring. Workable practices must be developed for recruiting, screening, matching or linking, supporting, evaluating, and ending mentor connections. In addition support for mentoring must be anchored within all levels of the organization.

Second, both the mentor and the partner (our term for protégé) must perceive that their needs are being met. All too often mentor connections are made for the benefit of the partner only. If a mentor's needs are not included as part of the mentoring program, then the mentor will often become dissatisfied, drop out, or dissuade others from becoming involved. Mentor needs can be met in a variety of ways including providing experiential-based (as compared to lecture-based) training for mentors, prescribing limits or boundaries (thus clearly identifying expectations), providing problem-solving support, recognizing and celebrating

mentor efforts, and involving the mentors in program growth and direction.

Another way that mentor needs can be realized is by taking into account the developmental experience of the mentor. Older persons are more likely than younger persons to want to contribute to the growth and development of others. Younger persons may be more interested in advancing their own careers, whereas older persons feel a greater need to regenerate themselves in others. Senior executives, mature employees, grandparents often have stronger needs to help others than those persons struggling to develop their careers and families. Therefore, a natural exchange can take place between older, more experienced volunteers and younger less-experienced partners.

Mentoring, like other volunteer work, is often activity or project focussed. The mentor and the partner work on a common activity or discuss a mutual interest. Possibly the mentor introduces the partner to a new area of learning and the mentor guides the partner in the learning process, providing hints, tips, encouragement, and support. However, the third factor contributing to the success of mentoring is the degree to which the mentor and the partner are willing to work on the relationship-building aspect of their connection.

Relationship building in mentoring relies on a sense of mutuality; a sense that both persons are gaining something of value from



their time spent together. The mentor and the partner are not just "doing" they are also "being". Mentors and partners value their time together because of mutual respect and regard for one another. They contribute to each other's sense of worth and dignity. Often the ability to add quality to the relationship relies on training sessions that help both the mentor and partner learn how to enhance their relationship. Our materials, for example, provide training sessions for the mentors, training sessions for the partners, and training sessions for the mentors and partners together.

A final factor that contributes to the success of mentoring is the overall cultural climate that exists in Canada. Around the world Canada is known for its ability to help others, mediate disputes, keep the peace, and provide assistance in times of crisis and distress. Unlike citizens of other highly productive countries, Canadians are welcomed in virtually every other country on this planet. While this helping-oriented cultural value may be obscured from time to time on the home front, it is an ingrained and sustained quality which supports the development of all types of volunteer activities.

*Rey Carr is President of Peer Resources, a training and consulting corporation located in Victoria, British Columbia. Rey is the co-author of Canada's most widely used peer support training manual and is also the co-author of the highly acclaimed mentor strategy resource kit. Rey is Canada's leading authority and an internationally known expert, lecturer, and workshop leader in peer leading.*



## BOOK REVIEW

by Rebecca Last

### ***"Canadian Stay-in-School Mentor Strategy"***

Program Development Resource Kit  
Written by David de Rosenroll, Greg Saunders, Rey A. Carr, Peer Systems Consulting Group, Victoria, B.C., 1993

Although designed specifically for the federal *Stay-in-School* initiative, managers of volunteers may, with a little imagination, find this resource kit useful for a variety of applications.

Mentoring is a term borrowed from Homer's *Odyssey*; Odysseus asks his friend Mentor to teach his son. Thus the traditional concept of mentoring implies a senior or adult who nurtures and instructs a more junior mentee or protégé, typically in a one-to-one relationship. Mentoring has been used for years in business and industry as well as in academic communities. A less formal mentoring model allows friendship to develop between the mentor and protégé. This is the basis for successful volunteer programs such as those of Big Brothers and Big Sisters.

The authors suggest that the traditional model of mentoring is inappropriate for school-based mentoring because it implies a one-way relationship in which all benefits accrue to the protégé. They

use the term "bridging" to describe an egalitarian model, where the essence of the relationship is one of sharing - power, competence and self.

