

Mentoring Mindset



2020

Mentoring Mindset Self-Inventory

Intentional (I See You)

- To what extent did you feel you had someone (outside of a parent or guardian) who knew *you*, your hopes and dreams, your lived experience, when you were growing up? Who are you thinking of?
- How about as an adult? Who sees you for who you are?

Write the names of up to three people who come to mind based on the prompts.

1. _____

2. _____

3. _____

Mentoring Mindset Self-Inventory

Supportive (I Got You)

- Who comes to mind as a person or persons who showed up when you needed them, not just in presence but through active listening and coaching?
- Name a few people who were or are in your corner.

Write the names of up to three people who come to mind based on the prompts.

1. _____

2. _____

3. _____

Mentoring Mindset Self-Inventory

Developmental (I'm Here to Help)

- When you encountered a challenge as a young person or as an adult, who was there to help you navigate what you needed - whether that be outside support or systems?
- Who helped activate your understanding of your rights, voice, and power?

Write the names of up to three people who come to mind based on the prompts.

1. _____

2. _____

3. _____

Mentoring Mindset Self-Inventory

Communal (We are in this Together)

- Who modeled how to build positive relationships with peers?
- What do you think these people learned/affirmed from their interactions with you?

Write the names of up to three people who come to mind based on the prompts.

1. _____

2. _____

3. _____

Mentoring Mindset Self-Inventory Reflection Questions

- Which person(s) did you list the most?
- What did they say or do during their time of connection with you? When were they most engaged - what was their “season of impact” in your life?
- What would you say to the people you listed?
- In what ways are you playing this role to a young person or persons in your life?

A Mentor In Real Life



Defining Mentoring

- Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development¹.

¹ Adapted from DuBois and Karcher, "Youth Mentoring in Contemporary Perspective," in the Handbook of Youth Mentoring, 2nd edition (Sage Publications, 2014).

² This framework assumes that youth can have important mentoring experiences (i.e. mentoring activities) with a variety of persons, including those with whom they do not have a significant interpersonal tie (i.e. mentoring relationship).

Youth Development

- Positive Youth Development Approach
 - Strengths-based opposed to deficit-based approach to youth development
 - Capitalizes on preexisting assets and resources
 - Helps youth develop a positive individual identity and reject negative messages and stereotypes about their abilities
 - Avoids recreating the structure of dominance and supremacy in the mentoring relationship

A MENTOR IS A **CONSULTANT**
ACCOUNTABILITY PARTNER
TRUSTED ADVISER **COACH**
CONFIDANT **CARING ADULT**
COUNSELOR **GUIDE** **GURU**
INSTRUCTOR **TUTOR**

A Mentor

- **A trusted guide or friend.**

Young people today do not get much of an opportunity to be friends with adults, especially those who are going to listen to them

- **A caring, responsible adult.** He or she provides access to people, places and things outside the mentee's routine environment

- **A positive role model.** A mentor may be a *positive* role model. A role model is someone the youth aspires to be like, whereas a mentor is someone who offers to help the youth be whoever he or she wants to be.

