Vision & Mission

Restorative Response Baltimore is a conflict resolution and community building organization that provides ways for people to collectively and effectively prevent and resolve conflicts and crime.

Vision

We imagine a world where strong relationships, authentic communication, and the desire to understand one another thrive. We trust that the solutions reside within our individual communities. We believe that every voice must be heard.

Mission

We provide space and a process for people to transform their conflicts into cooperation, and by doing so, contribute to a vision of justice rooted in equity, community, and collaboration. We advocate for practices that build and strengthen connection and relationships.

Our Guiding Principles

- Conflicts present opportunities for learning, healing, and transformation.
- People can create lasting solutions to their conflicts when everyone affected is given a space to share their story.
- Conflicts within communities are best resolved within those communities.
- The wisdom is in the community.
- Stronger connections foster mutual accountability, sense of belonging, and understanding.

Our Referral Partners

- State's Attorney's Office/Office of the Public Defender
- Department of Juvenile Services
- Baltimore City Police Department
- Baltimore City School Police Force
- Baltimore City Public Schools
- Communities
  - Individuals
  - Organizations
  - Workplaces

Our Statewide Network

- Anne Arundel County Partnership for Children
- Anne Arundel County Conflict Resolution Center
- Community Mediation of Calvert County
- Mid Shore Pro Bono – Easton, MD
- Community Conferencing of Carroll County
- Key Bridge Foundation Center for Mediation – PG County
- Conflict Resolution Center of Baltimore County
- Charles County Community Mediation Center

Our Nationwide Network

- Center for Restorative Approaches – New Orleans, LA
- Jefferson Parish Juvenile Diversion – New Orleans, LA
- New York Peace Institute – Brooklyn, NY

Volunteer Opportunities

- Facilitation
  - Community conferences
  - Conflict resolution circles
  - Dialogue circles
- Outreach
  - Tabling events
  - Attending meetings (HOA)
  - Community advocate

Facilitator Skill Building Session
Friday, September 21, 2018
9:00 AM – 12:00 PM

AGENDA

I. Introductions
   a. Who you are
   b. How long have you been facilitating
   c. Why you do this work
II. Traditional restorative justice process
   a. What is working
   b. What isn't working
III. Types of facilitators
   a. Impartial
   b. Intentional observer
   c. Invested facilitator
   d. Content expert/trainer
IV. Preparing to facilitate
   a. Preparing yourself
   b. Preparing for the process of the conversation
   c. Preparing for the content of the conversation
V. Are you culturally/politically conscious
   a. Privilege walk activity
   b. Do you have implicit biases
        i. Implicit bias test https://implicit.harvard.edu/implicit/uk/selectatest.jsp
        ii. How do you overcome your biases

BREAK

VI. Identifying issues during preparation
    a. What are the issues
    b. Who needs to be invited
VII. Addressing issues during conference
    a. Facilitator reactions
    b. Tools
    c. Practice/Role play

**Restorative Response Baltimore, Facilitator Skill-Building Training, August 17, 2018
(Resources compiled by members of the community conferencing provider's network)
For comments or queries, contact lauren@restorativeresponse.org**

Articles	Link	Topics covered/Additional info
State of the Science: Implicit Bias Review 2017	http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/	Implicit bias
The Science of Fairness: Understanding Implicit Bias and Strategies for Mitigating Its Impact in Mediation	http://sps.columbia.edu/negotiation-and-conflict-resolution/events/01-26-2017-the-science-of-fairness-understanding-implicit	Implicit bias
Implicit Bias and the Illusion of Mediator Neutrality	https://openscholarship.wustl.edu/cgi/viewcontent.cgi?article=1054&context=law_journal_law_policy	Implicit bias and mediator neutrality
The Sugarcoated Language of White Fragility	http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html	Ways to understand and discuss race-based stress with the goal of deepening understanding and not furthering blame/shame

Explaining white privilege to a broke white person	https://goodmenproject.com/ethics-values/explaining-white-privilege-to-a-broke-white-person-shesaid/	White privilege
How to Build a Segregated City (about Baltimore)	https://splinternews.com/how-to-build-a-segregated-city-1822217459	History or redlining and the effects
From Ferguson to Baltimore: The Fruits of Government-Sponsored Segregation	http://www.epi.org/blog/from-ferguson-to-baltimore-the-fruits-of-government-sponsored-segregation/	Government-sponsored segregation
Book Title	**Author**	**Topics covered/Additional info**
Why I'm No Longer Talking To White People About Race	Renni Eddo-Lodge	British history of slavery, lynchings, police brutality, and the enduring obstacles that reproduce inequalities in education and employment.
Witnessing Whiteness	Shelly Tochluk	A description and critique of strategies used to avoid race issues and identifies the detrimental effect of avoiding race on cross-race collaborations.

Videos	Link	Topics covered/Additional info
Deconstructing White Privilege -Dr. Robin DiAngelo	https://www.youtube.com/watch?v=DwIx3KQer54	White fragility
Putting Racism on the Table -Dr. Robin DiAngelo	https://www.youtube.com/watch?v=Dv-pkNXcKsw	White privilege
White fragility -Dr. Robin DiAngelo	https://www.youtube.com/watch?v=ktVaZVVgJyc	White fragility and perspectives needed for more constructive cross-racial interactions
Seeing the Water: Whiteness in Daily Life -Dr. Robin Diangelo	https://www.youtube.com/watch?v=2Lv3xoiuDtM	How whiteness shows up and impacts daily life
Robin Diangelo on Racism and Whiteness -Dr. Robin Diangelo	https://www.youtube.com/watch?v=Ks_NS_FlNFc	Ideological racism includes strongly positive images of the white self as well as strongly negative images of racial "others"
Activities	**Link**	**Description**
Privilege Walk	https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/	To discuss the complicated intersections of privileges and marginalization in a less confrontational and more reflective way.
Daily emails about implicit bias; 7-day "bias cleanse"; Using privilege to help others; Quizzes on bias - GENDER, RACE, SEXUAL ORIENTATION	http://www.lookdifferent.org/	Challenging biases
Implicit bias tests	https://implicit.harvard.edu/implicit/takeatest.html	Do you have implicit biases?

Overview

- Background
- Research Questions
- Method
- Results
- Discussion
- References
- Questions, please

BACKGROUND

Community Mediation

Conflict resolution services can:

- improve co-parenting[1,2];
- build a sense of community and understanding [3,4]; and
- reduce fear of crime [5,6].

Community-based mediation can:

- reduce repeat calls to police[11],
- decrease the burden on a local state's attorney's office[12], and
- reduce use of the criminal court system[13].
- Prisoner re-entry mediation can reduce the predicted probability of re-arrest for returning citizens by 13%, with an additional 8% reduction for each additional mediation session[14].

Volunteer Community Mediators

- An estimated 30,000 volunteer community mediators in the United States are resolving family, neighborhood, and organizational conflicts,

- VCMs save communities, courts, and government up to $17,800,000 annually,

- About half of those surveyed nationally did not serve more than 4 years in that capacity, which is a major challenge to service quality and community mediation centers' sustainability[15].

Retention of Volunteers vs. Workers

- Retention of high-responsibility volunteers (e.g., hospice, AIDS services, volunteer firefighters, scout troop leaders) like mediators is crucial[16].

- Retention in high-responsibility volunteer roles have different dynamics for volunteers than professionals in comparative studies,[17,18,19]

- Volunteers are more satisfied, more motivated by service and social connections, and less likely to want to leave than employees doing similar work.[20]

Predictors of Volunteer Retention

- Volunteer satisfaction predicts retention.[17,21,22]

- The nature of volunteer motivation is a significant predictor of retention or intent to leave. Functional approaches to understanding volunteer motivation have been central, with some studies highlighting the importance of two categories, altruistic and egoistic, and others finding less distinction between those categories, with self-oriented motives as predictive of retention as altruistic ones.[23,24,25]

- Volunteers who were motivated by gaining work-related experience, or were required by a third entity like a law school were the most likely to intend to leave within the following six months.[26]

- For VCMs, a requirement to serve by a third entity, such as a law correlated with an intent to terminate volunteer service shortly.[15]

- Self-care trainings were successful in supporting hospice volunteer wellness.[27]

RESEARCH QUESTIONS

Research Questions

1. Will burnout will be negatively correlated with intent to remain among both volunteer community mediators and the professional reference group: LBSW social workers?

2. Will burnout effect volunteers and professionals differently, even when controlling for race, sex, years at the organization, satisfaction, and dimensions of satisfaction?

3. Which dimensions of satisfaction [autonomy, competence, relatedness] will predict burnout for volunteer community mediators and which for professionals?

Research Question Conceptual Model

VOLUNTEERS

PROFESSIONALS

Years at organization

Self-care agency

Autonomy Satisfaction

Competence Satisfaction

Relatedness Satisfaction

Burnout

Intent to Remain

METHOD

Sample

- 270 volunteer community mediators randomly selected from a list of 431 mediators provided by Community Mediation Maryland

- 270 bachelor's-level licensed Maryland social workers (LBSWs) were selected randomly from a list of 628 licensees from the Maryland Board of Social Work Examiners

- Self-screened for eligibility:

  - Over 18

  - VCM or LBSW

  - Maryland resident

Procedure

- Paper survey mailing

- Reminder postcard with link to identical online version

- Half of each subsample received a $2 cash incentive

- UMB Institutional Review Board

Measures

- BURNOUT – 10-item subscale of the 30-item Professional Quality of Life (PQOL) measure (α=.791) [30]

- JOB SATISFACTION – 12-item scale amalgamated by Dutch researchers from various sources for a comparison of volunteer and professional human service practitioners, with subscales for autonomy satisfaction (α=.803), competence satisfaction (α=.879), and relatedness satisfaction (α=.899)[20]

- INTENT TO REMAIN – single question "how likely are you to be working for this organization in 2 years?"[20]

- SELF-CARE AGENCY –12-item scale measuring the degree of control over use of self-care (α=0.88)[31]

- RACE & SEX – both were measured with multiple options, but later collapsed into a binary of male/female and person of color/white

- EXPERIENCE – single write-in question on the number of years & months with current organization

RESULTS

Burnout & Intent to Remain

- For volunteer community mediators, burnout was significantly negatively correlated with the intention to remain (correlation=-.276)

- For social workers there was no significant correlation.

Predictors of Burnout

- For volunteer community mediators, burnout was significantly negatively correlated with the intention to remain (correlation=-.276)

- For social workers there was no significant correlation.