The bridging model is valuable for some functions. For other applications, the distance inherent in the traditional mentoring relationship may be more appropriate, as for example, where mentoring is used as an adjunct to a volunteer training program. Those contemplating mentoring as an additional resource within their volunteer services should be clear about which model best suits their organization's needs. This resource guide will be of less use to those seeking to establish a traditional mentoring program.

Sustained success in a mentoring program requires, the authors note, a triadic relationship; the mentor must receive ongoing support from the community. (In this case, community may mean the sponsoring voluntary agency and its sphere of operations.)

The bulk of the resource kit is aimed at "Program Development". The authors identify and elaborate on seven general areas:

- 1) establishing a community support base
- 2) understanding the community's needs
- 3) building clear understandable goals which reflect the community's needs

- 4) selecting appropriate volunteers and partners
- 5) facilitating successful relationship building workshops
- 6) ensuring continued support and follow-up
- 7) assessing program effectiveness

Each topic is addressed in a simple "how-to" format, including exercises, questions and checklists.

Although the language is at times a little jargonistic, the resource kit presents a workable approach to implementing the bridging model of mentoring. The authors' cautionary note, that the transition from theory to practice is not always simple, should be taken to heart. Their step-by-step approach may require some adaptation to meet specific organizational objectives. For example, agency management may wish to establish collectively the boundaries and defining qualities of their "community" - a term used throughout the resource kit and one which may be confusing in applying these principles to other than the school environment.

Finally, the appendices on "Relationship Enhancement Sessions" present a sample curriculum to be used for mentoring at-risk youth. Depending on the application, these exercises may also require some modification, or may be inappropriate.

Mentoring is a relatively new concept in management of volunteer services, and one which is worthy of further study and experimentation. Despite its specificity, the Canadian Stay-in-School Mentor Strategy provides useful guidelines and background which may be applied in other volunteer-driven environments. Establishing organizational goals for a mentoring program will be key in determining when and how the formula

proposed in this resource kit should be modified to meet your agency's needs.

*Rebecca Last has almost a decade of management experience in the voluntary sector and coordinated the regional Ottawa-Carleton Stay-in-School Initiative in 1992-93. She lives in Ottawa with her husband, and specializes in communications and resource development for the voluntary and not-for-profit sectors.*



## LOOKING AHEAD

**NATIONAL VOLUNTEER WEEK**

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## Le mentorat, une tradition vieille de 4 000 ans

par Rey Carr

Si vous étiez le roi d'Ithaque et que vous deviez quitter votre famille durant les prochains 10 ans pour aller à la guerre, à qui confieriez-vous la gouverne de vos enfants en votre absence? Il y a 4 000 ans, Ulysse a été confronté à cette question et il a demandé à son ami Mentor de guider son fils Télémaque pendant qu'il conduisait les grecs à la victoire lors de la guerre de Troie.

De nos jours, le terme "mentor" fait référence à une personne expérimentée qui devient un guide ou un modèle pour une personne qui a moins d'expérience. On trouve souvent des mentors dans le milieu du travail mais ils peuvent aussi être des parents, des amis plus âgés, des professeurs ou d'autres personnes que nous rencontrons au cours de notre vie. Le mentorat s'effectue habituellement de façon informelle si bien que souvent, ni le mentor ni le protégé ne sont totalement conscients de l'influence durable qui s'établit entre eux.

Les éducateurs, les organismes de services sociaux et les corporations, réalisant l'importance du rôle que les mentors jouent dans la vie des gens qui réussissent, en sont venus à mettre sur pied des programmes formels de

mentorat. De tels liens ont été créés pour orienter de nouveaux employés, pour promouvoir le perfectionnement des administrateurs, pour aider à l'essor de carrière, pour améliorer le rendement au travail, pour accroître la créativité et pour intensifier le potentiel de futurs dirigeants.

Les programmes de mentorat au sein des écoles et des universités, à l'intention des élèves et des employés, se sont multipliés rapidement depuis les derniers 4 ans grâce en partie au support de L'initiative L'école avant tout du département des ressources humaines (Canada). Cette "Initiative" et la stratégie mise en oeuvre par notre organisme ont eu comme résultat de créer des liens formels entre 100 000 étudiants et des mentors adultes qui, dans plusieurs cas, étaient déjà des bénévoles rattachés au monde des affaires.

