



Will's Hope Staff, Volunteer and Mentor's Role & Responsibilities Handbook

As of: 10 Jan 2023

Thank you very much for your interest and willingness to consider or accept to be a Mentor or Staff for Will's Hope (WH). We believe you will gain as much out of the program as the young adults with disabilities. We welcome you and if you have any questions, please free to contact Sarah or Mark Squire. This document is applicable to all adult mentors, volunteers and staff that support Will's Hope (WH). For simplicity purposes the term mentor, staff or volunteer are used interchangeably.

This document is designed to help you evaluate your potential participation or if you desire to participate obtain a better understanding of your role, responsibilities and expectations. For the most part the roles and responsibilities are based on common sense. The Mentor/Staff Roles and Responsibilities Handbook is updated each year based on lessons learned and comments received. We do multiple interviews to help prospective mentors/staff to learn about the program and the expectations of a mentor. The intent of this document is to provide clarity to a mentor's role and responsibilities.

We want to make this a meaningful and hassle-free experience for you. We will pay most costs – food, travel (Colorado Springs to the Greater Yellowstone Ecosystem (GYE) that includes southern Montana, YNP, northwestern Wyoming & return), lodging & other incidental expenses related to the program. You may want to bring cash if you desire to purchase gifts or for other personal purchases.

The schedule for the Young Adult Regular or Advanced Programs may vary from nine to fourteen days long. We recognize that this may be too much for some volunteers and would like mentors and nurses to agree to participating in the pre-program training and at a minimum one week of the actual program. If you think you cannot commit for the entire program, please discuss this with us. If necessary, we will consider rotating volunteer adults either by air or ground transportation.

If you accept being a mentor you will share with participants an experience that less than 1% of all visitors to the GYE/Yellowstone National Park Region ever experience. The instructors and logistical support for this program are some of its outstanding features.

The purpose of this document is to provide general guidance as to the role of Mentors and their responsibilities. For Will's Hope the Mentor is a critical position that is extremely important to the accomplishment of our mission & the success of each young person. Each Mentor must complete a volunteer application, sign various waivers, answer health questions, undergo a criminal background check, be interviewed & complete other tasks prior to being accepted. Some of the forms can only be provided in hard copy. Please contact Mark Squire for any questions or to get copies of documents that weren't provided to you. We have tried to minimize the amount of administrative work required of mentors when completing the various forms & documents. For security & other purposes we don't have electronic forms.

Please review the **Will's Hope Summary of Programs for Young Adults** document for Will's Hope (WH) in the enclosed/attached document (if they are not provided, they can be found on the Will's Hope website under the Resource Page/tab). This document contains the living parameters that form the goals and objectives for our organization and outlines the scope of the program. Mentors will be assigned to specific individuals prior to the summer Programs. We will try to not assign more than 2 participants to a mentor. We understand that Mentors have jobs and their availability may be limited to the Program dates. However, if you are accepted, we ask that you commit to making all training, bonding sessions, the Family Orientation (usually in late March or April), hikes and other preparatory activities. Currently, we use 2 large passenger vans to transport the group from Colorado Springs to the YNP region. If a Mentor cannot travel in the van for any reason, please contact Sarah or Mark Squire so that we can work out arrangements.

Typically, we need at least two to three adults to travel in each van to ensure sufficient staff to participant ratio. Volunteer drivers are welcome. The rental agency and other stipulations may limit who actually drives but we try to have four persons on the driver's list for each program (assuming two vans). We have to make some requests of you if you are willing to drive. First, you will have to furnish your personal automobile insurance policy declarations and you will need to confirm that your personal policy is valid for rental vehicles. In addition, you may have to allow the rental company to have your credit card information (nothing will be charged to the card as the rental costs and fuel are charged to a Will's Hope Credit Card) as part of the rental companies' policy/requirement for additional drivers. Please assess your driving skills before volunteering to drive. If you are not a safe and courteous driver please do not volunteer. As examples – if you don't come to a complete stop at a stop sign, tailgate, take risks passing or perform other potentially unsafe actions it is best that you do not volunteer. Not volunteering to drive is perfectly ok. As a general rule we don't pass when we are in Yellowstone National Park or similar locations (i.e., two-lane roads with opposing traffic in one lane). Just as important are non-driving mentors who continue to interact with the young adults during the trip/drive. There is no shortage of things to see when driving to and through the GYE region.

