# *Collaborative Mentoring Webinar Series*

# Group Mentoring:
# Models and Practices

# *February 21, 2019*

# 2018-2019 Collaborative Mentoring Webinar Series Planning Team

The Collaborative Mentoring Webinar Series is funded by the **Office of Juvenile Justice and Delinquency Prevention** through the National Mentoring Resource Center and facilitated in partnership with MENTOR: The National Mentoring Partnership

# Good to Know…

**One week after the webinar, all attendees receive an email with:**

- Instructions for how to access a PDF of presentation slides and webinar recording

- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings and resources are posted

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# Participate in Today's Webinar

- All attendees muted for best sound

- Type questions and comments in the question box

- Respond to polls

- Who is with us today?
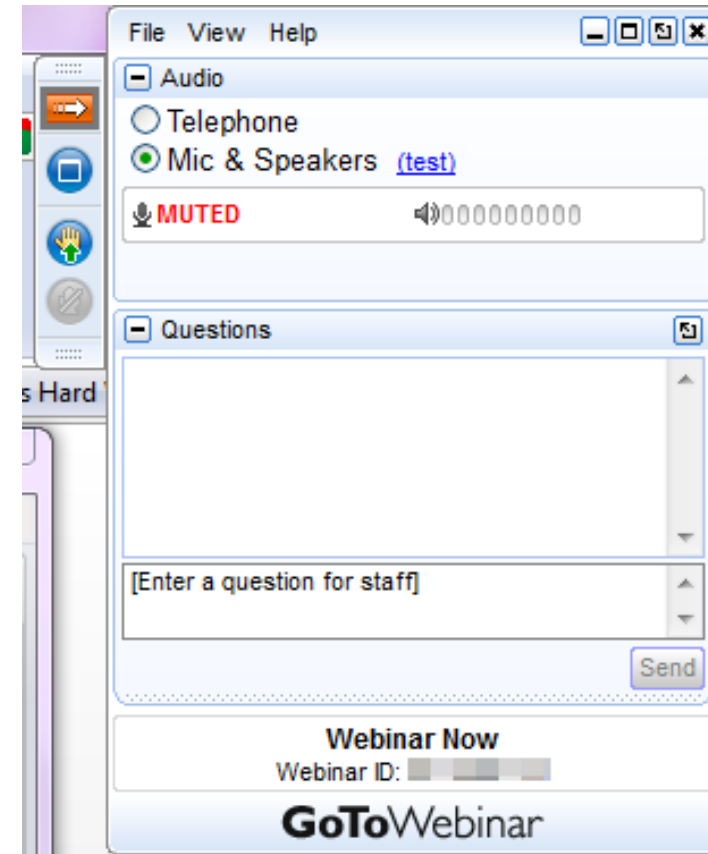
# Today's Webinar

• Nancy Deutsch, Ph.D., University of Virginia & Young Women Leaders Program (YWLP)

• William Figueroa, Los Angeles Team Mentoring

• Jerry Sherk, M.A., California Mentoring Partnership, Mentor Management Systems

**Q & A throughout the presentation**

**(use the Q & A panel)**

# Nancy Deutsch



- Professor, University of Virginia Curry School of Education

- Director, Youth-NEX: UVA Center to Promote Effective Youth Development

# William Figueroa



- Director of Programs for L.A. Team Mentoring

- Began his career over 20 years ago working with foster and probation youth

- Co-Chair for the Los Angeles Mentoring Partnership

# Jerry Sherk

- Worked in the field of youth mentoring for over two decades

- Ran group mentoring programs in San Diego City Schools for six years

- Full-time consultant and trainer for youth mentoring programs

# Today's Topics

- Discussion of Various Group Models

- How to put the "Mentoring" into Group Mentoring

- Research Results on Young Women Leadership Program (a 1:1 and Group Mentoring Effort)

- Resources for Program Development

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# What is Group Mentoring?

