



# Mentor Training Manual

2016

 **Women Walking West**

Advancing education for women from across the globe

# Contents

Goals .....	1
Vision, Mission, and Values.....	1
Ten Guiding Principles.....	1
Services Provided by W3.....	2
Being a Mentor .....	4
What is a mentor?.....	4
Benefits of mentoring .....	4
Benefits of mentoring for mentors.....	4
Qualifications to be a mentor at Women Walking West.....	5
Job description .....	5
Communication.....	5
Time commitment.....	6
Process to becoming a volunteer mentor.....	6
Agreement – Mentor .....	7
Policies and Procedures .....	8
Trust and confidentiality.....	8
Boundaries .....	8
Ethical standards and values.....	9
Crisis management.....	9
Your basic rights.....	9
Being an Effective Mentor .....	11
Common Issues and Challenges.....	13
Academic challenges.....	13
Personal challenges.....	14
Cultural and social challenges.....	14
Financial challenges .....	14
Our Challenge.....	15
References .....	16
<b>APPENDIX</b> .....	<b>A</b>

“We educate women because it is smart. We educate women because it changes the world.”

....Drew Faust, President of Harvard University

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# Goals

Thank you for volunteering to be a mentor at Women Walking West (W3). This training manual is a resource to provide you with information about our organization and its mission, our mentorship policies and procedures, and practical advice to help you be an effective mentor. This manual is also applicable during all types of interaction between the mentor and mentee. (e.g. telephone, iPhone, FaceTime, etc.)

Additional information is available online at <http://www.womenwalkingwest.org/>.

## Vision, Mission, and Values

As a mentor, you are expected to understand, accept, and support the goals of Women Walking West (W3) and be familiar with its vision, mission, and values.

Our Vision:

“To afford all foreign born adult women access to a quality education in the United States.”

Our Mission:

“To remove educational barriers facing foreign born adult women by creating learning communities where financial and educational support are available, and women can achieve their educational dreams.”

Our Core Values:

“To create a culture that includes our core values: Compassion, Academic Success, Respect and Empathy (CARE).”

## Ten Guiding Principles

You are also expected to respect and follow the 10 [Guiding Principles](#) by which Women Walking West operates:

- “1. We serve women with sincere encouragement and actions that will facilitate their educational goals.
2. We are an organization that believes in the women it serves.

3. We view philanthropy as an important role in sustaining the organization.
4. We set priorities for some of the most neglected issues facing women pursuing an education in the United States.
5. We advocate vigorously in the areas of focus regardless of women’s nationality, sexual orientation, ethnicity or religion.
6. We identify specific points of intervention and develop a strategy to apply efforts to help the women based on their goals.
7. We work with women to develop strategic plans, and provide support for the duration of the process.
8. We deliver results with the available resources and are willing to share information about the results with partnering agencies, industries and universities.
9. We strongly encourage respect and ethical behavior in the organization and with volunteers, whom are called partners.
10. We practice good and ethical stewardship of funds and available resources. The organization’s finances are transparent and available to all stakeholders.

(“Guiding Principles”)

Furthermore, Women Walking West specifically works to provide additional support for international female students so that they can overcome social, cultural, academic, and financial barriers.

## **Services Provided by W3**

For the mentee to receive maximum benefits, a mentor at W3 should be knowledgeable of other [Services Provided by W3](#) such as career advising, tutoring, financial support, and an internship or co-op.

*“Career Advising:* Women who need career advising are referred to qualified advisors who will assist them in selecting an appropriate college major. W3 recruits career advisors who have significant experience and are current or retired faculty or counselors from post-secondary education institutions.

*Mentoring:* W3 depends on its partners who are seasoned faculty or professionals in various fields. They work with women on an on-going basis to ensure their progress until the women no longer need assistance or until they achieve their educational and/or career goals.

*Tutoring:* W3 has a database of tutors in various disciplines. Tutors are competent individuals who are proficient in their field of study. W3 is able to match qualified tutors with women seeking assistance.