Because we are working with young persons with disabilities, we have to be flexible in working with them & supportive of the way that works best for them to learn & interact. Assume all participants are very fragile.

Each young person is given sufficient latitude and space to self-discover their passions and strengths. This is accomplished by them using as many senses as possible when exposed to a wide variety of nature's wonderful and magnificent treasures & over time allowing their

observations & thinking to discern passions & strengths. Along the way they gain self-esteem, self-confidence & resiliency of spirit. Some have not realized success through typical school programs. Our approach is to turn Mother Nature loose & let her be the self-enabling mechanism for each young person in the Program. The Native American portion of the program is a self-enabling mechanism.

We are not a medical or therapeutic program and we do not work with individuals in crisis. We are trying to save lives and be a preventive program that shows young adults with disabilities the good in themselves. We use love and compassion to provide opportunities for each young adult to realize success.

Many adults that have worked with youth & especially young adults with disabilities have the inherent skills, patience & other qualities that are necessary for assisting WH. Please take some time to review this document to see if there are any conditions or requirements that may conflict with your personal way of interacting with other adults & especially young adults with disabilities. It is inherent on the potential volunteer, mentor or staff to do a self-assessment as well as answer honestly during an interview to ensure we have a good fit between the program, mentor & other staff members. The self-assessment is a separate document (**Will's Hope Ground Rules for Veterans, Others Staff, etc. & Staff Self-Assessment**) & must be reviewed by volunteers (it is at: www.willshopeopportunities.org) under the Resource Page/tab.

Participant is the term we use for the young persons or young adults with disabilities or similar conditions. On the Will's Hope waivers (releases) that you sign the word participant is an all-inclusive term for young adults, mentors, staff and volunteers.

Participant eligibility (partial list): Individual is 18 to 30+ years old, has a diagnosis of emotional, cognitive, mental health issue and or related disabilities or conditions; is able to follow instructions and language and behavior are appropriate;

We screen out participants who have disruptive behavior & other self-control issues that have nothing to do with mental illness. Our philosophy is that a young person with disabilities can control their behavior & be courteous & respectful of each other as well as Will's Hope staff. We do not accept any individual that cannot behave and cannot follow instructions. We will bend over backwards to help applicants & participants that have legitimate mental illness, emotional or other disabilities or conditions. We have participants from a wide variety of family situations – no family and no money, being raised by a single foster parent to those with an involved stable family. In some cases, Will's Hope is the only activity they have ever participated in outside of their local community.

The following are general guidance and desired Mentor characteristics - these are not intended to be all inclusive:

General guidance:

1. In general, the Mentor is to act as a role model; stay engaged with their young adult and help them realize success throughout the program. The focal points for all activities and tasks are the young persons. We allow the young persons to call other adults by their first name. They are to show respect and courtesy. The Mentor's role is not to lead the participant by the hand but to stay behind the scenes and provide encouragement while letting each young person ask questions and take the lead. In some cases, asking questions of the young person will facilitate thoughts and questions that may lead them to the answer or allow them how to figure out how to solve a specific task. The young person may not be very successful on the first attempt but with time and experience they gain self-confidence and improve with each reoccurrence of the task. Conversations with the young persons are encouraged and help them with building their confidence in working with adults as well as refining their thoughts on any number of issues and concepts. Mentors should learn about their participants – family, hobbies, likes, favorite activities, etc. in order to help bonding and making the participant feel comfortable.
2. Mentors should expect to work in an unstructured environment. There is no list of rules or tasks they have to follow at any given time. Some volunteers worry if they are not constantly busy - but being constantly busy may not be desired in many Will's Hope situations. You should know each young person in the program as well as your mentee and the older adults – this takes time; you should be closely monitoring your mentee, at least until you know them; you should be thinking about how to help them grow; you should be able to give examples of the mentee's success during the week; you should provide a lot of positive reinforcement as well as performing many other relevant actions based on the dynamics of the group and the needs of your mentee.
3. Mentors are part of the structure of Will's Hope and they are part of a chain where each link is an important piece. When one link is broken it affects the whole program. When one link is broken other impacts may occur that may seem isolated from the broken link but in the macro view the impact has unintended and undesired consequences. As an example, if a mentor or other staff member is having an off day it has an immediate impact on the rest of the group. Unforeseen family situations at home can sometimes put stress on a mentor and cause issues. If any mentor or staff is affected and feels that they are not on top of their game please discuss this with Mark or Sarah Squire so we are aware of the situation and can discuss viable resolution options. For mentees that require significant mentor time work out an arrangement with another mentor so that they can temporarily relieve you for short intervals so that you can recharge and they can bring a different perspective to the mentee.
4. Participant knowledge and skills – we encounter a wide range of individuals from those that have gone through the education system and passed 12th grade but can't read or write to those that have close to a photographic memory. In terms of disabilities and mental illness we deal with a wide range of conditions, medications, things unique to each individual and many other individual participant characteristics.
5. What is participant success? It may be a smile, doing something they never did before, talking in front of other participants and staff, and many other actions most of us take for granted.
6. The **exclusive** focus of this program is the **participants** and the **mission** of Will's Hope. The focus is not mentors or mentor personal preferences. You must keep the participants as the primary mission. Mentors/staff must be willing to subordinate personal preferences to