- 1 or more mentors w/ 2 or more mentees

- There are countless ratios of mentors to mentees, and a variety of group models, including peer to peer

- There are also many "loosely structured" programs with "roaming mentors" or "team mentors"

# Benefits of Group Mentoring

1. Can potentially cut down on staffing time and costs; fewer mentors can serve more mentees

2. Can attract volunteer mentors that may have an affinity for group work

3. Reduces risk factors, as mentoring is done onsite

4. Can produce an array of positive outcomes for youth (behavioral, emotional, academic, etc.) …effective across a wide range of youth participants (ages, ethnicities, etc.) (Kuperminc, 2016)

# Potential Cautions & Hurdles
# Group Mentoring

1. Does not typically offer the intimacy of 1:1

2. Sometimes little "mentoring" included

3. Developing curriculum & activities / keeping program fresh

4. Mentor and mentee attendance and engagement

# E.E.P.'s Focus on 1:1,
## but Group Programs can Extrapolate
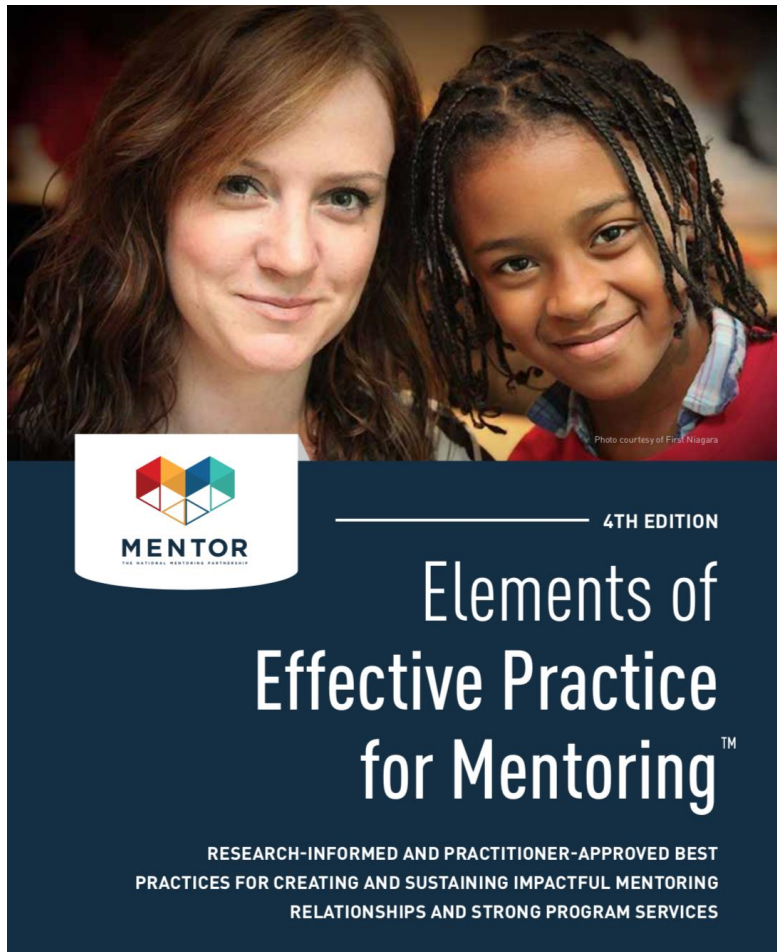


- Recruiting
- Screening
- Training
- Matching
- Monitoring & Support
- Closure

# Training "Roaming Mentors," "Team Mentors" & Lightly Structured Programs

- Even lightly structured programs should provide training on mentoring concepts and practices and communication skills

- Train on the basic concepts of mentoring, such as importance of relationships, finding mentee strengths, and problem solving--asking questions instead of telling mentees what to do

- Consider adding one or more strategies on the following slides…

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# Consider 2 or More Mentors for Each Small Group

1. Two mentors can be matched for:

   - young / old;

   - inexperienced / experienced;

   - introvert / extravert, etc.

2. Two mentors help maintain mentee focus & discipline

3. If one mentor absent, small group stays together (enhances relationship building, group cohesiveness, feelings of safety and confidentiality)

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# Putting the "Mentoring" into Group Mentoring

To include actual mentoring into groups, consider the acronym

"REAL"

R: **Relationships** – same participants working together

E: **Expression** – provide mentees with a safe place to express who they are.

