

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

SESSION A: MENTORING BASICS

Presented by

Annette Gantt, President

December 9, 2010

Session A: Mentoring Basics

2:30 pm – 2:45 pm

Earth Conservation Corps: History & Mission
Icebreaker-Introductions

2:45 pm – 3:15 pm

Why Mentoring?
Roles of a Mentor
Characteristics of an Effective Mentor
Boundaries
Why Mentor/Mentee Relationship End

3:15 pm – 3:45 pm

Workplace Mentoring
How Mentors Teach
What Youth Learn
Summary
References and Resources

3:45 pm – 4:00 pm

Wrap-up, Q&A (15 minutes)

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

Mentoring basics



“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)

Icebreaker: Who I Am

- ▶ Five volunteers to take 3 minutes to answer the following five questions
- ▶ I will interrupt you in order to stick to the 3-minute time limit per participant
 1. My name is...
 2. At work, I...
 3. One thing about me that is important for people to know is...
 4. One of my worries about being a mentor is...
 5. The most important thing I hope my mentee will gain is...

Why Mentoring?

- ▶ Mentoring has become a visible and popular strategy for supporting the development of disadvantaged youth (The policy climate for early adolescent initiatives. *Youth development: Issues, challenges and directions*. Philadelphia: Public/Private Ventures, 65-80. Walker, 2000).
- ▶ Research has born out the common-sense expectation that introducing a caring adult into the life of a young person in need can have significant benefits. (Act for Youth Upstate Center of Excellence, Research Facts & Findings, A Collaboration of Cornell University, University of Rochester, and the New York State Center for School Safety, August 2005)

Roles of a Mentor

A Mentor is ...

- ▶ an older, more experienced and skilled person who seeks to further the development of **character and competence** in a mentee;
- ▶ a mentor helps a mentee **develop progressively more complex skills and tasks** in which the mentor is already proficient;

Roles of a Mentor

A Mentor is ...

- ▶ a mentor provides guidance through **demonstration, instruction, challenge, and encouragement over an extended period of time;**
- ▶ mentor and mentee develops a special **bond of mutual commitment;**
- ▶ mentor and mentee relationship is one of **mutual respect, loyalty, and identification.”**

(Urie Bronfenbrenner, Cornell Youth and Work Program: Preparing Youth for the Future)

Roles of a Mentor:

Characteristics of an Effective Mentor

- ▶ An effective workplace mentor is:
 - willing and able to commit the necessary time to a mentee;
 - interested in helping and teaching a mentee;
 - able to communicate effectively with a mentee;
 - able to see mentoring as an opportunity rather than an “assignment;”

Roles of a Mentor:

Characteristics of an Effective Mentor

- ▶ An effective workplace mentor is:
 - sensitive to culturally diverse backgrounds;
 - capable of encouraging, supporting, motivating and leading others; and
 - willing to share constructive criticism and feedback in a supportive, sensitive and patient manner

Role of a Mentor: *Boundaries*

- ▶ the office of youth will need to establish the expectations for the mentoring program and even the role of its mentors
- ▶ “A mentor is... is an excellent definition to use to establish mentor/mentee boundaries
- ▶ It is unrealistic and unnecessary to expect to develop the same depth or type of relationship with each mentee

Role of a Mentor: *Boundaries*

- ▶ Remember that your role as a workplace mentor is to support and orient mentees to the workplace
- ▶ Steer clear of:
 - asking personal questions;
 - acting as a counselor or therapist;
 - giving personal advice; and/or being judgmental
- ▶ Focus on being friendly and supportive, a good listener and a positive role model.

Role of a Mentor: *Boundaries*

- ▶ decisions about the extent of the relationship will vary among mentors and mentees
- ▶ mentors need NOT see themselves as substitute parents to be good mentors
- ▶ mentoring is a moral act – people do it because they care – mentors can help young people engage in moral issues

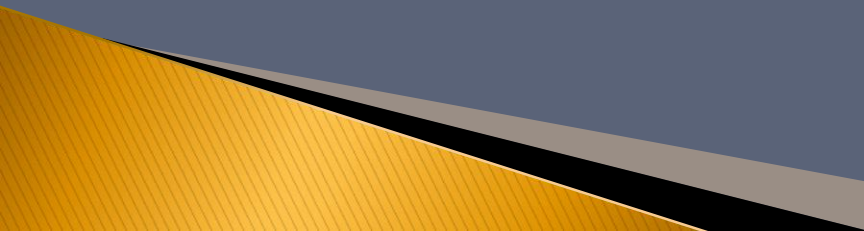
Role of a Mentor

- ▶ Points for mentors to keep in mind:
 - Depending on personal circumstances, and/or background, mentors may need to help mentees solve personal issues
 - Mentors should avoid cutting mentees slack and creating unrealistic workplace expectations
 - Help mentees learn how to become good decision makers
 - Mentees have their own reality and often view their relationship with their mentor differently than do the mentors
 - It is important to make appropriate referrals
 - Mentors need to know “whom to call, when...”
 - It take time to build relationship
 - Set clear boundaries

Why Mentor/Mentee Relationships End

- ▶ mentor or mentee abandonment;
- ▶ perceived lack of mentee motivation;
- ▶ unfulfilled expectations;
- ▶ deficiencies in mentor relational skills, including the ability to bridge cultural divides;
- ▶ family interference;
- ▶ Inadequate organizational/department support

