EWB-USA COMPREHENSIVE MENTOR GUIDE

Content Developed By:
Mentor Standing Content Committee

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ENGINEERS WITHOUT BORDERS USA

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Executive Summary

This document was developed by the EWB-USA Mentor Standing Content Committee to provide a comprehensive background on mentoring across EWB-USA. The purpose of this document is to explain mentoring to both mentors and mentees throughout the organization and to provide a single, usable document for mentor resources and general guidance. EWB-USA requires a high degree of mentoring to support our community engineering projects while also developing teams and individuals to succeed in the international and domestic communities they partner with. Mentors provide the critical expertise, experience, and wisdom necessary to guide teams to successful outcomes while shepherding them through the rigor of organizational policy and practices. In short, mentors are fundamental to both project and organizational success.

1.0 Introduction

EWB-USA is rich with talent ranging from seasoned professional engineers to a dynamic pool of engineering students in university chapters around the country. Mentors are required to guide and prepare student chapters that have high energy and aptitude but little practical experience outside the classroom. Mentors also play a valuable role in guiding even experienced engineers and professional chapters to success.

The organization today has several decades of experience building small teams and implementing a variety of essential infrastructure projects around the globe and in the United States. Organizational learning has consistently identified the need and value of multi-faceted mentorship throughout all phases of EWB-USA's project process from initial assessment through post-implementation monitoring and close-out. To that end, mentor-related resources have matured. Recent organization-wide feedback recommends even more emphasis and guidance for mentors and mentorship as critical to a project teams' ability to implement a project in an effective, constructive manner in a variety of settings.

Mentors support community engineering projects related to both of EWB-USA's programs, **International Community Program (ICP**) and **Community Engineering Corps (CECorps**). ICP collaborates on more than 370 projects in over 30 countries. These projects are driven by over 230 chapters across the United States partnering directly with communities and local partners to meet their self-identified infrastructure needs. All International Community Program projects go through a robust project process overseen by an EWB-USA's staff **Program Engineer** to ensure each community's needs are optimally met. ICP projects work on both the **design** and **build** components of an engineering project, followed by a robust monitoring and evaluation process to ensure the constructed elements meet the needs of the community, and our community partners have the knowledge and capacity to operate and maintain the infrastructure for years to come.

The CECorps program brings underserved communities and volunteer engineers together to advance local infrastructure solutions in the United States and its territories. CECorps is an alliance between EWB-USA, the American Society of Civil Engineers and the American Water Works Association. The aim of CECorps is to work with communities and local organizations across the United States that are unable to retain or afford traditional engineering services, and provide technical support required to access funding opportunities to bridge the infrastructure gaps locally. Volunteers work with community associations, nonprofits and municipalities in both rural and urban areas and are focused on the **consulting** side of engineering. CECorps assists communities with taking the necessary steps to implement an improved infrastructure, however volunteers do not participate in physical implementation/construction activities.

2.0 Mentoring at EWB-USA

Successful mentoring takes many forms and methods. At EWB-USA we consider mentoring as providing knowledge, expertise, experience, and perspective to EWB-USA project teams as the move through the project phases- assessing, designing, implementing and monitoring contextually appropriate solutions that are consistent with the values and needs of our partnered communities as well as the EWB-USA process, policies and values. Mentors at EWB-USA are professionals who assist and guide the project team to meet the cultural, public health and safety, environmental, economic, construction, and technical aspects of the project.

Mentors at EWB-USA bring a wide background and perspective to project teams including expertise in engineering and non-engineering sectors such as international development, capacity building, fundraising, and more. It is recommended that project teams recruit a number of mentors to provide support and ensure both the specific technical hard-skills and soft-skills of international/community development expertise and experience are present. Regardless of the level or area of support a mentor provides, success and impact as a mentor requires the following attributes:

- Knowledge and expertise in project delivery
- Experience with engineering, community development, international projects
- Understands EWB-USA goals, policies, and practices
- Honesty and candor
- Communicator and facilitator with ability to be an active listener
- Non-judgmental approach
- Ability to provide constructive feedback
- Value diversity of perspectives
- Flexibility
- Ability to network and find resources
- Patience & humility
- Positive attitude

Mentors should also provide regular support to project teams as they work through the challenges of complex infrastructure and community development work. Challenges may occur at any point of the project including project selection, problem identification and assessment, analysis of potential solutions, design and implementation, monitoring and evaluation, training and education, stakeholder relations, and many more. It is important for mentors to anticipate and recognize challenges that require guidance. In addition to addressing the technical and development needs of a project, additional attention should be given to situations involving the matching of knowledge and skills to project work, leading teams through projects involving different cultures and perspectives, fundraising to support the costs to complete the project, and maintaining sound relationships and communication between stakeholders, among others.

