

VOLUNTEER TRAINING

**A 1-on-1 Training Manual
for YFU Volunteers**

Trainer Version

**Youth For Understanding International Exchange
Washington, DC
April 1993**

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Other material was taken from the *Volunteer Handbook* and training units for Host Family Recruitment, Support Services, School Relations and Networking. Material from Program Administration, Counseling Services, the Host Family Packet (Interview Forms and instructions), and Consumer Services were utilized as appropriate.

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Cay Hartley, writer and editor
Director of Training Services/USA

INSTRUCTIONS FOR THE VOLUNTEER TRAINER

Welcome to YFU's new method of orienting and training new volunteers! You are providing an invaluable service in helping our new volunteers become familiar with our organization and its systems and procedures. This manual has been assembled to assist you in sharing your YFU experience with the new volunteer and giving them a good start. By using the manual, you are helping YFU to ensure that volunteers from Maine to Hawaii receive the same introduction to YFU and are members of a united U.S. organization. It is vitally important that the new volunteer receive correct information about YFU policies and procedures. Do not use this training time to point out short cuts or to give any indication that following procedures doesn't really matter.

There are two major objectives for this orientation. One, to make the volunteer familiar with the *Volunteer Handbook*; and two, to provide sufficient information so that the volunteer will feel confident to carry out assigned YFU activities.

Here's what you need in order to carry out the training.

- * This manual. The manual contains all the pages the new volunteer has plus special instructional pages such as this one. Your instructional pages are on colored paper.
- * *Volunteer Handbook*. You should have the newest edition for this training (marked 1993). All new volunteers will be receiving the 1993 edition as soon as it is ready.
- * Resource Kit. All new volunteers receive this Kit, and the regional office can provide you a set of the contents of the Kit.
- * Host Family Interview Packet. This document is provided by the regional office and contains instruction pages and the interview form for meeting with prospective host families.
- * School Information. This information will enable you to define the geographic area and specify which schools are to be covered by the volunteer. Call the regional office if you have questions about this school.

The new volunteer should have:

- * The corresponding training manual
- * *Volunteer Handbook*
- * Resource Kit
- * Host Family Interview Packet.

We strongly recommend that you do not proceed with the orientation if the volunteer does not have the four pieces of information listed above. You will find yourself having to improvise, and more importantly, there is no way to make sure that the volunteer absolutely understands what you are teaching.

We hope this will be fun. There is an evaluation form in the back of your manual, and the Education and Training Department would like to have your comments on how this orientation went for you. Please let us hear from you and good luck!

Read through all the instruction pages before you begin the training. There are a few suggestions for each page in the new volunteer's manual. Use your creativity to add other ideas. The objective is that when you finish a section in this book, the new volunteer will feel confident that s/he knows the basics, and knows where to turn for help should it be needed.

GETTING TO KNOW ONE ANOTHER

You may or may not be already acquainted with this volunteer. If you are not, it is always a good idea to spend a little time (5 - 10 minutes) just chatting before you begin the actual training. Here are some questions you might use:

- Tell me three important things about you.
- What has been your experience with YFU? ...with adolescents?
- Where have you lived/travelled overseas? ...in this country?
- Do you work/live/socialize with a diverse group of people? What sort of diversity?
- What is the most interesting (exciting, etc.) thing about that diversity?

You should also tell the new volunteer something about you and your experiences with YFU. Keep this short, and do not go into past stories about problems with students and families.

Depending on many variables, this new volunteer may or may not have already begun doing some work as a YFU volunteer. You can check this out by asking the following:

- Has anyone asked you to do something for YFU?
- What was the task?
- How did it go? (what was successful, fun, difficult, etc.?)

GENERAL ORIENTATION TO YFU

Instructions for the Trainer:

1. Welcome to YFU *Volunteer Handbook, Page 1-V*

After using the questions in "Getting to Know One Another," tell the new volunteer that you will be going through the training manual with them, using the Manual, the *Volunteer Handbook*, and the Host Family Interview Packet. Reiterate the points made on the welcome page about how much YFU appreciates all that volunteers do for the organization, how you may feel about volunteering, and what important work this is. Remind them that it can be fun as well. This whole orientation should be an upbeat experience!

2. About YFU Page 3-V

If possible, the new volunteer should be shown the YFU video, "Making a Difference." Your regional office can provide you with a copy of that video. The information in that video, along with the first two chapters of the *Volunteer Handbook*, serves as a general orientation to the organization.

Ask the volunteer to open the *Volunteer Handbook*, pointing out the first few pages of the *Volunteer Handbook*, the Mission Statement, the letter from Bill Woessner and Doug Soffer, the Table of Contents, etc. In the first two chapters, pick out some of the questions as being the ones most frequently asked by people who don't know about YFU. Your own experience should guide you here. Examples would be questions 2, 6, 10, 13, in Chapter 1 and #2, 4, 6 in Chapter 2.

Also direct the volunteer's attention to the Appendices that are relevant, particularly #s 5, 6 and 7. Note that the volunteer should have received his/her position description from the regional office and agreed to perform a series of tasks as part of the recruitment and application process.

Refer the volunteer to the YFU Fact Sheet in the Resource Kit. Here are additional facts about YFU for the volunteer. This handout is also meant to be given away by the volunteer to appropriate persons (prospective host families, school personnel, other people interested in YFU). In short, it is a promotional piece. You may also take this opportunity to have the volunteer look through the other pieces in the Resource Kit.

3. Getting Ready to Start Page 5-V

Make sure that the volunteer has the information on this sheet. You should use your School Summary page to help them fill in the blanks. If the volunteer knows of other schools, add those as well. Don't forget that Jr. High Schools can be good sources for host family recruitment, and elementary schools represent long term recruitment sources for family and AO programs.

4. Check Yourself Page 7-V

This page serves as a review for the material just talked about. You can go through it with the volunteer, or you can leave them to go through it later. You need to know who is the regional representative to the NVLC (used to be called the NAC). It is also suggested that you talk through the last question concerning promotional material in the Resource Kit.

WELCOME TO YFU!

Willkommen! Bienvenue! Selamat Datang! Benvenuti!

Velkommen! ¡Bienvenido! Tonga Soa! Karibu!

Dobro Nam Dosli! Bem-Vindos! Siyanibingelela! Afio Mai!

Malolelei! Merhba! Velkomin!