A: **Actualization** -- focus on mentee growth and development via their dreams and goals

L: **Lessons –** curriculum that enhances the R.E.A (above)

**Relationship Development:**

- Same mentors working with the same mentees over time (and the same mentees in the small group setting)

- Recruiting mentors who are committed, energetic, and relatable to the mentees

- Train mentors on relationship development, and group facilitation

- Encourage mentors to find 1:1 moments

**Provide Opportunities for Expression**

- Sometimes programs that are 100% activity focused leave this element out

- Consider small group check ins: "Good News/Bad News" / "Highs and Lows"

- Expression also comes through artistic, creative exercises and projects

# **E**xpression: "Good News/Bad News"

- Also called "Highs and Lows," etc.

- Allows the mentees to reveal who they are, what they are doing, etc. to mentors and peers-—to be real

- Mentors share too, but don't go deeply.

# REAL Group Mentoring
## A = Actualization

**Focus on Self-Actualization**

- Assess each mentees' strengths and also their needs and interests

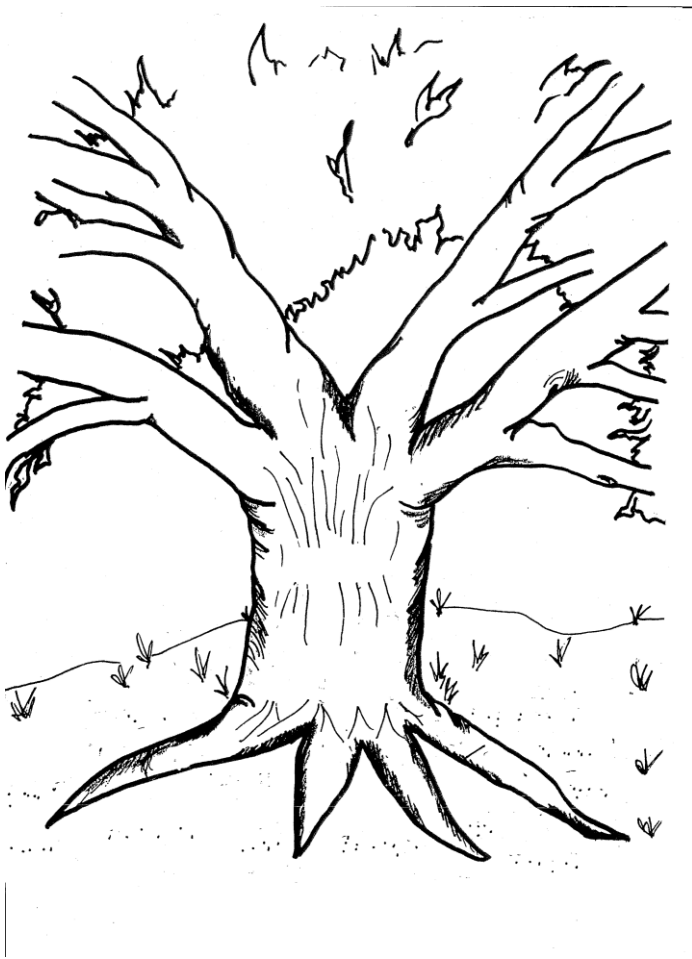- Encourage youth to dream about possibilities and then to set goals

# REAL Group Mentoring
## L = Lessons

**Lessons/Curriculum Can Tie Other Aspects**
**(the R.E.A.)Together**

- Curriculum should be creative fun and interactive

- Lessons can be enhanced by guest speakers and field trips

- Consider developing curriculum themes

# Sample Lesson / Exercise
## "Tree that is Me"



- Ground – what is your foundation?

- Roots – What nourishes you?

- Trunk – What is your biggest strength?

- Big Limbs – What directions might you go?

- Leaves – How do you manage stress?

# Developing Mentoring Sessions
## Session Development Matrix

| Time | Activity | Description |
|------|----------|-------------|
| 0-15 | Ice Breaker | Two Truths & a Lie (Lucy leads) |
| 15-35 | Sharing | Small Groups – Good News/Bad News |
| 35-65 | Edu. Module | Mary Jay speaks 10 min about running a business. Then "Build a Company" exercise |
| 65-75 | Incentives | Pizza / School Supplies |
| 75-85 | Closure | Lucy asks "What have you learned today?" |
| 85-90 | Adjournment | Remind mentees of next meeting date |