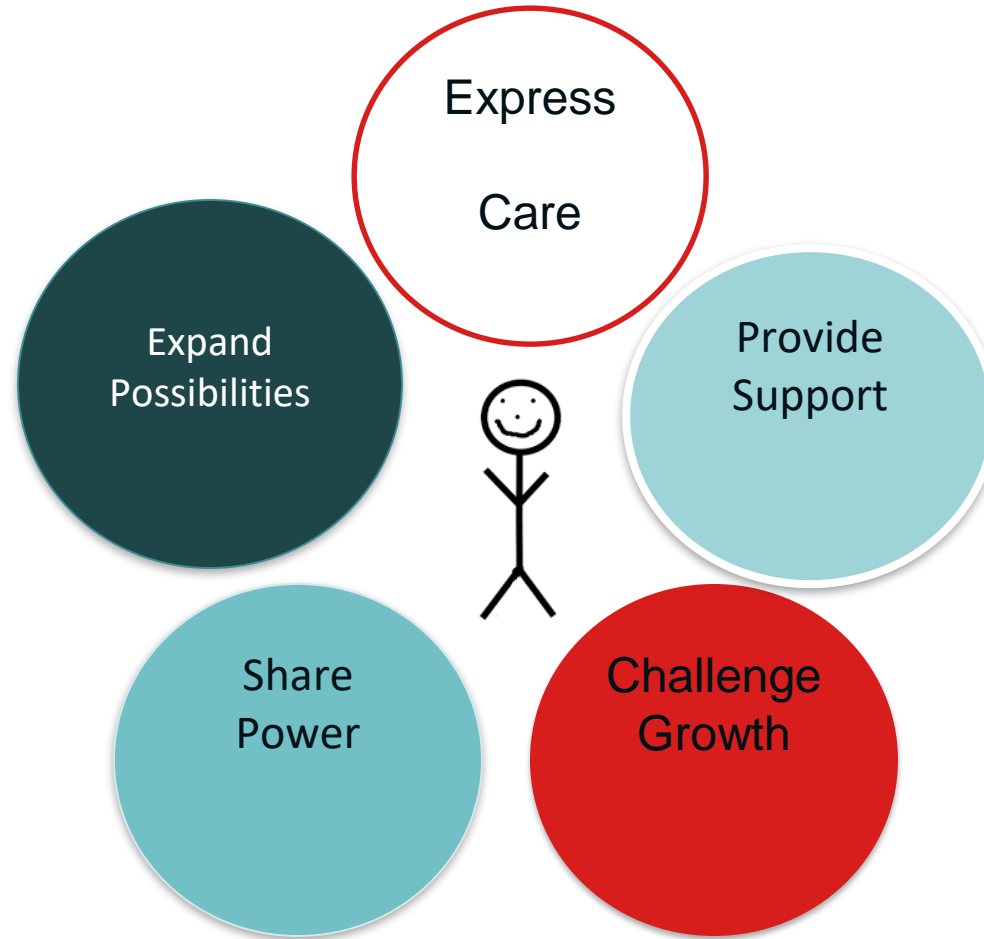
What Mentors Do

- Seek out training to deepen knowledge on relationships
- Become an intentional part of a web of support
- Practice appropriate self-disclosure and intentional closure
- Coach in Questions
- Create Intentional Plans of Action Collaboratively
- Model relationship building and Wellness
- Learn as well as teach