Predictors of Burnout	β	Sig.
(Constant)		.000
Woman	-.056	.480
Person of color	.059	.458
Experience	-.073	.377
Self-care agency	-.479	<.001**
VOLUNTEER	-.423	<.001**
Autonomy satisfaction	-.051	.614
Competence satisfaction	-.264	.009*
Relatedness satisfaction	-.033	.735

Multiple OLS Regression Analysis

Full sample

Multiple OLS Regression Analysis
Comparing the two samples

Burnout and Dimensions of Satisfaction	Social Workers	Volunteer Community Mediators
(Constant)	(4.013)**	(4.058)**
Autonomy Satisfaction	-.212 (.668)	.116 (.427)
Competence Satisfaction	-.612 (.939)**	-.161 (.590)
Relatedness Satisfaction	.068 (.727)	-.531 (.575)**
Adjusted R Square	.509	.274

DISCUSSION

Predictors of Burnout

- For social workers, <u>competence satisfaction</u> showed a significant negative association with burnout

- For volunteer community mediators, <u>relatedness satisfaction</u> was significantly negatively associated with burnout among volunteer community mediators

- Autonomy satisfaction was not predictive for either group

Research Implications

- <u>Multi-modal</u> research may be called for, layering:

  1. volunteers' self-reported beliefs about themselves and their futures

  2. actual records of who left service and when

  3. departing mediators' stories

- Focus on **job satisfaction relatedness** in research on turnover and intent to leave among high-responsibility volunteers, (such as volunteer mediators, volunteer firefighters, and hospice volunteers.)

Practice Implications

- To retain mediators, centralize community mediator relationships
  - With their fellow volunteers
  - With Center staff

- Get people together more

- Make sure gatherings have active community-building programmed in, rather than having volunteers attend events to receive information or awards

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Some things I'm working on

- National Institute of Justice
- College Park Criminology Dept: Reactions to violence, Laura Dugan
- Inclusive Mediation article
- Mediator Approach (Inclusive, Facilitative, Transformative)
- Mediator-Participant Race match & Participant Race
- Law School Mediation Clinic
- Teaching Asst
- Dissertation: Can Community Mediation prevent violence?

WILEY Association for Conflict Resolution

RESEARCH ARTICLE

Retaining volunteer mediators: Comparing predictors of burnout

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Retention of the estimated 30,000 U.S. volunteer community mediators is critical to provision of high-quality services. Although workers' retention and burnout is well researched, retention of volunteers such as community mediators is less understood. Survey data of 53 volunteer mediators were analyzed. For volunteer mediators, burnout and intent to remain for 2 years were significantly negatively associated. Using a self-determination-based basic needs satisfaction scale, more relatedness satisfaction predicted lower burnout for volunteer mediators, while competence satisfaction and autonomy satisfaction did not. This association held, even when controlling for mediators' experience in the field and self-care behaviors.

1 | INTRODUCTION

An estimated 30,000 volunteer community mediators in the United States are resolving family, neighborhood, and organizational conflicts, saving communities, courts, and government up to $17,800,000 annually (Corbett & Corbett, 2013). These volunteers receive extensive training and apprenticeship to conduct mediation sessions, and their retention is critical to the provision of high-quality services to mediation participants, and to the sustainability of the mission of community-based mediation centers. Given the absence of past research on this population in the volunteer retention literature, this study intends to examine the predictors of volunteer community mediator burnout and retention.

1.1 | Community mediation

Since the 1970s, United States conflict resolution programs, from nonprofit community mediation centers to street conflict "interrupters" to restorative justice circles have been a promising cluster of community-based interventions. A growing literature shows that conflict resolution services can build a sense of community and understanding (Kaufer, Noll, & Mayer, 2014; Ohmer, Warner, & Beck,

2010); reduce hostility and hopelessness (Shuval et al., 2010); improve coparenting (Emery, Laumann-Billings, Waldron, Sbarra, & Dillon, 2001; State Justice Institute, 2015); resolve conflict (Abramson & Moore, 1999); and reduce fear of crime (Umbreit & Coates, 1992; Umbreit, Coates, & Vos, 2001). Growing areas of community-based mediation service include police complaint mediation (Bartels & Silverman, 2005; Buchner, Bobb, Root, & Barge, 2008; Walker & Archbold, 2000) and returning veteran mediation services (Charkoudian & Bilick, 2015). With respect to mediation participants' interactions with the criminal justice system, research has shown that community-based mediation can reduce repeat calls to police (Charkoudian, 2005), decrease the burden on a local state's attorney's office (Polkinghorn, LaChance, & Hopson, 2010), and reduce use of the criminal court system (Charkoudian, 2010). Prisoner reentry mediation by community mediation centers has been shown to reduce the predicted probability of rearrest for returning citizens by 13%, with an additional 8% reduction for each additional mediation session (Flower, 2014).

Community mediation centers are defined by use of volunteer mediators who reflect the community's diversity, are free or use sliding scale services, make referrals from diverse sources at any stage of conflict, and provide mediation in the neighborhood where the dispute occurs (Hedeen, 2004; Jeghelian, Palihapitiya, & Eisenkraft, 2014). In a recent survey of 117 of the estimated 450 community mediation centers in the United States, 74% were independent nonprofits, 13% were part of multipurpose agencies, 5% were in public noncourt agencies, less than 1% were court affiliated, 5% were university based, and 3% had another structure (Charkoudian & Bilick, 2015).

1.2 | Volunteer community mediators

Community mediators are volunteers from a variety of backgrounds who receive professional training to work through a mediation center to resolve family, neighborhood, workplace, or other disputes. In a national survey of 1,152 volunteer community mediators, Corbett and Corbett (2013) found that they were 60% female; racially diverse, though less likely to be of Hispanic origin (3%) than the U.S. population (16%); far more likely to hold a college degree (93%) than the U.-S. population (29%); and far more likely to be over 50 years old (69%) than the U.S. population (33%). Motivations for volunteering were often numerous, with 87% reporting multiple motivators, the most common being the satisfaction of helping others (92%), professional skill development (73%), and connection to the program's conflict resolution mission (50%).

Maintaining a diverse pool of volunteer mediators has been shown to save government money, and build community capacity for nonviolent conflict resolution (Corbett & Corbett, 2013; Jeghelian et al., 2014; State Justice Institute, 2015). One study of Massachusetts community mediation centers showed that in one year 14 centers achieved estimated savings of $909,400 from 9,094 hours of pro bono mediation services from 505 volunteer mediators, with all centers using volunteers (Jeghelian et al., 2014). Volunteer mediators' "strong ethic of community control and ownership" (p. 408) has also been a protective factor in community mediation centers' survival, working against co-optation by the courts and other forms of government as documented by Coy and Hedeen (2005). National surveys of volunteer mediators show that about half of volunteer mediators do not serve more than 4 years in that capacity (Corbett & Corbett, 2013), which is a major challenge to service quality and community mediation centers' sustainability. The question remains: what predicts a volunteer mediator's withdrawal from service?

1.3 | Burnout, retention, and turnover for human service workers

Because little research has been conducted on predictors of retention among volunteer community mediators, it is useful to turn to the broader literature on retention, turnover, and burnout among

similar types of workers and volunteers. Workers in the critical helping professions such as social work have been the focus of a dense body of scholarship about burnout, retention, and turnover or withdrawal. Professional mediators are notably absent from the literature on burnout. Burnout prevention is occasionally mentioned in mediator training literature, however, including the assertion that mediators trained to expect high emotion from participants and themselves may be less likely to burn out (Jones & Bodtker, 2001; Lund, 2000).

Burnout syndrome among human service workers has long been conceived in three parts: increased emotional exhaustion, tendency to depersonalize clients, and decreasing sense of personal accomplishment (Maslach, Leiter, & Jackson, 2012). The construct has been further developed to include predictors such as job–person mismatch (work overload, lack of control, insufficient reward, breakdown of community, absence of fairness, and value conflict; Maslach et al., 2012). Secondary traumatic stress (STS) and compassion fatigue are commonly cited correlates of burnout, including Cieslak and team's 2014 summary of 41 studies and 8,256 workers, showing a strong link to STS and job burnout ($r = .69$). Job satisfaction, role conflict, value conflict, and role ambiguity have all been shown to predict burnout (Söderfeldt, Söderfeldt, & Warg, 1995), while religious participation (Sprang, Craig, & Clark, 2011) and compassion satisfaction (Jacobson, 2004, 2006) may have buffering effects against burning out. More recently, a longitudinal study of 135 U.S. mental health workers and 194 Polish human service workers called into question the commonly assumed direction of these relationships, showing that burnout preceded STS in time, and so perhaps burnout leaves one open to feeling more STS (Shoji et al., 2015).

Job satisfaction has been a predictor central to the dialog about retention of human service workers, which in turn has comprised numerous concepts, including intrinsic satisfaction, organizational satisfaction, and salary and promotion scales (Harrington, Bean, Pintello, & Mathews, 2001; Koeske, Kirk, Koeske, & Rauktis, 1994). Perception of organizational climate has also been a key explanation for variance in job withdrawal (Hopkins, Cohen-Callow, Kim, & Hwang, 2010). Lower turnover intent among helping professionals has also been linked to higher social support and job autonomy in a study of 346 California social workers (Kim & Stoner, 2008), as well as to increased self-care, social support, and coping strategies (Diaconescu, 2015). Social support and the size and quality of one's social network in the workplace have also been linked to intent to remain (Haivas, Hofmans, & Pepermans, 2012).

1.4 | Burnout, retention, and turnover for human service volunteers

Retention of high-responsibility human service volunteers like community mediators is broadly held to be crucial to organizational effectiveness, especially with complex skill sets that take time to master (Starnes & Wymer, 2001). Yet research is less plentiful about human service volunteer retention than human service worker retention. In addition, critical or systematic literature reviews on volunteer retention have been focused on episodic volunteers, such as fundraiser volunteers, or day of service volunteers (Dunn, Chambers, & Hyde, 2015; Hyde, Dunn, Scuffham, & Chambers, 2014).