- what is best for the participant. If personal preferences or things like poor physical fitness inhibit your ability to be effective, please discuss this with us before you agree to be a mentor.
7. If you have a personal situation that may preclude your availability during the Program (i.e., during the day/evening hours) please discuss these with Mark/Sarah Squire to ensure that there is no conflict with the Program.
 8. Please document strengths and noteworthy accomplishments of the participants during the Program so that they may be recognized for these strengths during the farewell dinner near the end of the program. We would like a copy of these to put in the individual's file with the After-Action Report (AAR).
 9. Document what went well and what can be improved and include these comments in your After-Action Report (AAR) that is due from Mentors prior to departure from the GYE region to Colorado Springs
 10. Assist the participants in completing their individual AAR – usually the last night of the program.
 11. Chain of command – we work as a group with a common purpose. If additional clarification is necessary the mentors & staff work for Program Leaders Mark & Sarah Squire; no other person is authorized to provide operational prescriptive guidance to mentors & especially guidance conflicting with the Will's Hope mission & goals or the mentor's role, responsibility, and performance.
 12. Cell phone coverage during the program is extremely limited and mentors should plan on not being able to use their phone during most of the program. There is very good cell coverage in Gardiner, MT which we pass through several times on most days. During activities we ask the staff to refrain from using cell phones and use them in the evening except in emergencies. During the day when we are out & away from the lodging facility cell phone coverage can be spotty. Please allow the participants to use your cell phone for short calls in the evening to their family/guardian. Our policy is that participants are not allowed to bring smart phones and must leave them at home - this has been very beneficial.
 13. Van or bus seating, – the staff should sit to the rear as the seats in the front provide better forward visibility – but this depends on the vehicle. On some vehicles front visibility is partially blocked and the seats on the outside and further back are better to sit in. In some cases, a split second can mean the difference between seeing something and not seeing it. With young persons forward, this helps position them (by hearing the Guide) for taking advantage of this opportunity. This can be played by ear as the week progresses. Bottom line - we are serving the young persons with disabilities & should make their task easier by facilitating their ability to observe things outside of the bus/van & be able to hear the Guide. We have purchased transmitters and small individual receivers with earphones for each person to use during certain classes and programs. This will allow everyone to hear the Guide clearly regardless of where they are – either inside the vehicle or outside.
 14. If possible, when we have an instructor riding along, we try to get everyone in one van. WH sometimes uses multiple rental vans in which the instructor will ride in the lead van. We have purchased a communication package where the instructor can be talking in the lead van and while the vans are moving the instructor is heard in the second van. We are still experimenting with this but it appears to be a viable solution. We also use two vans, in most situations, to allow everyone to have plenty of room and good visibility of the exterior landscapes, wildlife and features.
 15. WH Staff & Mentors will be used to monitor participants performing chores and common housekeeping & meal tasks. Hopefully, after the requirements are explained the young persons can accomplish their housekeeping/meal tasks without much oversight. The goal is twofold: one, continue to promote independence on behalf of the young persons and two, making them take ownership for common housekeeping chores. They should be responsible for their bathroom, sleeping areas and the activity area(s). Mentors and staff will also be expected to help with meals and cleanup. We will establish a schedule at the beginning of each program.
 16. Mentors will need to ride in the van (going to the GYE and on the return) unless other arrangements are made. A minimum of 2 and preferably 3 Will's Hope staff will need to ride in each van.
 17. We want to maximize the young adults' opportunities throughout each day and throughout the program. The environment, activities and other features allow us to leverage their capabilities, enthusiasm and interest; and show them they can be successful.
 18. In the recent past at least one young adult gets dehydrated and is unable to participate in some activities. Constantly push drinking water. This is also an area where we need to request families/caregivers have the young adults start drinking a lot of water no later than a week prior to departure. Ensure that participants drink sufficient water throughout the day.
 19. Understand that most instructors have a pre-determined agenda that is used for their presentations. Be considerate and know that your questions might be better answered later rather than interrupting the instructor at the time you think of the question. For example, some instructors use the bus/van travel time (and stops where they teach/demonstrate/do a show and tell) as the time for classroom instruction for participants and it is important for them to stay on track to ensure the classroom portion of the day is completed before stops and activities where the participants get off of the bus. Feel free to ask questions towards the end of the day but during the day give preference to the young persons; first ensure instructors have completed their classroom instruction (on the bus or in the field) and that the young adults have had ample opportunity to express their observations and ask questions.
 20. Will's Hope provides a nurturing environment that encourages growth and experiential learning.
 - a. Long stories or speeches that explain how the mentor does things (when it is only applicable to the mentor) and has no benefit to the participants are not desired. Using a story or personal example that has direct relevance to participants is permissible (i.e., how a mentor solved a similar problem facing the participant that adds value to the Will's Hope program).
 - b. Stories about relevant personal challenges, animals, wildlife, & other natural world topics are typically things that the participants like & they provide a calming effect as well. Mentors should feel free to share such stories.
 - c. Some exercises will be a challenge to the participants. The mentors' role is to assist the individual in performing the task to the best of the participant's ability as this might be the only exposure the participant has for their entire life and it may only be for a