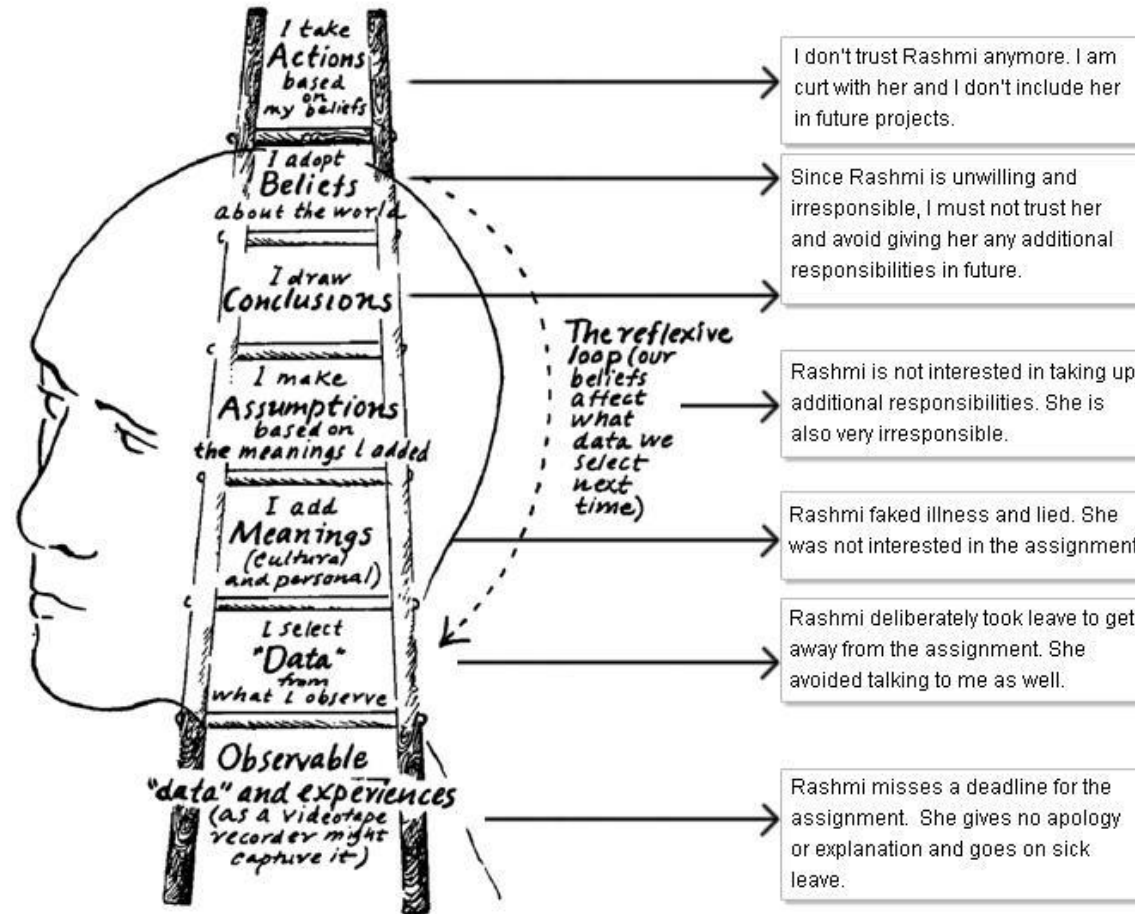
Ongoing Interactions

- Show up consistently
- Get to know them as a person
- Ask questions
- Care, for example, pronounce the youth's name properly
- Actively listen
- Let them take the lead
- Be supportive
- Find resources
- Make connections
- Learn together
- Check in on expanding relationships – what can you do?
- Do No Harm

Developmental Relationships Framework



Ladder of Inference



(Source: The Fifth Discipline By Peter Senge)

4 Things for Mentors to Consider

- Use a “mentoring mindset” to build trust in your mentoring relationships
- Help youth to bring their best selves to where they live, learn, work and play and pursue development and growth opportunities
- Help youth build and expand their web of mentoring relationships
- Support youth with accomplishing personal and/or programmatic goals

Mentoring Mindset



WHAT WE'RE HOPING FOR

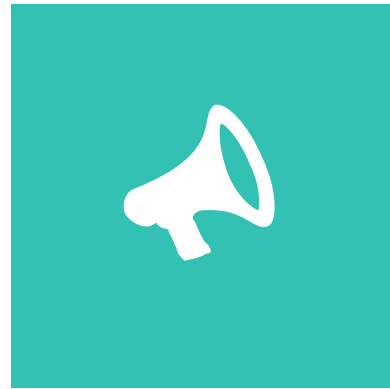
Space to share hopes, dreams and goals and map those to helpful adults who can assist you



Equip youth with the skills to identify and approach helpful adults to build a supportive network



Gain an understanding of how your communication style can be best utilized to self-advocate



Build social resourcefulness to empower the path to adulthood



I See You - Intentional



Take the time to NOTICE

Growth Mindset Tool - Strategy Box

Can play the piano <ol style="list-style-type: none">1. Took lessons every week2. Bought books on learning to read music3. Reminded myself to practice by giving myself rewards4. Parents made sure I put in the work5. Always had a passion for music	Know how to cook <ol style="list-style-type: none">1. Mom taught me at an early age2. Tried many bad recipes and burned a lot of meals3. Took cooking classes in 20054. Found website and message board and learned from other cooks5. Not afraid of salt
Have a good career <ul style="list-style-type: none">• Researched nursing careers online• Talked to friends of older sister who were thinking about medical careers• Selected good nursing school• My mentor, Sheila at the Med Center• Keep up to date on research and trends in field	Not organized financially <ul style="list-style-type: none">• Buy books on personal finance (<i>from piano example</i>)• Look into classes I could take on money management/investing (<i>from cooking example</i>)• Look for reputable online message boards with advice (<i>cooking</i>)• Ask friends about their strategies (<i>career example</i>)• Set a goal around savings (<i>career</i>)• Also set a reward if I make my goal! (<i>piano</i>)