In exploring individual studies on retention and turnover in high-demand volunteer roles (e.g., hospice, AIDS services, volunteer firefighters, scout troop leaders), numerous predictors emerge as significant. Retention and turnover have, at the outset, different dynamics for volunteers than professionals in comparative studies (Baird, 1999; Black & DiNitto, 1995; Capner & Caltabiano, 1993), with volunteers being more satisfied, more motivated by service and social connections, and less likely to want to leave than paid employees doing similar work (Pearce, 1983). In addition, volunteers do not need another job waiting in the wings to quit, as employees often do,

and the decision to leave may not be as tied to economic realities as it is for employees (Carsten & Spector, 1987). To begin with, "uncontrollable" factors in volunteer turnover (e.g., moving away, birth of a child, serious illness, military deployment) need to be separated out from "controllable" ones (e.g., scheduling challenges, supervision, dissatisfaction) (Gidron, 1985; Starnes & Wymer, 2001).

First, and most broadly drawn, volunteer satisfaction predicts retention (Black & DiNitto, 1995; Galindo-Kuhn & Guzley, 2002; Gidron, 1985; Jaffe, 1983). Satisfaction appears to have several important components that help it to predict turnover and intent to leave. For the 291 hotline volunteers surveyed by Jaffe (1983), satisfaction was predicted most strongly by the match between the volunteers' expectation of their work and the reality of the work. Harrison (1995) found satisfaction to better predict ongoing episodic volunteer attendance by male shelter volunteers than social norms, convenience, or moral obligation. The psychological climate of the service organization has also been examined (Brown & Leigh, 1996; Cohen-Callow, 2008) and this broader construct combines several types of traditional elements of satisfaction for workers and volunteers, including role clarity, challenge, recognition, a sense of contribution, and supportive management.

Second, the nature of volunteer motivation is a significant predictor of retention or intent to leave (Ajzen & Fishbein, 1995; Fuertes & Jiménez, 2000; Cnaan & Goldberg-Glen, 1991; Omoto & Snyder, 1995; Palaia, 2010; Starnes & Wymer, 2000). Functional approaches to understanding volunteer motivation have been central, with some studies highlighting the importance of two categories, altruistic and egoistic (Clary & Snyder, 1991), and others finding less distinction between those categories, with self-oriented motives like social connection and career building as predictive of retention as altruistic ones (Cnaan & Goldberg-Glen, 1991; Omoto & Snyder, 1995). Miller, Powell, and Seltzer (1990) showed that volunteers motivated by gaining work-related experience were the most likely to intend to leave within the following 6 months. Similarly, one of the motivations for community mediators' volunteer service correlated with an intent to terminate volunteer service shortly was the requirement to serve by a third entity, such as a law school (Corbett & Corbett, 2013).

Boezeman and Ellemers (2009) expanded Ryan and Deci's (2000) basic needs satisfaction measure, performing a comparison study of Dutch human service workers and volunteers. Deci and Ryan, in their Self-Determination Theory (Deci & Ryan, 1975, 1985), have married the two constructs of satisfaction and motivation, and explored retention through a job satisfaction model centered on intrinsic motivation to meet basic human needs for autonomy, competence, and satisfaction. Boezeman and Ellemers (2009) found that autonomy satisfaction most clearly predicted intent to remain for workers; for volunteers, relatedness satisfaction was most predictive of intent to remain.

Third, emotional factors such as like secondary trauma, compassion fatigue, and burnout have been shown to correlate with higher intent to leave or turnover (Baird, 2003; Beal, 1994; Capner & Caltabiano, 1993; Cyr & Dowrick, 1991). Burnout among volunteers has been tied in the theoretical literature to grieving loss, frustration with clients who do not take volunteers' help, personal intrusion by clients, or too high a time demand (Fischer & Schaffer, 1993; Starnes & Wymer, 2001).

Preventing burnout has been a focus of volunteer management literature as well, with Capner and Caltabiano (1993) finding that social support from family and friends, and within the agency were effective buffers between volunteer stressors and burnout, and Beal (1994) showing that escapist coping strategies were predictive of burnout in shelter and hotline volunteers. Self-care has been shown to protect against burnout in quantitative studies of disaster relief human service volunteers (Beckmann, 2015), and qualitative analyses of hospice volunteers (Claxton-Oldfield, 2016; Phillips, Andrews, & Hickman, 2014).

1.5 | Research questions

Building on a growing literature about volunteer burnout and retention, this study asks: (a) is burnout associated with the intention to leave?, (b) what aspects of satisfaction can serve as buffers against burnout for volunteer mediators?, and (c) can aspects of satisfaction protect against burnout even when controlling for known protective factors like self-care and experience? Our hypotheses include: (H1) higher burnout is associated with lower intent to leave among volunteer community mediators; (H2) higher job satisfaction will predict lower burnout for volunteer community mediators; and (H3) aspects of job satisfaction will predict lower burnout even when controlling for self-care and experience. These relationships are summarized in the conceptual model labeled Figure 1.

2 | METHOD

2.1 | Sample

First, 270 volunteer community mediators were randomly selected from a central statewide list of 431 mediators provided by a statewide umbrella nonprofit supporting local community mediation centers. Prior to random selection, the list was screened for residency, and one record was screened out due to the exclusion criteria of association with the authors' institution. Respondents self-screened according to two further inclusion categories of (a) age 18 or over or (b) being current volunteer community mediators, by filling out eligibility questions on the front of the survey.

2.2 | Procedure

A self-administered survey was sent to 270 volunteer community mediators in late August 2016, including a cover letter, self-addressed business-reply envelope, and a letter of endorsement from the statewide community mediation organization. This mailing was followed by a reminder postcard 2 weeks later, with a link to an identical Qualtrics-based online survey (Qualtrics, 2015). All sampling and data collection took place following approval by the university's Institutional Review Board. With a response rate of 21.2%, respondents totaled 53.

FIGURE 1 Associations between volunteer community mediator satisfaction, burnout, and retention

2.3 | Measures

Each of the following measures employed in this cross-sectional study was selected for its ability to apply to the experiences of high-responsibility volunteer respondents.

2.3.1 | Burnout

Burnout was measured using the 10-item burnout subscale of the 30-item Professional Quality of Life (ProQoL) measure. Construct validity has been established through over 200 articles in peer-reviewed health literature (Stamm, 1999), and a Cronbach's α of .79 for this study similar to the .72 reported by the measure's designer (Stamm, 2005). The subscale uses a 5-point Likert scale measuring endorsement (from "never" to "very often") of statements such as "I feel trapped by my role as a mediator" or "I feel connected to others" (which is one of several items that are reverse-coded). In some instances, the word "mediator" was added for the respondent's role. Responses were summed for a scale score, ranging from 0 to 50, with higher scores meaning a higher risk for burnout.

2.3.2 | Intent to remain and intent to leave

Intent to remain and intent to leave single-item questions were also derived from the work of Boezeman and Ellemers (2009), created explicitly to compare the experiences of high-responsibility volunteers and professionals in Dutch charitable organizations. The intent to remain question, "how likely is it that you will continue your work [as a volunteer] at your organization for the next two years?" was followed by a 7-option Likert scale ranging from "extremely unlikely" to "extremely likely" with higher scores indicating a stronger intention to remain in the position. The intent to leave question "how likely is it that you will quit your [volunteer] job within six months" used the same Likert scale, with higher scores indicating a greater intention to leave the position.

2.3.3 | Satisfaction

A nine-item measure of job satisfaction was used from Boezeman and Ellemers' (2009) adaptation of the Basic Need Satisfaction at Work Scale (Deci, Koestner, & Ryan, 2001). The measure contains three scales, each with three questions. For satisfaction of autonomy, good internal reliability was demonstrated with a Cronbach's α of .80 for this study, where Boezeman and Ellemers originally found $\alpha = .68$ for volunteers and .76 for paid workers. Satisfaction of competence needs showed a Cronbach's α of .88 (originally .74 for volunteers and .86 for workers). The satisfaction of relatedness needs scale had a Cronbach's α of .90 (originally .88 for both volunteers and workers in Boezeman and Ellemers' study). Seven-point response scales ranged from "totally disagree" to "totally agree." Questions included, for example: "there is a lot of opportunity for me to decide for myself how to go about my [volunteer] work" (autonomy); "when I am working at my organization I often feel very capable" (competence); and "people at my [volunteer] work are pretty friendly towards me" (relatedness). After reverse-coding one negatively framed item, subscale scores were tabulated by averaging related items, for a range of 0 to 7, with higher scores indicating higher levels of satisfaction.

2.3.4 | Self-care

To control for the possibly confounding role of self-care in buffering burnout, a measure of self-care behavior was also used. A 12-item scale adapted from Sousa, Hartman, Miller, & Carroll, (2009), with good internal consistency reliability in their work ($\alpha = .89$) and in this study ($\alpha = .88$)

measured respondents' self-care behavior on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree." Sample questions included positively framed self-care assertions like "I look for better ways to care for myself" and reverse-coded negative statements such as "I seldom have time for myself." Summative scores ranged from 12 to 60.

2.3.5 | Demographics

Respondents answered questions about their demographics, including: sex (male/female/other, recoded to binary, female = 1, male = 0, due to absence of respondents marking "other"); ethnicity and race (Hispanic/not Hispanic and five census-based race categories, recoded to binary, person of color = 1, White = 0); age (date of birth recoded to continuous age with decimals); income (six levels categorical, by $20,000s). Also included were control variables of education level (seven levels categorical); region type (rural/urban/suburban); and marital status (five-item categorical). Practice questions included: agency experience (years and months in their current organization, recoded to decimals); and career experience (years and months in the field, recoded to decimals).

2.4 | Data analysis

To describe sample characteristics, demographics and practice areas were first charted by percentage, to note any trends and limits to the sample's generalizability. For bivariate analyses, Pearson's correlations, t-tests, and analysis of variance (ANOVA) tests were performed to examine the relationships between demographics and the dependent variable. Second, Pearson's tests of correlation between the three outcomes of intent to leave within 6 months, intent to remain for 2 years, and burnout were examined. Ordinary least squares multiple regression analyses were used to examine (a) the association between autonomy, competence, and relatedness satisfaction and burnout, and (b) the association between relatedness and burnout when controlling for experience in the field, and self-care behaviors.

An a priori power analysis for the planned ordinary least squares multiple regression model with power set at 0.80 and an effect size of $f^2 = 0.15$, with $p = .10$, and three independent variables, yielded a target sample size of $n = 62$. For each of the three regression models presented below, variance inflation factors (VIFs) were below 2.5, and therefore did not reveal problematic multicollinearity. Missing subscale data were all below 10% (3.5% for relatedness satisfaction, 2.7% for competence satisfaction, 2.7% for autonomy satisfaction, 7.1% for self-care behaviors, 8.0% for burnout, and 3.5% for intention to leave), and were handled through list-wise deletion (Cornelius & Harrington, 2014; Schafer & Graham, 2002). Analyses were performed using IBM's SPSS version 24 (IBM Corp, 2013).