# Los Angeles Team Mentoring



- William Figueroa, Director of Programs

- Founded in the aftermath of the 1992 LA riots

- Connects 1300 middle school youth with 330 caring adult mentors weekly

- Operates at 11 Los Angeles Title-I middle schools from 3:00-5:00 PM providing

- Has served over 25,000 at-risk middle school youth

- 3:10/12 mentor to mentee ratio

**LATM**
Los Angeles Team Mentoring

# LATM's 3:10/12 Model

**LATM pairs 3 adult mentors to 10 to 12 mentees per group**

## 1. Teacher Mentors
- Build on an existing student relationships
- Serve as a constant presence for the student on a daily basis
- Improve school engagement

## 2. College Mentors
- Make higher education a more tangible reality for youth
- Closer to the mentees' ages—more relatable
- Serve as a valuable role model

## 3. Community/Corporate Mentors
- Provide varied perspectives in life and career experiences
- Often expand youths' horizons beyond immediate school & neighborhood environment

# How "Team/Group" Benefits Mentees

- **Less intimidating** – students want to make friends and enjoy being with their friends and thus, engage more quickly

- **Power of the peer setting** – mentees are forming their identities--that's why they listen more closely to the opinions of peers—adult mentors can facilitate activities and discussions to move in a positive direction

- **Positive influence of multiple mentors/role models—**in LATM, from 3 life perspectives

- **Curriculum delivery –** our lessons give the mentees the opportunity to open up their worlds, learn new skills, and to stay on a positive path

# Mentor Training

- Recruit mentors that will likely be successful in the group setting

- Train mentors on mentoring basics (just like 1:1 mentoring)

- Additionally, train them on "facilitating group mentoring"
    - Setting group rules and norms
    - Conducting sharing exercises
    - Facilitating group activities
    - Managing discipline problems

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# Mentor Training

**Practice Curriculum Delivery**

# Training Mentors on Mentee Sharing

- "What's good with you today?"

- Determine upfront if you prefer raised hands or an open group discussion

- Follow up with two open-ended questions for every piece of information shared

- Don't force shy kids to share

- Participate in the exercise, but not too deeply

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# Training Mentors on Group Management

- Be aware group with Storm, Norm, Perform and Mourn

- Prepare them for what *could* happen (scenarios)

- Provide them with strategies, e.g.:
  - Remind mentees of group rules
  - Physically approach mentees who are acting out
  - Give warnings
  - Walk the disruptive mentee out of the group
  - Be fair and consistent with rules
  - Start with a clean slate at every session

# LATM Curriculum Areas

- Team Building & Leadership Development

- Self-Awareness & Healthy Relationships

- Health and Wellness

- Conflict Resolution and Anger Management

- Cultural Diversity and Community Service

- Digital Citizenship



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# Mentor Engagement

- From the start, inform volunteers that their attendance is as important as if they were a 1:1 mentor

- Follow up immediately on absences

- Encourage mentors to work together, to help each other accentuate strengths and to bolster any possible weaknesses

- LATM has a mentor meeting after each session-- mentors can discuss their obstacles and successes and it's a place to receive support and encouragement

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# Mentee Engagement

- Assess each mentee's needs, interests and personality and brainstorm the best way to include them in interactive exercises and personal sharing

- Encourage mentors to look at each mentee's participation on an ongoing basis, and to troubleshoot if they are not fully engaged

- Design and implement curriculum and activities that are fun and engaging



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# Young Women Leaders Program Mentoring Training & Support

- Semester-long college course on issues facing adolescent girls & best practices in mentoring
- Year-long weekly "big sister" meeting of mentors and facilitator
- Support and training throughout year from program staff

# Young Women Leaders Program

- Year-long combined group and one-on-one school-based mentoring program

- Pairs college women mentors with 7th grade girls

- Mentor-mentee pairs meet weekly in groups of 8-10 pairs and a facilitator

- Group follows a curriculum on issues facing adolescent girls

- Pairs are expected to spend one-on-one time outside of group - at least 4 hours a month.



