Workplace Mentoring

IMPACT Webinar Series

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Moderator & Featured Speakers

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MENTOR Overview – www.mentoring.org

MENTOR’s Mission is to fuel the quality and quantity of mentoring relationships for America’s young people and to close the mentoring gap for the one in three young people growing up without this critical support.

• Nationally recognized field leader with more than 25 years of experience
• Demonstrated results and impact grounded in a community responsive approach
• Proven ability to help unlock new public and private dollars and engagement in mentoring
• Successful cross-sector and collective impact convener
• Member of the Social Impact 100, America’s 100 top-performing nonprofit organizations
Sampling of MENTOR’s National Program Network
Sampling of MENTOR’s Public/Private Partnerships
MENTOR’s National Footprint

26 affiliates serve as catalysts of the state/local mentoring movement
The Need for Mentoring

One in three young people are growing up without a mentor.

This is the mentoring gap in America.

46 Million
All young people ages 8-18

22 Million
Young people with no risk factors

15 Million
Had a mentor
2.4M structured
12.6M informal

7 Million
Never had a mentor

24 Million
Young people facing risk factors

15 Million
Had a mentor
4.5 M structured
10.5M informal

9 Million
Never had a mentor
The Mentoring Effect

WITH A MENTOR, AT-RISK YOUTH ARE:

- **55%** more likely to be enrolled in college
- **78%** more likely to volunteer regularly in their communities
- **130%** more than twice as likely to say that they held a leadership position in a club or sports team
- **90%** Respondents who had a mentor said they are now interested in becoming mentors

Research has consistently shown that mentoring has a positive effect in improving outcomes for young people with mentors versus those that do not.
Overview of the Workplace Mentoring Supplement to the Elements of Effective Practice for Mentoring
Supplement Sponsor

JPMorgan Chase & Co.

Authors

- Dr. Janis Kupersmidt – iRT
- Dr. Rebecca Stelter – iRT
- Michael Garringer – MENTOR

Working Group

- Dan Tsin – Urban Alliance
- Matt Ybarra – General Motors Student Corps
- Janelle Duray – Jobs for America’s Graduates
- Helen Russell – Apprentice Learning
- Wanda Rogers – MentorABILITY
- Lillian Eby – University of Georgia
- Jim Schroder – Spark
- Linda Rodriguez – JPMC/The Fellowship Initiative
- Guy Saint Juste – Year Up National Capitol Region
- Corey Manning – YouthBuild USA
- Stephen Hamilton – Cornell
- Mary Agnes Hamilton - Cornell
4.6 MILLION: The number of young people in this country who are neither in school nor working.

Over the last 20 years, Urban Alliance has become one of the leading advocates of youth employment programming targeting high school students. The main elements of our programming include:

- **Skills**
- **Mentors**
- **Internships**
Spark engages communities to provide career exploration and self-discovery opportunities that help middle school students understand, experience and pursue what's possible.
Why we developed the supplement

- *Elements of Effective Practice for Mentoring* can’t fully address every type of program or youth need

- Workplace mentoring for youth and young adults has grown in popularity for a variety of reasons (e.g., talent pipelines, onboarding and retention, etc.)

- Workforce programs are increasingly using mentors to support both job-specific and soft skills for young workers

- Programs working with a wide range of ages and correlating outcomes—what are the good practices that cut across all?
How we developed the supplement

- Extensive literature review of 198 articles, emphasizing experimental research
  - 109 were articles published in peer reviewed journals
  - 58 featured results of formal program evaluations
  - 11 for K-5 or MS, 43 focused HS, and 74 focused on young adults/adults
  - 34 featured examinations of natural mentors in workplace and academic settings, rather than mentors supplied through a formal program. A small handful addressed both.

- Lack of rigorous evaluation of effectiveness
Translating into practice

- Working group...
  - Suggested practices they felt were critical to their work
  - Confirmed, clarified, or, in some cases, rejected suggested practices from the research literature
  - Reviewed and approved the final recommendations

- August release, for the full resource

- Checklist of all the recommendations available now!
Major Themes

- Good evidence that mentors are extremely impactful in helping youth explore and integrate into the world of work.
- Positive impacts on compensation, promotion, fringe benefits, job satisfaction, commitment and intent to stay in a job, and overall career satisfaction and identity (to name just a few)
- Mentors offer job-specific skill building and psychosocial support
- Complex partnership structures and logistics
- Mentors wear many hats (but programs can mitigate this)
Recruitment & Screening

Recommendations around Characteristics of Workplace Mentors

- Program recruits **mentors who have an interest in building a relationship** with mentees and not just teaching them technical skills.
- Program identifies and recruits mentors from within the company who have **good communications and social-emotional skills**.
- Screening around: **Motivations, time and work tasks, level in the company**

Recruiting Businesses

- New **B.1.8 WORKPLACE:** Mentoring program should carefully consider whether the company will provide the **time, effort, resources, and supports** needed to successfully host or execute the workplace mentoring program.
- But also an emphasis on employee retention, happiness, etc.
National Mentor Impact, 2017-2018

Social Emotional Skills
80% of Mentors report learning skills at Spark that will help them do their job better.