3 | RESULTS

3.1 | Sample characteristics

Overall, the majority of respondents were married Caucasian women, with an average age of around 50. Volunteer community mediators were more likely to hold a highest degree at the graduate school level (42.0%) than at the bachelor's level (32.0%), while some had earned doctorates (16.0%). Among mediators 38.0% were from rural jurisdictions, 46.0% from suburban, and 16.0% from urban. More than half of respondents (57.4%) had annual household incomes over $100,000.

TABLE 1 Characteristics of volunteer community mediators and relationships with burnout

	N	Mean (SD)/%	F(df)/t(df)	Pearson's r	p
Gender					
Female	37	71.2			
Male	13	25.0	−.291 (48)		.772
Missing	2	3.8			
Age	49	51.4 (14.8)		−.136	.353
Race					
People of color	11	21.2			
White	37	71.2	.358 (11.13)		.727
Missing	4	7.7			
Marital status					
Single	10	20.4			
Married	29	59.2	.088 (3)		.966
Separated	0	0.0			
Divorced	9	18.4			
Widowed	1	2.0			
Degree					
Some college	3	6.0			
Associate's	2	4.0			
Bachelor's	16	32.0	1.493 (4)		.220
Master's	21	42.0			
Doctorate	8	16.0			
Area					
Rural	19	38.0	1.246 (2)		.297
Suburban	23	46.0			
Urban	8	16.0			
Income					
Under $20,000	1	2.1			
$20,000–$39,999	4	8.5			
$40,000–$59,999	6	12.8	.669 (5)		.649
$60,000–$79,999	5	10.6			
$80,000–$99,999	4	8.5			
$100,000 or more	27	57.4			
Hours of service per week	45	7.3 (9.0)		−.053	.731
Years at organization	52	5.5 (4.6)		−.187	.184
Years in career field	50	6.7 (5.7)		−.198	.169
Self-care behaviors	47	45.5 (7.1)		−.688	<.001***
Autonomy satisfaction	51	5.3 (1.2)		−.098	.496
Competence satisfaction	51	5.8 (0.8)		−.249	.078
Relatedness satisfaction	51	6.2 (0.8)		−.544	<.001***
Burnout	52	17.9 (3.7)		—	—

*p < .05; **p < .01; ***p < .001.

TABLE 2 Correlation between intent to leave, intent to remain, and burnout

	Intent to leave (within 6 months)	Intent to remain (within 2 years)	Burnout
Intent to leave (within 6 months)	1	—	—
Intent to remain (within 2 years)	$-.329^*$ ($n = 51$)	1	—
Burnout	.030 ($n = 51$)	$-.276^*$ ($n = 51$)	1

Note. Pearson's correlation (two-tailed). *$p < .05$; **$p < .01$; ***$p < .001$.

Volunteer community mediators volunteered an average of 7.3 hours per week, having served as mediators an average of 6.7 years, and in their current organization an average of 5.5 years.

3.2 | Bivariate results

Bivariate *t*-test and ANOVA results are presented in Table 1. Pearson's tests of correlation were then performed between the outcomes. Respondents' intention to leave within the following 6 months was also compared with their intention to remain for the subsequent 2 years, as well as to their score on the ProQoL burnout inventory.

Intent to leave and intent to remain were significantly negatively associated ($r = -.329$, $p = .019$), as shown in Table 2. Burnout for volunteer community mediators was negatively associated with intent to remain for 2 years ($r = -.276$, $p = .050$).

3.3 | Regression results

Ordinary least squares multivariate regression analysis results showed that when comparing the dimensions of a volunteer's satisfaction, there was a significant negative association between the relatedness scale of basic needs job satisfaction and burnout, as seen in Table 3.

Relatedness satisfaction was significantly negatively associated with burnout among volunteer community mediators ($\beta = -.531$; $SE = 0.575$; $p < .001$). Controlling for the other dimensions of basic needs job satisfaction (autonomy and competence), this model accounted for 27.4% of the variance in burnout for volunteer community mediators. Competence and autonomy satisfaction did not significantly predict burnout.

The negative association of relatedness and burnout was still significant even when a further model controlled for possible buffers against burnout, including self-care behaviors and experience in the field, as detailed in Table 4. Both self-care behaviors ($\beta = -.556$; $SE = 0.057$; $p < .001$) and relatedness ($\beta = -.251$; $SE = 0.468$; $p < .001$) were significantly associated with burnout as presented in this model.

TABLE 3 Regression analysis of association between burnout and dimensions of satisfaction

	Unstandardized coefficients B (SE)	Standardized coefficients β	p
(Intercept)	35.059 (4.058)	—	<.001***
Autonomy satisfaction	.358 (.427)	.116	.406
Competence satisfaction	−.689 (.590)	−.161	.248
Relatedness satisfaction	−2.410 (.575)	−.531	<.001***
R^2	.317	—	—
Adjusted R^2	.274	—	—

Note. $F = 7.287$. *$p < .05$; **$p < .01$; ***$p < .001$.

TABLE 4 Regression analysis of association between burnout and relatedness satisfaction, controlling for experience and self-care behaviors

	Unstandardized coefficients *B* (*SE*)	Standardized coefficients β	*p*
(Intercept)	44.322 (2.868)	—	<.001***
Experience in field	.066 (.031)	.160	.037*
Self-care behaviors	−.376 (.057)	−.556	<.001***
Relatedness satisfaction	−1.409 (.468)	−.251	.003**
R^2	.497	—	—
Adjusted R^2	.480	—	—

Note. F = 29.627. **p* < .05; ***p* < .01; ****p* < .001.

4 | DISCUSSION

This study sought to expand knowledge of predictors of burnout and intent to remain among volunteer community mediators by comparing basic needs satisfaction predictors, while controlling for possible confounders like tenure and self-care. Little is known about volunteer community mediator retention and burnout specifically. From Corbett and Corbett's large 2013 survey, volunteer mediators appear to stay involved for around 4 years on average, then start to drop off in their commitment. This is troubling, as training and apprenticing a volunteer mediator can take a year or more.

In response to the question of what promotes retention and prevents withdrawal, the present study found that preventing burnout is part of preventing intent to leave. As expected, burnout is in turn associated with differing forms of need satisfaction, continuing an understanding described by volunteer retention literature over time (Cnaan & Goldberg-Glen, 1991; Omoto & Snyder, 1995; Pearce, 1983). Specifically, the fulfillment of relatedness needs has the potential to be protective against burnout for volunteer community mediators in this sample. These results are also mostly in line with the findings of Boezeman and Ellemers (2009) who learned that in applying Ryan and Deci's basic needs satisfaction measure to voluntary workers, relatedness takes center stage. The ability of relatedness to act as a protective factor against burnout is still significant when a mediator's own experience in the field and self-care behavior are factored into the model.

4.1 | Strengths

The present study benefited from a cross-sectional design, with high-responsibility, high-skill volunteers serving in similar capacities across the same state. Use of random sampling within the list served to improve sample generalizability and reduce the threat of systematic bias. By testing a wide array of constructs, a full picture of possible predictors of intent to remain could be explored at the bivariate level. Finally, controlling for potentially important personal qualities in burnout, such as work experience and self-care, strengthened the analysis, using multiple regression analysis to highlight the predictive possibilities of different types of job satisfaction.

4.2 | Limitations

Limitations of this study are noteworthy. First, the sample size and response rate were low—21.2% of volunteer community mediators contacted responded for a sample of 53—raising questions about nonresponse bias. Respondents had high incomes and education levels, each of which represents its own threat to external validity. Third, with a cross-sectional design at a single point in time, one cannot infer any causation as to which inputs determined which outcomes. Most importantly to this

study's findings, we must ask whether a lack of a sense of relatedness predicted burnout, or if, once burnt out, volunteer community mediators started relating less to other volunteers and staff (especially bearing in mind the temporality findings of Shoji et al. (2015) regarding STS preceding burnout symptoms). In addition, self-report was the sole mode of information-gathering in this survey. It is not clear if there is any connection between respondents' self-care beliefs and self-care behavior in their daily lives, or the extent to which intent to leave is related to actual turnover. Finally, with a statewide sample in a state whose households have higher average incomes and whose social services are better funded relative to other states (Pew Charitable Trusts, 2014), it would be impossible to generalize to volunteer community mediators nationally.

5 | IMPLICATIONS

5.1 | Practice implications

Practice implications for community-based mediation centers as well as other volunteer mediator rosters include the need to centralize volunteer mediator relationships, both to each other as fellow volunteers and to staff members. More than anything else in this model, a lack of relatedness was associated with indicators of burnout in the volunteers, which was associated with an intent to leave their volunteer role. Unlike workers, who show in many comparative studies of human service volunteers and workers an ability to withstand burnout without intending to leave, volunteers are freer to move on (Baird, 2003; Black & DiNitto, 1995; Capner & Caltabiano, 1993; Carsten & Spector, 1987; Pearce, 1983). Mediation centers and roster managers who apply general worker retention strategies to high-responsibility volunteers, without a focus on relatedness and connection, may be unsuccessful.

Community mediation centers and other volunteer mediator roster managers should see true community building among their volunteer mediators as a central key function, rather than a side effort, in order to retain mediators in the long term to support mediation service quality and cost savings. Beyond award dinners, fundraisers, and trainings, community mediation centers and other mediation programs might ask how they can forge deeper connections laterally between mediators.

In May 2017, when the results of the study were presented to roster managers across the state, a number of relatedness-promoting strategies were generated in a group brainstorm session to share best practices for what has worked in other centers. The first theme was frequent positive communication, through old-fashioned phone calls, upbeat texts, and email newsletters. Centers recommended staff call mediators to stay connected immediately after training, after their first case observation, and after apprentice comediations. Centers mentioned the importance of offering a welcoming sense of place to mediators, a space where they could have a home base, be comfortable, and chat with other mediators.

Second, several managers shared ideas for increasing relatedness through in-service continuing mediator education, including holding trainings at a variety of times (weekends, weeknights, and brown bag weekday lunches), on topics self-selected by active mediators. High-attendance in-services had included partnership details delivered by partner agencies (e.g., a police department representative copresents with the roster manager about mediating police-referred cases). One center had created skill drills that mediators could do together when there was a no-show mediation session, so that the mediators' time did not go to waste, and they got to know each other better.