*Financial Support:* W3 will provide partial financial support to women through a selection process. Scholarships can only be used for tuition and fees. W3 also provides cash awards.

Women who seek financial support have to submit an online application. The selection committee established by W3 will review all applications and, based on the established criteria, will select and notify the scholarship or cash award recipients.

*Internship or Co-op:* Women who are seeking co-op or internship opportunities are advised by co-op advisors who have significant and recent experience. Advisors will refer the women to local companies who are seeking co-op students or interns. W3 works with local industries on an on-going basis and has a database of companies which hire co-op students or interns. Women could also be referred to their home institutions where they are enrolled to seek assistance in finding co-op or internship positions.

("Services Provided by W3 continued")

# Being a Mentor

## What is a mentor?

A simple definition stated in [Merriam-Webster](#) as “someone who teaches or gives help and advice to a less experienced and often younger person”. This person is also being referred to as “a trusted counselor or guide” (“*Mentor*”). The function of a mentor goes beyond that of an advisor. In W3, a mentor is to support, assist, and establish a valuable relationship with the mentee.

A good mentor “knows” his/her student. The term signifies a relationship. He or she simply becomes a student of the mentee. The mentor will listen to the mentee/student, inquire about the student’s interest and dreams, and pay attention to her fears and worries. When a mentor commits to “know” the mentee, he or she has begun to mentor (Johnson and Huwe 7).

## Benefits of mentoring

The benefits of mentoring can be found in numerous places in literature. W. Brad Johnson noted increasing evidence that mentoring can play an important role in the personal and career development of the new scholars (Johnson 6).

Academic achievement and persistence in college can be associated with faculty-student relationship outside of the classroom. In this case, some informal mentorship has developed.

Mentoring can result in higher GPAs and more course completion. Effective mentors keep students on track, clear unnecessary obstacles, and provide motivation and encouragement (Johnson 7). Studies show that students with mentors are more likely to graduate and have better overall satisfaction with their college experience (Faculty/Staff/Graduate Students 4).

## Benefits of mentoring for mentors

Many positive outcomes are associated with being a mentor. Many are byproducts that mentors have unknowingly acquired while devoting their time assisting their mentees.

*Personal satisfaction and fulfillment:* The mentor, in many ways, gains satisfaction through assisting the student (Faculty/Staff/Graduate Students 3).

*Professional rejuvenation:* “Relationships are two-way avenues. Learning occurs in both directions!” (9)

*Networking:* Unique for W3, mentees from an ethnic background may create opportunities to meet others from far broader areas.

*Motivation to remain current:* Essentials of helping students or the next generation of scholars often enable mentors to stay current with the innovations in their special areas (Johnson 12).

*Friendship and support:* Although people do not acquire mentorship to find friends, as a mentee becomes more independent and with a collegial relationship, the connection may continue, with mentees and mentors becoming friends and supporters (12).

## **Qualifications to be a mentor at Women Walking West**

A mentor must be a resident of legal status in the United States. At minimum of a Bachelor's degree from an accredited college or university is preferred. Furthermore, related work experience will be an advantage for mentorship. W3 is also interested in professionals with specific subjects expertise based on the needs of the mentees.

## **Job description**

A mentor at Women Walking West is a volunteer. Each mentor is assigned one or more mentees or students who have asked for help by completing the "[Application to Receive Support](#)" and have been accepted in W3. Assignment of mentors to mentees is individualized with the intention of pairing mentor's expertise and personality with the mentee's needs and goals.

As a mentor, you have access to the mentee's profile. With that knowledge of the mentee's background, you can understand her need for service from W3. You take the initiative to begin communication with the mentee through telephone, e-mail, or other forms of communication such as texting, FaceTime, Facebook, etc..

You should develop an enduring, trusting relationship with the mentee and continues to assist, encourage, and support the mentee until the mentee's goals are reached or satisfied.