Le succès de pareils jumelages, tout comme le succès des programmes de mentorat en général, dépend de plusieurs facteurs-clés largement identifiables parmi les services de bénévolat efficaces. Tout d'abord, même si le mentorat se fait souvent de façon informelle, un programme de mentorat bien planifié et bien articulé augmentera ses chances de succès. Il est essentiel

d'avoir en tête la vision, la mission, les buts et les objectifs du mentorat afin de faciliter le recrutement, la sélection, le jumelage, le support, l'évaluation et le dénouement des relations ainsi établies. De plus, le soutien du mentorat doit être solidement ancré à tous les niveaux de l'organisme.

En deuxième lieu, le mentor et son protégé doivent tous deux sentir que ce partenariat rencontre tout autant leurs besoins particuliers. Plus souvent qu'autrement, les jumelages sont faits au profit du protégé seulement. Si les besoins du mentor ne sont pas pris en considération, il sera insatisfait, il délaissera le programme et dissuadera les autres d'y adhérer. Il y a plusieurs façons de répondre aux besoins des mentors: leur offrir de la formation expérientielle plutôt que théorique, bien délimiter les frontières c'est-à-dire clarifier les attentes, apporter du soutien pour solutionner les problèmes, reconnaître et célébrer le travail des mentors et les impliquer dans l'orientation et dans le développement du programme.

Une autre manière de répondre aux besoins des mentors est de considérer leur expérience de vie. Les personnes âgées ont tendance plus que les jeunes à vouloir participer à la croissance et à

l'épanouissement des autres. Les jeunes travaillent plus à faire avancer leur carrière personnelle tandis que leurs aînés ont besoin de se régénérer dans les autres. Les cadres seniors, les employés d'âge mûr, les grands-parents éprouvent d'habitude un plus vif désir d'aider les autres que les personnes qui s'occupent de leur carrière et de leur famille. Ainsi, les bénévoles expérimentés plus âgés peuvent établir une communication spontanée avec leurs jeunes protégés.

Le mentorat, comme toute activité bénévole, se focalise généralement sur l'activité ou sur le projet. Le mentor et le protégé travaillent ensemble à une même activité ou discutent d'un sujet d'intérêt commun. Il se peut que le mentor initie son protégé à un nouveau domaine d'apprentissage où il le guidera, lui prodiguera des conseils, des trucs, de l'encouragement et du support. Toutefois, le troisième facteur de succès de cette entreprise, c'est la quantité de travail que le mentor et le protégé investissent pour bâtir leur relation interpersonnelle.

La relation qui se développe à partir du mentorat repose sur la mutualité; c'est le sentiment que les deux partenaires retirent quelque chose de précieux du temps qu'ils passent ensemble. Le

mentor et son protégé ne font pas que "faire des choses", ils "sont"; ils valorisent les moments passés ensemble parce qu'ils s'estiment et se respectent mutuellement. Ils contribuent l'un l'autre à réaffirmer leur propre valeur et leur propre dignité. Souvent, le mentor et son partenaire apprendront à mieux cultiver leur relation et à mieux développer leurs capacités à travers des sessions de formation. Par exemple, nous disposons de matériel pour des sessions de formation qui s'adressent aux mentors, aux partenaires, et aux mentors et partenaires ensemble.

Un dernier facteur aidant au succès du mentorat au Canada: c'est le climat culturel. Le Canada est reconnu dans le monde entier pour son ouverture à rendre service aux autres, à faire de la médiation de conflits, à garder la paix et à offrir de l'aide en temps de crise et de misère. A l'encontre des citoyens d'autres pays hautement industrialisés, les canadiens sont de fait les bienvenus dans tous les pays de la planète. Même si cet aspect culturel aidant est un peu estompé sur la scène locale, il n'en demeure pas moins que cette disposition enracinée et éprouvée est à la source de toutes sortes d'activités bénévoles.