I Got You – Supportive



Coach in Questions



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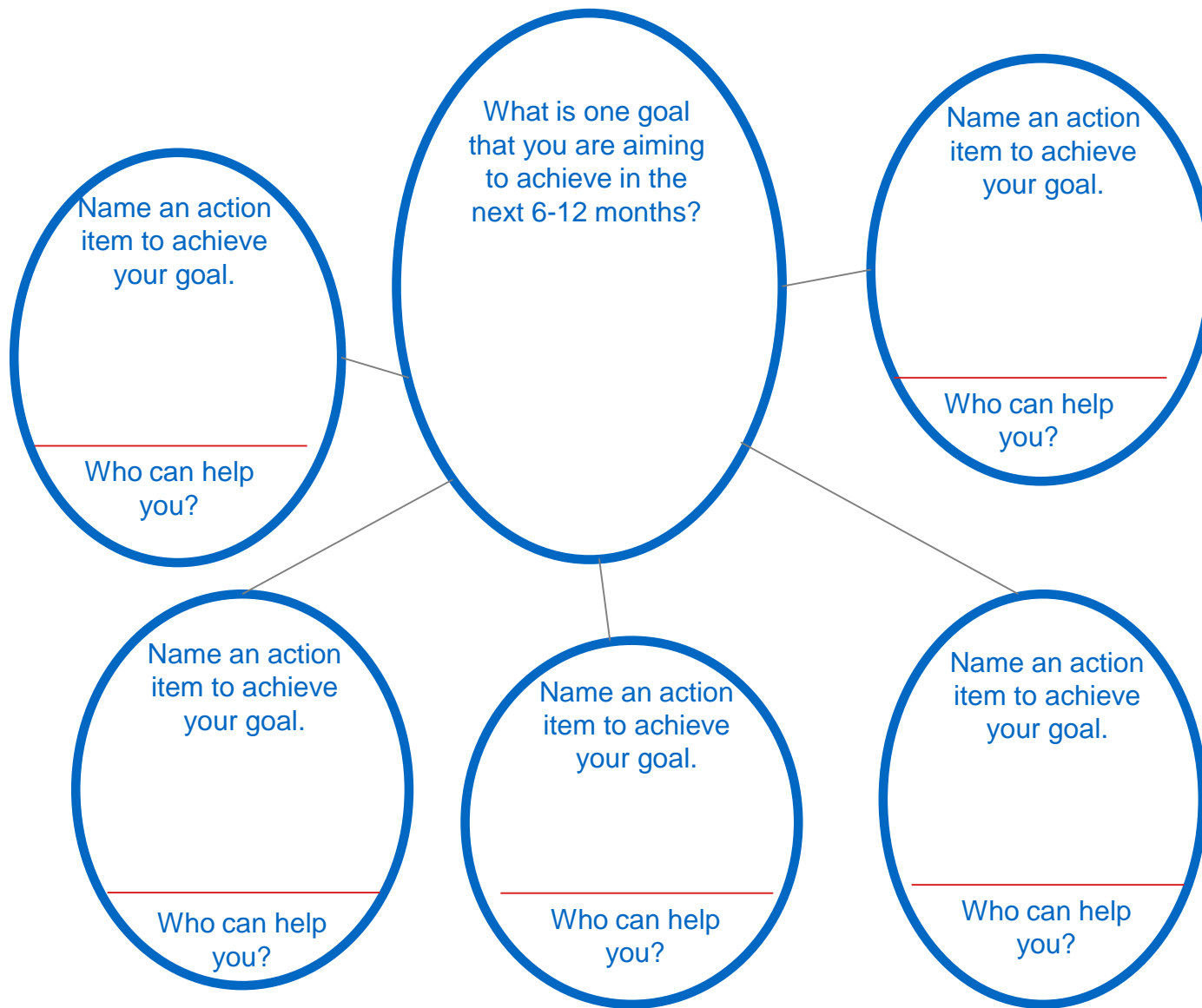
MEMPHIS GRIZZLIES
FOUNDATION



I'm Here to Help - Developmental



Create/Support a Plan of Action



We are in this Together - Communal



They Must Know You Love Them

Activity: Identity Matrix

List of social group identities	My social identities	Social obstacles for this identity	Examples and Assets	Intersections, comments
Racial Identity				
Sex				
Gender				
Sexual Orientation				
Class				
Ability/Disability				
Religion				
Age				
Add Own				