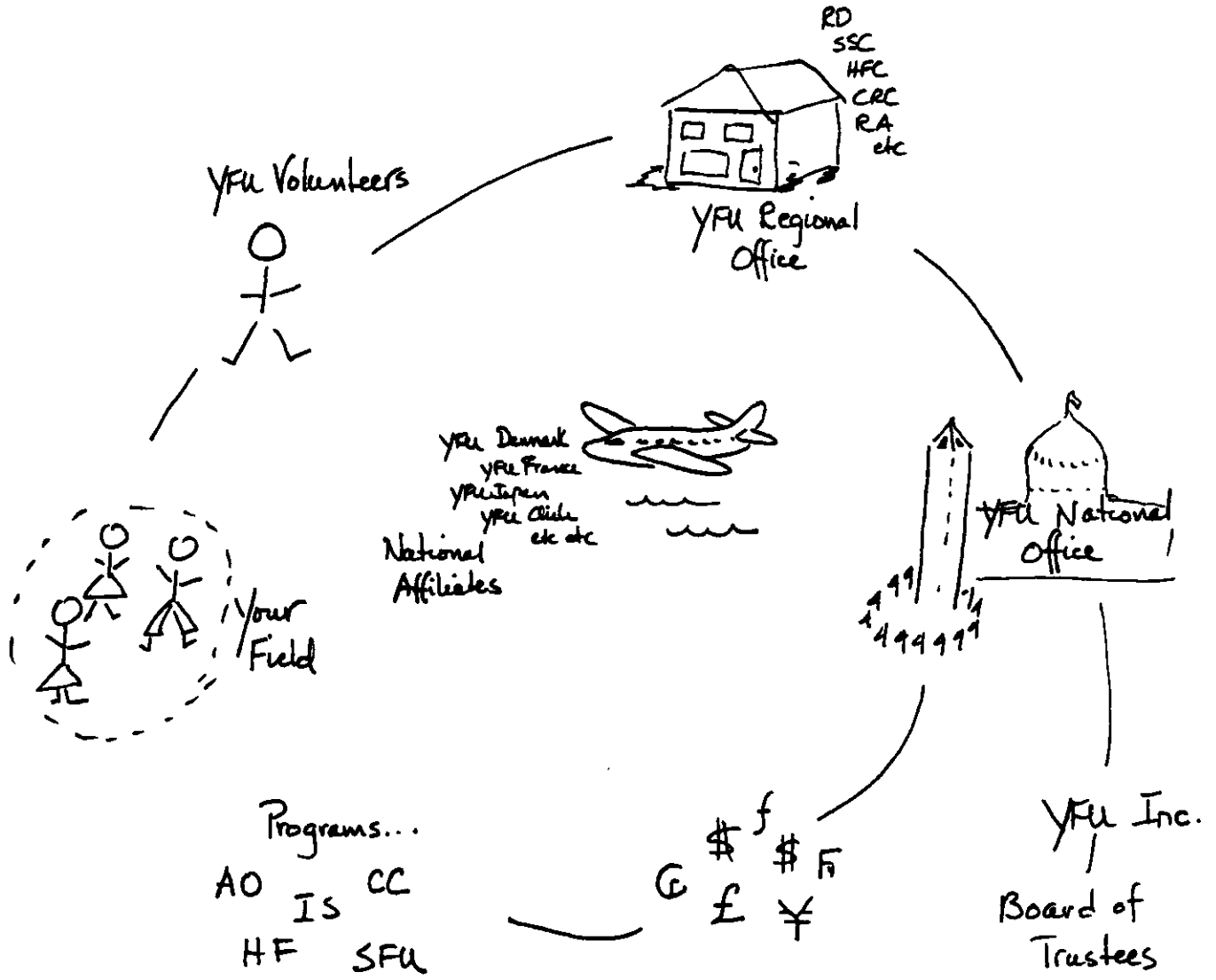
Welcome to the world of Youth For Understanding (YFU) International Exchange. For more than the past 42 years, YFU has been bringing the world closer together through international homestay exchange programs. Begun as a post-war effort to bridge divisions and diminish stereotypes, YFU has grown into a world-wide organization with programs and offices in more than 30 countries.

None of this growth and progress could take place without the support of volunteers. Thousands of people have put their knowledge, skills and caring to use by becoming Area Representatives for teens from around the world. As you work through this training manual and begin your work in international exchange, the most important thing to remember through it all...

...ENJOY!

(Here's the languages used above, in the same order on the page: First row: German, French, Malaysian, Italian; Second row: Norwegian, Spanish, Malagasy, Swahili; Third row: Serbo-Croatian, Portuguese, Siswati, Samoan; Fourth row: Tongan, Maltese, Icelandic).

ABOUT YFU



GETTING READY TO START

YOUR VOLUNTEER NUMBER: _____

FIELD NAME (and area it encompasses): _____

FIELD MANAGER: _____

Address: _____

Phone: _____

SCHOOLS YOU COVER: _____

OTHER FIELD MEMBERS: _____

NOTES: _____

CHECK YOURSELF

Do you know the answers to the following questions?

When did YFU begin?

How many volunteers does YFU have?

How is YFU organized?

How is your regional office structured?

What is the NVLC? Who represents your region?

Who is your Field Manager?

What are the major YFU programs?

Do you know what these abbreviations and special words mean? If not, look back at the first two chapters.

YFU
LAC
CSIET
YFU World
SSC
HFC
CRC
RD
NVLC
AO

If you were meeting someone who wanted to know more about YFU, what informational material might you offer from the Resource Kit?

HOW TO FIND AND SELECT A HOST FAMILY

Instructions for the Trainer:

1. Hosting an International Student Volunteer Handbook, Page 7-V

Direct the new volunteer to look through Chapter Four of the *Volunteer Handbook*, paying particular attention to questions 6 and 7. Urge the volunteer to read the chapter as s/he should know all of this information before meeting with potential families. Quite probably, the volunteer will accompany a more experienced volunteer on a host family interview as a 'first task' for YFU.

2. General Introduction to Networking Page 9-V

In this section, you are striving to help the new volunteer understand that each person has a network--connections to people--already in place. You can use this network to identify those persons who might be interested hosting, volunteering, being an AO, etc. You can also expand a network by identifying other groups that might be interested in YFU.

Talk with the new volunteer about networks, asking the following questions:

- What is your concept of a network?
- When have you used a network to get some information you needed?
- What problems might you have encountered?

Reiterate that the best way to find host families is through personal contacts, and by identifying the people who are most likely to be interested in hosting.

2. Your personal network Page 11-V

Help the volunteer fill in the network. If you are doing this training over the phone, ask the volunteer to describe for you what he/she is writing down. When they have finished with their network, look at the following page "Potential Network Resources..." that lists various community resources, discuss the most productive ones. Share what's worked for you. Encourage them to identify areas that they will investigate.

Make sure that the volunteer looks back at the page that lists the schools in that area, especially those open to YFU. It is of little use to identify and recruit a host family if the school is definitely closed to YFU.

3. Spreading the word and Five Ideas Page 15-V

New Volunteers need to know that they will have to do some talking with lots of people before they find a family. The following two pages, "We are ALL recruiters..." and "Five Ideas..." describe ideas for activities, talking with others, and getting the YFU message out to the public in a variety of ways.