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### ***L'auteur***

*Rey Carr est le président de Peer Resources, une firme de formateurs et de consultants à Victoria, Colombie britannique. Rey est co-auteur du livre le plus utilisé au Canada sur le soutien entre pairs et est également co-auteur d'une trousse de ressources stratégiques fort recommandée sur le mentorat. Rey est un chef de file au Canada, un expert, un conférencier et un animateur d'ateliers de soutien entre pairs, internationalement reconnu.*



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## SOME THOUGHTS ON MENTORING

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*by Jackie Coderre*

Mentoring is a relationship between two people with common interests. The mentor is often a veteran in the field, a senior-ranked person and the other is often a newcomer, a novice.

Mentoring can be informal or it can be formalized as a mandate of a professional association, such as an Association for Managers of Volunteers.

Mentoring can be a big challenge in a professional association, that is set up for people in the same career.

Nurses, lawyers, social workers often work where there is more than one nurse, lawyer, or social worker, so that mentoring can occur in the same organization. In contrast, organizations only have one Manager of Volunteers so that any mentoring or reaching out is from someone in one agency to someone in another.

Ask members of an association if they are willing to be a mentor or if they are in need of a mentor, and most will see themselves as a mentor with expertise in this or that area. Not everyone is called or wishes to be a mentor.

Mentoring requires a wise, trusted and experienced person to counsel, guide, tutor, protect (protégé), promote, befriend ("buddies"), be a role model, or support another individual. Adequate education, experience in the profession, confidence and maturity are needed.

A mentor believes strongly in the profession

and desires to promote higher standards within it.

The mentor is a person who:

- listens actively rather than lectures;
- affirms rather than criticizes;
- asks questions to provoke thought rather than simply gathering information;
- makes introductions to others in the field or can direct to other resources;
- has some time to share and befriend the other person.

The commitment can be as simple as periodic phone calls or once-a-month lunch breaks. Of course, the mentor must keep all discussions confidential.

The mentor also gets something out of the relationship - affirmation, respect, different perspectives, rejuvenation.

A professional association can be the best vehicle for setting up a mentoring process because of the acceptance and training of certain individuals as mentors, the reception of confidential requests for assistance and the facilitation to link the two together.

The main reason for mentoring within the profession of management of volunteers is the need for a role model or a buddy. Senior members of an association could see themselves as role models for the new members and go out of their way to welcome them, make introductions and encourage their inquiries and participation. It could even occur than an association match up recent graduates or first-time manager of

volunteers with more experienced members. Another idea is to have write-ups of willing mentors in the association's newsletter, or publish their backgrounds and work histories in a special booklet. A booklet like this can act both as an inspiration and a promotion for the profession.

Newcomers are not the only candidates for mentoring. A manager of volunteers may

require assistance in solving a problem, and just needs to tap into the system briefly. There is a greater need. Like anyone else in a helping profession, managers of volunteers can suffer burnout. A mentor could be the best answer!

*Jackie Coderre is Supervisor of Volunteer Services at Island Lodge on Porter's Island, Ottawa, Ontario*




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## WHIT AND WHIMSEY

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by Lynne J. Savage

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### MENTORING

The OXFORD Dictionary of Current English defines Mentor as "trusted and experienced adviser". I like it. It's clear and concise. The only worry I have is about Current english. Is that common, rumoured, in vogue, a stream, or a misspelled British raisin?

Both Webster's and Roget's Thesauri (the plural form of Thesaurus; like fungus, fungi. It's a fact. Roget was a real FUN GUY!) list mentor as see teacher. Numerous synonyms appear under Teacher:

"tutor, mentor, pedagogue, master guru, swami, mistress, instructor, educator, lecturer, professor, teacher, director, coach, disciplinarian,

prefect, prolocutor, abecedarian, dominie, monitor, adviser, expositor, interpreter, guide, pioneer, apostle, missionary, propagandist, trainer, professor, reader, counsellor, preacher, governess."

All of these words represent knowledge and wisdom at various levels. One of my favourite cartoons shows a son seated before his father, Hagar, on the Hill of Wisdom. Hagar points his advisory hand toward the sky and says, "Always speak from one's heart, listen to your own true feelings, find out how you really feel on a subject before you speak...and don't be swayed by other people". From nearby, Hagar's wife shouts, "Except your MOTHER!!!"