"Mentoring has allowed me to give back to fellow future engineers, as much as it has also allowed me to learn from those I have mentored. Moreover, mentoring has given me the opportunity to, I believe, give back to the field of engineering"- EWB-USA Mentor

2.1 Types of Mentors at EWB-USA

Mentors at EWB-USA may serve either with a specific focus or overlap roles as is appropriate. This include but is not limited to; technical advisors, design coaches, trip advisors and health and safety officers. Project teams are formed through either a professional or student chapter (or in the case of CECorps, through a group of volunteers agreeing to adopt a project from any of the alliance partners). Mentors are a part of this project team. EWB-USA has found that a project team with at least 2-3 mentors has better project success. At a minimum, all projects, domestic and international, are required to receive technical mentorship in the form of a **Responsible Engineer in Charge (REIC)**. REIC qualifications vary with project levels of difficulty and risk and can be found in detail below:

- ICP:https://volunteer.ewb-usa.org/s/article/Responsible-Engineer-in-Charge-REIC-Qualifications.
- CECorps:https://www.communityengineeringcorps.org/wp-content/uploads/2020/10/Appendix-L-Responsible-Engineer-in-Charge-Description.pdf

Table 3-1 Outlines the different types of mentor and project team roles at EWB-USA and the programs they are associated with.

Table 3-1 Mentor & Project Team Roles

Mentor Role	Description	Program
Responsible Engineer in Charge (REIC)	**1 Required for each project team**. Person who will take the ultimate responsibility for the project. The REIC provides technical guidance on the designs, ensure all reports are submitted to EWB-USA on time, and provide signature approval on all submissions.**The technical qualifications required of a Responsible Engineer in Charge (REIC) vary depending on the type of project (ICP or CECorps) and project level of the intended project.**	Both ICP and CECorps
Traveling Mentor	**1 required for each trip, could be the REIC.** This is the person on the mentor team who will be the primary technical lead during the field work. In many cases this will be the REIC. The Travel Mentor and REIC should work together to establish clear roles, do any training, and have open lines of communication before, during, and after the trip.	ICP only
Design Mentors/Leads	**1 Suggested for Each Discipline.** A professional with design experience in the specific discipline. We encourage project teams to have more than one in order to meet the technical demands or travel availability for trips.	Both ICP and CECorps
Construction Mentor/Lead	**1 Suggested.** A professional with construction experience in the technology needed. For example, well construction experience does not qualify one to oversee bridge construction.	ICP only

International Development Mentors/Lead	**1 or more suggested.** A person who experience supporting community development initiatives in international contexts Examples: previous EWB-USA experience or completing international development-type work (Peace Corps, mission, etc.).	ICP only
PMEL Lead	**1 suggested, can be member of student team**. The PMEL lead is responsible for understanding the way EWB conducts development and making sure that the appropriate data is collected and reported and that appropriate education materials are prepared. The roles and responsibilities of the PMEL Lead are not related to the technical scope of the project. As such, this position is excellent opportunity for non-engineers	ICP only
Education Lead	**1 suggested, can be member of student team**. Person who will work with the chapter and the community to prepare Operations and Maintenance documents and other education/training for the community. Part of this role is to assess the capacity and skills of the community, establish local connections with educators (teachers, health promoters) to support an overall education plan to supplement the technical work	ICP only
Faculty Advisor	**1 Required for Student Chapters**. This role is responsible for providing overall support and resources to students within the University system.	Both ICP and CECorps