Third, relatedness strategies that respected the mediator as a whole person were highlighted, including: planning purely social events like bowling, baseball, or dance classes; sending annual birthday cards; holding family friendly events where mediators can meet each others' families; and

hosting self-care workshops where local tai chi, massage, or yoga practitioners or students can offer services for mediators together in community. A variation on this theme was to honor other community affiliations that mediators have by creating a mediator team for a volunteer day with another nonprofits' community event (which also raises awareness of the mediation center). Action-oriented community events, such as marches, parades, and vigils were also being used to connect mediators to each other.

Finally, several centers had improved relatedness by creating traditions around how veteran mediators welcome new mediators into the community. Experienced mediators were helping with skills training, role playing in basic mediator training, and welcoming new trainees by preparing food for training sessions. One center had a designated volunteer who served as coordinator for their fellow mediators, making reminder phone calls in advance of center events, and check-in calls following mediation sessions.

In addition to these ideas generated by centers, roster managers and community mediation center leaders could receive training in how to lead by meeting the basic needs that support intrinsic motivation of volunteers (see Jones et al., 2015), as well as in specific best practices from other centers around the country.

5.2 | Research implications

To best understand how to retain volunteer community mediators, multimodal research may be called for: attending not only to volunteers' beliefs about themselves and their futures, but actual records of who left service and when, as well as departing mediators' stories. Perhaps using the impressive mixed method international volunteer turnover work of Benjamin Gidron (1985) as a guide, turnover patterns and exiting mediators' qualitative sentiments could be layered over self-report survey data to create a more accurate picture of what might prevent intent to leave and turnover itself. Relatedness satisfaction should be a central focus of further research on retaining volunteer community mediators and other high-responsibility, high-skill volunteers, such as volunteer firefighters and hospice volunteers. The notion of the association between relatedness and self-determined sustained volunteering should be more deeply examined, including social support and social network analyses (along the lines of Capner & Caltabiano, 1993; Haivas et al., 2012), in order to generate more specific practice advice.

6 | CONCLUSION

Preventing turnover among the approximately 30,000 volunteer mediators in the United States is a pressing concern for the quality of mediation services and the sustainability of mediation programs. One aspect of this work is reducing burnout, which, in this sample, is associated with a sense of relatedness to fellow volunteer mediators. Improving horizontal relatedness among mediators may be an effective, pragmatic management strategy that can serve participants, volunteer mediators, and programs well, preventing burnout. And perhaps more importantly, it is aligned with our core mediation, community mediation, and alternative dispute resolution values, where healing horizontal connections in families, workplaces, and communities is prioritized over the usual vertical hierarchies to which society has delegated the work of conflict resolution.

ORCID

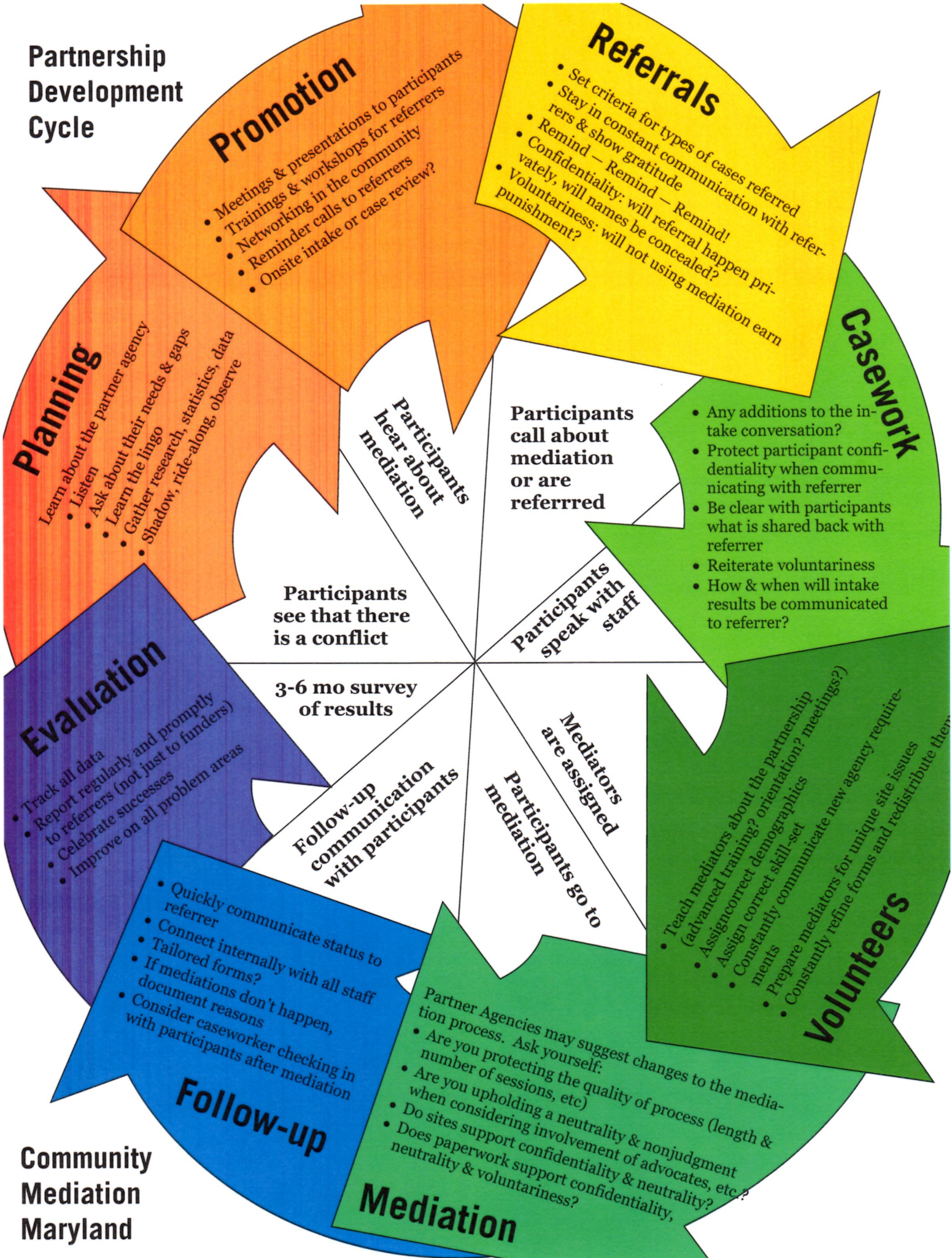*Caroline Harmon-Darrow* [ORCID icon] http://orcid.org/0000-0001-5553-1034

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Partnership Development Cycle

Promotion
- Meetings & presentations to participants
- Trainings & workshops for referrers
- Networking in the community
- Reminder calls to referrers
- Onsite intake or case review?

Referrals
- Set criteria for types of cases referred
- Stay in constant communication with referrers
- Remind — Remind — Remind!
- Confidentiality: will referral happen privately, will names be concealed?
- Voluntariness: will not using mediation earn punishment?

Planning
- Learn about the partner agency
- Listen
- Ask about their needs & gaps
- Learn the lingo
- Gather research, statistics, data
- Shadow, ride-along, observe

Casework
- Any additions to the intake conversation?
- Protect participant confidentiality when communicating with referrer
- Be clear with participants what is shared back with referrer
- Reiterate voluntariness
- How & when will intake results be communicated to referrer?

Evaluation
- Track all data
- Report regularly and promptly to referrers (not just to funders)
- Celebrate successes
- Improve on all problem areas

Volunteers
- Teach mediators about the partnership (advanced training? orientation? meetings?)
- Assign correct demographics
- Assign correct skill-set
- Constantly communicate new agency requirements
- Prepare mediators for unique site issues
- Constantly refine forms and redistribute them

Follow-up
- Quickly communicate status to referrer
- Connect internally with all staff
- Tailored forms?
- If mediations don't happen, document reasons
- Consider caseworker checking in with participants after mediation

Mediation
Partner Agencies may suggest changes to the mediation process. Ask yourself:
- Are you protecting the quality of process (length & number of sessions, etc)
- Are you upholding a neutrality & nonjudgment when considering involvement of advocates, etc?
- Do sites support confidentiality & neutrality?
- Does paperwork support confidentiality, neutrality & voluntariness?

Inner circle
- Participants hear about mediation
- Participants call about mediation or are referred
- Participants see that there is a conflict
- Participants speak with staff
- 3-6 mo survey of results
- Follow-up communication with participants
- Mediators are assigned
- Participants go to mediation

Community Mediation Maryland

COMMUNITY MEDIATION MARYLAND

Volunteer Coordination

Best Practices

Volunteer Management Committee:

Tyler Keyworth
Robyn Engle
Jenny Rothschild
Anna Chalker
Cynthia Jurrius
Paul Dorsey
Tyler Smith

8/13/2013

Volunteer Management Best Practices

Preamble:

Volunteers are the foundation of a community mediation center (CMC). Volunteers are essential to the vitality, vibrancy, and effectiveness of community mediation centers. It is important that centers invest in their volunteers to ensure quality of the service they bring to the community. Centers put an enormous amount of investment into the initial training of volunteers and the retention of volunteers is paramount for sustainable center growth. Likewise, volunteers need to know that are valued and that they matter to the organization. The following document looks at volunteer management and how specific best practices can be used to increase volunteer retention. This goal of volunteer retention is intertwined through the best practices presented. To support volunteer growth and the quality of mediation conducted by volunteers and staff, centers should follow the CMM Quality Assurance Best Practices which are attached to this document in Appendix H.

The document is structured by first identifying volunteer management goals in the left column and is followed by specific ideas of how centers can meet these goals in the right column. Many of the ideas suggested in this document are currently in place at community mediation centers throughout the state and are meant to be a resource for centers to enhance their volunteer management. There are several appendices that show sample wording, documents, and processes. The goals suggested relate to three major components of effective volunteer management: volunteer recruitment, volunteer engagement, and volunteer communication.