few minutes (e.g., in one year we introduced a high precision GPS handheld unit to the young men and did not elaborate on all the features and details – the purpose was to have them hold it, recognize the screen that showed the satellites and log in their name). Later two participants expressed a strong interest in the device even though they would probably not be able to load or download the device but given the right situation and with some additional training and practice they would be able to use it in the field logging simple objects such as an animal's skeleton, a damaged street sign, etc. In addition, we introduced a separate Trimble Software program that helps build marketable skills.

21. Unconditional trust among older adults is absolutely essential for the conduct of this program.
 - a. This trust is not to be violated by releasing any private or confidential information to anyone outside of the Will's Hope staff. Privacy and other regulations/laws maybe applicable.
 - b. Understand that much confidential information about the participants is shared between the older adults and this information is to remain confidential. Releasing this information to third parties is not authorized. For the program to be successful we must ensure that the mentors and staff are fully informed about all participants.
 - c. Participant, mentor & staff health information, regardless of its source, is confidential & is not to be released to third parties.
22. After returning to the cabins/lodging facility in the afternoon we will do periodic hot washes (short after-action reviews of the day) with the mentors & staff. This is the time to let everyone else know of any issues with participants. This is also a way for each mentor to become informed about the other participants. We encourage all mentors to complement & help other participants who are not their mentees. It takes the entire staff of Will's Hope working together to accomplish the Will's Hope mission. We try to give everyone a little downtime after returning from a day's activities. However, there are days when the schedule limits the amount of downtime. We are still experimenting with the best way to get everyone a little down time & still move forward with things like dinner preparation & other scheduled activities. The objective is to be fair to all mentors & staff. Once we return to the cabins in the afternoon it is not necessarily an automatic disappear/go-get-some-rest time.
23. Emergency contact information – separate instructions and information will be provided to all staff and participants.