Talk through the items on the next two pages with your new volunteer. Ask them to mark and transfer the ones they have selected to do onto the planning page (page xx). **Remember that each of these activities aren't equally productive. The ones that involve one-on-one contact with people are the most productive.**

4. The Interview Process (including "Closing the Interview," "Next Steps" and "General Interviewing Tips") Page 19-V

The new volunteer has instructions for looking through the HF Interview Packet and the pages that follow in this manual. Go through each point with them. Share your experience in carrying out the interview process. Make sure that you do not lead them to skip steps. Continue working your way through the next three pages in their manual, "Closing the Interview," "Next Steps," and "General Interviewing Tips."

Make a special point to discuss what to do if the family is not interested, or concludes that they cannot host at this point. "Closing the Interview" assumes that the family has agreed to host. However, if they are not going to host, they still may be interested in being an interim family, a community resource, a volunteer, or would like to be called next year. In short, try for the most positive closing if the family seems appropriate. Tell the new volunteer that his his/her intuition points toward not accepting a family they indicate that a placements depends on reference check school clearance and having an appropriate student. This sets the stage for the regional "thank you but not" letter.

5. Check Yourself Page 29-V

Refer the new volunteer to the Check Yourself page at the end of this section. Again, you may go through these questions with the volunteer.

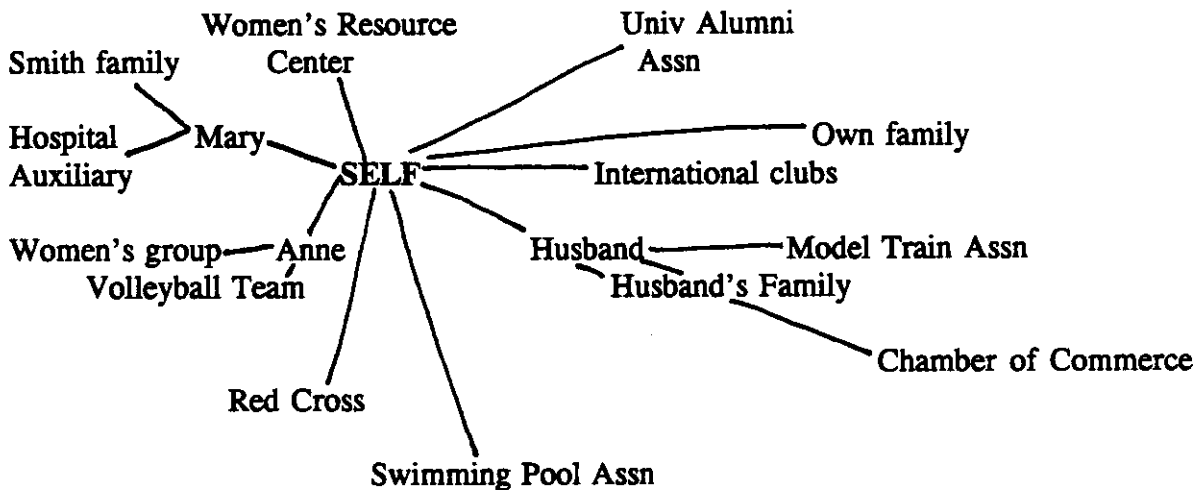
GENERAL INTRODUCTION TO NETWORKING

This session will cover more detailed information on recruiting and selecting host families, and then matching them with an appropriate student. This task will most likely be the first thing you may do for YFU. We'll look first at how to use your own personal network to look for potential host families. **It is the best way to find new families!**

A network consists of the direct personal contacts you have with other people and of the contacts that can be made through other family, friends, co-workers, etc.

You can see from looking at this sketch of a sample network that it consists of immediate contacts, and other possible contacts through the immediate sources (e.g., a friend or family member who may be involved in an activity different from yours). Some of the contacts have a lot of history and others are new contacts.

EXAMPLE OF PERSONAL NETWORK



You're now going to do some thinking about your own network. Here's how it works:

Start with your existing network. Think of all the people you know, activities you participate in, organizations you or others in your family belong to, other volunteer activities.

Now sketch out your network, using the following page.

PERSONAL NETWORK

SELF

Consider:

Family members
Friends
Church groups
Clubs

Your childrens' activities and groups
Professional activities and groups
Casual contacts
Community organizations

POTENTIAL NETWORK RESOURCES FOR DEVELOPING LEADS

American Overseas Students**
Other YFU Area Rep "Super Recruiters"***
Athletic Clubs
Ballet Schools
Local Bar Association
Boy/Girls State, Model UN, Hugh O'Brian Youth
Foundation (HOBY)
Business groups
Career Fairs
Church/Synagogue Organizations**
Community Centers
Community Ski Clubs
Community Fairs (small towns with special focus)**
Community Church Board
Companies' Mailing Lists and bulletin boards
Craft Guilds
Cultural groups such as symphonies, ballet, theater
groups
Doctors/dentists' offices
Dog Clubs
Folk Song Societies
Former Host Families**
4-H Clubs
Future Farmers of America
Future Homemakers of America
Girl Scouts, Boy Scouts, Campfire Girls
Guidance Counselors**
Hair Dressers
Horse Clubs
Insurance Agents
International Adoption Agencies
International Students**
International Clubs**
Jazzercise
Karate Studios
League of Women Voters
Little League
Local International Organizations
Neighbors
Other Interest Clubs You Belong To**
P-T-As**
Parent groups**
Parents Without Partners Clubs
Performing Arts High Schools
Personal friends, relatives, neighbors**
Public Service Companies
Radio Talk Shows**
Real Estate agents
Red Cross
Referrals from Former Host Families**
Returned Peace Corps Volunteer Groups**
Rotary, Kiwanis, Lions, Elks**
Sailing and Yacht Clubs
School Principals**
Sierra Club, Audobon Society, other Environmental
groups
Soccer Clubs
Sporting Goods stores
Spouse's colleagues**
Study Abroad Offices at Universities
Teacher groups**
Teachers, especially social studies, language**
Tourist Bureaus
TV, newspapers**
United Way
Volunteer Action Centers
Welcome Wagon
YMCA, YWCA

** Ones with most potential

SPREADING THE WORD

We are ALL recruiters, all of the time. Never pass up the opportunity to share what you do and try to interest others.

1. Complete your network and make a list of potential sources for YFU program participants.

✓ Call them. Tell them you are a YFU rep, how wonderful it is to host, how you thought of them because they are just the kind of people who would be good at hosting. Use all the positive words you can to present the idea to them.

✓ Offer to send them information (a brochure and Q & A: YFU Answers Your Questions About Hosting) and tell them to talk it over and that you will call back in a week or so (for your records, date the calls you make).

✓ Call them back and offer to come over to talk to the whole family, answer questions, etc. Be as helpful as you can. Set the date, take over the Host Family Application (a part of the Host Family Packet).