Use resources and services offered by W3. They are listed on our web site under "[Services Provided by W3](#)". You can also reach out to other resources or services in the community that are appropriate, and that can benefit and support your mentee.

## **Communication**

The majority of services offered by Women Walking West are provided online and through telecommunication. You initiate the first contact with your mentee by an e-mail message or a telephone call. Connections through FaceTime can be conducted with mutual agreement between you and the mentee. Social media such as Facebook, LinkedIn, Twitter, etc. that have the capability of

broadcasting can be used if both parties agree and are comfortable with the high-tech electronic environment.

## Time commitment

There is no set time commitment with your mentee. The length of mentorship depends on the nature of mentoring. You respond according to her needs. You should contact your mentee once a week or at least three times a month. A phone call, an e-mail message, or a one-on-one meeting may take from a few minutes to more than an hour. Time commitment varies between mentees depending on needs and circumstances.

## Process to becoming a volunteer mentor

Go to [How to Become a Volunteer](#) on the W3 web site.

Click on the hyperlink "*please click here*" immediately following "To become a mentor (volunteer)..."

Complete the Application online. A PDF is also available for download on the top right.

The application will be reviewed and approved by W3. Once accepted, the mentor will receive a welcome e-mail message. Do not reply to that message but read the instructions.

This message includes a hyperlink for you to access the Volunteer Home Page. Set up your account by creating a password. Once you are assigned to a mentee, you will have access to her profile and contact information.

It is your responsibility to make the first contact with the mentee. Remember to keep track of your progress with your mentee by logging a record each time. Tracking record is on the Mentee Profile page.

Follow these steps to access your Volunteer Home Page. Log in at:

<https://womenwalkingwest.herokuapp.com/login>

1. On the Volunteer Home Page, click on "*Profile*" on the far right column, under My Mentees section.
2. This is your Mentee Profile page. Here, you can access your mentee's profile, background information, and dialogue records.
3. To display a new tracking record, click on "*New Dialogue Record*" on the top right corner.
4. On the record, complete **When** the last communication took place; **How** you made the connection; and write **Notes** regarding your progress, issues of concern, and matters that need follow-up.
5. When you finish, click "*Save*."

6. **Remember** to log out. Mouse over your name and click to bring up the dropdown “Log out” option.

## **Agreement – Mentor**

*See Appendix: Mentor Agreement*

After your application has been approved by the Board of Women Walking West, you must read, sign, and date the “Mentor Agreement” as an understanding of agreement to carry out the responsibilities of a volunteer mentor of W3.

# Policies and Procedures

## Trust and confidentiality

From the beginning, there should be a bond of trust established between you and your mentee. Listen carefully for personal information that must not be repeated to anyone including to any W3 staff member or your family members.

Maintaining confidentiality is one of the ways that you demonstrate respect for your mentee and reinforce your position as a mentor. It is important to understand the difference between breaking confidentiality and seeking the benefit of appropriate consultation (Faculty/Staff/Graduate Students 9).

DO NOT share confidential information with friends, other mentors, family, etc. Confidential information may or may not include names, e-mail addresses, mentee's grades or academic standing, personal health information, financial information, life situation, etc. (TRiO Student Support Services 11).

## Boundaries

Always maintain a professional boundary with your mentee.

It is important to note that you are a mentor within academia, not a psychologist or any other social consultant. You must not offer advice in any other areas beyond the academic boundary. Refer them to appropriate agencies or professional help. Please contact the organization should you need help with referrals.

Before you even begin your mentoring relationship, you must know your boundaries and how to establish them. It is wise to discuss boundaries early.

Your mentee should trust you and be honest with you. As a mentor, you must avoid becoming too involved in personal issues. Situations may surface where you need to remind your mentee or yourself that certain boundaries have been established and need to be followed (TRiO Student Support Services 12).

Edmonds Community College Mentoring Program has adopted boundaries that all mentors and mentees are expected to adhere to (12). These are two that we have adopted.