Strange that parent doesn't appear on the lengthy list above! Mentoring has a personal definition. Its meaning to me may be different from its meaning to you. The mentor and the mentoree (?)... mentored (?)... communicate in their own special way. If you've been there, think about it. What do you want to be/do? Where do you want to be/go? How will you journey the distance? Who might your mentor(s) be?? Give it some thought...Then do something about it!

Meanwhile, I must not ruin my laughable reputation with such heavy notions! From Dictionary of Quotations and Proverbs, published by Chartwell Books Inc.

There's a wonderful family called  
Stein,  
There's Gert and Epp and there's  
Ein;  
Gert's poems are bunk,  
Epp's statues are junk,  
And no one can understand Ein!  
....*Author Unknown*

A rare old bird is the pelican,  
His beak holds more than his belican.  
He can take in his beak,  
Enough food for a week.  
I'm darned if I know how the helican!  
....*Dixon Lanier Merritt*

J.P. Holland said "the mind grows by what it feeds on."

If Holland is right, the pelican and I have a great deal in common!

*Lynne Savage is a speaker and writer whose philosophy is Laugh & Learn. She welcomes your comments at 905-371-0700 or by writing to her at 7340 Fern Avenue Niagara Falls, Ontario CANADA, L2G 5H2.*



**We'd love to hear  
your ideas  
for future themes  
for this journal.**

**Send them in!**



# JOURNAL OF VOLUNTEER RESOURCES MANAGEMENT

Editorial Process and Guidelines for Authors

## **Objective**

The Journal of Volunteer Resources Management is intended:

1. to serve as a credible source of information on the management of volunteers in Canada;
2. to provide a forum for the exchange of ideas and to encourage networking among managers of volunteers;
3. to provide a professional development tool for managers of volunteers;
4. to recognize and encourage Canadian talent in the field of Management of Volunteers;
5. to include in each issue at least two articles that will consider different views of a specific and predetermined theme.

## **Target Audience**

The Journal's intended audience includes managers of volunteers, educators, media and funders of not-for-profit organizations across the country.

## **Submissions**

All manuscripts will be accepted either on diskette or on typed, double spaced pages. Submissions should be written according to "The Canadian Style - A Guide to Writing and Editing" - Secretary of State, Dundurn Press.

External reviewers may be engaged to review content if deemed advisable by the committee.

The revised draft is edited for clarity and consistency by the Editorial Team.

The edited version is returned to the author for acceptance along with an approval form for signature.

The signed form is to be returned to the Editorial

Team within a week along with any suggestions for final revisions.

## **Format and Style**

Authors are asked to respect the following word counts:

	<u>Words</u>	<u>Pages</u>
<b>Lead Article</b>	2000	5-6
<b>Secondary Article</b>	700-800	2-3
<b>Book Review</b>	150	1

The lead article will look at the topic in some depth and will normally require the author to conduct research into current trends and perspectives on the subject.

The secondary article will adopt a more practical approach, including personal experiences and opinions.

## **Advertising**

Limited advertising will be allowed in the Journal, for materials of direct relevance to managers of volunteer service, and as long as it conforms to the guidelines set out by the Editorial Committee. All ads are subject to the approval of the Editorial Committee.

### *Suggested Guidelines:*

1. Only 1/4 page and 1/2 page ads will be accepted.
2. Ads must be camera-ready.
3. A maximum of one page of ads will be permitted per issue.
4. Ads are to be placed near "Items of Interest" or toward the end of the issue.
5. Job ads are not recommended.
6. Cost is to be determined by the Editorial Committee.



**DEADLINES**  
**FOR SUBMISSION AND THEMES**

<i><u>Issue</u></i>	<i><u>Deadline</u></i>	<i><u>Theme</u></i>
<i>Spring '95</i>	articles due on the 24th of February	Redefining Volunteerism
<i>Summer '95</i>	articles due on the 24th of May	Legal Issues
<i>Fall '95</i>	articles due on the 24th of August	Volunteers in Health Care
<i>Winter '96</i>	artical due on the 24th of October	



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