Health and Safety Officer	**Each travel team includes at least two Health & Safety Officers (HSO), 1 can be a student in a student team**. Who are responsible for completing health and safety planning prior to travel, responsible for the First-Aid Kit, promoting compliance with the health and safety plan while in-country, and responding to health and safety incidents. All Health & Safety Officers are required to have current CPR and First Aid certification. Wilderness First Aid is encouraged.	ICP only
Quality Assurance Manager	**1 required for each project team**. The QA Manager is an experienced professional and a required part of the project team. They are responsible for providing guidance and oversight for the project team's activities and deliverables.	CECorps only

2.2 Overview of Project Process

Projects within EWB-USA's ICP and CECorps programs follow a standard project delivery processes with documentation requirements at each phase, including a REIC technical certification with each submittal for ICP projects. The full project process for ICP projects includes:

- Partnership Formation Phase : Before the project process starts, communities that have not worked with EWB-USA before to apply to start a new partnership with EWB-USA. Following this step, the relationship between a chapter and a community is established and the issues impacting the community are identified and confirmed. At the start of a project, the REIC is required to complete a REIC Statement of Intent on Volunteer Village that signifies they agree to provide oversight for all project components moving forward.
- Assessment Phase: This step is used to gather technical information as well as information about the community's organization, abilities, skills and resources.
- Alternative Analysis : Before moving into the Implementation phase, the chapter completes an Alternatives Analysis to identify and analyze alternatives and to select the best option with the community.
- Design and Implementation : Once the best design option is chosen, the chapter works with an EWB-USA Program Engineer and a group of 2-3 external technical expert reviewers, called ICP Reviewers, to develop a detailed design and plan for Implementation. The ICP Reviewer team gives critique, guidance and approval for implementation and construction of the project.
- Monitoring & Evaluation : Implementation may occur in phases and once completely executed, the project will be Monitored & Evaluated for functionality and the community's capacity to sustain the improvements.

- Partnership Completion / Closeout : EWB-USA projects are closed when the commitments to the community have been met, and the community has demonstrated their capacity to take over the project and the long-term operations and maintenance.

After formation of the project partnership, project teams are required to submit pre & post trip documentation for every phase of the project. Students tend to gravitate towards the report writing portion of the work. It is what they are familiar with. As such, they tend to do well in the assessment and alternative analysis phases but may need advice when reaching conclusions. As the implementation plan is begun, examples of quality construction documents should be shared so that students can visualize the packages that they are to prepare. Some of these can be found in **Volunteer Village,** EWB-USA's online community for volunteers and staff. Others can be found in the mentor's own work. The point should be driven home "(an engineer's plan) is worth a thousand words." The English description is often misunderstood in another country, but an image of the work will transcend language barriers. The **ICP Process Manual** can be found in the Applicable links and Resource section at the end of this document.

The CECorps project consists of 4 phases:

- Development: During the Development Phase, a project team is assembled, the project team adopts an open opportunity, and the project is officially launched.
- Planning: During the Planning Phase, the project team works closely with the community client and stakeholders to develop a Work Plan and enter into an Engineering Service Agreement (ESA). The goal of the Planning Phase is to develop a scope of work (SOW) and schedule that both the client and the project team agree upon. In addition, the project team will gather enough relevant background material and context for the project to provide recommendations on the type and details of the Project Deliverable(s) that will be necessary to move the community forward towards an infrastructure solution.
- Execution: During the Execution Phase, the project team completes the scope of work outlined in the Work Plan.
- Closeout: The Closeout Phase is the final project phase that involves volunteers. After the Project Deliverable(s) has been provided to the client and the SOW is complete, the project undergoes the closeout process. Every CECorps project must undergo the project closeout process, even those that may be cancelled. A project cannot be considered "Complete" until after the project closeout. The closeout process is an essential part of the CECorps PMEL process.

The full CECorps process can be found in the Applicable links and Resource section at the end of this document.

2.2.1 Review & Approval of Project Documentation

As teams advance through the project process, they will share multiple reports to document the planned and completed project activities. Each of these reports must be reviewed by the mentor team and also submitted to EWB-USA for an approval process managed by the assigned staff Program Engineer (PE). During the review process, the PE will recruit a team of volunteers to support a review of the technical and non-technical project activities to ensure the project is moving forward with sustainable and contextually appropriate solutions. The group of reviewers are intended to be 'Third party reviewers' and provide constructive and collaborative feedback, but separate from project mentors. With each submittal the review team will share comments or questions related to the documents through Volunteer Village

and the project team will have the ability to respond, update documents, or discuss on a conference call. This back and forth process continues until the reviewers come to a final review decision for approval. When review feedback is received, mentors should support the project team to understand the comments and ensure they are adequately addressed.

