

Earth Conservation Corps Mentoring Webinar Training for the Department of Interior Office of Youth in the Great Outdoors

SESSION B: Creating Strong Mentoring Experiences

Presented by

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AGENDA

Session B: Preparing Mentees for Success – December 16th

2:00 pm – 2:15 pm	Introductions, ECC History & Mission
2:15 pm – 2:45 pm	Creating a Community of Caring Preparing for Safety
2:45 pm – 3:15 pm	Designing and Implementing Mentee Training Teaching and Modeling Relationship Skills
3:15 pm – 3:30 pm	Q&A, Next Steps

Introduction & Welcome

Annette L. Gantt

- ▶ President & CEO since October, 2008
- ▶ Prior to ECC, Executive Director for upstate youth development organization for 15 years; program design based on in-school, long-term mentoring with the ultimate goal of transitioning youth from high school to higher education enrollment or employment
 - School-based
 - Workplace mentoring
- ▶ For over 20 years I have worked as a leader in the non-profit industry, primarily focused on in- and out-of-school youth

Earth Conservation Corps: *History and Mission*

- ▶ began in 1992
- ▶ a youth development, environmental education and community service nonprofit
- ▶ two environmental education centers located in Southwest and Southwest, DC
 - Matthew Henson Center, 2000 Half Street, SW (near Buzzard's Point and Coast Guard)
 - Pump House at Diamond Teague Park (across from the Washington Nationals Baseball Stadium)

Earth Conservation Corps: *Our Mission*

To empower our endangered youth to reclaim the Anacostia River, their communities, and their lives.

Earth Conservation Corps: *Our Strategy*

- ▶ youth development strategy focuses on youth and young adults (referred to as “Corps Members) between the ages of 16 – 24
- ▶ most CMs reside in Wards 6, 7 and 8, although we welcome youth from across the metro-region

Earth Conservation Corps: *Our Strategy...2*

- ▶ CMs have the opportunity to:
 - gain environmental knowledge and knowledge about “green” industry employment skills;
 - gain leadership skills to mobilize communities to help restore and protect the Anacostia River, our natural resources and wildlife
 - gain work-readiness skills and non-technical/soft skills for pursuing full-time employment; and
 - gain access to educational services;

Earth Conservation Corps: *Our Strategy...3*

- ▶ Program focuses on transferring skills and knowledge gained through a class-room setting into the field and our communities.

Earth Conservation Corps: *Core Program Components*

▶ **Environmental Education & Stewardship**

- hands on, outdoor activities including our Raptors to teach Corps members the knowledge and skills necessary to become leaders and ambassadors of their environment.
- knowledge about the impact pollution has on people, wildlife and the environment.
- Corps members lead volunteers during community service projects that clean and restore the Anacostia River and watersheds.
- schools and community groups can also schedule environmental education activities at one of our education centers or at their school.

Earth Conservation Corps: *Core Program Components...2*

Raptor Education

- teach CMs, school-age youth, volunteers and community groups how Raptors, or birds of prey, are an important part of the Anacostia River ecosystem.
- CMs and others learn about the specialized adaptations that all raptors share, how to identify local raptor species,
- CMs are trained to fly and handle ECC's raptors during raptor presentations
 - ECC's raptors – Harriet (Harris Hawk), Hoots (Eurasian Eagle Owl), and Sky (Red Tail Hawk)

Earth Conservation Corps: *Core Program Components...3*

- ▶ Workforce Readiness & Job Placement
 - The Matthew Henson Center and the Pump House at Diamond Teague Park are work-readiness training sites.
 - Out-of-school young adults (17-24 years old) participate in work-readiness training, leading to professional certifications, and/or job placement.
 - Transitioning corps members into jobs, pre-apprenticeships, and/or advanced level training are the core outcomes of our workforce training programs.

Earth Conservation Corps: *Core Program Components...4*

- ▶ Workforce Readiness Training Topics
 - Low-environmental impact landscape design (including green-roof installation)
 - Tree planting and care
 - Interim Lead Cleaning and Education
 - Trail building and maintenance
 - Rain garden installation
 - Landscaping
 - Tool safety
 - Boat safety
 - Wetland plantings
 - Invasive species removal
 - Weatherization and energy efficiency audits
 - Green roof installation and maintenance
 - Social and life skills (non-technical/soft skill training)

Earth Conservation Corps: *Core Program Components...5*

Media Arts

- ▶ provide Corps members the basic skills to record and produce the footage of their activities;
- ▶ gain understanding of how media can be used as part of their civic engagement and outreach strategy;
- ▶ recorded activities are then uploaded on our website and social media networks in order to increase awareness, educate the general public about environmental issues, and ways they too can get involved.