Desirable characteristics of Mentors:

1. Mentors must be loving, caring, compassionate, helpful and willing to listen. We do not expect mentors to be experts or professionals in mental health, special education or in other areas typical of the academic or other environments that the young persons may come from. Our objective is to treat the participants like any other regular person and **do not treat them as if they had a disability** (i.e., do not use stereotype labels that are typically assigned to these young participants to constrain their capabilities). Mentors are not baby sitters. We expect all participants to put forth good efforts to take care of themselves, participate in the program and to do their fair share in all activities and tasks. Watch how they grow and take advantage of the opportunity. Provide support and use positive reinforcement.
2. Must be a people-oriented person.
3. Must be patient, positive and enthusiastic at all times.
4. Must love and or enjoy the outdoors.
5. Must love the opportunity to be participating in a unique program where we have torn down the typical stereotypes that confront the participants on a daily basis and love the opportunity to be working with a population group that has experienced a lot of frustration and other challenges in their daily life. Part of the excitement should come from realizing that simple things (e.g., helping them with writing, mathematical skills, etc.) may challenge some of the participants but by giving them confidence in these areas or skills that are weak the mentor may be setting them up for success in other skills and life activities by helping them get motivated to try or re-try other things they may not be very good at.
6. Will's Hope has grown over the years and continues to grow. Program Leaders, Mentors, Staff and other volunteers must ensure they present a positive image. This is critical because we don't know if the person, we are interacting with, has connections to a future participant, future mentor, a donor or the general public who know someone that knows someone we are interested in meeting. Similarly, we should look at Will's Hope as a unique program where every older adult is a guest and has a unique opportunity to be part of something special.
7. The mentors' values and beliefs must be consistent with Will's Hope Vision, Mission, Goals and Objectives
8. Must be a team player and able to work with other adults and young persons with disabilities,
9. Must be able to communicate effectively and be able to engage in a discussion where ideas are shared and you are receptive to other suggestions and not trying to control the conversation,
10. Must be able to effectively work with a diverse group of participants, with various disabilities and work with a group of adults that have a broad range of training and knowledge,
11. Role model by communicating with **positive** deeds, words, & actions,
12. Frequent thank you and please,
13. Subordinate individual objectives and approaches to the vision, mission, goals, objectives and concept of operations for Will's Hope and remain focused on supporting the participants,
14. Surface any concerns and questions at the time they occur; don't let them fester,
15. Must be able to reconcile differences with other adults in a mature & considerate manner without impacting the Program,
16. Leads by example by demonstrating enthusiasm and excitement for participant activities,
17. Mutual respect for everyone,