2.3 Successful Mentor Engagement

As EWB-USA mentors take on many different roles and may enter and exit the project throughout the different project phases. Because of this, it is important to understand how to successfully engage with project teams and avoid practices that may lead to failures. Overall consistent communication with the team and stakeholders, review of available funds, and keeping a schedule all lead to program successes. Below is a list of indicators for both failures and success when working with a team. These indicators do not necessarily correlate to one another but should give an idea of broad aspects to keep in mind throughout the project process.

Indicators for *Success* between Mentor and Project Team	Indicators for *Failure* between Mentor and Project Team
• Work together • Mutual accountability • Maintain regular communication • Engage community partners • Keep project objectives/initial scope of work at forefront of work • Set and maintain a schedule • Contextually appropriate solutions to the problems • Manage stakeholder expectation • Manage transition for project teams and leadership	• Lack of coordination and communication across stakeholders • Lose track of initial project scope • Lack of fundraising • Do not include community input at all stages of project • Do not follow local regulations • Misalignment with stakeholder expectations • Not sustainable or contextually appropriate • Schedule issues • Over budget, lack of funds

Successful mentors emphasize the "why" behind their advice. Mentees are typically hungry for knowledge. They look at their mentor as a teacher, but the differences should be made clear. While a teacher may pass or fail a student, a mentor can only guide and advise to ensure that the team is learning and that the project is meeting its goal with the community needs in focus.

"Having our mentors work with us weekly allows us to work through projects more efficiently. It helps the students learn and ask questions to better understand what we are working on. They also help us work together as a team and promote professional development."- EWB-USA Student volunteer

2.3.1 Turnover & Transfer of Knowledge

One of the challenges facing student organizations is the constant transition as students matriculate and graduate. Mentors must understand that student involvement will fluctuate throughout the year and engagement will flow with the school year. For instance, students typically start classes in August and join

clubs, like EWB-USA, in September and will be busy with finals in December and May. It is common to schedule EWB-USA project trips over school breaks or summer outside of when classes are in session.

The student leadership board may also transition annually. A healthy chapter might see Seniors and a few Juniors ascend to the board positions, Sophomores and Juniors take over project management and new Freshmen and Sophomores joining regularly. Faculty advisors, along with Mentors, should coach this process to ensure that knowledge imparted previously is carried over to the transitioning team. Failing to do so will create a hardship for the mentor and much re-work for the student team.

Because of this turnover, students typically only have the opportunity to travel to the international communities their chapters partner with once or twice during their time in the organization. In a perfect world, these trips (and the work done on them, lessons learned, and relationships built) would be well documented to allow for seamless transitions. Knowledge transfer is far from perfect. While thorough documentation is encouraged to support this transfer of knowledge, mentors are typically committed to the project for entire duration and able to travel multiple times to provide continuity that is often lost during student transitions.

This continuity helps student chapters prepare for travel and working in low resource contexts by knowing what to expect. Mentor continuity can also provide valuable insight related to past projects, lessons learned and decisions previously made. The continuity also aids in providing the partner community a familiar face on trips to ease introductions and build trust more quickly. While communication with the community should be the responsibility of the students in the chapter, having a more long-term point of contact in the form of a mentor can bridge gaps in student transitions and provide continuity that furthers the partnership.

3.0 Mentoring Qualifications

Mentors are reviewed on a project-by-project and trip-by-trip basis since the mentor's experience and expertise needs to match the specific stage of the project.

Some may be **technical skills**:

- Understanding of what makes technologies appropriate for use.
- Ability to critically analyze all possible solutions by evaluating the intended and unintended consequences of the project on society, human health, and the environment.
- Technical expertise/experience for the type of engineering project.

Some may be **skills from previous student volunteer experience**:

- Understanding of the fundamentals of the EWB-USA model of community-driven development.
- Understanding of the EWB-USA project processes such that they can guide, if necessary, the project team through that process.