The Mentoring Path



CONVERSATION ROADMAP

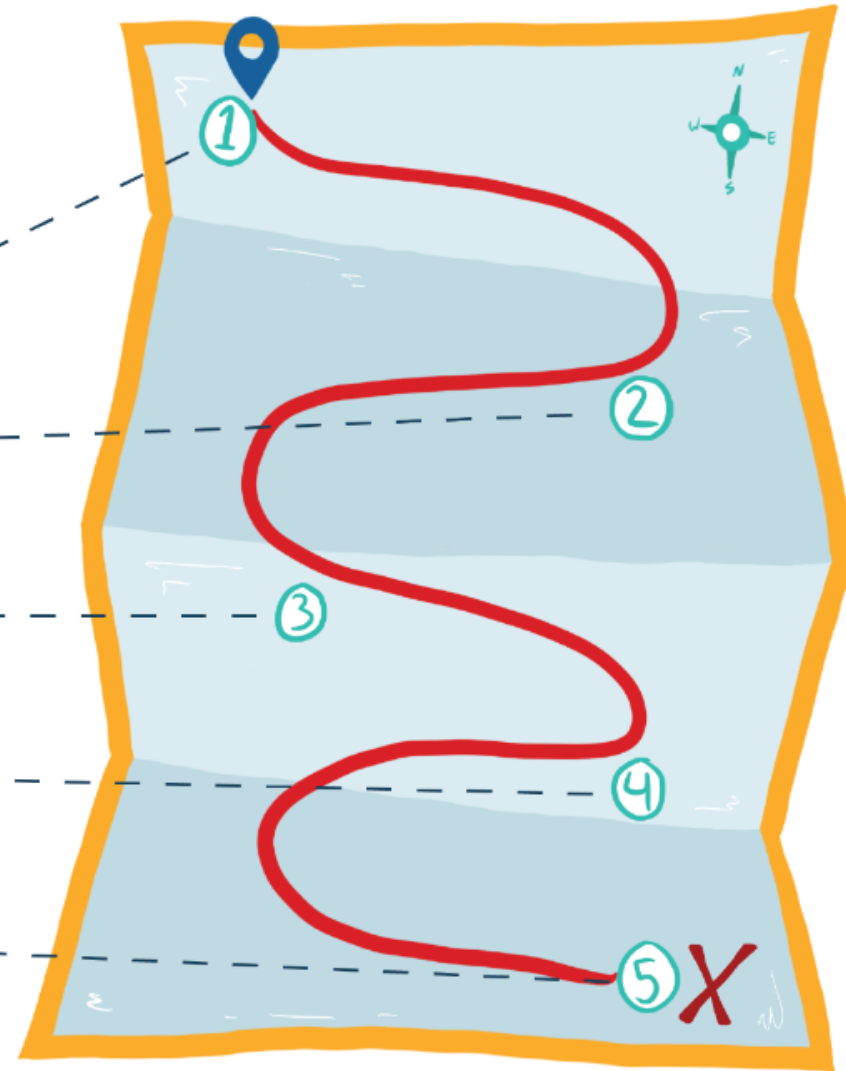
1. INTRODUCE YOURSELF

2. BE CURIOUS

3. VALIDATE + AFFIRM

4. ACTION STEPS

5. FOLLOW-UP



Giving Feedback to Your Mentee

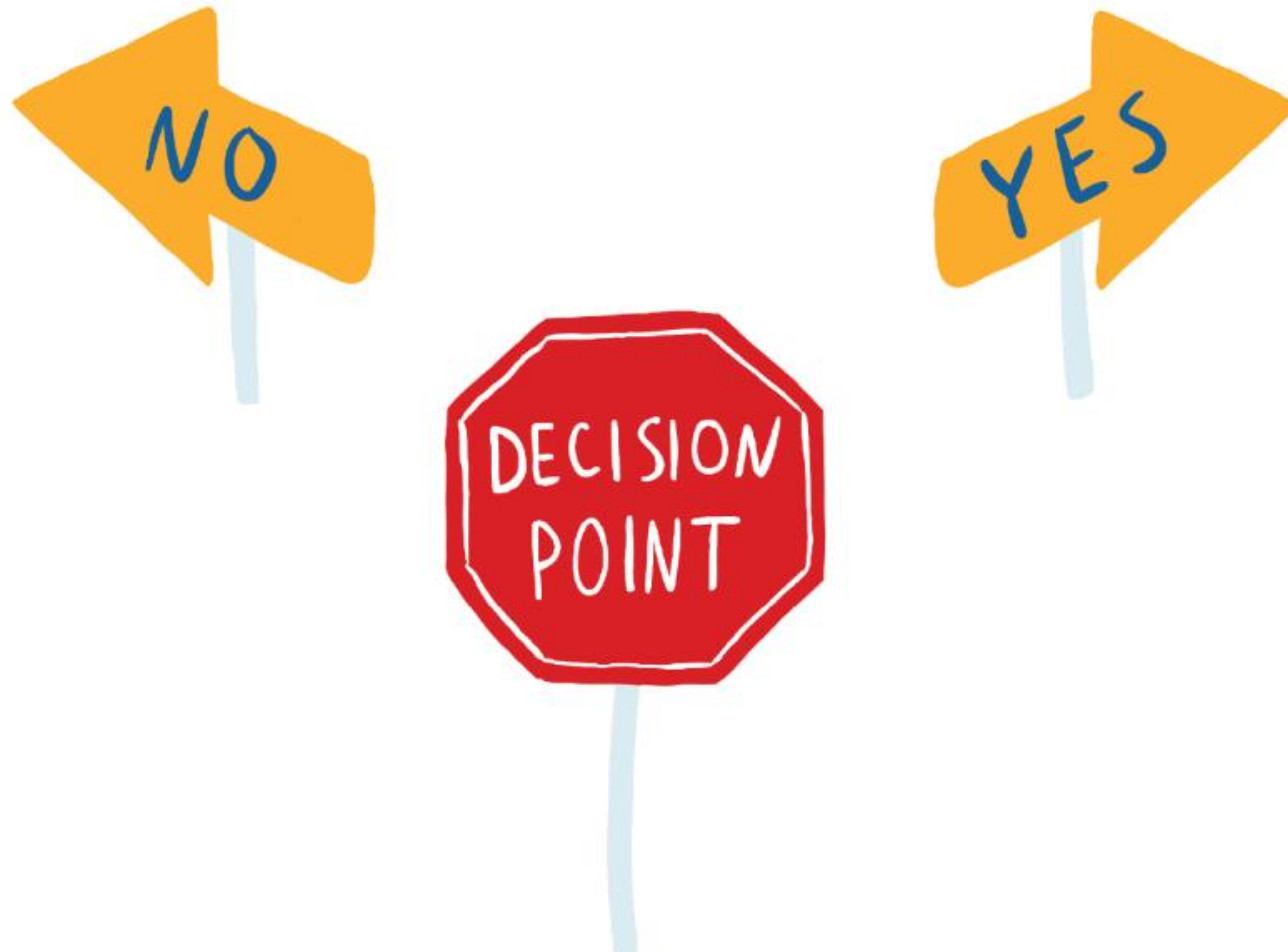
Welcomed:

- People are most open to feedback when they are prepared to receive it. Initiate the conversation by saying something like “Would it be okay if I shared some feedback with you?” or “I wondered if it would be okay to talk about something that happened in the meeting this morning?”
- Consider starting with something positive/a strength that you have observed the person doing before exploring where you think he or she has an opportunity to improve.

Timely, but private:

- Feedback should always be shared as close as possible in time to when the situation occurred. However, waiting until you are able to talk with the person one on one is best.
- Don't strive to give feedback during a group meeting for the sake of immediacy. Instead, wait until you can find a time to talk to the person privately afterward.
- If you find it difficult to provide feedback quickly, be sure to dedicate time during your regular one on ones with your mentee to both provide and receive feedback.

DECISION POINT - FUTURE CONTACT?