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# YWLP Research

- Outcome study
  - Surveys and school records pre/post program
  - Treatment and control groups
- Processes study
  - Observations of mentoring groups
  - Post-program interviews of mentors and mentees
- Longitudinal study
  - Surveys and school records of mentees 5 years after program participation
  - Interviews with highest and lowest quality mentoring dyads

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# Implications for Group Mentoring

- Consider context
- Matching and formation of groups
    - Adult:youth ratios around 1:4
    - Multiple mentors
    - Don't make groups too large
    - Avoid grouping youth with behavior problems
    - Cultural competence
- Mentor training & support
    - Group facilitation
    - Child/adolescent development
    - Ongoing program support
    - Peer support
- Monitor group dynamics
- Structured activities/curriculum

# Combined Group & 1-on-1 Mentoring Process Model



**Initiation**
Group helps create a safe space, reduces discomfort in meeting, and facilitates initial introductions

**Growth**
Curriculum facilitates sharing and discussion of sensitive topics, increasing trust and intimacy

**Maintenance**
Consistent time to meet maintains stability of relationship and support for mentors

*Importance of curriculum in dyad*

Facilitators are attuned to ways the group may hinder the development of the one-on-one relationship and supports pairs experiencing this. Negative influences may include mentors or mentees being distracted by their peers, mentors comparing their relationship to other dyads, and mentors or mentees being uncomfortable speaking in a group setting.

**Figure 1.** Process model: Group influence on the one-to-one relationship over time.

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# Group Processes in YWLP

**Table 3.** Examples and Prevalence of Codes Within High Versus Low Satisfaction Groups

| Code | Example | (%) of Observations in which code appeared at least once | |
|---|---|---|---|
| | | High satisfaction | Low satisfaction |
| *Connection* | | | |
| Caretaking/ support | What can we do to help you?" F asked LS2 [who said she is getting in trouble for talking at school].This led to showers of support [and specific suggestions] from others in the room.... [Lewis1] | 19 (68%) | 11 (48%) |
| Fun | One of the LS's asks [BS1],"oh, its your birthday?"...F says,"I think we should sing!"...They sing the birthday song...At the end of the song, LS2 leans back in her chair, throws her arms out and shakes her hands around yelling, "and many moooooore." [Monroe1] | 20 (71%) | 22 (96%) |
| PDA | LS1 holds BS1's hand as she says her high-lows. [Roosevelt2] | 26 (93%) | 19 (83%) |
| Reaching out | BS7 goes over to talk to a LS who is sitting alone and has been for about 5 minutes. [Roosevelt1] | 22 (79%) | 23 (100%) |
| Sharing | BS4 shares that she was the victim of "cyber-bullying" in high school [Monroe1] | 26 (93%) | 19 (83%) |
| Sharing asking | LS3 asks "when is your wedding?" F/BS1 says "June 27.Thanks for caring about that." (Lewis1) | 23 (82%) | 19 (83%) |
| Sharing commonalities | LS4 [talks] about how she has been watching her little sister...She mentions getting up extra early and making breakfast for her sister. LS5 shares her experience, "I had to do that before my mom died, for two weeks I had to take care of my siblings and they didn't want to listen to me." [Lewis1] | 17 (61%) | 12 (52%) |
| Teasing | LS6 crosses the room and LS2 says "you's a copy catter you know that?" Girls laugh and smile. [Roosevelt1] | 17 (61%) | 14 (61%) |
| Trust building | Next, it is LS3's turn but LS3 says that she "is fine" and doesn't want to act. BS5 prods, "come on, LS3, we're ready for ya!" LS3 shakes her head. BS4 tries again, "oh come on, we've all made fools of ourselves already." F tilts her head to the side and asks, "LS3- are you sure you don't want to?" LS3 nods. [Monroe1] | 21 (75%) | 6 (26%) |

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Table 3. (continued)