Some may be **general cultural skills or work experience skills**:

- Ability to transfer engineering knowledge to both team members and the community.
- Capacity to communicate across language and cultural barriers.
- Sensitivity, knowledge and respect for a specific local culture and history.
- Ability to work well with diverse groups and facilitate meetings.

- Ability and willingness to experience the living conditions in the host community.
- Ability to provide remote mentoring if the project team is not a local chapter.

But one of the most important skills a mentor can bring is **continuity in a constantly changing project team:**

- Commitment to monitor the project and assess its impact on the community.
- Long-term commitment to the project and to the community to provide the foundation for the program to continue within this community year after year.

3.1 International Community Program Mentors

International Community Program (ICP) mentors are professionals with extensive experience in a field of engineering, health and safety, public health, and/or international development. Most professionals serving as mentors have at minimum 5+ years of professional engineering and development experience and have either traveled on EWB-USA projects or they have worked extensively in other countries either for work, Peace Corps or some other related activity.

For many volunteers, an EWB-USA trip will be their first experience with international travel, let alone travel to remote and/or less developed parts of the world. This experience can be overwhelming, and having a mentor with international travel experience can help prepare a travel team for what to expect, as well as provide support while in the country. A mentor with travel experience can also provide important context for the international development EWB-USA does and ensure that all work is performed in alignment with EWB-USA's mission (a community first mindset). An experienced mentor can model appropriate community engagement and be a safe person to ask questions or bring concerns to during travel.

Mentors who are not traveling on a trip but have relevant experience living/working/visiting similar communities can also help prepare volunteers for travel through workshops, presentations, and informal conversations covering anything from packing recommendations to broader ideas on community engagement to successfully completing project work in potentially challenging contexts.

3.2 Community Engineering Corps Mentors

All volunteer project teams must have a Responsible Engineer in Charge (REIC) in compliance with program requirements. The REIC holds overall responsibility for the technical adequacy for the project. This individual plays a crucial role in making sure that the engineering design and analysis is of high-quality and satisfies the partner community's engineering request.

In addition to general team mentorship and leadership, the REIC is expected to:

- Supervise less experienced team members
- Sign the Engineering Services Agreement with the community
- Review all deliverables prior to submittal to CECorps' review committee(s) for final review and subsequent presentation to the community

Qualifications and Requirements

- The REIC must have appropriate licensure (PE, PLS or licensed operator) in the state or territory where the project is located.
- The REIC should have at least 4 years of direct professional experience (post bachelor's degree) in design, construction, or operation of infrastructure similar to that proposed in the project. Ideally, at least some of this experience would be in the jurisdiction where the subject project is located.
- The REIC must hold an active membership with the American Society of Civil Engineers (ASCE), American Water Works Association (AWWA), or Engineers Without Borders USA (EWB-USA).

In addition to the REIC, all CECorps project teams are required to have a Quality Assurance Manager. Central to having a QA/QC plan is having a Quality Assurance Manager that reviews the project team's work on a regular basis. The Quality Assurance Manager is an experienced professional and a required part of the project team. They are responsible for providing guidance and oversight for the project team's activities and deliverables. The Quality Assurance manager is required to have four years' experience in engineering and infrastructure analysis, management, operation, or design. Additional CeCorps mentors are required based on the discipline of the project to ensure that all disciplines have the appropriate expertise.

3.3 Diversity, Equity and Inclusion

The volunteers and the communities that make up EWB-USA are diverse and it's important our mentors are diverse as well. A diverse mentor team ensures that various perspectives are being considered throughout the project process. Additionally, having mentors that are diverse in ethnicity, age, gender, expertise, etc. will aid in helping volunteers of all backgrounds feel more confident in the engineering industry. Equity and Inclusion are embedded in EWB-USA's mission and should be continuously reflected in all of our project work.

3.4 International Health and Safety

Chapters may find need for health and safety mentoring, especially in project areas where individual and team health requires reinforcement and/or where the project environment presents uncommon but addressable safety concerns. Initial health and travel safety mentoring is provided to all chapters via EWB-USA's contract with International SOS (ISOS), headquartered in Philadelphia and which provides 24/7 on-call support directly to international project teams. ISOS support extends from pre-trip advice to on-trip emergency evacuation via qualified medical and security advisors. Chapters with specific work safety concerns should reach out for qualified mentoring via Volunteer Village.