Purpose of the WORK

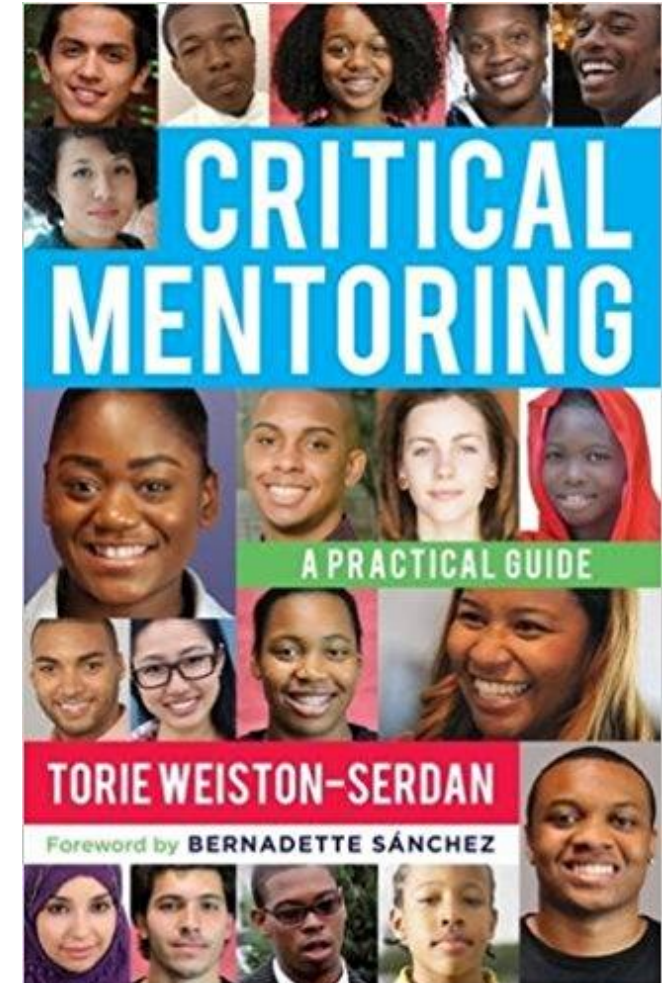


Relationships Matter

- Impact of ACE's and Trauma
- Brain Science – Nurture Resilience Through Protective Factors
- Intersectional Systemic Oppression
- Healthy Youth Development
- Adult Learning Theory
- Social Emotional Learning
- Access to social capital and leveraging it toward meaningful goals and opportunities

Critical Mentoring

- Reimagines mentoring as work that is participatory, emancipatory, and transformative.
- Youth as sound and substantial partners.
- Cultural competence
- Students must develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores and institutions that produce and maintain social inequities (Ladson-Billings, 1995).



Cultural Humility

Cultural Humility is...

- Being open to learn
- Asking questions (not making assumptions)
- Striving to understand (not informing)

It requires:

- Self-reflection / lifelong learning
- Reflection on own biases, assumptions, practices
- Comfort with not knowing
- Recognition of power imbalances

Caring Adult

- Adopt a mentoring mindset (Being Mentor-Like)
- Participate in everyday mentoring (Imbedded in an institution or web)
- Informal Mentor (Elements of Effective Practice for Mentors)
- Volunteer as a mentor (Program)

Mentoring Mindsets At Work

- Relational Schools Training
- Connect Focus Grow
- Coach Training & Informal Mentoring Training
- National Orgs - National Parks & Recreation
- NMRC Podcast Episodes
- Masculinity & SEL Guide

Ideas for moving the work forward

- Mentoring Mindset Free Online Module
- Lifting up Everyday Mentoring as a national model
- Elements of Effective Practice for Mentoring
- Mentoring Path Podcast
- Develop a landing page for mentoring mindsets
- Imbedding content into workforce and education work
- Any opportunities with your department?



Mentoring Mindset

Intentional: I See You

- Know the young person (their goals, dreams, skills, personality, identity)
- Know the context
- Practice intentional closure
- Know thyself

Supportive: I Got You

- Be consistent
- Be fully present in interactions
- Coach in questions
- Practice active listening
- Be a safe place

Developmental: I'm Here to Help

- Practice the recommended actions of the Developmental Relationships Framework
- Cultivate youth voice, encourage activism/civic readiness, knowledge of systems
- Connect young person to other caring adults/peers, build their web of support

Communal: We're In This Together

- Support youth relational skill building (identifying healthy relationships)
- Connect youth to resources
- Access available training resources, become a formal mentor



Q&A



MENTOR