18. For problems takes action in an appropriate priority and sense of urgency. If you see an unsafe action that could lead to personal injury or worse or damage, take **immediate corrective action**,
19. Anticipate that we will have long drives due to the distance between various locations during Will's Hope activities. Mentors can help by staying observant and looking for unique things outside the vehicle such as animals, vegetation, geology, clouds, etc. and engage the participants in a related discussion. On the drive to and from the GYE mentors can act as a catalyst for opportunistic observations and games such as having everyone identify a country or state or city that begins with each letter of the alphabet. Long drives are inherent in the program – everyone needs to plan accordingly,
20. Genuinely interested in other persons and is knowledgeable of the background of other Program personnel,
21. Able and willing to help other mentors depending on the situation and the participant,
22. Take responsibility to protect and maintain accountability for property the mentors and participants use,
23. Comfortable working with persons with emotional, cognitive & mental health issues as well as higher functioning young adults with disabilities or persons with similar conditions.
24. Capable of letting the young person fail in order to learn.
25. Staying in the background and ensuring that the young persons are the focus and not vice versa.
26. Facilitating the young person's independence and self-advocacy.
27. Allowing the young person to answer questions and perform activities without mentor/staff involvement,
28. As necessary, supporting various instructors, guides and activity leaders and tasks such as meals at the cabin/lodge.
29. If necessary, provide minimal guidance to the young person when they are faced with more difficult tasks/activities – this could be in the form of a question or questions to let them figure out the approach/solution on their own or suggestions about how to take the first step (generally the program leader/guide will be responsible for this but in some cases mentor assistance may be appropriate). In most circumstances do not use prescriptive directives but instead ask the participant to think about what they are doing and let them figure out what needs to occur. Also, sometimes ask an open-ended question such as "What did you learn about?"
30. Positive reinforcement
31. Help the young person interact by possibly being the spark that initiates a participant group discussion or activity
32. Avoid creating situations where one mentor's mentee is promoted or given more praise than the remaining young persons and thereby creating a potential issue among participants
33. Responsible for checking participant gear, equipment, food (e.g., did the participant make their lunch before departing the cabins/facility in the morning) and clothing; and maintaining a healthy and beneficial relationship with the young person during the entire program. Prior to departure from the cabin in the morning the daypack should be inspected for sufficient water, food, socks, proper clothing and other items specific to the day's activities.
34. The mentor should be flexible and may have to assist the young person with scribing or doing other academic tasks that are difficult for some young persons to perform (e.g., some participants need help to complete their journal on a daily basis).
35. Help the participant have self-confidence to tackle something new and unfamiliar.
36. Encourage the young person to interact with the other participants.
37. Confirming with their participants that they have taken their medication, performed their assigned chores (e.g., cleaning the bathroom), etc. on a daily basis.
38. Physically fit in order to accomplish program activities – Participants must be able to hike 3 miles with elevation gain of 600 feet. The Program is a high physical and mental energy program. For the Advanced Programs the physical requirements are 5 miles with an elevation gain of 1,000 feet. **Mentors and Staff should spend sufficient time preparing themselves physically** prior to departure for the GYE. Days can be long. There may be days where due to the activities there is minimal to no downtime although we will try to schedule this if at all possible. Mentors should be participating in a regular hiking program and hydrating so they are prepared.
39. If necessary, enforce appropriate language and behavior by the participants
40. Provide feedback to Will's Hope Staff for on-going activities as well as improvement for future programs
41. Avoid situations where one Mentor is alone with one or more participants. Minimum of two mentors/staff.
42. Help promote independence of the young persons by encouraging them to use their senses, assess situations, pay attention, maintain situational awareness, take turns with chores, use initiative and participate as a member of the group.
43. Remain in the background to the extent possible.
44. Behavior and wording
 - a. You may need to define personal space limitations for male participants with respect to hugging female staff such as having them asking permission prior to making physical contact
 - b. Avoid surprising participants – plan on a preparatory heads-up so that they have some time to transition to the change
 - c. The op tempo of the staff may be different from the participants. Participant higher/lower op tempo may be the driving force at certain times
 - d. Word choice
 - i. Avoid vague words (to avoid literal interpretation) or words/actions that can be misinterpreted.
 - ii. Think about how words can be misinterpreted before saying something

