

CONNECT | FOCUS | GROW

Participant Handbook — Supervisor
Third Edition

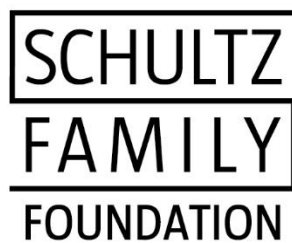


Table of Contents

Overview	3
Connect	7
Focus	11
Grow	23
Resources	27
Glossary	30

“

A mentor is someone who allows you to see the hope inside yourself. A mentor is someone who allows you to know that no matter how dark the night, in the morning joy will come. A mentor is someone who allows you to see the higher part of yourself when sometimes it becomes hidden to your own view.

”

- *Oprah Winfrey*

Overview

Overview of Connect | Focus | Grow

The Connect | Focus | Grow training was developed as part of the National Mentoring Project, a pilot project managed by MENTOR in partnership with the America's Promise Alliance / Center for Promise and with support from the Schultz Family Foundation. The National Mentoring Project aims to expand the web of quality relationship supports and social capital that youth need to develop the skills necessary to successfully navigate the workplace including securing and sustaining employment.

Guiding Context

Underlying this training is MENTOR's guiding vision, which is that all youth have access to a web of support from caring adults and can form empowering relationships that:

- Promote the pursuit of the youth's passions, skills and interests
- Enable youth's access to and exploration of spaces where these can be pursued
- Help youth overcome personal and/or institutional obstacles

This vision is underpinned by the approach MENTOR uses to help adults and youth form relationships, which is grounded in positive youth development and youth-centrism. This approach:

- Recognizes that young people are assets and experts about themselves and their communities
- Supports youth in identifying and building strengths
- Brings young people and adults together to work as equal partners as appropriate
- Builds young people's connections to their own identity, culture and community helping them to see their own social capital and supporting the extension of social capital through mentoring
- Engages young people as leaders on issues that matter to them



A mentor is...

- **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.** 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 they want to be. Today, youth have many role models; however, they are not necessarily positive role models.

Key qualities of a good mentor:

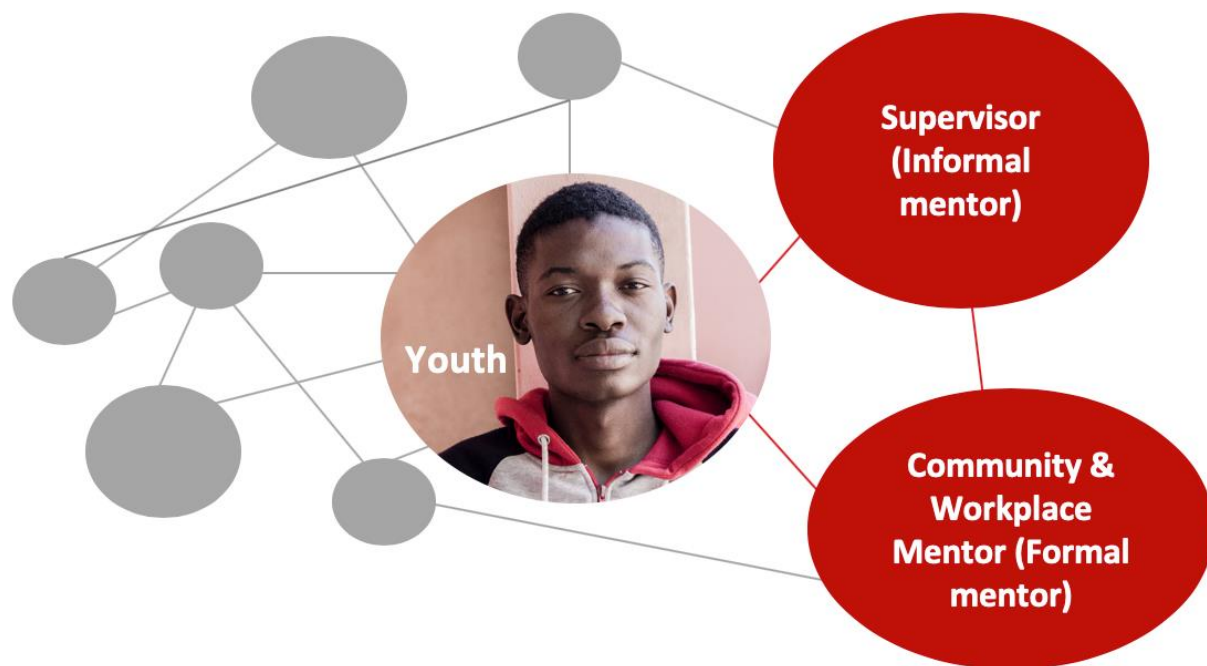
- Good listener
- Persistent
- Committed
- Patient

A mentor is not...