Each ICP travel team must include at least two Health & Safety Officers (HSO) who are responsible for completing health and safety planning prior to travel, responsible for the first aid kit(s), promoting compliance with the health and safety plan while in-country, and responding to health and safety incidents. All Health & Safety Officers are required to have current CPR and First Aid certification. Wilderness first aid is encouraged.

Aside from first aid and incident response, another responsibility of this role is the documentation of safe practices. The Construction Safety Plan (CSP) organizes and consolidates all construction safety information, including a list of potential Task Hazards, into a single plan that can be easily utilized through the entire duration of the project(s). The CSP should be submitted at the implementation phase, and is required with both Draft and Final Implementation Plan. It includes the identification of chemical,

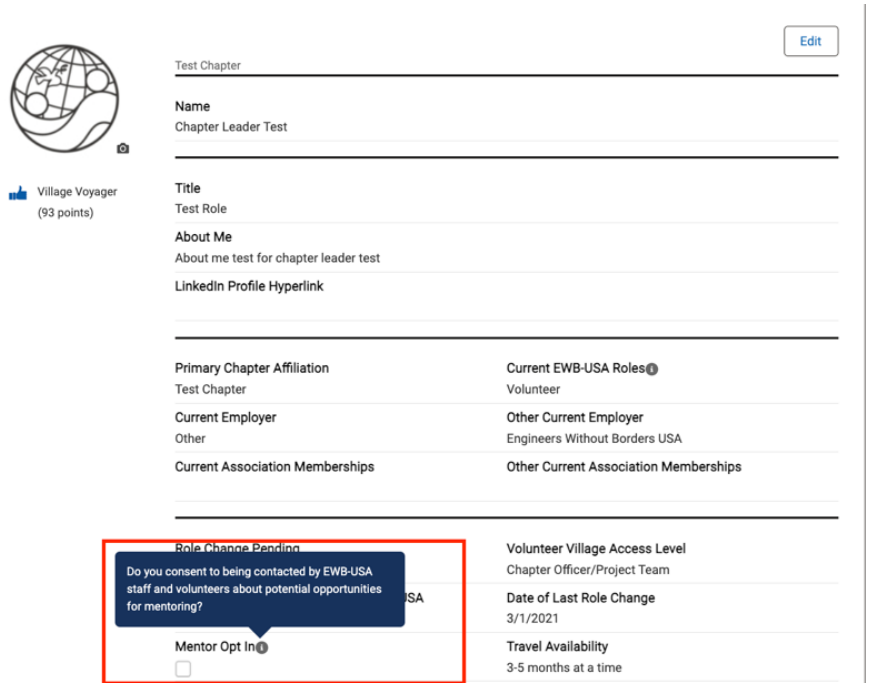
biological and physical hazards as well as the steps and personal protective equipment necessary to mitigate these hazards.