45. The Program environment places the older adults and the participants in close proximity of one another and it is possible that friction can develop. This needs to be addressed immediately and not sidelined. It should be resolved in a way that does not disrupt the program – as an example if the issue is between two staff/mentors they should resolve it and not bring the entire staff into the issue.
 - a. If you do something that hurts another person, be quick to apologize and be sincere
 - b. If you receive an apology, be quick to accept the apology, be sincere and ensure the issue is resolved quickly
 - c. Must be willing to admit mistakes if they are made
46. Be proactive and look for small tasks that need to be done regardless of responsibility. Mentors are counted on to help with meals, check that daily chores by participants are completed and assisting their assigned participants as well as helping with other tasks necessary for a successful program. Schedules are developed to ensure an even distribution of housekeeping and other routine tasks. Because we are working with a diverse group of participants' skill levels you may be surprised. Be a positive influence when we encounter something unexpected.
47. If confronted with a situation where the mentor has limited experience and they feel inadequate or they are not comfortable with providing help they must be willing (and should feel free) to surface this voluntarily and in a timely manner to Mark or Sarah.
48. Must be willing to let the participant find their way on their own
49. Assess environmental conditions – e.g., if cold the young person may not be paying attention – e.g., have them put on a coat
50. Weather can change in an instant in the GYE. It is critical when we are outdoors that the participants and mentors have the appropriate clothing (e.g., right shoes, spare socks), water, rain gear and other gear. Mentors should check the water status of each participant (and clothing, equipment, lunch/food, etc.) prior to departure from the cabin/lodge and throughout the day to ensure water is refilled during the day and clothing and other equipment is on hand and serviceable.
51. Must be able to be comfortable and work in an environment that varies from structured to unstructured.
52. Must be flexible and able to transition from one activity to another without hesitation and adapt to changes in the way a class is being presented (e.g., unexpected storm, we encounter a topic where some of the participants have skill deficiencies, etc.)
- 53. No Alcohol or smoking**
54. During the fishing activity the fish caught will be eaten in the evening. If there is a concern about the fish dying, please discuss this with the Program Leaders prior to departing for the GYE. Another way to look at this is – which is more important - helping a young adult find themselves and possibly save their life or a fish dying? In our view the helping the young adult is infinitely more important.
55. Mentors should ensure that each young person is doing their fair share of chores (e.g., cleaning the bathroom) and helping with meals and clean-up. Schedules and duties are posted to provide a fair distribution of housekeeping tasks for participants.
56. Typical Mentor daily schedule
 - a. Wake-up *
 - b. Breakfast set up and putting out dishes, food, silverware, drinks, etc. – Male staff
 - c. Lunch - put out lunch items on a separate table for each individual to make their own lunch – Male staff
 - d. Breakfast & Lunch Clean-Up – designated participants and available mentors
 - e. Ensure each young person understands what the day's activities entail and is prepared
 - f. Check that mentee's lunch is prepared, & check water, socks, clothing, etc. first thing in the morning and during the day
 - g. Morning standup – 1: Confirmatory checks that participants are ready; 2: What participants liked most about the previous day; 3: At least one positive thing about another participant
 - h. Mentors stay in tune with the Participant throughout the day and encourage them to participate and learn
 - i. Gear checks throughout the day to ensure accountability of equipment & items loaned to participants and mentors/staff
 - j. Hydration – periodic group announcements for everyone to drink water
 - k. Inspect chore completions as well as sleeping rooms for tidiness
 - l. Return to cabins – based on time available there will be periodic Mentor/Staff daily After-Action discussion.
 - m. Assist in all activities as needed (during the day, upon return to the cabins and activities later in the day/evening)
 - n. Dinner – mentors/staff rotate with helping to prepare meals**

* Mentors are responsible to get themselves up in the morning. Generally speaking, they should be ready for breakfast and making lunch in sufficient time to get their breakfast and lunch before things are put away or no later than 30 minutes before Standup. They should also be in the breakfast/lunch area to check on their mentee. Participant wake-up time, breakfast and Standup are typically listed on the training schedule and are confirmed daily.

**Participants will be on a duty roster for helping with preparing and clean-up of dinner meals. They may need assistance.

Examples of what mentors should avoid

Mentors should avoid (this list is not directed towards anyone in a personal way; the items are only intended to be a reference point that portray the near opposite of the desired mentor characteristics listed above):

1. Behavior, words, body language, etc. that is derogatory and demeaning to any other person. This includes any discussion about persons or entities that are not present – make sure that only respectful terms are used.
2. Making negative comments about the program. If there is a concern this needs to be brought to the Program Leaders (Mark & Sarah Squire) immediately
3. Using I, me, my and mine pronouns/adjectives routinely and in a manner that presents your opinion as the only correct way.
4. Trying to make yourself appear better than anyone else, doing things that tear other people down and demonstrating other unprofessional behavior
5. Being egotistical or vain
6. Not being humble
7. Behavior that is not compatible with the vision, mission and goals of Will's Hope
8. Avoiding responsibility, sitting back/criticizing without making any effort to assist/resolve/participate in the solution
9. Non-specific or specific comments/concerns not provided in a timely manner are not considered professional and provide little to no value.
10. Not treating third parties, National Park Service employees or anyone else with respect
11. Under no circumstances are mentors to display disloyalty, negative comments, lack of confidence in the participants and other unacceptable actions in the presence of the participants. Any such concerns shall be given directly to Mark & Sarah Squire immediately & in an appropriate environment so that they can be resolved without impacting the Participants & or the Program.