- **A parent/legal guardian** The role of a parent or legal guardian (governed by law) is to provide food, shelter and clothing. It is not the mentor's role to fulfil these responsibilities. If the mentor believes their mentee is not receiving adequate support, they should contact the mentor program coordinator rather than trying to meet the needs of their mentee.
- **A social worker.** A social worker is a licensed professional with the necessary skills and training to assist in family issues. If a mentor believes there is something wrong in the mentee's home life, the mentor should share this concern with mentor program coordinator and not assume the role of a social worker and attempt to solve the problem.
- **A psychologist.** A mentor is not a formal counselor or therapist. A psychologist or psychiatrist is a licensed professional.

Source: Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum

Mentoring Roles



Youth

- Focus on what you need and want to grow both personally and professionally
- Be present, authentic and accountable in your mentoring relationships (follow through with your commitments)
- Engage in teaching and learning with diverse mentors that offer multiple perspectives

Supervisor: Informal Mentor

- Use a “mentoring mindset” to build trust with youth while managing them as employees
- Help youth to bring their best selves to work and to pursue career development and growth opportunities
- Help youth build and expand their web of mentoring relationships in the workplace and beyond

Community/Workplace Mentor: Formal Mentor

- Develop trusting relationship with mentee
- Support youth in transition to employment
- Help youth to bring their best selves to work and to pursue career development and growth opportunities
- Help youth build and expand their web of mentoring relationships in the workplace and beyond

“

I've lived a very blessed life. But with everything that we have, we are most fortunate for the people who supported us along the way. From supportive teachers, passionate mentors and encouraging coaches to my awesome mother and my family, my gift was cultivated by the entire Akron community.

Whether we were moving to a new school for a fourth time or changing apartments for a fifth time, mom and I were surrounded by open arms and great care.

”

- *LeBron James*

Connect

Asking Questions

Example questions to ask:

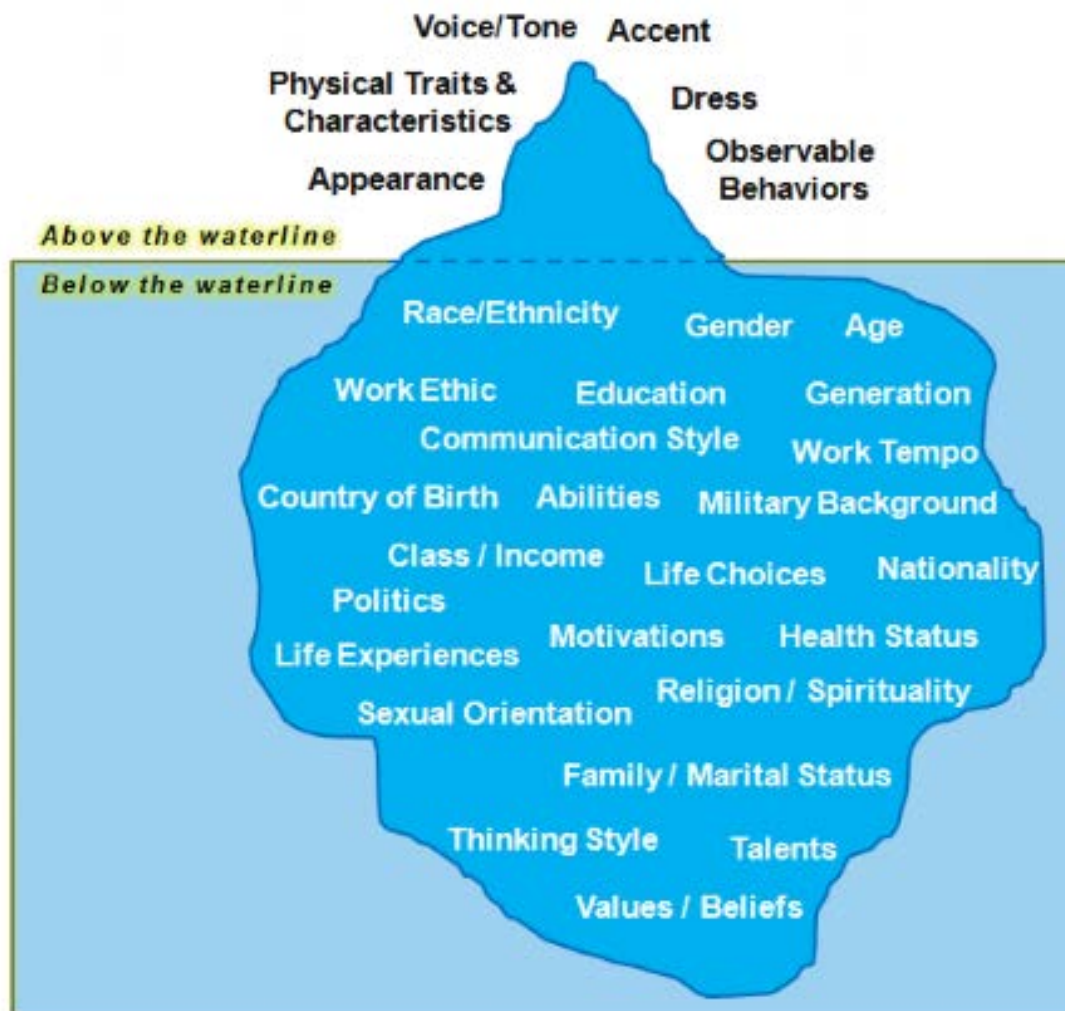
1. What is your favorite photo on your phone (or somewhere else) and why?
2. What is your favorite movie? Food? Sports team?
3. Who is your favorite artist?
4. What kind of music moves you the most?
5. What's a talent or strength you have that might surprise other people?
6. Who is someone you admire and why?
7. If you could have one wish come true, what would it be?