Workplace Mentoring

- ▶ it is important for mentors to make decisions about what they teach as well as how they teach
 - ▶ all youth should have the opportunity to gain character and competence through their work experiences
 - ▶ employers often value non-technical skills the most, e.g., punctuality, reliability, diligence –
- 

Workplace Mentoring

- ▶ employers believe people who have demonstrated personal and social competence can be trained in technical skills
- ▶ personal and social competencies that employers seek are applicable and transferrable outside the workplace

How Mentors Teach

▶ Demonstrate

- model behaviors while mentees watch
- Set up situations where mentees will learn the task from another person

▶ Explain how

- Put what you do into words
- Point out things that may not be obvious to beginners
- Define performance criteria
- Point out what problems are likely to occur and what to do about them

How Mentors Teach

▶ Explain Why

- Provide information about business management or scientific principles underlying a procedure, behavior, etc.
- Explain how the task relates to other tasks, how behaviors relate to performance expectations, etc.
- Point out consequences of performance, behaviors, etc.

How Mentors Teach

- ▶ Monitor Mentee's Performance
 - Observe what the mentee does
 - Ask questions about activities that have not been observed
 - Give clear and timely feedback

What Youth Learn

- ▶ Technical Competence: Do the Job Right
- ▶ Personal Competence: Act Responsibly
- ▶ Social Competence: Participate in the Organization

What Youth Learn:

Technical Competence: Do the Job Right

▶ Organize Work Tasks

◦ Plan

- work on techniques that will cause your mentee to have her work done by due date, e.g., putting tickling reminders in her calendar, teaching her to check her calendar at least twice a day
- Discuss goals for the week, progress made on projects and provide constructive feedback, review expectations

◦ Schedule

- establish standard times for one-on-one mentee meetings (or if mentoring 2-3* mentees group meetings)
- make a list of projects due daily or weekly; set deadlines; create “to do” list and place them on your calendars

What Youth Learn:

Technical Competence: Do the Job Right

▶ Organize Work Tasks

- Prioritize

- Help establish the sequence and order to complete work assignments

- Keep things in order

- shows the mentee how to efficiently organize their work and how to file items (if applicable)

What Youth Learn:

Technical Competence: Do the Job Right

▶ Perform Job Tasks

- Teach mentees how to complete their work assignments accurately
- explain and use proper procedures and techniques; so that the mentee understands the principles
- Teach and demonstrate the highest customer service skills to mentees when dealing with internal and external customers

What Youth Learn:

Technical Competence: Do the Job Right

- ▶ Meet Productivity Standards
 - Teach mentees how to work quickly and efficiently
 - Teach mentees how to complete the quantity of work expected

- ▶ Meet Safety Standards
 - Make certain that mentees use safety devices and clothing
 - Teach mentees how to follow precautions to reduce/prevent accidents
 - Have mentees attend safety courses; teach mentees restrictions
 - Teach mentees how to be careful

What Youth Learn:

Personal Competence: Act Responsibly

▶ Self-Confidence

- Reward/provide timely feedback to ensure mentees act with measured confidence
- Create an environment that mentees are safe to ask questions and/or for help
- Recognize when mentees convey competence to co-workers and customers

What Youth Learn:

Personal Competence: Act Responsibly

- ▶ Drive - mentors should help mentees learn
 - How take initiative and to work independently (when/if appropriately)
 - ask questions and seek help in a timely fashion
 - To be comfortable to suggest improvements and identify potential problems
 - Take responsibilities for continued learning
 - Respond to suggestions for improvement; recognize mistakes

What Youth Learn:

Personal Competence: Act Responsibly

▶ Career Planning

- expose your mentee(s) to as many diverse work experiences, especially those involving his/her career aspirations
- help your mentee(s) understand the requirements of the position, including education, tasks and responsibilities
- allow your mentee(s) to shadow, including attending meetings, to gain an understanding of all aspects of the position

What Youth Learn:

Social Competence: Participate in an Organization

- ▶ **Systems: Understand the Organization**
 - Mentors should help mentees understand the roles of people and their connections
 - Mentors should explain the importance of providing customer service to both internal and external customers and who those customers are

What Youth Learn:

Social Competence: Participate in an Organization

- ▶ Rules: Adhere to Professional Norms
 - Explain professional ethics of honesty, the importance of using time and resources in appropriate ways; maintaining confidentiality and privacy, propriety rights, etc.
 - Expect mentees to adhere to scheduled work hours, to be punctual and reliable, call in if running late, appropriate dress, language, and to maintain an organized and clean work space

What Youth Learn:

Social Competence: Participate in an Organization

- ▶ Teamwork: Cooperate with Others
 - Teach mentees professional behavior
 - Teach and demonstrate to mentees how to work effectively within a team structure
 - Allow mentees to participate in group meetings

What Youth Learn:

Social Competence: Participate in an Organization

- ▶ Communication: Give Clear Messages
 - Help mentees learn the appropriate technical vocabulary, if applicable
 - Teach mentees how to write clear reports, to listen actively to understand information or directions, and to ask questions to learn, clarify and solve problems

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!

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.

Wrap Up and Questions & Answers

Session B: Preparing Mentees for Success – December 16th

2:00 pm – 2:15 pm

Icebreaker

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

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.
- ▶ Hamilton, M.A., & Hamilton, S.F. (2005). Work and service-learning. In D.L. DuBois & M.J. Karcher (Eds.), *Handbook of youth mentoring* (pp. 348-363). Thousand Oaks, CA: Sage.
- ▶ 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.

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.