#	Volunteer Management Goals	Volunteer Management Best Practice Ideas
1	CMCs recruit volunteers that meet their current and future needs, and that reflect the diversity of the community.	1.1 CMCs recruit volunteers from a variety of venues and organizations including where the center currently mediates such as: faith based organizations, community centers, libraries, senior centers, schools, etc. 1.2 CMCs distribute and post fliers in areas where the center has had an influx of mediation requests including: schools, neighborhood or community groups, government agencies, and others. 1.3 CMCs connect with other volunteer based organizations and public entities: including local volunteer centers and other organizations that recruit volunteers. 1.4 CMCs promote volunteer training opportunities at all outreach events. 1.5 CMCs include information about volunteer recruitment and training in center publicity, including: newspapers, radio stations, and local university publications. 1.6 CMC's include clear information on the center's website about becoming a volunteer 1.7 CMC's recruit at all events where they promote the use of mediation. 1.8 CMC's inform mediation participants about the opportunity to serve as mediators at the end of the

		mediation. 1.9 CMCs consider having potential volunteers do outreach, office work, or other non-mediation volunteer activities before taking the mediation training. This can help centers adequately assess a volunteer's commitment to the organization and mission, as well as potential as a mediator. This also allows the potential volunteer to determine if the position is a good fit. 1.10 CMC's keep a database of interested volunteers throughout the year and contact these individuals when there are training opportunities, rather than waiting until a training to do recruiting.
2	CMC's recruit to ensure a mediator corps that is diverse in a variety of ways.	2.1 CMC's review the demographic chart comparing their mediators to the demographics of the community on an annual basis to consider which demographic areas they need to focus on recruiting. 2.2 CMC's develop strategies to recruit individuals with specific demographics needed to ensure that the centers' mediators reflect the demographics of the community. 2.3 CMC's review structural boundaries that may make it difficult for certain individuals to volunteer (e.g. transportation for teen-agers, child care for low income participants) and develop plans to overcome these boundaries. 2.4 CMC's conduct more intense recruitment among those who are often disenfranchised, such as youth or individuals under supervision.
The section below provides guidance for volunteer management for volunteers who will be trained as and likely serve as mediators.		
1	CMCs hold a comprehensive orientation that helps potential volunteer mediators to understand and grasp the mediation training and concept of community mediation	1.1 CMCs require potential volunteer mediators to attend an Orientation or Information Session and an interview prior to being guaranteed a spot in the BMT. 1.2 CMCs ensure Orientation or Information Sessions review the entire training and apprenticeship process for potential volunteers. This may last two hours or more. (See Appendix A)
2	CMCs have an effective screening process that allows them to select the best possible volunteer mediators	2.1 CMCs screen potential volunteer mediators before putting them in basic training, regardless of whether that center is hosting the training or whether they may be placed in a training that another center is hosting. 2.2 CMCs screen volunteers with a variety of interview questions that allow the interviewer to find out if the volunteer has an understanding of the process and can make a realistic commitment to the training and center. (See Appendix B) 2.3 CMCs have all potential volunteers read over information about the center and community mediation prior to being interviewed. 2.4 CMCs find out a potential volunteer's availability, both hours and location, to ensure these meet the center's goals. 2.5 CMCs consider having multiple people (staff,

		experienced volunteers, or board members) present during interviews or orientations to help get multiple perspectives on the interviewee. 2.6 CMCs include a written application as part of the screening process (See Appendix C)
3	CMCs ensure that volunteer mediators sign a training and apprenticeship contract that commits the volunteer to the center	3.1 CMCs explain the apprenticeship process and contract in the interview and orientation. 3.2 CMCs have all newly selected volunteer mediators sign the apprenticeship contract prior to beginning the Basic Mediation Training (See Appendix C). 3.3 CMCs can require that volunteer mediators fulfill their apprenticeship contract or be required to pay back the value of the training on a prorated basis. The basic mediation training can be valued at between $1000 to $2500 per trainee.
4	CMCs have an effective post-training orientation that orients new mediators to the center	4.1 CMCs hold a post-training orientation that ensures all new volunteers are knowledgeable about pre and post mediation procedures specific to each CMC. 4.2 CMCs create a post-training orientation guide to ensure mediators know where to turn for questions. (See Appendix D)
5	CMCs obtain and maintain current contact information for volunteers	5.1 CMCs touch base (in person, email, or phone call) with each person on their roster at least once every six-months to be sure their contact information is correct. 5.2 CMCs have at least one (1) designated staff member in charge of volunteer management to ensure mediator growth and quality assurance.
6	CMCs hold in-services and continuing education events that engage volunteer mediators and encourage mediator growth	6.1 CMCs provide opportunities that are free of charge to volunteers for continuing education at least four (4) times per year (See Appendix F) 6.2 CMC's host in-services provided by CMM trainers 6.3 Multiple CMCs can partner to give each other support in developing continuing education workshops. For example, the presenter from one center can repeat the workshop at another, or the CMCs can combine workshops. 6.4 CMC's announce and promote CMM's monthly in-services to their volunteers. 6.5 CMCs communicate in-service trainings with other regional CMCs to allow volunteer mediators to have more options in choosing in-service trainings. 6.6 CMCs ensure that volunteer mediators are aware of continuing education opportunities. 6.7 CMCs offer training opportunities that satisfy the requirements for membership to the MPME.
7	CMCs keep volunteers current with changes to forms, mediation model, other procedures	7.1 CMCs offer a refresher training when there are significant changes to the mediation model, center forms, or the CMCs policies. These refresher trainings should allow mediators to engage with the material and fully understand the changes

		presented.
		7.2 CMCs provide regular updates through email or in mediation packets that educate mediators on the smaller changes to model, forms, or policies.
8	CMCs maintain quality communication with mediators throughout and after each mediation case	8.1. CMCs thank mediators for each case they sign up for, whether or not the mediation occurs. 8.2 CMCs communicate with volunteers after each mediation session to ensure that the center supports the volunteers throughout the life of the mediation. 8.3 CMCs make time to discuss mediation cases with mediators, either formally or informally, to ensure volunteers experience maximum growth from each case 8.4 CMCs ensure volunteer mediators have contact information for a staff member in case they need support on a break during a mediation. This information can be provided in the mediation packet.
9	CMCs effectively, track communicate, and strategize with volunteer mediators about growth and progress	9.1 CMCs include feedback and follow-up forms with each mediation packet that enable mediators to report feedback and the results of the mediation session. 9.2 CMCs respond to mediator feedback about the session, co-mediator, and skills in mediation that need attention. 9.3 CMCs can create a mediator newsletter, listserv, or similar means of keeping volunteers in the loop and making them feel valued. 9.4 CMCs get in touch with volunteer "dropouts" to determine issues, problems, etc that caused dropout (See Appendix G for more information). 9.5 CMCs create a mechanism to track mediator time, growth, and progress. CMCs should make this accessible to the volunteers, either by periodic updates or direct access to the information. 9.6 CMCs ensure all mediations are co-mediated to support quality assurance, mediator growth, and mediator comfort.
10	CMCs effectively recognize volunteers for their time and commitment	10.1 CMCs have a plan for volunteer recognition 10.2 CMCs acknowledge mediators' time when they sign up for a mediation even when participants do not show via a thank you email, phone call, etc. to show volunteers that CMCs value their time and commitment 10.3 CMCs keep volunteers informed on what is going on in the CMC (e.g. staff changes, policy changes, etc.) 10.4 CMCs treat volunteers as the foundation of the center and value them as members of the "team" who are valued for the services they perform
11	CMCs make the logistics of volunteering for a mediation as smooth as possible	11.1 CMCs make every effort to confirm each mediation with participants within 24 hours of the mediation to avoid no shows 11.2 CMCs can inform volunteer mediators when their upcoming mediations were last confirmed. 11.3 CMCs provide logistical support for off-site mediations, such as a travel kit with forms, markers, and flip chart paper

		and/or easels, and contact numbers for mediation site.
		11.4 CMCs provide information in the mediation packet to support mediators in the case of an emergency, e.g. how to access the centers voicemail, who a staff contact person is, and contact information for co-mediator. 11.5 CMCs check-in regularly with mediators to determine whether the format of announcing and accepting mediations is convenient for them. 11.6 CMCs provide clear direction and support, through forms and clearly described process, for after-mediation action and next steps.
12	CMCs use the most effective form of communication when communicating with volunteers for mediations and events	12.1 CMCs can learn the preferences for communication for individual mediators, and record and utilize that preferred mode of communication. 12.2 CMCs consider use of creative forms of communication, and multiple forms of communication, such as website and social media in addition to mail, email and phone. 12.2 CMCs check in with volunteers regularly about availability to easily match participant's needs with the capacity of the center to provide mediators
13	CMCs create a relationship with volunteers that allows for volunteers to be connected to the center in multiple ways	13.1 CMCs can create a buddy system to connect new mediators with experienced mediators. This can be a connection between a new and experienced mediator even if they do not mediate together in a mentoring relationship. The experienced mediator can provide moral support and logistical guidance for the new mediator through phone, e-mail, or in person meetings. 13.2 CMCs ensure the staff members that interact with volunteers (e.g. center directors or volunteer coordinators) to get to know volunteers and their interests and talents. 13.3 CMCs offer volunteer opportunities in addition to mediation, such as outreach, helping with office work, participating in CMM events, becoming a member of the Board of Directors, or becoming AmeriCorps members. 13.4 CMCs can offer opportunities for volunteers to connect with each other and with the community. 13.5 CMCs offer social events for mediators and volunteers to connect with each other at least twice per year. 13.6 CMCs provide in-service trainings for volunteers interested in outreach education. 13.7 CMCs encourage volunteers to donate money to the center
14	CMCs connect volunteers to the statewide community mediation movement	14.1 CMCs encourage volunteers to become more connected to the statewide movement 14.2 CMCs communicate statewide events to volunteers and encourage them to attend, including the Maryland Mediators Convention, CMM Gala, CMM Membership Meetings, MPME Events, and other relevant statewide events. 14.3 CMCs send a staff member or veteran volunteer to statewide community mediation events to help newer

		volunteers become more comfortable attending events
15	CMCs effectively engage volunteers who have not mediated in several months or who need support after the Basic Mediation Training	15.1 CMCs provide and create a plan for mediators who need additional support after the Basic Mediation Training, who become disengaged with volunteering, or who have not mediated in several months (See Appendix G). 15.2 CMCs receive feedback from trainers on mediators' skills and abilities after training to provide guidance on developing mediator support. 15.3 CMCs develop a system so that volunteers who may not be right for mediation can support the center in other ways, e.g. outreach, special projects, office work, data entry, board membership, etc.
16	CMCs ensure the majority of mediation sessions are conducted by volunteer mediators	16.1 CMCs have volunteer mediators conduct the mediation sessions as much as possible 16.2 CMCs have staff mediate only as a last resort or to help the growth of newer mediators 16.3 CMCs work to help mediators that are interested in advanced trainings get the experience needed take those trainings 16.4 CMCs remind volunteer mediators of their commitment to the center to try and work with volunteers to fulfill it
The section below provides guidance for volunteer management for volunteers who will not serve as mediators.		
1	CMC's develop clear position descriptions for volunteers to assist in areas other than mediation.	1. CMC's identify tasks and roles for volunteers, such as outreach, committee service, office work, data entry, follow up evaluation calls, and grant-writing. 2. CMC's develop position descriptions and requirements for volunteers serving in these roles. 3. Intake should not be a role for someone not trained as a mediator
2	CMC's communicate expectations with potential volunteers	1. CMC's recruit volunteers with the position descriptions 2. CMC's interview potential volunteers 3. CMC's request a commitment from the volunteer to ensure a return on the investment the CMC is making in training the volunteer. 4. CMC's conduct orientation and training appropriate for the tasks the volunteers will provide 5. CMC's regularly evaluate the work of volunteers, provide feedback and recognition.