To learn more, explore the “Conversation Starters” course in the Online Mentoring Portal

Asking Questions Brainstorm

Questions I want to ask:

Cultural Iceberg



Adapted from https://sigma.nursingrepository.org/bitstream/10755/623520/1/1_Hermann_M_p87789_1.pdf

Cutural 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

Cutural Humility in Practice

- Take youth employees out for lunch or coffee to get to know them better
- Be curious about their interests
- Integrate ice breakers / team building activities into staff meetings/huddles.
 - For example, "Ripples and Joy"
 - Start every meeting by inviting everyone to share a quick "ripple and joy," i.e., something positive that they experienced that has impacted their attitude, behavior, outlook, etc.

“

I don't focus on what I'm up against. I focus on my goals and I try to ignore the rest.

”

- *Venus Williams*

Focus

SOAR Analysis Example

<h3>Strengths</h3> <p>What are our best assets?</p> <ul style="list-style-type: none"> ○ What I do well, along with my strongest assets, resources, capabilities, and accomplishments. ○ What do I excel at? ○ What is my greatest accomplishment? ○ What am I most proud of? ○ What makes me unique? ○ What strengths do I bring to my job? 	<h3>Opportunities</h3> <p>What can we improve or even innovate?</p> <ul style="list-style-type: none"> ○ Circumstances that I could leverage for success, eg. to improve my marketability, take steps to build a career (not just a job), give me a competitive edge. ○ What partnerships/mentorships should I seek that could lead to my greater success? ○ What changes and trends in career opportunities align with my strengths? ○ What challenges do I have that I could reframe as opportunities? ○ Are there gaps in the market (or, my chosen career path?) that I could fill?
<h3>Aspirations</h3> <p>What is our ideal future?</p> <ul style="list-style-type: none"> ○ An expression of what I want to be and achieve in the future. A vision to build on current strengths, provide inspiration, and challenge the current situation. ○ What do I want to achieve in the future? ○ What should my future career look like? ○ How can I make a difference in my community? ○ What am I passionate about? ○ What strategies and actions can I take to create the future I imagine? 	<h3>Results</h3> <p>How do we know we've achieved our aspirations?</p> <ul style="list-style-type: none"> ○ Tangible outcomes and measures that demonstrate I've achieved my goals and aspirations. ○ What measures will tell me I am on track to achieve success? ○ How do I translate my vision of success into tangible outcomes? ○ How will I know when I've achieved my goals?