| Code | Example | (%) of Observations in which code appeared at least once | |
|---|---|---|---|
| | | High satisfaction | Low satisfaction |
| Nicknames | BS1 called LS1 "sweetie" [Lewis1] | 5 (22%) | 0 (0%) |
| Con-general Disconnection | LS3 walked toward BS3 and they greeted each other with a smile. [Roosevelt2] | 8 (29%) | 16 (70%) |
| Addressing conflict | LS6 walked around the circle … but as she walked by LS5 she smacked her on the head. BS6 said, "LS6, you need to apologize to LS5." [Lewis1] | 6 (21%) | 13 (57%) |
| Disengagement | LS2 talks about her goal and while this is going on there are multiple side conversations. [Roosevelt1] | 10 (36%) | 22 (96%) |
| Confrontation | LS2 replied, "I remember human knot!" LS3 interjects and says, "do you think you have to reply to all the questions! There are others in the group too!" [Roosevelt2] | 10 (36%) | 13 (57%) |
| Isolation | LS4 and BS4 vote with the group, but whisper quietly to one another. [Monroe1] | 12 (43%) | 9 (39%) |
| Processing conflict | [LS1 is talking to the group about how she is having difficulty with being bullied in the school cafeteria, including by girls who are friends with girls in the Young Women Leaders Program group.] LS2 keeps telling LS1 that she needs to do things like sit at another lunch table. This led to a major "lunch" discussion. First F/BS1 asked the group if they could support LS1 and if she could sit at another table…They went through whether LS1 could sit with either of the other [LS's who had her same lunch period]. LS1 had running commentary about how a lot of LS3 and LS4's friends don't like her….After several minutes of conversations about whose group sits on which end of which table, BS2 announced that she could go to [LS1's school] tomorrow and have lunch with LS1. [Lewis1] | 3 (11%) | 4 (17%) |
| Rejection | LS3 said, "I will miss meeting people every week in the group and especially some Big Sisters whom I have started to like a lot! [as she said this LS3 made eye contact with 4 BS's but never looked at BS3, her own BS] [Roosevelt2] | 18 (64%) | 21 (91%) |
| Discon-general | Throughout the activity little sisters continue to giggle. The big sisters do not smile or laugh. [Roosevelt1] | 3 (11%) | 19 (83%) |

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# Self-Reported Outcomes Girls Attributed to YWLP (N = 113)

| CODE | Total Attributed to YWLP | Attributed to Mentors | Attributed to Mentoring Group | Attributed to YWLP Curriculum | Example |
|---|---|---|---|---|---|
| Academics | 41 (36%) | 16 (39%) | 8 (20%) | 8 (20%) | It's changed like because now like I realize that getting really good grades now can help like in the future. So like when I'm in class I like think about like I get caught up with that person talking, then I most likely won't get my work done. |
| Relational Development | 85 (75%) | 24 (28%) | 44 (52%) | 28 (33%) | I think it helped because like I had somebody to talk to. My [mentor] helped me get like – there was this person in [my YWLP] group who I really did not get along with. But she helped me get over that. And like whenever I had a problem she, I could talk to her. And (laugh) I think it helped because there are people in my group that I didn't know and that I'm now friends with. |
| Self-regulation | 75 (66%) | 26 (35%) | 20 (27%) | 29 (39%) | I kind of, like, the way I think about it is how I'm going to solve this problem instead of just getting mad over something that somebody told me. |
| Self-Understanding | 75 (66%) | 29 (39%) | 29 (39%) | 11 (15%) | Oh, because [my mentor] was always telling me like how what I say does like hurt people's feelings and then um everybody in [YWLP] group was telling me how when I say stuff how it comes out like really mean. And so I – it made me realize like it's not just like certain people that feel that way. It's just like a lot of people. And that it's not them feeling mean, being mean to me. It's something I have to work on. |