- At no circumstance should a mentoring relationship turn into a romantic relationship.
- Mentors and mentees must never be threatened to cause harm to one another.

At any point if you feel these boundaries might be comprised, e-mail W3 Case Manager at [information@www.org](mailto:information@www.org)

## Ethical standards and values

You have been chosen to be a mentor for W3 because of your academic background, substantial knowledge, and life experiences. Common ethical principles are expected. Both the mentor and mentee should respect each other's dignity. The parties should not, under any circumstance, become intimately involved. Should there be signs toward that direction, you should seek consultation. E-mail W3 Case Manager at [information@www.org](mailto:information@www.org)

## Crisis management

Bear in mind that your mentee is adjusting to her new environment. Keep calm and be patient while listening to her describe her goals and problems. Be sensitive that a situation may be a crisis to her mainly because she does not understand mainstream United States culture.

Your mentee may or may not ask for your assistance. There are situations when you suspect your mentee is experiencing some problems. Look out for these signs:

- Change in attitude about school
- Not attending class
- Ambivalence about her own performance
- Displaying a negative attitude towards herself or others

(TRiO Student Support Services 13)

## Your basic rights

Your foreign mentee may not be aware that we have our basic rights in the United States. Below is a list summarized by TRiO Mentoring Program from Jakubowski and Lange's *The Assertive Option*. Share and talk about these basic rights with her.

You have:

- The right to act in ways that promote your dignity and self-respect as long as others' rights are not violated in the process.
- The right to be treated with respect.
- The right to say no and not feel guilty.
- The right to experience and express your feelings.
- The right to take time to slow down and think.
- The right to change your mind.



- The right to ask for what you want.
- The right to do less than what you are humanly capable of doing.
- The right to ask for more information.
- The right to make a mistake.
- The right to feel good about yourself.

(Jakubowski and Lange)

You, as a volunteer of W3, have the right to withdraw your mentorship from W3 at any time. Should that be the case, e-mail W3 Case Manager at [information@www.org](mailto:information@www.org)

## Being an Effective Mentor

From the first contact, there should be an obvious sense of trust between the mentor and the student. Each party should be comfortable in developing a mentor-mentee relationship. Below is a list of skills that may help you become a competent and effective mentor:

1. *Listen:*

Give your mentee undivided attentions as you listen. Demonstrate interest, helpful intent, and involvement (Faculty/Staff/Graduate Students 8). Be patient while listening, especially when your mentee has a strong accent in her spoken English.

2. *Ask open ended questions:*

Questions that elicit “yes” or “no” answers are less effective than questions that elicit more information. For example: “What, When, How, Who” questions. Be aware that “Why” may convey a desire for more information but may also be interpreted as judgmental and cause your mentee to shut down (Carroll 8).

3. *Be positive:*

Depending on how long your mentee has been in the United States. She may tend to be frustrated learning the American directive ways of getting things done. Focus on strength and potentials rather than limitations (Faculty/Staff/Graduate Students 8).

4. *Be sensitive:*

Recognize signs that your mentee may be struggling or need help. Understand that your advice is just that... advice. Do not be discouraged if your mentee disregards that advice. Let it go and refrain from mentioning the same incident in the future (Faculty/Staff/Graduate Students 9).

5. *Follow up:*

Remember to follow up on your mentee’s requests or tasks that you have promised. Keeping up your dialogue records helps as a reminder. The dialogue record is at your Volunteer Home Page. Log in at

<http://womenwalkingwest.herokuapp.com/login>

6. *Attend and respond to both content and feeling:*

When your mentee comes to you with a social or academic issue, listen and respond carefully both to the occurrence that is affecting them and the emotions that the mentee is experiencing as a result (Carroll 9).

7. *When appropriate, let your mentee solve the problem:*

Although it may seem easier to offer advice or suggestions of what you would do if you were in the same situation, it may not be as helpful because you do not understand the whole situation. Ask open-ended questions. Usually your mentee may have an idea of how to start solving her problem (9). Mentees in W3 may be more comfortable solving their problems by their own cultural ways.