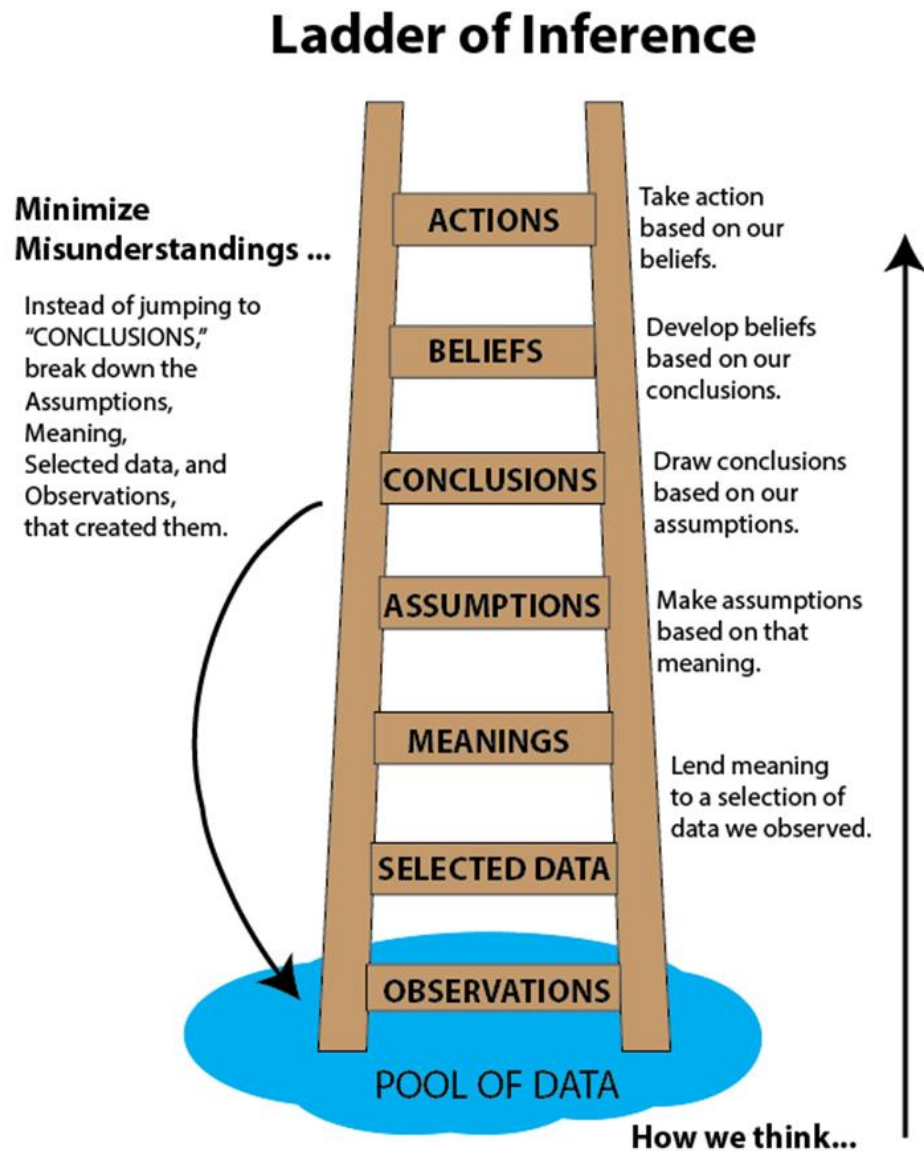
*Adapted from GroupMap, <https://www.groupmap.com/map-templates/soar-analysis/>

SOAR Analysis

Strengths What are our best assets?	Opportunities What can we improve or even innovate?
Aspirations What is our ideal future?	Results How do we know we've achieved our aspirations?

*Adapted from GroupMap, <https://www.groupmap.com/map-templates/soar-analysis/>

Ladder of Inference



Model developed by Chris Argyris

To learn more, explore the "Ladder of Inference" course in the Online Mentoring Portal

Giving Feedback to Your Youth Employees

Youth, Supervisors and Mentors all play a role in learning from each other, and should hold each other accountable for continually practicing cultural humility and staying low on the ladder of inference.

If you find yourself in a situation where you think your employee has an opportunity to strengthen their cultural awareness or stay lower on the ladder, consider these tips for providing feedback to them.

The best feedback is:

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 team 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 the employee to both provide and receive feedback.

Specific, while explaining and exploring ‘Why’

- Providing specific details enables a person to understand exactly where she or he may have gone astray, and explaining ‘why’ helps them understand how the behavior connects to a bigger picture.
- For example, if you are in a one on one conversation and the person seems to be jumping to conclusions, “I think you may have just climbed the ladder just now when you said that Tamar is always criticizing you, and we both know how dangerous making those assumptions can be. Let’s look at the facts. When specifically did she say something? How many times?”
- Give the person an opportunity to explain why they approached the situation the way they did, so you can get to the root of the behavior, e.g., “Help me understand why you reacted to Tamar the way that you did.”