# Relational Trajectories



High Satisfaction Dyad



Low Satisfaction Dyad
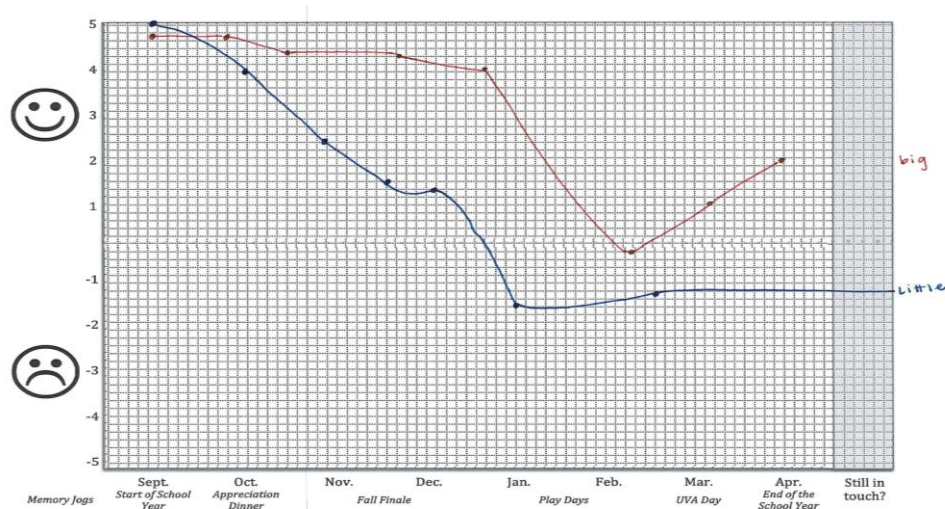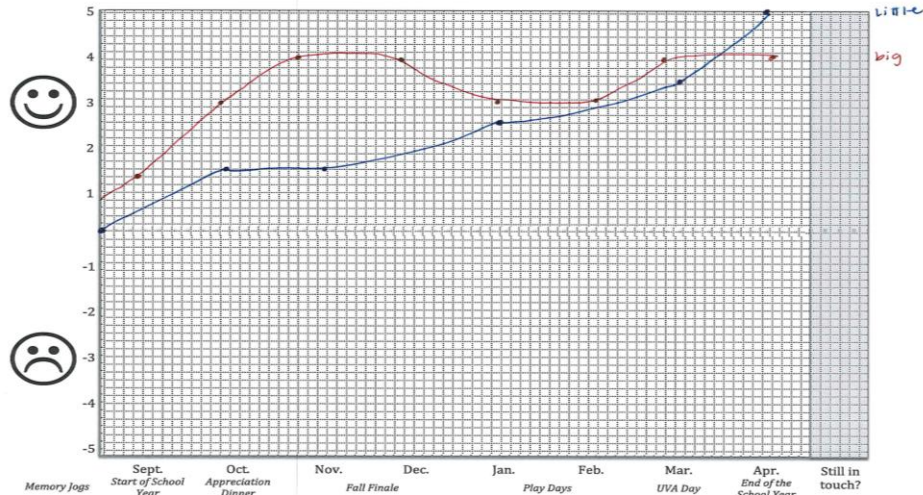
- 5-year longitudinal follow-up

- Interviews and Relationship Graphs with girls and mentors in most and least satisfied relationships (n=37)

- Initial results indicate that "dips" in relational satisfaction almost universal; recovery not so.

# Q&A

Type your questions in the question box:
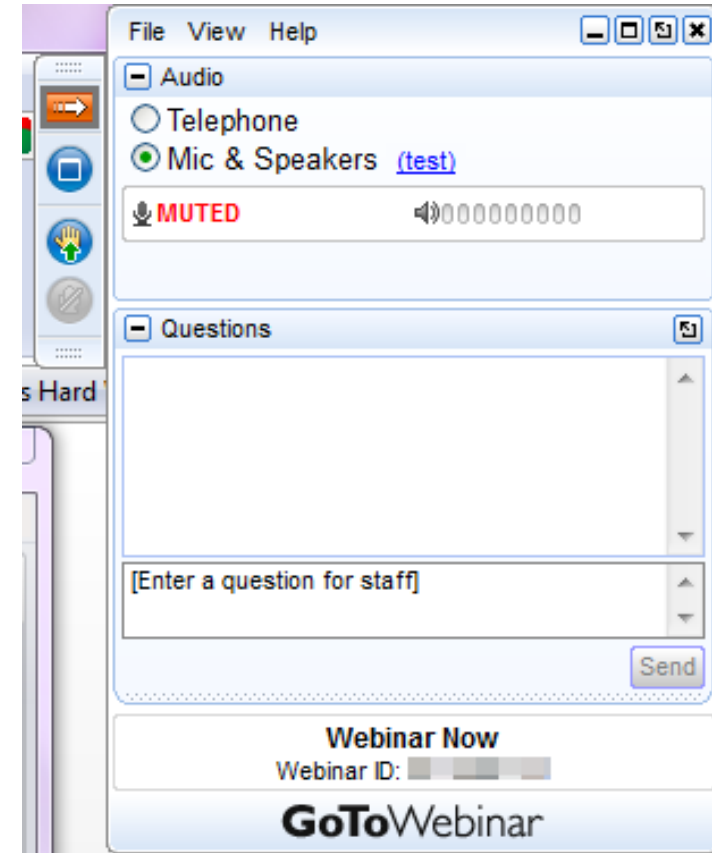
# Group Mentoring Resources

- **Review on Group Mentoring,** at the NMRC site, by Dr. Gabriel Kuperminc, with Mike Garringer *http://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/model-and-population-reviews.html?id=121*

- **Project Arrive**, A Group Mentoring Program of San Francisco Unified  School District: *http://sites.gsu.edu/project-arrive/*