3.5 Project Management

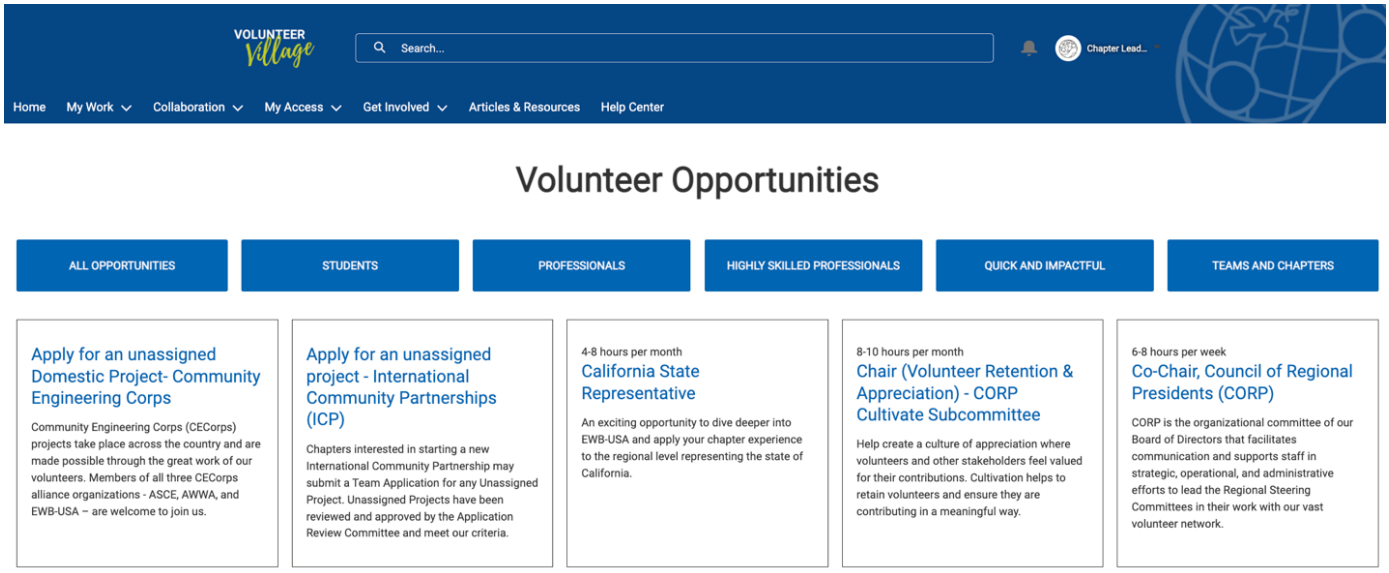
Mentors and REICs are not the main project managers. The role of the Mentor and REIC is to provide overall project support related to quality, project direction, schedule, cost, and design as is appropriate. It is important that the mentors and REIC work with the project team to assign project management roles and tasks and also provide high-level support to ensure projects move forward according to schedule requirements.

4.0 How to Become a Mentor

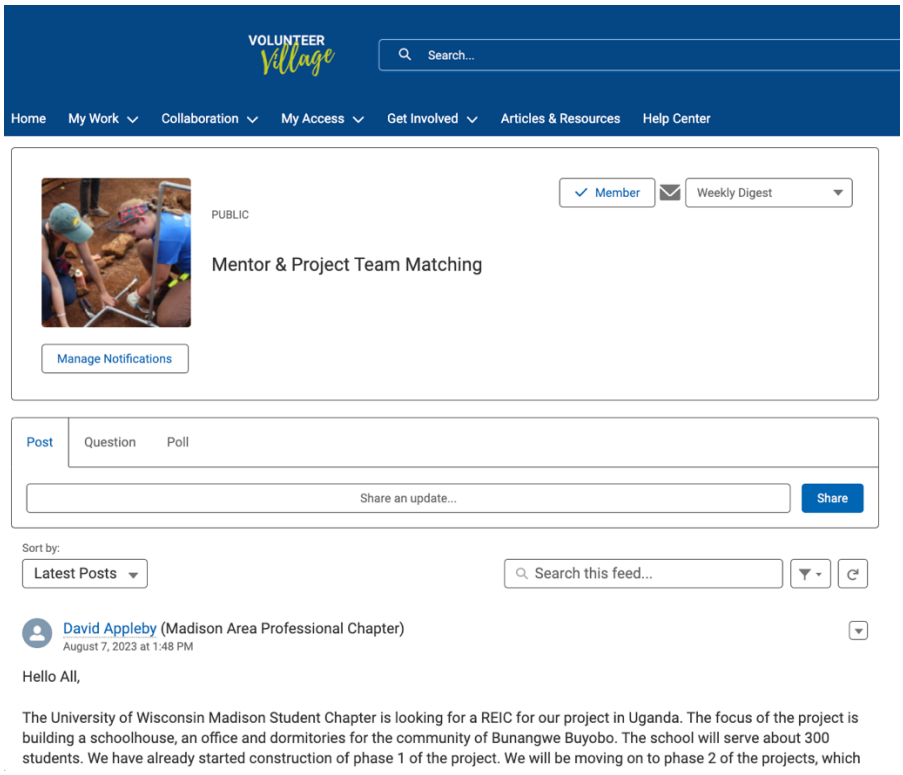
There are numerous ways to become a mentor, both organically through existing relationships with project teams or through means provided by EWB-USA. The first step is to create a user profile in Volunteer Village. After that one can select to be on the mentor directory list on their Volunteer Village profile (screenshot below). Once on the mentor roster, student teams can review the names, location and experience of the listed mentors and will reach out directly with mentor opportunities.