✓ If the timing isn't right for the family, tell them you'd like to call them back later in the year, next year, or whenever would be comfortable.

2. Call the Regional Office for appropriate news release copies or media packets.

3. NEVER THROW AWAY YOUR LEAD LISTS and networking notes. Set aside an area by your phone -- a tray designated for YFU, a desk, a large folder and notebook -- whatever seems most organized and accessible to you.

FIVE IDEAS TO RECRUIT A HOST FAMILY

1. Contact 10 friends, relatives or business associates and talk about hosting. **(Personal contact is the #1 source of all host families.)**
2. Contact local small newspapers and ask them to run a public service ad (PSA) about YFU and the need for host families in the area. (YFU has these print-PSAs already prepared).
3. Contact your clubs, associations, church, kid's team newsletter, homeowner's association newsletter, etc. and have them put in a piece about looking for host families for exchange students.
4. Hang 10 YFU posters. (Suggested places are libraries, church bulletin boards, business bulletin boards, and ANY place people WAIT (i.e. doctor's offices, dentist offices, veterinarian waiting rooms). **BE CREATIVE!!**)
5. Call ALL leads (or actual applications!) passed to you from the office. (These could be the result of seeing a poster YOU hung or an article YOU got into a newspaper/newsletter.)

ANY time you have questions or need materials, call the Host Family Coordinator at 1-800-872-0200.

PLAN FOR FINDING HOST FAMILIES

People I will Contact

By When

Result

Clubs/Organizations I will contact

Activities to Find Families

THE INTERVIEW PROCESS

- ☛ Once you have identified a potential host family, you will be setting up and carrying out an interview. The potential family may or may not be fully committed to the idea of hosting so you have to consider that you will be telling the family about YFU as well as gathering information about them.
- ☛ Refer now to the Host Family Interview Packet. Look at page 1, "Tips for Scheduling and Conducting Host Family Interviews." Read each step closely.
- ☛ Look at the next page, "Warning Indicators in the Selection of Host Families." Most of the families you interview will be appropriate families. This list is provided for your consideration to help identify potential areas for further questioning. If you find any of these conditions present, you should discuss the matter further with your Field Manager or Host Family Coordinator in the regional office.
- ☛ Pages 3 - 10 of the HF Packet contain the instructions for the interview itself. The questions are provided for your use, and have been designed to elicit information about interests, community involvement, motivation, for hosting etc. You may use the space after each question to take notes if you wish; however, only pages 11 and 12 are filled out and turned in to the regional office.
- ☛ Look at the following two pages in this manual. They contain information on closing the interview and the next steps for enrolling a family.
- ☛ The following page, "General Interviewing Tips," contains suggestions that others have found very useful.

CLOSING THE INTERVIEW

This is a place where summarizing skills can be put to good use. Here's what should happen:

As a matter of procedure, families are not officially enrolled until all references have been checked; therefore, you should avoid making any statements which would make it difficult to turn down a family should anything come up during the reference check.

☛ In your mind, go back over the main points of what has been said. Summarize the conversation, paying special attention to the intentions of the family as you have heard them concerning the level of their interest in hosting.

☛ If they are a potential family, reiterate some of the benefits they will be experiencing. Some volunteers recommend showing the family two potential student profiles you have selected for them. If neither of the students is appropriate, say you will get back to them with another choice. All student choices will need to be checked with the HFC in the regional office for availability.

☛ Repeat what needs to happen next, emphasizing what they will do and what you may have agreed to do.

☛ Thank the family for their time.

NEXT STEPS

Let's look at the Table of Contents page of the Host Family Interview Packet. Notice which of the forms should be filled out by the family and which by the volunteer:

the HF fills out...

The HF Application Part II - page 13

The HF Agreement -- page 15 (one copy for you, one for family)

You fill out...

The HF Interview Report, Part IV - page 11

The Reference Forms - fill in name and send to reference

Leave behind...

The HF Agreement form - family copy

USIA's criteria for Exchange-Visitor Programs

Any other YFU literature you deem appropriate

Follow-up...

If you did not get the HF Application (page 13), check back with the family to get it completed. (You can't go on to the reference checks without this page!)

Check to make sure references are completed

Check with the school

Begin talking about host family and student orientations

Send completed papers to the regional office! Government regulations require that we keep all host family records on file.

GENERAL INTERVIEWING TIPS

- ☛ Be aware of your appearance. Your clothing should not be a distraction to your main purpose of recruiting a family. This means, among other things, that you should not either over- or under- dress for the occasion.
- ☛ Pay attention to logistics. For example:
 - ✓ Call to confirm the appointment,
 - ✓ Be on time, not early nor late. If delayed, call to advise the family.
 - ✓ Stay no longer than your announced time unless the family agrees to the extension.
 - ✓ Have your materials in order so that you don't fumble with papers during your presentation.
 - ✓ If you're using the video, make sure it's cued exactly to the beginning of the HF portion. If possible, familiarize yourself with various machines. OR, ask a family member who knows about the VCR to start the tape.
- ☛ Be respectful and courteous--of the family's time, concerns and perceptions.
- ☛ Utilize your best listening skills, giving the family time to think about what it is you've said and to think about what questions they might have.
- ☛ Be careful not to flood the family with too many details, especially those that might not be relevant to their situation.
- ☛ Always thank the family for the time they have spent with you. If they became a host family, this will be a continuing relationship.

CHECK YOURSELF

Can you answer the questions below?

How does YFU define a "host family?"

What material is used to interview a host family?

After you've interviewed the family, what information do you leave behind?

What is essential for you to do before the family can be accepted as a YFU family?

What is the Host Family Handbook?

Do you know what these vocabulary and special YFU words and abbreviations mean:

HFC

HF

USIA

CSIET

Placement

"Making Friends" video

J-1 visa

LAP-66

Passport: International Student Handbook

SELECTING AND MATCHING A STUDENT WITH THE HOST FAMILY & CLEARING THE SCHOOL

Instructions for the Trainer:

1. Selecting and Matching a Student with the Host Family - General Process Page 31-V

Talk the new volunteer through the points on the page. This whole process of receiving a student's file in the International Center to confirming a placement with a host family is outlined in general form. Add any details from your experience. Do NOT encourage a volunteer to wait until all profiles are available before making placements.

2. How to Read a Student Profile Page 33-V

This sheet contains the instructions of how to interpret the profile sheets. Example A is marked with the corresponding numbers; examples B and C are not marked, and you can use there to make sure that the volunteer understands the various categories. If you are doing this training in person, you could bring another one or two other profiles as well.