- **Group Mentoring for Resilience, Increasing Positive Development & Reducing Involvement in the Juvenile Justice System** (Evaluation of Project  Arrive for OJJDP) Kuperminc, Chan, & Hale: *https://www.ncjrs.gov/pdffiles1/ojjdp/grants/252131.pdf*

# Group Mentoring Downloads

1. **Designing & Implementing a Group Mentoring Program (10-page workbook)**

2. **Group Mentoring Program Development Matrix**

3. **How group experiences influence mentor–mentee relational development in a combined group and one-on-one mentoring program for early adolescent girls**

4. **Understanding mutuality: Unpacking relational processes in youth mentoring relationships**

5. **Revealing Both Sides of the Story: A Comparative Analysis of Mentors and Protégé's Relational Perspectives**

# Additional Resources

## Affiliates

Affiliates serve as a clearinghouse for training, resources, public awareness and advocacy. Find your local affiliate here: http://www.mentoring.org/our-work/our-affiliates/

## Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector https://connect.mentoring.org/admin

## National Mentoring Resource Center

Check out the OJJDP National Mentoring Resource Center for no-cost evidence-based mentoring resources

# Remember…
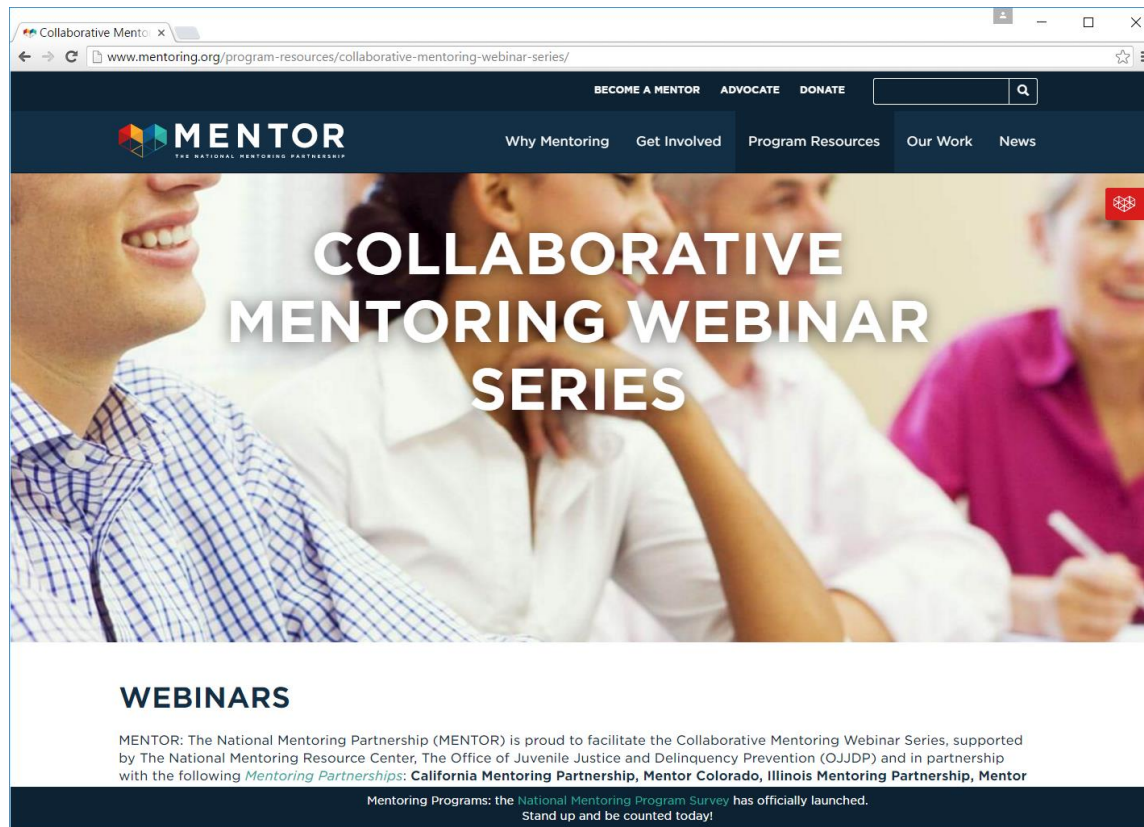
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