Action-oriented

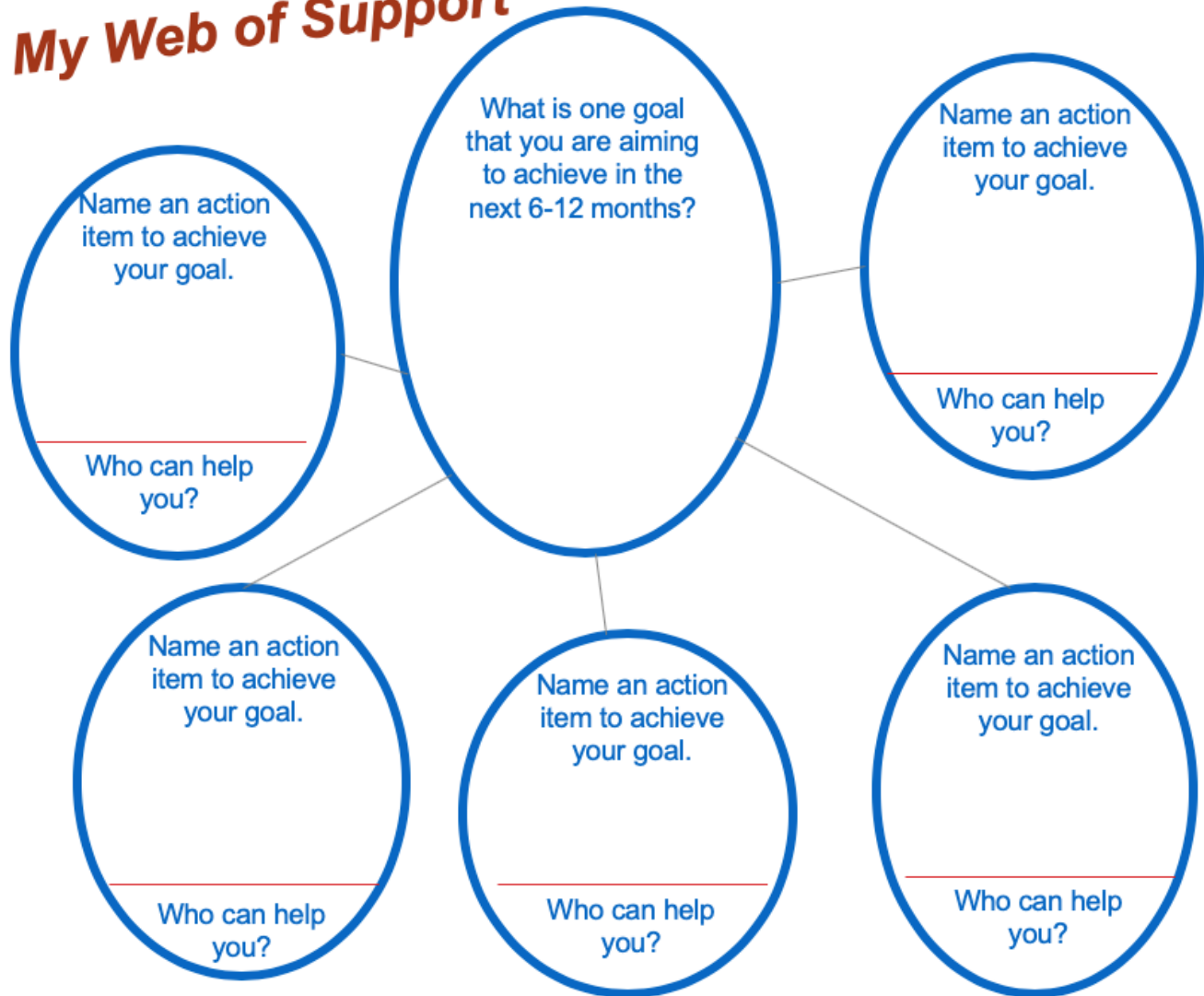
Help the person to think about how they can improve by saying “How do you think you could approach that situation differently next time?”

Source: Adapted from: <https://hbr.org/2017/10/how-to-give-feedback-people-can-actually-use> <https://www.entrepreneur.com/article/280791>

To learn more, explore the “Giving Feedback” course in the Online Mentoring Portal