3. Selecting Characteristics for Matching Page 39-V

Talk through the process of selecting a student, emphasizing that there is seldom the perfect match on paper. To illustrate this, you may choose to do the following exercise. Using the students profile and the description of a host family, discuss with the volunteer how each of these students would be acceptable for this family. As you can see, there are different reasons why each student would be a good match for the family. This should make the point that most students would fit in a number of families. Once the family meets the student, it's like getting a new baby -- you can't imagine having any other! Many families may even say to you later, "We really do have the perfect student for us!"

4. How to Place a Student on Hold Page 43-V

This document describes the general manner through which a student is placed on hold. The particulars may vary by region. You should check with the HFC if you have any doubts about the details before you carry out the training.

5. Clearing the School Page 45-V

Direct the volunteer to Chapter 8 in the *Volunteer Handbook*. Pay particular attention to questions #1, 2, 5 and 8. The other questions are also useful in outlining important points. Encourage the new volunteer to call on the school and to establish a good working relationship with the school personnel. There are some simple guidelines set out on this page. Discuss them with the volunteer, and add your own advice on how to work with school.

6. Placement Check List Page 47-V

Encourage the volunteer to utilize the check list, write each placement in order to keep track of the multiple steps involved.

7. Check Yourself Page 49-V

As with other sections, review the questions in this section with the new volunteer.

SELECTING AND MATCHING A STUDENT WITH THE HOST FAMILY & CLEARING THE SCHOOL

- GENERAL PROCESS -

The host family placement cycle begins as soon as international student profiles arrive in the regional office. This usually begins by late January. Each field of volunteers is assigned a number of these profiles with a placement goal.

Finding and interviewing potential host families is the first part of this process, and can occur prior to January. Selecting and matching an appropriate student and making sure the school is clear is the next step in this exciting process. Here's the way the rest of the process goes:

- ▶ Our international affiliate organizations send the student files into the YFU International Center in Washington, DC.
- ▶ The YFU/USA national office and volunteers read the files and prepare one-page profiles that will be used by volunteers and regional staff to place the students with families.
- ▶ The students are assigned to regions and the profiles are sent in groups to the regional offices. The regional offices then distribute the profiles to placing volunteers. By early May, all files are usually received by the regions.
- ▶ YFU has learned that matching a student with a host family is not an exact science; however, volunteers make every effort to select an appropriate student for the family.
- ▶ Check for student availability and call the regional office to place the student on "hold" prior to presenting the student file to the family. After the student is confirmed, and the school has been cleared for the student, the region assigns the student to the family.
- ▶ This whole process is called "Making a Placement."

The following pages will lead you through the process of reading the profiles, select appropriate characteristics of the student and family for matching, how to place a student on hold, and how to clear the school. Read on!

HOW TO READ THE STUDENT PROFILE

The following description will assist you in reading the profile:

- 1) **Profile number:** The first two digits are the region number. The last three digits are the profile number of the student, to be used in your discussions with your regional office.
- 2) **Scholarship Program:** If the student is a corporate or government scholarship winner, the name of the program will be printed here.
- 3) **Height and Weight:** If either of these were missing from the health form, a zero appears.
- 4) **Age:** The birth date is subtracted from 09/01/9X (the current program year) to arrive at an "age." Therefore, the age listed indicates how old the student will be upon enrollment in school.
- 5) **Graduated:** The application asks students to indicate how many years of secondary education are available in their country and how many they will have completed upon arrival. If these numbers are equal, the student is considered "graduated." Please note that many students misunderstand this question, and the definitive answer has been determined by a review of student transcripts. Also note that in some countries, only 11 years of pre-university education are available (versus 12 in the United States). These students will be younger (16 or 17) and may not be considered "graduated" by U.S. schools.
- 6) **FSI:** "FSI" stands for the Foreign Service Institute examination in oral English which is administered by specially-trained, language testers to students in a number of countries. Chapter 11 of the *Volunteer Handbook* includes information about the YFU language testing programs.
- 7) **Religion:** Shows student religion and frequency of attendance in home country.
- 8) **Attend in U.S.:** Shows student intentions regarding attendance of religious services in the U.S. Indicates whether student wants to attend "OWN" or "W/HF" and frequency ("WKLY", "OCCAS(ionally)"). Will also indicate "None" if student not willing to attend.

Japanese profiles may indicate willingness to attend with the host family, but not how often. In asking YFU Japan for an explanation, they provided the following: "Only 1% of the Japanese population is Christian, and probably all the students who filled out they

would like to attend religious services together with HF without specifying how often, do not believe in any religion or are Buddhist. It may be that these students are expressing interest in their HF's religion (partly to appear flexible, probably), but are willing to only attend the services occasionally."

- 9) **Smokes:** Students indicate on their application whether they smoke or not. If yes, the profile will indicate the frequency with which they smoke (Frequent - more than 10 cigarettes per day, Moderate - 10 or less, Infrequent - less than 4 per day).
- 10) **Will Smoke Outside Only:** Only indicated if student indicates "Yes" to smoking. Indicates student's willingness not to smoke in home of host family.
- 11) **Activities and Interests:** Indicates sport, artistic, musical, hobby and leisure pursuits of the student. Musical instruments played are divided into following categories: Wind, Brass, String, Percussion, Keyboard, Guitar, Piano. Students are asked to indicate what interests they would like to continue in the U.S. IF POSSIBLE. These activities and interests will be differentiated from the others by the modifier "MAIN." Where there is no modifier, it is an activity the student pursues in their home country, but has not indicated an interest in continuing in the U.S. Please note that YFU/USA does not guarantee continuation of activities and encourages students to pursue new or related interests.
- 12) **Medical Notes:** Indicated for allergy or diet restrictions when it needs to be considered in placement (e.g., environment or imposition on potential family). Indicated always for chronic condition (e.g., asthma) and disability (e.g., blindness).
- 13) **Medical Comments:** If a medical note was indicated (above), the condition will be described here.
- 14) **Placement Recommendation:** If there is something in the file to indicate that a certain type of placement should be avoided, it will be indicated here. Current recommendations are: prefers non-smoking HF; no dogs, cats OK; no cats, dogs OK; no dogs or cats; fear of dogs.
- 15) **Comments:** The comment section will expand upon any information given previously (e.g., activities and interests), while also giving a broader picture of student's interests, preferences, interactions with friends and family members, and/or motivation for becoming an exchange student.