Appendix A
SAMPLE PRE-TRAINING ORIENTATION AGENDA

Welcome and Introductions

Gathering: Name + "One reason I am interested in helping resolve conflict in my community is..."

Choose One Experiential Exercise
- Minefield
- People to People
- Houses

About the Center
- What is Community Mediation?
- Services Offered
- What Training Allows Mediators to Do
- 10 Points
- Relationship to CMM

Training Overview
- Role Plays
- Experiential
- 3 Skills- Strategic Listening, Open Ended Questions, Using the Process
- Prepares Mediators for Variety of Situations (Bad Language, Hot Topics, etc.)
- Logistics- attend whole training, locations, hours, carpool?

Inclusive Mediation Overview
- Analytical, Facilitative, Inclusive, Transformative
- 5 Step Process
- Participants Control Content
- Resolving Whole Dispute
- No Ground Rules

Apprenticeship Process
- Hours of Service
- Length of Commitment
- 2 Observations- 2 Mediators with a Lead

Role Play (Optional) OR Strategic Listening Practice (Optional)

Next Steps:
- Go over dates
- Collect applications and schedule interviews

Closing

Appendix B
SAMPLE VOLUNTEER MEDIATOR INTERVIEW QUESTIONS

Name: _____   Training Class: _____

Date:_____ Email: _____
Phone:_____

Tell us a little about yourself and your interest in mediation.

What do you know about the Community Mediation Center?

What skills do you have which you think would make you a good mediator? Can you give me a specific example of how you have used these skills?

What personal values and goals brought you to be interested in mediation?

Our process is based on self determination. What does "self-determination" mean to you?

What experience do you have with volunteering?

How do you see yourself contributing service to the center in addition to being a volunteer mediator?

What obstacles do you see to fulfilling your volunteer commitment? How would you overcome them?

Mediation sessions normally take about 4 hours each including travel, co-mediator coordination and debriefing. Please look at your calendar for next week and the week after. When would you be available to mediate in those two weeks? What areas of the county could you serve in?

RATE THE INTERVIEWEE:

	GREAT	GOOD	FAIR	POOR
COMMUNICATION SKILLS	_____	_____	_____	_____
LISTENING SKILLS	_____	_____	_____	_____
COMMITMENT TO COMMUNITY	_____	_____	_____	_____
OPEN MINDED (SELF-AWARE)	_____	_____	_____	_____
COMMITMENT TO PROGRAM	_____	_____	_____	_____
COMPOSURE	_____	_____	_____	_____

RECOMMEND TO TAKE THE TRAINING (Circle):   YES   NO

Appendix C
VOLUNTEER MEDIATOR APPLICATION

Name: _____ Date: _____

Address: _____ Eve Phone: _____

City:_____ Zip: _____ Cell Phone: _____

I preferred to be contacted at: _____ Day Phone: _____

E-Mail:_____

Do you check regularly? _____ How did you hear about CMC?_____

Do you speak any languages other than English? YES / NO

If yes, what languages do you speak fluently?_____

Availability (check all that apply): Daytime _____ Evening _____ Weekends _____

Would you be interested in volunteering in another capacity with the center? Yes ___ No ___

Why do you want to become a volunteer mediator?

What skills do you have that would make you a good mediator?

What experience do you have with volunteering?

Please describe the time you would be able to commit to the center

Demographic Information (Optional). We are required to provide demographic information about our mediators to grant funders so that our mediators reflect the diversity of the community.

Sex_____ Age_____ Race _____ Highest Level of Education _____

Annual Household Income _____ Military Experience (circle):   None   Past   Current

Type of Employment _____

Thank you for your interest in becoming a volunteer mediator. Feel free to contact the CMC for more information.

Appendix D
TRAINING AND APPRENTICESHIP CONTRACT

I, _____ am willing to commit to a minimum of two (2) years to the Community Mediation Center ("CMC".)

Mediators are required to attend and complete the initial 50-hours of FREE mediation training. After completing the initial training, trainees will enter an apprenticeship that consists of observing two (2) mediations and mediating with a lead mediator a minimum of (2) times as well as an evaluation/strategy session. Five (5) additional hours of training will be scheduled.* The mediation training is valued at $2500 per trainee.

____ I will attend 50 hours of training.

____ I will attend the 5 hour follow up training to complete my training (to be scheduled)

____ If an emergency arises and I miss more than one (1) hour of training, I understand that I will not receive a Community Mediation Maryland training certificate.

____ If an emergency arises and I miss more than two (2) hours of training, I understand that I will be asked to no longer participate in the training

____ I understand that completing the training is not a guarantee that I will be invited to mediate with CMC. Even if I am not invited to mediate, I will complete my volunteer service.

____ I agree to provide forty-eight (48) hours of volunteer service each year to include mediations (if I am invited to mediate), special projects, committee membership, helping with intake or office help.

____ I agree to abide by the policies set forth by the CMC Board of Directors and the CMC Staff

____I agree to become a member of the Maryland Program for Mediator Excellence (MPME) and follow the guidelines set out by MPME

The Community Mediation Center Agrees to:
- Provide 50-hours of mediator training
- Provide each new trainee with a mediation manual
- Provide all necessary mediation materials
- Provide FREE continuing education opportunities
- Provide skill building opportunities

Signature/Date _____

A full 50-hours of training must be completed to receive a Community Mediation Maryland certificate.

Appendix E
SAMPLE POST TRAINING ORIENTATION GUIDE

AACRC Post-Training Orientation Guide

Welcome to AACRC!!!!! The following guide outlines what you need to know mediate with us. Here is what is included:

- Contact Information
- Email Decoder
- Signing Up For a Mediation
- Apprenticeship Process
- Continuing Education
- MPME

AACRC Basic and Contact Information

AACRC- 410-266-9033
AACRC- 2666 Riva Rd. Suite 130, Annapolis, MD 21401
All Staff- mediateaacrc@gmail.com

Linda Deming- Executive Director- deming.linda776@gmail.com
Linda makes the decisions, communicates with the board, writes the grants, and keeps us on track financially. Linda is the person contact about our fundraisers, interest in becoming a board member or finding our more about what the board does, grant opportunities, or center operations.

Tyler Keyworth- Deputy Executive Director- tgkeyworth@gmail.com
Tyler manages the volunteers, conducts the continuing education, works on special projects and partnership development, and provides workshops and training for the general public. Tyler is the person to ask about advanced trainings, support for mediation, and presentations or outreach. If you need help with anything and no one is available at AACRC, Tyler's Cell is: 401-575-6415 and do not hesitate to call.

Leslie Overholser- Circuit Court Mediation Director- les.overholser@gmail.com
Leslie manages our Circuit Court Mediation Program and Partnership. These are the majority of mediations that get scheduled and where is our most need for support. Leslie is the person to ask about anything related to Circuit Court cases, which you will mediate once you take the Parenting Plan Training.

Ellie Gibbs- Community Mediation Director- ergibbs@gmail.com
Ellie manages our cases referred from the community. She sets up the cases, assigns mediators and observers, and manages everything throughout the life of a community case. These also include parenting plans not referred from the Circuit Court and any cases from the

District Court. Ellie is the person to ask anything related to community or parenting plan cases or information about observations.

Brandon Haight- Americorps Member Veterans Mediation Project- blshaight@gmail.com
Brandon works on getting veterans returning from war to use community mediation as a way to resolve or prevent conflicts the family members. Brandon is the person to talk to regarding anything relating to veterans mediation.

Email Decoder

When you receive an email about an observation or mediation some shorthand will be used in providing the information about the cases. All the information about case logistics is included in the subject line. The body of the email contains information about what type of case it is Here is an example of a subject line:

Mediation: C-2013-034 Monday, April 8, 2013 2pm AACRC/Annapolis

Mediation: The first part lets you know whether it is a request for an observation or mediation. You should only receive emails about observations until you have done two observations, but the person sending the request may forget to edit the subject for observers. So respond to either type of request.

C: This field lets you know what type of case it is. Without advanced training you can mediate community and district court cases. Here are all of the abbreviations anyway.
C- Community
DC- District Court
AM- Attendance Mediation (at least one mediator must have received the advanced training)
PP- Parenting Plan (requires advanced training)
CC- Circuit Court (requires advanced training)
RE- Prison Re-Entry (requires advanced training)
IEP- IEP Meeting Facilitation (requires advanced training)
PO- Peace Order Mediation (requires advanced training)

2013-034: This lets you know the case number. Each case receives a unique case number that allows us and you to track the case. Each case is sent out in a unique email chain and all responses for the case should be responded to in that email chain. If you are referring to a case in another forum, the case number allows us to know what you are talking about!!!

Monday, April 8, 2013 2pm: This is the date of the mediation. Remember you have to arrive 30 mins before the start of the session and stay for 30 mins after to do feed back, thus making the total for each case 3 hours. Signing up for this specific case would actually involve a time commitment from 1:30pm to 4:30pm. Cases do not always go the full two hours but you should plan committing to the full time. Occasionally mediations will be sent out our for a range of time.

For example, **Monday, April 8, 2013 Afternoon**. This means the participants are flexible on time and you should respond with your availability for this timeframe.

AACRC/Annapolis: This refers to the location of the mediation. We try and hold mediation in a location that is convenient for participants. We use libraries and other public institutions but here is the legend for and address of our most frequently used locations.