Web of Support Worksheet

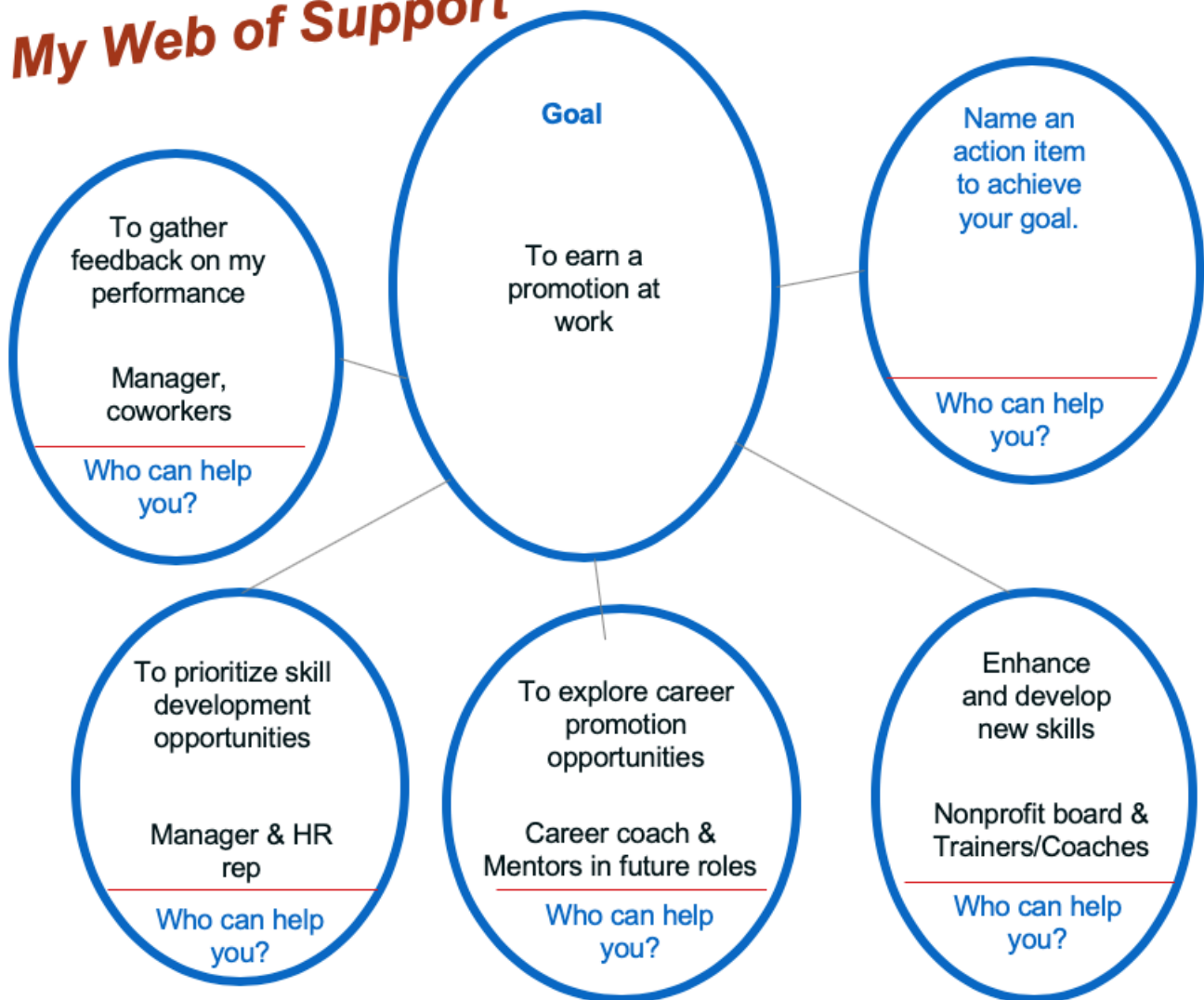
My Web of Support



To learn more, explore the “Setting Goals” and “Developmental Relationships Framework” courses in the Online Mentoring Portal

Web of Support Worksheet

My Web of Support



To learn more, explore the “Setting Goals” and “Developmental Relationships Framework” courses in the Online Mentoring Portal

Goals Example Worksheet

Actions	Supporters	Schedule	Challenges	Motivators	Qualities
What steps will you do for your goal?	Who will support and check-in with you?	How long will it take? Have any deadlines?	Potential things that can get in the way?	What keeps you focused?	What are your values that will help you?
Short Term Goal (3-6 months): Earn a promotion at work					
Gather feedback on my performance	Manager, co-workers	3 months	- Not enough time from my manager - Being too busy myself	- Doing my best to be the best employee	- Curious - Active learner
Explore promotion opportunities	Career coach, mentors	Early October 2020	- Not enough time from my mentors - Not having regular childcare	- More money to save for college - More experience	- Curious - Always getting better
Enhance and develop new skills	Nonprofit board, trainers/coaches	3 months	- Not being sure what to enhance - Not knowing what skills to develop	- Constantly wanting to learn more and improve	- Problem-solving
Long Term Goal (1-5 years): Go to college					
Save money	Mentor, older brother Junior	12 months	- Spending money on unnecessary things - Helping family out with expenses	- Going back to school - My future	- Organized - Finding good deals
Research colleges and explore majors	Mentor, cousin Carlos	Spring 2021	- Getting distracted by just working - Balancing social life, dating	- My family member Nakia - My mom and dad - Brother and cousins	- Determination - Curious
Apply to colleges	Mentor, cousin Alex	Summer 2021	- Not enough money - Not being ready - Family responsibilities	- Having a good job and career - Making more money	- Hard worker - Risk taker

* Adapted from CHALK Project, Bay Area Community Resources, <https://www.bacr.org/programs/youth-leadership/25-communities-in-harmony-advocating-for-learning-and-kids-chalk>

Goals Support Sheet for Caring Adults

<p>What are some concrete goals you can set to foster the best possible supportive relationship with youth employees/mentees? (e.g., depending on your role -- have lunch with them once a week to talk about the job, text them every day, take them to a ball game, museum, or other event/place of interest every other week, etc.)</p>	<p>How can you help them reduce any barriers they may be facing? (Think back to deficit vs strength-based framing, and the Ladder of Inference. Can you help them brainstorm ideas about how to overcome challenges that may be interfering with their performance at work?)</p>
<p>What kinds of soft skills can you help them develop and how? (e.g., depending on your role -- making a good first impression, a strong handshake with eye-contact, advise on appropriate office attire, maybe by using a role-play activity, etc.)</p>	<p>Finally, how can you support them in the goals they have set for themselves? Can you make a plan to go over their Goals sheets with them and help them navigate the steps they have laid out? (Remember, this is also an opportunity to learn more about your youth employee/mentee and their specific aspirations.)</p>