1
PRO 70-0295
Country:

JOHNSON TAN SEE
THE PHILIPPINES, TONDO, MANILA

93-210-003-0005

2
Birthdate: 11/26/76
Sex: M
Age: 16
Ht: 5'11" Wt: 137 Lbs

Grades: Good
English: 8 or more years
Graduated: No

Religion: Catholic Occas
Attend in U.S.: W/HF Occas

Smokes: No
Father: Businessman
Mother: Businesswoman
Brothers: 23 Sisters: 26 25 22

Academic Interests: Mathematics

Career Plan: Undecided

Activities and Interests: Basketball-Main, Computers-Main, Movies, Reading, Swimming

Medical Notes: None

Placement Recommendation: No Restrictions

Comments:

"I'm a person who may be easy to talk to," writes Johnson. He is of Chinese decent and has been raised in the Phillipines. Therefore, he sees himself as a mixture of Chinese and Filipino cultures. At school, Johnson belongs to a swim team and writes for the school newspaper. He is also keen on computers and experiments aith all kinds of games and programs. With his friends, he likes to go to the movies, or to meet at someone's house for a chat. Johnson helps around the house whenever needed and will fully share the household responsibilities with his American host family.



Student's family photo
may appear here

93-149-033-0785

Congress Bundestag
Birthdate: 3/23/77 Age: 16
Sex: F Ht: 5' 1" Wt: 99 Lbs



Grades: Excellent Graduated: No
English: 6 Years
Other Lang: Latin, 4 Years
Religion: Catholic Occas
Attend in U.S.: W/HF Weekly
Smokes: No
Father: Deceased
Mother: Pharmacist
Brothers: None Sisters: 13

Academic Interests: Biology, Languages, Career Plan: Languages
English Lang
Activities and Interests: Snowboarding-Main, Swimming, Sailing,
Bicycling, Music-Listen

Medical Notes: None

Placement Recommendation: No Restrictions

Comments:

Henrike lives with her mother, who owns a pharmacy, and her younger sister, in a city near Nuremberg. She is very fond of animals and has a dog. She considers herself an independent, sociable person who is able to fit in with a family, school or club very quickly. Henrike is a passionate skier and snow boarder, yet she also likes sailing and dancing. She keeps busy with many social activities such as the school choir, her church youth group and studying Italian. Henrike and her family enjoy going to concerts and the theater together. Her household chores include taking care of her dog, cleaning her room and tending to the garden.



93-247-003-0009

Birthdate: 2/28/75 Age: 18
Sex: M Ht: 5' 9" Wt: 137 Lbs

Grades: Average FSI: 1+ Graduated: Yes
English: 5 Years
Religion: Catholic Occas
Attend in U.S.: W/HF Occas
Smokes: Yes Moderate
Will Smoke Outside Only: Yes
Father: Architect
Mother: Teacher
Brothers: 24 22 19 Sisters: None



JOHNNY

Academic Interests: Biology, Geography, Mathematics Career Plan: Undecided

Activities and Interests: Swimming-Main, Volleyball-Main, Surfing, Water Sports, Hiking/Backpack, Theater Attend, Computers, Movies,

Medical Notes: None

Placement Recommendation: No Restrictions

Comments:

Johnny writes warmly of his close family, noting "My family is the best one in the whole world. My three sisters are my best friends, they are my confidants. I share with them my secrets, my problems, and also I ask them for advice many times." With his family, Johnny frequently spends weekends at the beach, and they often go camping in different regions of Venezuela together. At home, Johnny helps his father care for the large aviary in their garden. In his free time, Johnny participates in a wide range of sports including surfing, hiking, swimming, and waterskiing. Johnny also enjoys going to the movies and listening to music from his country with his friends and cousins.



SELECTING CHARACTERISTICS FOR MATCHING

Definition of Matching: The selection of a student who is appropriate to a family, school and community, based upon certain essential characteristics, and in consideration of preferences and interests.

YFU is seeking an appropriate host family for each student, and is unique in that families can be a part of the process to choose their student. Most appropriately, the family provides input to this process by completing the application and participating in an interview by an attentive volunteer. YFU volunteers then use what is learned about the family and review these characteristics with what they can learn about students from their profiles. Then the volunteer selects a few profiles to present to the family for review.

History has taught us that there is no such thing as a perfect match. Volunteers should be cautious about seeking or promising too many matching characteristics. Siblings in a natural family are rarely exactly alike, and, in fact, can vary widely in interests and relationships. Similarities do not assure successful placements, and efforts to match every detail create unrealistic expectations that may not be fulfilled.

However, too many differences in certain characteristics can cause problems in placements. Individual needs and differences should be taken into consideration when making placements. Our objective information about matching a family with a student is quite limited. However, there do seem to be some criteria that are more crucial in making a successful placement.

There is one circumstance that will determine which students you can consider for a certain family, and that is whether or not a student has graduated at home or not. Some U.S. schools will not accept graduated students. If a school will accept these students, consider them first. Consult with the HFC about specific information on what constitutes a "graduated student."

In discussing a possible student with the family, the volunteer should distinguish between genuine requirements that the family is insisting upon, and those interests or characteristics they prefer. The section below discusses these characteristics.

▲ **SEX:** Bedroom arrangements may require that a student of a particular gender be placed in a family. When the family has a choice, they should recognize that sibling rivalry may be present between teens of the same sex. (Preference for AGE similarity should be evaluated on the same basis.) Parents seeking a companion for their own child cannot be guaranteed that the exchange student will become his or her best friend. YFU generally has more requests for girls than boys, **so when the family is open, an effort should be made to place a boy.**

▲ **SMOKING:** Many families do not want a student who smokes, and a portion of YFU students smoke. When the family is willing to receive a smoker, an effort should be made to place a student who smokes.

▲ **CHURCH ATTENDANCE:** Some families insist that the student attend church with them, but many students may not be interested in attending church regularly. So, the volunteer must assess the family's level of church interest, how flexible they are about attendance and compatibility of lifestyles. Where possible, students who are willing to go to church should be matched with families that insist upon it.

▲ **TYPE OF INTERESTS:** Student profiles will indicate up to eight activity/interests for the student, and will give you an idea whether the student is strongly inclined to athletic, artistic or academic pursuits. The volunteer should note whether the home or school has special furnishings that permit particular interests to be practiced (athletic equipment, musical instruments, horses, swimming pool, etc.)

▲ **NATIONALITY:** Families may sometimes request or avoid students from certain countries, perhaps because of misconceptions about their culture or other traits. Volunteers should explore the reasons for expressed preferences, perhaps fostering better understanding, and receiving more flexible parameters for a match.

▲ **PET AND FOOD ALLERGIES:** There are a significant number of students with these allergies so the presence of a cat or dog in the family home or the host family's flexibility about food preparation can be determining factors.

▲ **FAMILY DYNAMICS:** Although it is often difficult to determine whether a family is close-knit or independent, it does seem to be one of the critical characteristics for students. A mismatch in this area can produce stress for both students and families as well as feelings of over-dependency, neglect, disinterest, etc. It might result in a student having to be replaced, with the resulting feelings of failure for all.

A proactive volunteer will present a particular student to a family, based upon the input they have provided and the volunteer's own experience with the school and community. Some of the family's interests should match with the student's, even though it is not possible to match all characteristics.

