

CAREER READINESS TOOLKIT SUMMARY

This summary contains a content comparative analysis of 2 focus groups, pre-survey responses, and piloting feedback. All participants were Juma youth and staff who informed the needs of mentors and mentees engaging in workplace mentoring. The following are central themes influenced the development of the tools included in this toolkit:

RELATIONSHIP BUILDING & COMMUNICATION

A great emphasis was made on the importance of communication in building healthy relationships. The need to develop spaces to be vulnerable and feel safe was a critical factor in the relationship building process. One youth participant mentioned the desire to *“relate to [staff] in some aspects (race, language, sexual orientation, etc)...can make you feel a little more connected.”*

STRONG CONNECTION TO MISSION

A strong sense of connection to the organization’s mission was highlighted throughout the development and implementation of the toolkit. In particular, this strong connection to the mission is a great leveraging tool for the organization to center as they seek to engage everyone across the organization. Anchoring activities to the organization’s mission, vision, and values will support the implementation of tools in developing a mentoring culture.

SOCIAL CAPITAL DEVELOPMENT

A focus on supporting youth to develop necessary transferable skills (or “soft skills”) both professionally and personally was highlighted as a key concept in how mentoring relationships can support youth development. In particular, staff cited that a *“growth mindset and networking”* were concepts staff wanted to engage youth in. It was a common theme across youth and staff that social capital, that include staff members themselves, serve as a supportive structure for youth career exploration and development.

SCAFFOLDING TOOLS

Across the piloting of the toolkit, it was apparent that bringing in resources from previous youth development work further enhanced the impact of the tools themselves. Utilizing resources that already exist within the organization or that youth and staff have used in the past increases the engagement of the tools.



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MENTORSHIP ROLES

The data gathered revealed how roles within career readiness organizations and programs, like Juma, are constructed—which informed how the tools were developed with consideration for all participants. The tools will help youth employees, staff members, and supervisors work towards these definitions.

- **YOUTH EMPLOYEE:** We define this as someone who is between the ages of 16-24 and working in their first job. Youth employees may be referred to as mentee(s) in the toolkit. The role of a mentee is to take guidance, provide and receive feedback, and challenge oneself.
- **STAFF MEMBER:** We define this as someone employed by the organization who directly/indirectly supports all youth employees. Staff members may be referred to as mentor(s) in the toolkit. The role of a mentor is to provide guidance, provide an extended support system, and connect youth to other resources as needed. Within the context of this toolkit, staff members are welcomed to engage in a mentor/mentee relationship if a mutual agreement is reached with a youth employee.
- **SUPERVISOR:** We define this as someone who is employed by the organization, a direct supervisor of a youth employee, and indirectly supports all youth employees including staff members. Supervisors are referred to as mentor(s) in the toolkit. The role of a supervisor is to focus on working with youth employees within the supervisory relationship. Within the context of this toolkit, a supervisor does not need to fill both roles of mentor and supervisor, but can support youth employees in identifying a mentor.

