SHS Academy Program
Training

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Why are you here today?

- I want to give back: 16%
- I want to make a difference: 63%
- I have the time to give to others: 6%
- Youth today need our help: 16%
- My work values this program
- It looks good on my resume

When poll is active, respond at PollEv.com/fx2016
Text FX2016 to 37607 once to join
If you had to pick one, what is the MOST important quality or skill in being an effective mentor?

Respond at PollEv.com/fx2016

Text FX2016 to 37607 once to join, then text your message.
The relationship is the intervention.

Johnston, 2005
Model of Youth Mentoring Relationships

Key to any benefits: strength of relationship

Mentors may help in understanding, expressing, and regulating emotions

Positive mentoring influences parent, peer relationships

Each developmental enhancement influences others

Acquire and refine new thinking skills, more receptive to values and perspectives

Shift conceptions of present and future “self”

Moderated by individual, family & other contexts

Finally, positive outcomes!

Rhodes, 2005; Rhodes & DuBois, 2008
Who Are Mentees?

Interpersonal history, social competencies, developmental stage, duration of mentoring relationship, program practices, family and community context

**Risk Factors**
- Underserved community
- Lack of access to creative outlet
- Trauma history (family or personal experience)
- Exposure to violence in neighborhood or community
- Mental or physical health issues
- Substance abuse

**Protective Factors**
- Family relationships
- Cultural connections
- Other positive peer relationships
- Previous experience with creativity
- Academic success

*Rhodes, 2005; Rhodes & DuBois, 2008*
Why Career-Based Mentoring

• Little guidance, preparation, and resources to succeed in job and higher education environments
  – 15% of American youth do not complete HS
  – About 50% of HS graduates attend 2- or 4-year college
  – Retention rate in college varies, but low
• 5 million American youth (16 – 24) are out of school and unemployed
Career-Based Mentoring Impacts

- Caring adults represent key component in efforts to help youth succeed in transition to adulthood
- Work-based mentors help students acquire skills, knowledge, and work habits needed
Career-Based Mentoring Focus

Not just…
• How To Do Job Right
  – Technical Competence

But also…
• How To Get Along at Workplace
  – Personal & Social Competence
• How To Act Responsibly
  – Personal Competence
• How To Participate in Organization
  – Social Competence

Hamilton & Hamilton, 2002
#ShowUp

*Thank you for showing up.*
Ineffective Mentoring

“Mentor practices that lead to a disappointing relationship can have an adverse effect, eroding a youth’s self-esteem and trust in adults.”

Grossman and Rhodes, 1999
Ineffective Mentoring

Grossman & Rhodes, 2001
A MENTOR IS SOMEONE WHO ALLOWS YOU TO SEE THE HOPE INSIDE YOURSELF

OPRAH WINFREY

PICTUREQUOTES.com
A Mentor Is...

• Trusted adult friend
• Role model
• Good listener
• Supportive coach
• Caring Guide
• Helper (when asked)
• Motivating factor

A Mentor Is Not...

• Savior
• Parent
• Fixer
• Cool Peer
• Tutor
• Cash machine
MENTOR
SUPERVISOR
FRIEND
PARENT
Limits and Boundaries

Areas to be aware of

- Family interaction
- Available time
- Money
- Activities outside of class
- Self disclosure
- Social media connections
- Interacting with other youth/ mentors/ staff
#Strengths Based Support
Strength
Strength
Strength
Strength
Challenge
Reinforce and encourage mentee’s aspirations & goals

Identify flaws & weaknesses or try to fix problem

Activation in Positive Emotional Attractor: positive affect, stress reduction, future planning, better cognitive functioning, increased perceptual accuracy and openness

Activation in Negative Emotional Attractor: increasing stress, increases defensiveness, shutting down

Cesario et al 2009
#Listen
"We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know."

Carl Rogers
#Communication
#CultureMatters
Impact of Culture

• Three big cultural areas
  – Generational
  – Family Systems
  – Socioeconomic/Class

• Learn about and appreciate BOTH similarities and differences

• Examine own prejudices and stereotypes
#Flexibility
#Closure
Imperative to have closure meeting
Many mentees’ experiences with endings are poor
• Promises made are often not kept
• They may never know what caused ending
• They often will believe it was their fault
All involved come to common understandings and expectations
#Program Support
Crisis Response

• If emergency response needed, contact 911
• Contact mentee’s parents/ guardians immediately
• Contact teachers and staff immediately
  – Provide necessary intervention and/or referrals
Keeping Confidentiality

These examples do not fall under what is considered confidential and must be reported by mentors immediately:

- When mentee or another child is at risk of harm to themselves or others
- When mentee or another child is being abused, neglected, or exploited
- When mentee reveals clear intent to commit crime that reasonably is expected to result in injury of person
“Positive relationships are seen as the primary way that mentoring leads to improved outcomes for youth who are mentored.”

Nation, Keener, Wandersman, & DuBois, 2005
Homework

Highly recommended:
Paul Tough, 2012 and 2016
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