When a volunteer is working with a family with special needs (or a family who can provide for a student's special needs), the HFC can use the Profile search system to select possible matches for the family. The Profile search system gives the HFC access to students assigned to all regions.

AN EXERCISE IN MATCHING

Let's take a few minutes to look at how to consider how this matching process works. Below you'll see a description of a host family.

The Gonzalez family who live in a suburb of Orlando, Florida. The father, Joe Gonzalez, is a sales manager; the mother, Maria Gonzalez, is a high school biology teacher. They have two children, Karen who is 13, and John, 15. They are Roman Catholic and attend church regularly. Joe smokes occasionally but is careful to not smoke in the house. Their individual interests are as follows: Karen - gymnastics, water skiing, reading; John - computer games, baseball; Maria - handicrafts, piano; and Joe - golf, volleyball, fishing. As a family, they go to movies, watch TV, play boardgames, travel and eat out at restaurants and on picnics. They have a cat named Fluffy. The student will have the guest room so the Gonzalez family can host a boy or a girl. Their interest in hosting stems from Joe's life-long passion for learning about other cultures. The children are also motivated by the fact that their grandfather's childhood was spent in Spain.

Use the three students described in the profiles on pages 33, 34 and 35 and decide which one would be a good match for this family. You may decide that more than one student is acceptable.

List your reasons for placing each of these students with the Gonzalez family:

Henrike Christiane

Tan See

Johnny

What are your conclusions about this process of matching students with host families?

HOW TO PLACE A STUDENT ON HOLD

After a family has been interviewed, is approved and is ready to choose the student, you should select 2 or 3 student profiles from your field file to show to the family. Look for students who would be a good "match" for the family. Call the Host Family Coordinator in the regional office to place a student "on hold." This will ensure that while you are presenting the student and the family is in the final decision-making process, no one else will place the particular student you are trying to place. The Host Family Coordinator has a book with all student profiles listed and will put your name next to the number along with the date you called. There are a few guidelines, which are outlined below.

GUIDELINES:

1. "Holds" are for a certain number of hours, usually not including weekends. Your hold will be automatically canceled unless you call the regional office again to confirm the student. If you need more time, you may be able to extend. If you have a student on hold and another volunteer calls for the same student, that volunteer will be put next in line.
2. Extensions are granted on a case-by-case basis. Contact the Host Family Coordinator if you have special circumstances.
3. You may have one student on hold for any one family at a time. If you have more than one family, of course, you may have more students on hold -- one for each family.
4. BEFORE MAKING THE PLACEMENT -- YOU MUST HAVE SCHOOL CLEARANCE. Hopefully, you will have already learned about the status of the school. If not, find out who the local high school contact is (usually the principal or a guidance counselor). You will find out if there is space for an exchange student as well as learn that particular school's process for acceptance. In some cases, schools grant "verbal clearance." In other cases, the situation must be presented in front of the school board. In any case, most schools have a limit on how many exchange students they can accept, so the earlier you place -- the better for everyone involved!
5. When the family and school have accepted the student, call the Host Family Coordinator and your Field Manager to report your placement. They will in turn confirm the placement once the complete HF Application, interview page and reference papers are received in the office. We promise...the staff will cheer with much enthusiasm!

Please note: If you show a family a student profile that you have not put on hold or if you have not cleared the school, you open the possibility of disappointment. When you call in the placement, the student could already be placed. Please...never promise a family any student that you have not placed on hold.

CLEARING THE SCHOOL

The schools in your geographical area are listed on page 5-V of this manual. Check with your FM or the HFC in the regional office to learn about YFU's relationship with these schools. Depending on the circumstances, you will have a number of possible ways to approach the school personnel.

As part of community outreach, you or another volunteer from your field may have already visited with the school administration to determine what policies and procedures a school might have for enrolling YFU students. You should know who the school contact is. Once a host family has been identified, the school should be informed of the family's interest in hosting. When the family selects their student, you would then follow the procedures for enrollment set forth by that school.

If there has been no prior contact, you should work with the HFC to determine the best approach to any particular school in your area. In general, you will take the following steps:

- ▶ Learn about any prior history of this school with YFU
- ▶ Determine who should be the contact person at the school - usually the principal, guidance counselor or foreign language teacher.
- ▶ Set up a meeting to introduce yourself and YFU to the contact person.
- ▶ In the meeting, tell the school personnel who you are, that you would like to enroll a YFU exchange student in their school, and ask about procedures and deadlines to be observed.
- ▶ You may also want to ask the school contact for suggestions about families.
- ▶ Be sure to follow all procedures set forth by the school. Check in with the school contact during the year to follow the progress of the student.
- ▶ Always thank school personnel for their time in meeting with you.

These are the basics. If you are interested in learning more about working with schools, there is a training unit called, "Developing Excellent School Relations" that will provide more details.

PLACEMENT CHECK LIST

- General school clearance obtained.
- ALL members of prospective family interviewed in their home. Check-out student's room (student may share a room, but must have own bed).
-
- Host Family Application (Part II) filled-out, signed and returned to you.
- Interview Conducted.
- Two satisfactory references received.
-
- Application, interview report, and the references sent to the Regional Office. Send copies to Field Manager and keep a copy for yourself.
-
- Appropriate student selected by volunteer and host family.
- Regional office, school and Field Manager notified of student selected.
-
- When all paperwork is received by the regional office, additional information about the student is sent to the volunteer. The host family will receive packets of information and orientation material. The school will receive an enrollment form and information.
-
- School enrollment form completed by school and returned to regional office.
- Volunteer sends letter to student.
- Host Family encouraged to write to student.
-
- Give host family information about the Pre-Arrival Orientation, and urge them to attend.
- Make sure family has student's correct travel info.
- See student **PRIVATELY** the first or second week after arrival, and at least monthly thereafter.

CHECK YOURSELF

Can you answer the following questions?

What is a student profile?

What are some important characteristics for matching a student with a family?

What does clearing the school involve?

How long does your region allow you to "hold" a student?

Should you let a family look through your student profiles? Why or why not?

What is the preferred way to present a student to the family?

What is meant by "making a placement?"

Do you know what the following abbreviations and YFU words mean?

HFC

IS

AR

FM

ADMINISTRATIVE NOTES

Instructions for the Trainer:

1. How to Use the Expense Form Page 51-V

Using the instruction sheet, point out to the volunteer how to fill out an expense form. Page 51-V outlines the procedures. On pages 53-V and 54-V there is a sample expense form to illustrate the various points. Extra expense forms are in the Resource Kit.

2. Tax Deductions Page 55-V

Volunteers should know that they may choose to take an income tax deduction for expenses incurred in their volunteer work for YFU rather than being reimbursed for expenses. This page describes more details about that process. This is also discussed with a slightly different slant on page 2, question #7 of the *Volunteer Handbook*. If a volunteer wants the regional office to certify their expenses, s/he should fill out an expense form, indicate on the form that the expense is a contribution, and send to the regional office for signatures.