Earth Conservation Corps: *Core Program Components...6*

ECC's Most Notable Media Attention/Documentaries:

- ▶ “Endangered Species”- Film follows a group of Corps members from Washington’s inner city as they struggle to stay alive and return the bald eagle to our nation’s Capitol.
- ▶ “Now with Bill Moyers”; and
- ▶ “60 Minutes, with Ed Bradley”

2010 Program Accomplishments

- ▶ **Number of Corps Members Served: 45**
- ▶ **Number of Combined Community Service Hours: over 60,000**
(including volunteers)
- ▶ **Trash and Debris Collected: 4 tons**
- ▶ **Volunteers Engage: 1,448**
- ▶ **Employment Experience/Job Placements:**
 - 31 youth participated in ECC's summer youth employment program;
 - DC Water hired five CMs as interns and hired two;
 - NOAA provided one CM an internship;
 - GangPlank hired two CMs

Session B: Creating Strong Mentorship Experiences, Preparing Mentees for Success



“Helping young people achieve their full potentials is the best way to prevent them from becoming involved in risk behavior” (Strategies for Providing Quality Youth Mentoring..., National Mentoring Center, 2008)

Creating A Community of Caring

- ▶ CAC Paradigm and Model
- ▶ What It Takes to Run and Good Program and Quality Assurance Standards
- ▶ Working with Mentees to Establish a CAC
- ▶ Suggested Strategies
- ▶ Example of Group Activities

A Community of Caring (CAC)

2 Elements Needed to create a “community of caring” in your mentoring program...

1 Clearly written policies and procedures Why?

- ▶ To give a program structure and consistency.
- ▶ To identify what needs to be done, who is responsible and when it should be accomplished.
- ▶ To reduce confusion and conflict.
- ▶ To take the guesswork out of running your program.
- ▶ To help ensure that the right things will happen, even when you are not there.

A Community of Caring (CAC)

2 Elements Needed to create a “community of caring” in your mentoring program...

2 Adequate personnel and resources What does it take to run a good program?

- ▶ Access to experts.
- ▶ A budget that is adequate to run the agency well, *not marginally*, with 3 months operating reserve for cash flow emergencies.
- ▶ Enough staff to perform all functions without burnout.
- ▶ An active governing or advisory board.
- ▶ Community involvement and support.
- ▶ Clearly stated purpose, goals, and objectives.
- ▶ A vision of what success looks like and how to measure its achievement.
- ▶ A plan for the future.

A Community of Caring (CAC)

The Results of clearly written procedures and policies and adequate personnel and resources...

PROGRAMS that are well-developed, well-organized and run properly will *prosper*.

- ▶ In funding
- ▶ In public relations
- ▶ In human resources (quality staff & volunteers)

A Community of Caring (CAC)

The Results of clearly written procedures and policies and adequate personnel and resources...

PEOPLE that are involved in quality mentoring programs *will see success.*

- ▶ In quality, long-lasting relationships
- ▶ In positive changes in mentees
- ▶ In positive word-of-mouth that promotes feelings of self-worth
- ▶ In mentors that return for another cycle or mentoring assignment
- ▶ In solid funding that provides the resources and support needed

AGENCY

Establishes clear policies and procedures
Ensures adequate personnel and resources
Provides strong board support and internal cohesion
Promotes community alliances & credibility

Statement of Purpose

PROGRAM MANAGER

Creates strong relationships with both mentors and mentees
Involves family members
Helps participants feel safe and supported

MENTORS

MENTEES

Matching
Monitoring/Supervision
Ongoing Support
Closure

EVALUATION

What it Takes to Run a Good Mentoring Program

CAC – Running a Good Program and Quality Assurance Standards (QAS)

10 Categories of QAS

1. STATEMENT OF PURPOSE AND LONG-RANGE PLAN
 2. RECRUITMENT
 3. ORIENTATION
 4. SCREENING
 5. TRAINING
- 

CAC – Running a Good Program and Quality Assurance Standards

10 Categories of QAS, continued

6. MATCHING
7. MONITORING
8. SUPPORT, RECOGNITION AND RETENTION
9. CLOSURE
10. EVALUATION

None of the ten Quality Assurance standards stands alone. Each relies on all the others to create a “community of caring,” building on a foundation of clear purpose and planning.