Social Capital
95% of Mentors report an increased sense of responsibility for contributing to local communities after their involvement with Spark.

Performance & Engagement
87% of Mentors report feeling more comfortable working with people that are different from them because of their involvement with Spark.
Training

Train mentors around:
- Welcoming youth to the worksite
- Goal setting and activity choices
- Relationship development and offering social-emotional support
- Giving feedback
- Managing job tasks and mentoring simultaneously
- Ethical issues
- Safety/equipment
- Seeking help when needed

Train youth around:
- Competencies/general skills
- Logistics/participation
- Workplace norms
- Rules/safety
- Engaging in relationship
- Seeking other “natural” mentors
- Asking for help/advocating for self
- Identity development as a worker
Weekly Curriculum Guide

Public Speaking

This Week’s Mentorship Goal:
Practice the skill of Public Speaking to present your project clearly and with confidence.

Definition: Public Speaking!
In your pair or small group, read the following definition together and complete the activities that follow.

Public Speaking (def.):
The skill of presenting your ideas in a clear and organized way.

Today, we’re going to look at three steps of public speaking:
• Planning what we want to say
• Practicing so we’re prepared to present
• Presenting our ideas clearly and with confidence

Discussion: Public Speaking in Real Life! (10 minutes)
☐ What are your feelings about public speaking? Does it make you nervous? Do you enjoy it?
☐ Go to YouTube and search “2016 Pitch 90 First Place” and then discuss how the speaker follows the 3 steps of public speaking.

Project Challenge: Pitch Your Project! (20 minutes)
Today you’ll create and practice an informal pitch to share with people who visit your display at Share Your Spark (think: science fair) to learn about your project. The pitch will show the hard work you’ve done and teach others what you’ve learned.

Step 1: Plan
Plan ahead to be organized and say everything you want to. Write brief notes for a 2-minute pitch, including:
• Mentor/Student: Who each of you are
• Student: What your project is about and why you chose this project
• Student: What you learned by completing the project and what you got from your experience in Spark
THE VALUE OF SOFT SKILLS

97% of principals believe social and emotional skills will improve academic achievement

80% of employers say social and emotional skills are the most important to success

*Source: A Nation at Hope, Aspen Institute
WORK BASED LEARNING AND SKILLS

- Practice in a real world setting
- Mentors
- Deliberate training
Matching & Initiation

Recommendations around:

- Youth interests and preference
- Mentor skills, job tasks, and position relative to mentee
- Supervisor engagement
- Onboarding to the site
- Clarifying logistics and schedules for programs that meet in a variety of settings
Monitoring & Support

Recommendations around:

- Check ins and giving feedback
  - Job performance
  - Soft skill application
  - Progress on goals
  - Relationship itself

- Referrals to other training or skill-building opportunities

- Networking/social capital
WHAT ARE SOFT SKILLS?

Adaptability  Self-Control
Accepting Feedback  Teamwork
Communication  Time Management
Conflict Management  Attitude
Critical Thinking  Dependability
Problem-Solving  Self-Motivation

Interpersonal Skills
**MEASURING SKILLS**

**Example:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Skill</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Verbal</td>
<td>Intern speaks with appropriate speed, volume and clarity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intern articulates thoughts and ideas in a way that is understood by co-workers.</td>
</tr>
<tr>
<td></td>
<td>Written</td>
<td>Written work is free of errors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intern uses proper format in emails, memos and presentations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intern can communicate concepts and thoughts effectively in writing.</td>
</tr>
</tbody>
</table>
Quality Monitoring

Electronic Check-Ins
- Relationship Strength
- Project Fit

Interview Check-Ins
- Relationship Strength
- Evidence of balanced student and mentor leadership
- Project Scope
Closure

Recommendations around:

- Confidentiality
- Future employment (notification)
- Explicit planning with mentor support
- Ongoing contact/reference support
- Celebration event that grows program support
- Showing off projects or product
- Networking (again)
Additional Resources from MENTOR

- **Online Philanthropic Community of Practice**
  - Online portal for corporations, foundations and donors to connect & share resources

- **Mentoring Connector**
  - National database of mentoring opportunities

- **National Mentoring Resource Center**
  - National clearinghouse of tools, resources and practices

- **Collaborative Mentoring Webinar Series + IMPACT Webinar Series**
  - Free webinars by practitioners for practitioners

- **Elements of Effective Practice for Mentoring (including supplemental guides)**