3. Ordering Supplies Page 57-V

Each region has its own form and method of ordering supplies. Your regional office has probably already included the form with the Resource Kit. Check with the volunteer to see that s/he has the form. Note: in most regions, the current procedure is that new volunteers are given a supply of "generic" business cards with a space to write in a name. Given the technology of today (copies and computers), it is possible to add a printed name. At a later date, usually after one year, volunteers receive a YFU business card with their name printed on the card.

4. The YFU Collection Page 59-V

Refer to page 43 and 44 of the *Volunteer Handbook* for information on the Collection. The new volunteer's Resource Kit will have the latest brochure. Discuss with the volunteer how you may have used promotional items to get the YFU name out into the community.

INSTRUCTIONS ON HOW TO USE THE VOLUNTEER EXPENSE FORM

YFU will reimburse volunteers for certain expenses. These include mileage, long distance telephone charges, postage and other small expenses such as purchase of large-size envelopes, and making copies. Any other YFU-related business expenses **MUST** be pre-approved by the Regional Director. YFU does not pay for any major items, i.e., office furniture, typewriters, extension phones, etc. Also, YFU does not reimburse for students' food and meals out. Volunteers should check with the regional office any time there are questions about whether or not a particular expense is allowed.

There is one form used for reporting volunteer and staff expenses. It was designed to accommodate the cost accounting system set up with the International Center's computer system. There are special forms to be used for training workshop expenses and for student/host family orientation expenses.

The sample form on the page following shows how the form should be used. Note that mileage and telephone expense are detailed on the back side of the form, and the totals transferred to the front.

Original receipts for all expenses must be submitted and attached to an expense form.

Volunteers do not complete the columns on the front side of the form labeled "Account Number" and "Foreign Currency." This information will be added in the regional office.

When completing the expense form, volunteers should fill in their name, assigned volunteer number, and address where remittance should be sent. The dates covered in each expense form also must be added. The middle section on the form should be completed, giving the number of the receipt (#1, #2, etc.), date of the expense, vendor name and location, and explanation for the expense.

Volunteers should use the box at the bottom of side one to indicate whether the expenses should be validated for income tax deduction purposes. If a volunteers choose the tax deduction route, YFU will validate the number of miles shown, and not the dollar amount shown. This is because the IRS uses a different rate for recognizing donations of travel expenses. Other allowable expenses would be validated at the dollar value.

**** ALL FORMS MUST BE SIGNED AND DATED. SEND THE COMPLETED FORM TO THE REGIONAL OFFICE.****

INSTRUCTIONS

This report should be submitted for each month in which expenses are incurred; reports MUST be submitted in a timely manner.
 Number the pages in the space provided in the upper lefthand corner on the front; if more than one page is submitted, be sure to sign all pages.
 If this report includes foreign currency expenditures, attach calculations and documentation related to the conversion of dollars to foreign currency.
 Use the logs below to detail private auto mileage and home telephone expenses; enter the amounts due on the front of this form.
 YFU credit card charges and rental car charges should be reported separately on the "Monthly Employee Charge Card Report."

PRIVATE AUTO MILEAGE LOG

Date	From	To	Purpose of Trip	Miles
3/12/80	Home (Anywhere)	M. Smith's House (Somewhere)	AO Interview	30
3/15/80	Home (Anywhere)	J. Jones's House (Nowhere)	Committee Meeting	15
Total Miles				45
Reimbursement Rate/Mile				\$.18
AMOUNT DUE----->				\$ 8.10

Use additional pages as needed.

HOME TELEPHONE LOG

Date	Number Called	Person Called	Purpose of Call	Cost
3/8/80	202-555-1111	J. Jones	Schedule Committee meeting	2.83
3/11/80	202-555-2222	J. Brown	Discuss IS, Rolf Schmitt	5.70
3/14/80	202-555-2222	J. Brown	Discuss IS, Rolf Schmitt	4.80
3/19/80	202-555-3333	B. White	Set up AO Interview	.75
AMOUNT DUE----->				14.08

Please attach copy of phone bill(s). Use additional pages as need

BACK SIDE

TAX DEDUCTIONS

The previous pages describe how to fill out and where to send an expense form when a volunteer wants to be reimbursement for allowable YFU expenses. It is also possible to claim expenses incurred in YFU work as a charitable deduction. Here is more information about what is allowable.

- ▶ All unreimbursed expenses discussed here are deductible as charitable gifts to YFU on Schedule A, Form 1040. This, of course, applies only if you are using itemized deductions. Adequate records of all deductible items with date, description and amount must be kept.
- ▶ All train, air, taxi and bus fares and expenses incurred while engaging in volunteer work.
- ▶ All auto expense incurred while engaging in volunteer work, including expense to and from home. You may take the amount by actual cost (gas, oil, parking and tolls) or you may use the standard rate of \$0.12 per mile. You may not include depreciation, insurance and repair of auto.
- ▶ Meals, lodging and other out-of-pocket expense but only if approved by YFU. Note that the IRS says that no deduction is allowed for travel expenses including meals and lodging while away from home if there is significant elements of personal pleasure, recreation and vacation in such travel.

ORDERING SUPPLIES

Each region has its own form for ordering supplies. The form for your region should be included in the Resource Kit. Look at the form and talk it over with your trainer or Field Manager.

THE YFU COLLECTION

✓ **What is the YFU Collection?** It is YFU's line of quality gift items. The current selection of many gift items includes such items as clothing, mugs, sterling and gold jewelry, colorful pens and country flag pens. Each is a great gift to give or receive.

✓ **How does the YFU Collection benefit YFU?** With your help, YFU is bringing international and intercultural living experiences to thousands of students and families throughout the world. We're proud of what we do, and specialty advertising (that's what these gift items are) is a powerful marketing tool to help us get the word out about YFU. The items can help you publicize YFU in a way that people remember.

✓ **How can the Collection work for you?** As you network with community organizations, families and students, consider how the Collection can be useful to you...

- * Introduce your students and host families to the Collection at all Orientation events, alumni get-togethers and/or any other scheduled YFU event by wearing or using the items yourself. This can give people a tangible association with YFU, and the items are walking advertisements in your community.

- * When you carry out a student or family interview, leave a YFU Collection catalogue behind. It's a great way to continue their interest in our programs.

✓ **Consider the following information about the power of these items on the recipients...**

- * 78% enjoyed having the item
- * 71% recalled who gave them the item
- * 60% recalled the advertiser's name
- * 54% use the product
- * 54% felt good about the advertiser
- * 9% reported no impact.

**MORE INFORMATION ABOUT THE YFU COLLECTION AND
ADDITIONAL CATALOGUES CAN BE OBTAINED BY CALLING
1-800-673-9001.**