CAC Suggested Strategies

5 Strategies for Promoting a Community of Caring

1. Develop the proper attitude among program staff
2. Be sure your written materials reflect the proper attitude
3. Use age-appropriate language and subject matter with mentees
4. Bring the mentee's family into your program
5. *Make your program fun!*

Examples of Group Activities

- ▶ Trust Talk
- ▶ Find a Mystery Man/Woman
- ▶ I'm Famous...But Who AM I?
- ▶ Four Truths and a Lie

Working with Mentees to Establish a CAC

▶ Training/preparation

- Strategy: Have mentors and mentees fill out interest forms which indicate hobbies and other favorite pursuits
- Activity: Have mentees work on written material which will indicate such things as goals, hopes, for the future, interests, etc.

▶ Matching

- Strategy: Take time and put care into actually developing a matching strategy.
- Activity: Have mentors and mentees work together in group activities to see which individuals naturally gravitate toward each other.

▶ Support

- Strategy: Keep lines of communication open between mentors and staff, and mentees, and staff. Let them know that staff is available for problem solving.
- Activity: Provide ongoing training for program participants.

Preparing for Safety

- ▶ Developing and Communicating Policies and Procedures
- ▶ Addressing Confidentiality
- ▶ Setting Boundaries with Mentees
- ▶ Following Through on Safety Issues

Working with Mentees to Establish a CAC

▶ Recruitment

- Strategy: bring current participants to recruitment sessions
- Activity: recruitment drive planned and carried out by participants; open house hosted by current participants

▶ Orientation

Strategy: use both group sessions and individual meetings to describe program

Activity: match current mentees with prospective mentees for paired activities

▶ Screening

- Strategy: ensure safety of all participants with careful screening of mentors and mentees
- Activity: Have prospective mentees draw a picture of what it will be like to have a mentor

Preparing for Safety

A Community of Caring enhances safety

- ▶ Safe programs are partly the result of staff developing solid relationships with the mentees, parents (if applicable) and mentors.
- ▶ In the Community of Caring model, mentees experience an environment in which they have **support from and develop trust with program staff and participants** *before they are* matched with their mentors.
- ▶ The entire network of program participants helps to ensure the safety of all mentees, mentors, families, and staff members.

Preparing for Safety: Communicating Policies and Procedures

- ▶ Policies and procedures are the rules that guide your program. Carefully designed rules provide staff and participants with the structure that is needed to have a high quality (and safe) program.
- ▶ **Create an Advisory Committee**
 - ▶ develop program rules via a committee process
 - ▶ have a diverse representation of individuals on this committee
 - ▶ **Make “accountability” an anthem for your program.**
 - Mentor and Mentee Participation Agreements

Preparing for Safety: Addressing Confidentiality

Confidentiality generally means: *“What is said between mentor and mentee remains between the two (with certain exceptions).”*

- ▶ Confidentiality is important to the mentoring relationship; mentees generally won't open up their mentor unless they know conversations will not be repeated.
- ▶ Developing sound rules and practices on confidentiality also promotes the safety and well being of the mentee, as it provides a way to facilitate the reporting of child abuse, neglect and endangerment.
- ▶ Confidentiality should be addressed in mentee orientation or training as well as in manuals and handouts. A line or two about confidentiality should also be included in the mentee participation agreement.
- ▶ Confidentiality may also exist between staff and individual mentees.

Preparing for Safety: Setting Boundaries with Mentees

Boundary issues most often involve:

- ▶ asking for, or giving, gifts
- ▶ asking for, or giving, favors
- ▶ becoming emotionally involved beyond the stated scope of the mentoring program (for example, the mentor wants to “save” the mentee)

Preparing for Safety: Setting Boundaries with Mentees

What is meant by the term “boundaries”? In general, “boundaries” are:

- the dividing lines between where one person ends and another begins.
- The violation of boundaries often involves one individual taking an unfair or unhealthy advantage of another, whether intentional or inadvertent.