Volunteers can also browse opportunities on the volunteer opportunities board which can be found on the right side of the Volunteer Village home page:



Additionally, project teams will also request mentor support through the Mentor & Project Team Matching Chatter Group on Volunteer Village. To access this page, search 'Mentor & Project Team Matching' and then select 'follow' or 'become a member' to receive updates on posted opportunities.



4.1 Mentor Training and Preparation

Volunteer Village is the initial place to find resources to prepare and train to be an EWB-USA mentor. It, however, can be difficult to navigate to find the resources you might be looking for. The best place to start of looking for these resources is the ICP Mentor Quick Start Guide. This guide has several links to pertinent resources that will help one be a mentor. The other essential resources are the ICP and CECorps Project Process Manuals. Volunteer Village also contains E-learning courses that are a quick way to introduce you to EWB-USA mentoring. The primary e-learning course for this is Mentorship and Technical Leadership. This course contains video episodes and directed resources that cover the roles and responsibilities, qualifications, best practices and details about how to get involved as a mentor with EWB-USA.

Volunteer Village also has numerous technical resources available that provide relevant information in the types of projects that EWB-USA chapters engage in. Most of these references are for ICP projects. Because CECorps projects are conducted in the United States, technical resources for these are readily available to Mentors through other sources, such as professional society manuals of practice and guidelines and national, state and local government publications related to the project being addressed.

The technical resources in Volunteer Village can be most easily found by going to the Topic Catalog which is located by clicking "Articles and Resources" on the header of member home page in Volunteer Village after logging in. This acts as a springboard to diving deeper into Volunteer Village to find resources that are pertinent to the project you are working. It contains links to high-level subjects that in turn provide links to more specific technical articles and discussions.

The technical project-related resources may be of specific interest to the mentor as they provide project and include resources such as design guidelines and checklists that have been compiled by EWB-USA staff and experts.

EWB-USA also has committees of volunteers that provide aid to the organization over a given area. These committees are termed "standing content committees." Many of these committees are technical in nature. They can help connect chapters to subject matter-specific experts and provide resources or consultation for specific projects upon request. A list of these committees and an email address as to how they can be contacted is provided in the list below:

- Energy Standing Content Committee (scc-energy@committees-ewb-usa.org)
- Planning, Monitoring, Evaluation, and Learning (PMEL) Standing Content Committee (scc-pmel@committees-ewb-usa.org)
- Project Management Standing Content Committee (scc-pm@committees-ewb-usa.org)
- Sanitation Standing Content Committee (scc-sanitation@committees-ewb-usa.org)
- Water Standing Content Committee (scc-water@committees-ewb-usa.org)
- ICP Reviewer Standing Content Committee (scc-icp-reviewer@committees-ewb-usa.org)
- Structural Standing Content Committee (scc-structural@committees-ewb-usa.org)

The article describing these committees in Volunteer Village can be found at Standing Content Committees.

Chatter groups are another way to meet other chapters and find specific projects that may align with your mentor skills. To browse groups, on Volunteer Village click the "Collaboration" drop-down from the top of the page and select "All Chatter Groups." Groups may be public or private. For public groups, select "Join Group" button to the right of the group name. For private groups, select "Ask to Join." Every EWB-USA volunteer is automatically subscribed to **the Village Square Chatter Group**. This open discussion forum serves as the Chatter hub for all volunteers. As mentioned above the **Mentor & Project Team Matching** is a great chatter group for mentors**.** Students and professionals post here searching for good fits for projects. Lastly, other good groups to join are: **Mentor group, Professional Discussion Group, or a specific Project Type group or country you're skilled in**. Once in a group, you'll automatically be subscribed to weekly updates via email.

Applicable Links and Resources

a. Get Involved

Volunteer Village

Volunteer Opportunities Board

Mentor Matching Chatter Group

Find a Chapter

b. International Community Program (ICP)

ICP Mentor Quick Start Guide

ICP Project Process

Create Mentor Acknowledgements in Volunteer Village

c. Community Engineering Corps (CeCorps)

Project Process

Manual

d. REIC Qualifications

ICP

CECorps

e. Additional Links

E-learning catalogue

Topic Catalogue

Standing Content Committee

Mentor Survey