Goals Example Worksheet

Actions <i>What steps will you do for your goal?</i>	Supporters <i>Who will support and check-in with you?</i>	Schedule <i>How long will it take? Have any deadlines?</i>	Challenges <i>Potential things that can get in the way?</i>	Motivators <i>What keeps you focused?</i>	Qualities <i>What are your values that will help you?</i>
Short Term Goal (3-6 months):					
Long Term Goal (1-5 years):					

* Adapted from CHALK Project, Bay Area Community Resources, <https://www.bacr.org/programs/youth-leadership/25-communities-in-harmony-advocating-for-learning-and-kids-chalk>

“

“I’ve learned that people will forget what you said,
people will forget what you did, but people will
never forget how you made them feel.”

”

- *Maya Angelou*

Grow

Growth Mindset

Carol Dweck's *Mindset*

Fixed vs Growth

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success

Steve Lee - UC Davis

Source: <https://www.slideshare.net/steveplee/succeed-through-your-failures-2014-uc-leads-mc-nair>

Growth Mindset Tool – Strategy Box

This tool can help someone to think about the strategies they have used in the past to learn new skills and overcome challenges, reinforcing that they have the ability to improve and identifying approaches that have worked in the past that they can apply to current challenges or learning new skills. A blank template is provided on the next page.

Instructions

A Strategy Box has four quadrants. In three of the quadrants, list things that you are good at or have achieved (try to include things that you perhaps struggled with at first). In the fourth, list the things you identified as not being good at or wanting to change.

Next, list the most important strategies, steps, or beliefs that helped you be successful in those first three areas. What were your success factors? How did you progress through the challenges? What actions did you take? How did you think about the challenge? List as many as you can. The last step is to see if any of those strategies or factors could be applied to your fourth box. For an adult who wanted to get organized financially, their final Strategy Box might look like this:

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>)

Growth Mindset Tool – Strategy Box

Strategy box for
(Insert new challenge
or learning goal)

<div>Something I learned or succeeded at:</div> <div>Strategies I used:</div> <div><div></div><div></div><div></div><div></div><div></div></div>	<div>Something I learned or succeeded at:</div> <div>Strategies I used:</div> <div><div></div><div></div><div></div><div></div><div></div></div>
<div>Something I learned or succeeded at:</div> <div>Strategies I used:</div> <div><div></div><div></div><div></div><div></div><div></div></div>	<div>My new learning challenge:</div> <div>Strategies to borrow from other boxes:</div> <div><div></div><div></div><div></div><div></div><div></div></div>

“

Show me a successful individual and I'll show you someone who had real positive influences in his or her life. I don't care what you do for a living—if you do it well, I'm sure there was someone cheering you on or showing the way. A mentor.

”

- *Denzel Washington*

Resources

Initial conversations: Tips

- Pronounce the youth's name properly
- Share organizational culture and norms
- Check your assumptions about workplace language
- Actively listen – balance talking and listening
- Help them get to know you – your workstyle and who you are
- Help your youth employee to set goals and discuss each of your expectations
- Schedule frequent check ins - more than you typically would

Ongoing conversation: Tips

- Have one-on-ones. Frequently.
- Get to know them as a person
- Mix it up - formal and informal
- Feedback, feedback, feedback
- Check in on expanding relationships – what can you do?

Advice for supervisor/mentors, from other supervisor/mentors

“Even if you are a successful people leader with adult workers, your approach needs to be different with a young person.”

“Set goals and expectations at the start. And help the youth to do that – they may have never been asked to set goals before.”

“Be honest. Practice what you preach.”

“Be supportive.”

“Listen.”

“If you want to be successful, you have to put in the extra time.”

“Relax! And avoid micromanaging.”

“Don’t be afraid to let them figure out how to solve the problem. Just because you would do it a certain way doesn’t mean it has to be that way. It might take more of your time, but this is how they will learn.”

“Resources vary from state to state, city to city, but have something prepared. Lots of things happen in these community stores, not just with our partners, but with our customers. We have these conversations. It’s a community.”

“Carve out plenty of time for 1-1s, and not just for talking about tasks. It’s easy to spend all your time on that but you need to make time to give regular feedback. They need regular feedback.”

“Get to know them as a person. Have some unstructured time so you can get to know the employee. This helps to build a trusting relationship.”