Preparing for Safety: Setting Boundaries with Mentees

Boundary issues most often involve:

- ▶ becoming intimately involved with a program participant beyond the stated scope of the mentoring program
- ▶ breaking other program rules that revolve around taking advantage of another individual
- ▶ being insensitive about another individual's or a family's situation or dynamic
- ▶ violating safety issues

Designing and Implementing Mentee Training

- ▶ How to Implement Mentee Training – Individual or Group Trainings
 - Format for mentor vs. mentee training
 - Who conducts the training
 - Topics to cover – sample agendas, materials, history of mentoring, etc.

Designing and Implementing Mentee Training

- ▶ educate mentees about vital elements of the program and the relationship during orientation and training sessions before the match begins
- ▶ **Individual vs. Group Trainings**
 - training with the mentee in a one-on-one or group setting
 - The advantages of group training includes team building, and it also “normalizes” the mentoring experience; when mentees see that their peers are also involved in mentoring
 - The use of role plays and other exercises can also make a group training fun and entertaining.

Designing and Implementing Mentee Training

- ▶ Mentee Training should:
 - Be more sensitive to the psyches of the mentees
 - Be Brief
 - Use more interaction
 - Focus on the intellectual, emotional and developmental differences of mentees
- ▶ Who Does the Training?
 - Program staff and when appropriate, outside experts

Teaching and Modeling Relationship Skills

- ▶ Domains for Skill Development
- ▶ Specific Relationship Skills
 - Positive relationships
 - Telephone skills
 - Follow through with commitments and appointments
 - Showing appreciation
 - Resolving conflict
- ▶ Example of Build a Mentor: 20-Minute Group Activity

Role of a Mentor

▶ SUMMARY

- Understand that you are teach mentee(s) skills that will transfer over to other parts of their life – school, home, within their community
- Help them develop habits that are positive
- Help them develop realistic work expectations
- Get to know your mentee(s), do not put them in a box, embrace their diversity, as well as the diverse ways you may have to respond to each
- Understand your mentee(s) immediate past in order to understand the process it may take to help them make a successful transition into the workplace

▶ HAVE FUN!

Designing and Implementing Mentee Training: Topics to Cover

▶ Sample Training Agenda

- I. Welcome and introductions
- II. Introduction to your mentoring program (very brief)
- III. Overview of mentoring
- IV. The mentoring relationship
- V. Program structure, policies and procedures
- VI. Specific topic (for your particular program)
- VII. Goal Setting
- VIII. Logging requirements, mentee participation agreements, when to ask for help.

Designing and Implementing Mentee Training: Topics to Cover

▶ **Sample Information**

- History of Mentoring
- Program Procedures
- Differences in Mentors or Mentee Expectations
- Personality Differences

I. Welcome and introductions

II. Introduction to your mentoring program (very brief)

III. Overview of mentoring

IV. The mentoring relationship

V. Program structure, policies and procedures

VI. Specific topic (for your particular program)

VII. Goal Setting

VIII. Logging requirements, mentee participation agreements, when to ask for help.

Teaching and Modeling Relationship Skills

ONE IMPORTANT BENEFIT mentees gain from the experience of having a mentor is a chance to experience a healthy relationship.

- A program manager's role is to facilitate and promote the modeling of healthy relationships
- This is done throughout the process of finding and matching new mentees with mentors, and it continues once the match has been made through monitoring and supervision.
- Finally, by facilitating the closure process effectively, program managers can ensure that mentees exit the mentoring relationship in an equally healthy manner.

Teaching and Modeling Relationship Skills: Domains for Skill Development

- ▶ Mentoring programs can develop relationship skills among youth through three domains:
 1. PROGRAM STRUCTURE
 - EXAMPLE: By implementing all the proper procedures of a mentoring program
 - EXAMPLE: If a program manager has mentors and mentees get to know each other for the first time in a group setting rather than one-on-one you reinforce the idea that young people should become familiar with adults before they spend time alone with them.
 2. INTERACTIONS WITH POTENTIAL AND EXISTING MENTEES
 3. EXPECTATIONS OF YOUTH

Teaching and Modeling Relationship Skills: Domains for Skill Development

- ▶ Mentoring programs can develop relationship skills among youth through three domains:
 2. INTERACTIONS WITH POTENTIAL AND EXISTING MENTEES
 - EXAMPLE: When mentors and program managers follow through with their commitments to mentees, youth learn that follow through is important and that there are adults that can be counted upon.

Teaching and Modeling Relationship Skills: Domains for Skill Development

- ▶ Mentoring programs can develop relationship skills among youth through three domains:

3. EXPECTATIONS OF YOUTH

- EXAMPLE: When program managers and mentors ask mentees for their input or permission in what happens to them, young people learn that their needs and feelings are important in a relationship.