AACRC/CRC: Anne Arundel Conflict Resolution Center- 2666 Riva Rd. Suite 130, Annapolis, MD 21401
ARTS: Arts Council for Anne Arundel County- 2666 Riva Rd. Suite 150, Annapolis, MD 21401
EMM: Emmaus Center- 407 S. Crain Hwy, Glen Burnie, MD 21061
MSYSA: Maryland State Youth Soccer Association- 221 5th Ave SE, Glen Burnie, MD
OBI: Opportunity Builders Incorporated- 8855 Veterans Hwy, Millersville, MD 21108

Signing Up for a Mediation

Several factors go into how we assign cases to mediators. The most important factor of these is who is available. When we send out a case, mediators should respond if they are available for the case. If you are not available, please do not respond. The only exception to this is when you would be available if the case was moved an hour earlier or an hour later. Sometimes, there is some room for adjustment with schedules, so let us know if you could almost make it and we will see if some adjustment might be the right course of action.

Once you respond to a request that you can do the mediation, only assume that you have been assigned to the case if we confirm that you are assigned to the mediation. We often have several responses for efficiency purposes we sometimes only respond to those who the case is assigned to. If you have not received a confirmation that the case was assigned to you within two days of responding, assume that you have not been assigned the case. From our end we will try and let you that you did not get the case in a timely manner, but occasionally this is missed from our process. So please only show up for cases that you have received confirmation of being assigned to.

When it is an off-site mediation (not at AACRC or the Arts Council), some coordination of who will bring the bag is necessary. If your co-mediator is a staff member, it is safe to assume that they will bring the bag unless you receive an email otherwise. If your co is not a staff member, an email should go out a few days before coordinating who will pick up the bag. If this has not happened, please contact us and we can help you figure it out. As an observer you are not responsible for the bag.

A few days before the mediator we confirm again with the participants. After these calls have been made we send a confirmation email to the mediators letting them know who we were able to confirm for the mediation. DO NOT assume the mediation is cancelled unless you receive a CANCELLATION email.

As an observer in the mediation you are expected to both fill out the observation packet included in the mediation bag and give feedback to mediators after the mediation. This may be uncomfortable since you have just been trained and may not have much experience, but your observations are very valuable in help our mediators grow.

As a mediator you are expected to do feedback with your co-mediator after the session and record your feedback on the sheets provided in the manila folder. These sheets help us track your progress and give you credit for the mediation. We keep the forms and use them to track the number of mediations each volunteer has done each year. If you would ever like the chance to look at the feedback forms you submitted just ask the office.

Apprenticeship Process

It is important for mediators to continue to learn once they have finished the basic training. Part of that learning is incorporating what they have learned in training into real world experiences. The apprenticeship process allows the learning to mesh with the experience in a gradual way.

At Least 2 Observations of Entire Cases not Sessions
At Least 2 Mediations With a Lead Mediator
5 Hour Follow Up Training

After the observations and mediations with a lead mediator the center and new mediators should discuss their progress and make sure they are ready to be put on our roster as a full-blown mediator

Continuing Education

Another key piece of mediation training is continuing education. AACRC provides continuing education workshops for our mediators at least 8 times a year. These workshops help broaden, sharpen, and support the skills needed to be a mediator. When agreeing to go through the training, mediators agreed to commit to 8 hours of continuing education this year. Attending at least four continuing education workshops would satisfy this requirement. Mediators can also attend continuing education provided by Community Mediation Maryland, Maryland Program for Mediator Excellence, or other pertinent trainings. Advanced trainings also satisfy this requirement.

AACRC will send out emails about continuing education opportunities as they become available.

MPME

AACRC requires that all mediators are members in good standing with MPME. Information about how to join MPME and the requirements are on the website.

www.mpmeonline.org

APPENDIX F
Sample Schedule of Continuing Education Workshops

January- Role Play Night- 3 Hours
Hold an informal role-play night to help sharpen mediators skills and comfort with the process.

February- Strategic Listening Workshop- 3 Hours
Work on strategic listening from the basics to the more advanced elements of strategic listening. Everyone could use some more support and practice on strategic listening.

March- Article Review Workshop- 2 Hours
Choose an interesting article, send it out in advance, and facilitate a discussion on insights from the article for mediation practice.

April- Role Play Night- 3 Hours
Hold an informal role-play night to help sharpen mediators skills and comfort with the process.

May- Saturday Brainstorming Workshop- 5 Hours
Mediators often have fear or are confused with brainstorming. A review can help make sure mediators understand the entire brainstorming process.

June- Ethics and Best Practices Workshop- 2.5 Hours
It is essential to review ethics on a yearly basis and it is an MPME requirement for mediators. This can be done in many ways.

July- Inclusive Mediation Refresher- 5 Hours
This workshop is targeted for mediators who have been out a touch. Holding refreshers can help them feel to more comfortable to become re-engaged.

August- Open Ended Questions- 2.5 Hours
Open Ended Questions are one of our best tools and can always use sharpening. Experiential exercises are good to help mediators understand the role of open-ended questions

September- Conflict In Film Workshop- 2 Hours
Pick some film or Reality TV clips and use them to discuss conflict and practice reflecting.

October- Role Play Night- 3 Hours
Hold an informal role-play night to help sharpen mediators skills and comfort with the process.

November- Harnessing Intense Conflict Workshop- 2 Hours
Intense conflict is a reality in mediation. Using it right is essential. This workshop can be done through film, experiential exercises, hot seat, and role plays.

December- Topics Framing Workshop- 2 Hours
Mediators often struggle with identifying topics and especially framing topics. This is necessary to run a good brainstorm. Fishbowls are a great way to have the group work on this.

APPENDIX G
Plan For Mediators Who Need Support

Not every mediator that comes out of training is ready for mediation immediately. CMCs need to be sure the trainees are ready to intervene in real conflicts. Even with the apprenticeship process, some mediators need more support than can be provided for 2 Observations and 2 Mediations with a lead mediator. The following guide looks at how best to support volunteers that need help to maintain quality assurance. This guide would also be helpful for those volunteers who have been out of practice or less involved with the center and are looking to start (or begin) mediating again.

1. CMCs should meet with volunteer and discuss their progress and possible supports:
　　　　- Take a refresher training
　　　　- Observe more cases
　　　　- Attend in-services on skill areas that need improvement
　　　　- Volunteer at center to get more exposure with intake/explaining mediation
　　　　- Pair up with an experienced mediator to observe their cases
　　　　　　-Mediators should allow time to discuss case at length with volunteer after
mediation
　　　　- One on One discussions with an experienced staff member
　　　　　　- Provide other opportunities for volunteer to get/stay involved and their fulfill commitment to the center: outreach, office help, special projects, joining the board, committee membership, special projects, etc.

2. CMCs should meet with volunteer for a second time to discuss progress
　　　　- If volunteer has not progressed, choose additional supports from ideas above
　　　　- If volunteer has progressed and is ready to mediate, the volunteer should finish apprenticeship or be paired with a strong co-mediator for a few cases

3. If volunteer has not progressed since second meeting:
　　　　- Provide other opportunities for volunteer to stay involved and their fulfill commitment to the center: outreach, office help, special projects, joining the board, committee membership, special projects, etc. It is important to try and keep folks who are committed to the work but might not be right for mediation involved in a variety of other useful ways.

In rare cases it may be necessary to release a volunteer, here is a suggested process:
　　　　- Should be used as an absolute last resort
　　　　- Consider having more than one staff member present
　　　　- Invite the volunteer to a meeting
　　　　- Tell them that they are being released
　　　　- Be open and honest about why volunteer is being released
　　　　- Focus on negative impact volunteer could have on quality assurance
　　　　- Offer mediation if conflict persists

Appendix H
CMM Quality Assurance Best Practices

To support CMM's efforts to establish and maintain state-level partnerships, member Centers are strongly encouraged to align their Mediators' attributes and Center processes with the following Quality Assurance "Best Practices", which will be communicated to our state-level partners, as part of our dialogue about Community Mediation and the Ten-Point Model.

In particular, a Center's documentation needs to be consistent with the mediation model(s) provided by the Center, including clear articulation of which Mediator activities are acceptable and which are unacceptable. This articulation guides the following documents mentioned in these Best Practices: (a) Strategy Session / Evaluation Forms, and (b) Mediator Logs. Items involving these documents and/or the model(s) used at the Center are marked with an asterisk (*).

Mediator Training

1. Mediators receive, at a minimum, a 40-hour Basic Mediation Training course from an experienced trainer.

* 2. Mediators complete an apprenticeship that includes two (2) observations, two (2) co-mediations with an experienced Mediator, and their first Strategy Session, or an equivalent evaluation process.

3. Potential Mediator trainees are evaluated by Centers using a screening process that, at a minimum, includes a documented application process and face-to-face contact.

* 4. Each Center's Mediators have been trained in accordance with training models that have been pre-approved by the Center.

5. Potential Mediator volunteers who were trained by one of the pre-approved trainings, but other than the trainings provided by a given Center,

will be evaluated by the Center using a documented screening process that, at a minimum, includes face-to-face contact.

6. All Center Mediators are members of the Maryland Program for Mediator Excellence (MPME).

*7. Centers who use Mediators from more than one training model:

A. Provide a written description of how the Center ensures consistency between the mediation model described to potential participants during intake, and that which participants receive.

B. Provide a written description of how the Center handles conflicts that may arise when mediators have differences, and

C. Require that Mediators be able to articulate the mediation model they intend to use.

Mediator Case Assignment

8. At least one (1) Mediator in every mediation session has participated in a minimum of six (6) mediation sessions.

9. At least one (1) Mediator in every mediation session has mediated at least six (6) mediation sessions within the previous twelve (12) months.

10. For parenting plan mediations, Mediators have completed at least five (5) mediation sessions and a 20-hour advanced training in parenting plans.

11. For mediations involving marital property, Mediators have completed at least five (5) mediation sessions and a 40-hour advanced training in divorce mediation or other applicable training (e.g., marital property).

12. Centers have a written procedure for removing Mediators from active status.

13.   Centers have a written procedure for restoring Mediators to active status, after having been removed.

Ongoing Mediator Requirements

14.   Mediators receive a minimum of eight (8) hours of continuing education per year.

*   15.   Mediators participate in an established feedback process after each mediation, and file the resulting Mediator Logs (or copies) with their Center.

16.   Mediators are evaluated by their Centers at the end of their apprenticeship, and at least once every two years, using a screening process that, at a minimum, includes face-to-face contact.

*   17.   Mediators are regularly evaluated by their Centers, using either the CMM Strategy Session system, or a system for which a written description has been submitted to the CMM Quality Assurance Committee, for feedback.