8. *Cultural sensitivity:*

Remember that English is not your mentee's native language. Speak very slowly and listen tentatively. Don't be afraid to ask her to repeat a word or sentence if you don't understand, or ask for further explanation.

9. *Refer to or use your resources:*

The mentor needs to develop diverse academic and social skills. Know your limits. Sometimes, the best way to help is by referring your mentee to someone else with the specific expertise to help (Carroll 10).

## Common Issues and Challenges

You, being mentors for Women Walking West, will find your responsibilities very rewarding because of the connection and exposure to students from different countries. However, you should also be aware of different sets of challenges that may occur when mentoring international students than when mentoring domestic students.

Foreign students arriving today are different from those in the past. In recent years, the number of undergraduates has surged. They bring different expectations and experience than the international graduate students whom we used to see on campus in our generation. Many colleges across the country are now facing both academic and cultural challenges.

Karin Fischer has examined the needs of today's international students and how American colleges and universities are expanding and changing their foreign-student services and first-year orientations to meet the needs of these international students (Fischer).

### Academic challenges

Academic challenges may be many depending on the country where the mentee is from and the background of her upbringing. Here are a few to begin with:

#### *Language:*

While poor language skills is a common challenge for most foreign students, many from countries like India, Singapore, Kenya, and some other, understand and speak fluent English. Different accents carried over from their native tongue may take you time to understand easily. Be aware that just because a mentee cannot find the right word to express herself does not mean that she is unintelligent.

#### *Educational culture:*

American educational culture emphasizes critical thinking, deriving conclusions, and classroom participation. These concepts are new to your mentee if she studied in a school system where they practise rote learning and unquestioned respect for the instructor (Fischer).

Plagiarism may mean something very different to your mentee. Many East Asian students turn in papers copied word-for-word from books and primary sources. They see that as respectful but we see it as cheating (Fischer).

Academic and grading systems in the U.S. are very different from those in other countries. You need to remind your mentee that grades may not be based only on a single, end-of-the-year exam but instead may be based on papers and quizzes conducted throughout the semester or quarter.

Some may encounter cultural taboos against counseling, which can easily include mentoring (Fischer).

## Personal challenges

A family crisis occurred. Your mentee may face a financial struggle all of a sudden. A financial crisis for an international student can be more devastating than for a local student. Foreign currency exchange may not be in her favor. The section on “financial challenges” below will focus more on this issue.

Being homesick is a common phenomenon. Your mentee is a stranger in a strange land. Her family is too far to offer comfort and support. Be patient and understanding.

## Cultural and social challenges

When you come across a foreigner with certain personality, behavior, or learning styles, do not generalize across that particular country or cultural groups.

You may find your East Asian mentees to be reserved. Unlike with American students, they may see teachers and elders as authorities whom they do not challenge. They need encouragement to speak up.

Your mentee may not feel comfortable to call you by your first name. That may be disrespectful to them. Likewise, they may not challenge you openly.

Fischer gave an example that Saudi Arabian students, besides having to struggle with the English language, have to learn to adapt to a more liberal American culture (Fischer).

Foreign students tend to turn to other students from their home countries for help. They feel safe and understand each other’s challenges. Mentors can encourage them to reach out to have a true American experience (Fischer).

## Financial challenges

International students entering the United States must be admitted to a full-time program of a school in the United States and show proof of financial support before obtaining a student visa from the American embassy or consulate in their homeland. (Farrell)

Fischer found that more than 60% of international students depend on their families for their tuition but more and more are relying on scholarships sponsored by foreign governments. (Fischer) Nevertheless, there are students who face unusual circumstances. There may be a change in her family financial status that creates a road block towards her educational goals. Financial challenges can be a personal stress that your mentee feels embarrassed to share.