Teaching and Modeling Relationship Skills: Specific Relationship Skills

- ▶ **Choosing positive relationships:** One of the key relationship skills that youth must develop in order to have positive future relationships is the ability to discern which of the people they encounter will enrich their lives versus those that will create negative dynamics for them.

Teaching and Modeling Relationship Skills: Specific Relationship Skills

- ▶ **Telephone skills:** For youth of all ages, using the telephone can sometimes be intimidating.
 - Many young people are not good at returning calls, leaving messages, or using proper phone etiquette
 - Patience is important to building trust.
 - mentors model good phone skills by taking responsibility for staying in touch with the mentee and helping them to feel comfortable using the phone, as a result, youth become more at ease with the relationship.

Teaching and Modeling Relationship Skills: Specific Relationship Skills

- ▶ **Following through with commitments and appointments:** Young people are still learning to manage their time, and they often do not know how to take an active role in what they do.
 - Youth usually do not keep calendars, and sometimes they are forgetful. It is important that mentors not take this personally.
 - mentors should look for ways to set up appointments and commitments that will be easy for the mentee to follow.

Resources

- ▶ Mentoring Related Forms and Information
 - Mentoring Technical Assistance
 - Career Mentoring Technical Assistance
 - Recommended Best Practices

- ▶ Mentoring Program Development Resources
 - “Starting a Mentoring Program”
 - Program Risk Self-Assessment
 - Responsible Mentoring

Next Steps and Questions & Answers

- ▶ Available hard copy resources upon request:
 - Both PPT presentations
 - Referenced materials
 - Training guide for recruiting students/youth/mentees
 - Sample Training Activities and Guide for engaging with mentees
 - Volunteer screening for prospective mentors
 - Sample Memo of Understanding
 - Program Evaluation
 - Research Literature
 - Mentor and Mentee forms
 - Mentor/Mentee Reflection & Goal-Setting Worksheet
 - Match Worksheet
 - Mentor/Mentee Tracking Form

Next Steps and Questions & Answers

- ▶ Onsite Training (training fee and approval required)

Mentor Training Resources and Sources of Information

- ▶ Cornell Youth and Work Program: Preparing Youth for the Future. *Mentoring Youth at Work: Mentor and Youth Voices and Trainer Guide*.
- ▶ Cannata, A., Garringer, M., Rummell, C., Arevalo, E., & Jucovy, L. (2008). Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities: *Training New Mentors*.
- ▶ DuBois D.L., Holloway B.E., Valentine J.C., & Cooper H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology, 30, 157-197*.
- ▶ DuBois, D.L., Neville, H.A., Parra, G.R., & Pugh-Lilly, A.O. (2002). Testing a new model of mentoring. In J.Rhodes (Ed.), *New directions for youth development: A critical view of youth mentoring (pp. 21-57)*. SanFrancisco: Jossey-Bass.

Mentor Training Resources and Sources of Information

- ▶ Hobbs, N. (1982). *The troubled and troubling child*. San Francisco: Jossey-Bass. Rhodes, J.E., Grossman, J.B., & Resch, N.L. (2000).
- ▶ Agents of change: Pathways through which mentoring relationships influence adolescents' academic adjustment. *Child Development, 71, 1662-1671*.
- ▶ Tierney, J.P., Grossman, J.B., & Resch, N.L. (1995). *Making a difference: An impact study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures.
- ▶ Walker, G. (2000). The policy climate for early adolescent initiatives. *Youth development: Issues, challenges and directions*. Philadelphia: Public/Private Ventures, 65-80.
- ▶ Werner, E. E., & Smith, R.S. (2001). *Journeys from childhood to mid-life: Risk, resilience, and recovery*. Ithaca, NY: Cornell University Press.

Mentor Training Resources and Sources of Information

- ▶ Freedman, M. (1993). *The kindness of strangers: Reflections on the mentoring movement*. San Francisco: Jossey-Bass.
- ▶ Grossman, J.B., & Rhodes, J.E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology*. 30 (2), 199-219.
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- ▶ Hamilton, S.F., & Hamilton, M.A. (2004). Contexts for mentoring: Adolescent-adult relationships in workplaces and communities. In R.M. Lerner & L. Steinberg (Eds.) *Handbook of adolescent psychology* (pp. 395-428). New York: Wiley.