It would be beneficial to have some knowledge of foreign students and employment. Be careful advising when your mentee desperately needs a job to make ends meet. Seek advice from experienced professionals before guiding her to a local company for employment. Here is a brief quote from the U.S. Citizenship and Immigration Service:

“F-1 students may not work off-campus during the first academic year, but may accept on-campus employment subject to certain conditions and restrictions (“Students and Employment”).”

Note: W3 offers limited scholarship and financial support under certain circumstances. You may refer your mentee to apply online at <http://www.womenwalkingwest.org/help/> . Click on “Receive Help” on the horizontal menu bar.

## Our Challenge

We learn through challenges. We hope to collect experiences that we can share to enhance our mentorship program to be successful and effective. We appreciate your willingness to be a mentor.

“If you educate a man, you educate an individual, but if you educate a woman, you educate a nation.”

African Proverb

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# APPENDIX A

## Mentor Agreement

Mentor: \_\_\_\_\_ (please print)

I hereby agree to abide by the terms of this Mentor Agreement as a condition to my participation in the Women Walking West, Inc. Mentorship Program (the “Program”). My term as a mentor in the Program shall begin immediately and terminate at the conclusion of my mentee’s academic year (“Term”).

### Initial Responsibilities

- I acknowledge that I have received, read and understand the Women Walking West Mentor Training Manual and that I will adhere to its terms and principles.
- I will be responsive to correspondence, email and documents I receive from Women Walking West related to my role as a mentor in the Program.
- I will initiate the first contact with my mentee and introduce myself.

### Confidentiality

- Except as expressly authorized by my mentee, I shall not at any time, during or after my Term as mentor, disclose to any person or entity any confidential, sensitive or embarrassing information which I acquire from my mentee during the course of the Program.
- I shall not disclose or use, directly or indirectly, any of my mentee’s confidential or private information, or make such information available to others, for use in any way.
- Notwithstanding any of my duties with respect to confidentiality stated above, I understand that I may disclose confidential, sensitive, or embarrassing about my mentee when I have a reasonable and good faith believe that my mentee may engage in acts of self-harm or acts that cause harm to others. When making such a disclosure, I shall use my best efforts to limit such disclosure to persons reasonably necessary to secure necessary assistance.

### Responsibilities During the Course of Mentorship

- I will focus my efforts as a mentor on promoting the overall success of my mentee.
- I will at all times maintain a safe and professional relationship with my mentee.
- I will be sensitive and respectful to the individual needs of my mentee.
- I will model appropriate and effective behavior while mentoring.
- I will listen and exercise patience and understanding while mentoring.
- I will help my mentee set and pursue goals.
- If appropriate, I will assist my mentee in the development of critical thinking skills and study habits.
- I will provide my mentee with information about resources offered by Women Walking West, as appropriate.

- I will keep an accurate record my contacts with my mentee in the Dialogue Record, including cancellations and missed sessions by my mentee.
- If I have questions or concerns, I will communicate them to my Women Walking West case manager at [information@www.org](mailto:information@www.org).
- If for any reason I believe that I cannot, or should not, continue to act as a mentor either in general or in connection with my specific mentee, I shall immediately inform my case manager.
- I shall not provide my mentee with legal, medical, dental, tax, investment, or similar advice that generally requires professional licensure.
- I understand that Women Walking West reserves the absolute right to terminate my participation in the Program at any time and for any reason.
- I hereby fully release Women Walking West, its directors, officers, employees, volunteers and affiliates from any and all liabilities and claims that may arise in connection to my participation and activities in the Program, except for acts cause by intentional or willful misconduct. I hereby agree to indemnify and defend Women Walking West, its directors, officers, employees, volunteers and affiliates with respect to any liabilities and claims that may arise in connection with my activities as a mentor in the Program.

I have read and understand the above terms, and I hereby agree to abide by them during my guidelines, which will assist me in being a supportive and productive mentor. I will discuss any concerns I have with W3 Case Manager at [information@www.org](mailto:information@www.org). Failure to fulfill these responsibilities may result in termination.

Signature \_\_\_\_\_

Date \_\_\_\_\_

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