“Find something outside of work to connect with, e.g., food, family, music. And ask them about it regularly to show you care.”

“Give yourself space to learn from them. I learned a lot about communications and active listening from my mentee, and I incorporate that into my work.”

“Get the rest of your team to rally around you. I tell my team that they need to be open to answering questions from the youth, sometimes the same question over and over. We need to have an inclusive environment where people have the space to learn.”

“We owe it to these kids to be treated like professionals. That’s how they will become professionals.”

Online Mentoring Portal Topics

- Conversation Starters
- Setting Goals
- Ladder of Inference
- Giving Feedback
- Developmental Relationships Framework
- Checklist for One-on-Ones
- Breaking Down Unconscious Bias
- Active Listening
- Networking
- Storytelling with Purpose
- Navigating Changing Circumstances

WORKING GLOSSARY

1. **Asset-Based** (FOCUS 2.1)

As with a Strength-Based approach, an Asset-Based approach fosters hope by shifting the focus from "what's wrong with us" to "what's right with us." It assumes that, even though there may be problems, sometimes very serious ones, there are also untapped resources and capacities inherent in every individual, organization, or community which can be put into use to improve current conditions. Discovering and affirming these underutilized assets and untapped potential are hallmarks of an asset-based approach.

2. **Connections** (throughout CONNECT) *See Networking

3. **Context** (throughout FOCUS & GROW)

For our purposes, context or "social context" is generally used to describe the types of settings in which people are engaged, including the groups with whom they interact and the culture in how they live. Varieties of peoples' customs, mindsets, traditions, and behaviors all influence their social context.

4. **Cultivating/Practicing Curiosity** (throughout CONNECT)

It starts with fostering an environment in which curiosity is encouraged, where the value of asking good questions is recognized and identifying problems is praised rather than stifled, and it starts with you.

5. **Cultural Humility** (CONNECT 1.4)

Acknowledging that our culture and experiences in life can be very different from someone else. The cultural norms that we have grown accustomed to in our lives may align or not align to those that others have experienced.

6. **Cultural Norms** (CONNECT 1.4)

Cultural norms are the standards we live by. They are the shared expectations and rules that guide behavior of people within social groups. Cultural norms are learned and reinforced from parents, friends, teachers and others while growing up in a society.

7. **Deficit-Based** (FOCUS 2.1)

The spoken and unspoken assumptions about a person's lack of self-regulation, ability, or aptitude.

8. **Empathy** (GROW 3.1)

Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

9. **Fixed Mindset** (throughout GROW)

People with a fixed mindset believe that we are born with a certain amount of intelligence, and we can't do much to change that. These people focus on looking smart over learning, see effort as a sign of low ability, and wilt in the face of a challenge. Fixed Mindsets can be expanded and developed into Growth Mindsets with time exposure to the research.

10. **Gender** (throughout GROW)

Refers to the socially constructed roles, behaviors, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.

11. Growth Mindset (throughout GROW)

People with a growth mindset believe that intelligence can be developed. These people focus on learning and process over the appearance of intelligence, see effort as the key to success, and thrive in the face of a challenge. Studies in neuroplasticity prove it is never too late to develop a Growth Mindset.

12. Identity (CONNECT 1.4 & FOCUS)

The many factors that shape who we are as individuals and as communities.

13. Ladder of Inference (FOCUS 2.2)

The Ladder of Inference describes the thinking process that we go through, usually without realizing it, to get from a fact to a decision or action. The thinking stages can be seen as rungs on a ladder.

14. Networking (FOCUS 2.3)

Developing and using contacts made in business for purposes beyond the reason for the initial contact. For example, a sales representative may ask a customer for names of others who may be interested in their product.

15. Neuroplasticity (3.3 GROW)

The brain's ability to change and grow throughout a person's life. Until recently, scientists thought that this was only possible in early childhood. However, research has shown that the brain continues to change even into old age. Like a physical muscle, the brain gets stronger the more you use it. Through repeated practice and continual challenges, we can build pathways that make our brains stronger and smarter.

16. Power Sharing (1.2 CONNECT)

When youth and adults collaborate on decision making, equally sharing their ideas and perspectives, setting expectations for their relationship and communicating boundaries with each other as well.

17. Power Dynamic (CONNECT 1.2 & 1.3)

A power dynamic is in play when the adult either assumes the primary leadership role and/or the youth defers to the adult as the decision maker.

18. Self-Advocacy (GROW 3.4)

When we seek to influence others so that we may realize our full potential, access new opportunities and demonstrate the value we bring to our relationships and work.

19. Strength-Based (FOCUS 2.1)

As with an Asset-Based approach, a Strength-Based approach fosters hope by shifting the focus from "what's wrong with us" to "what's right with us." It assumes that, even though there may be problems, sometimes very serious ones, there are also untapped resources and capacities inherent in every individual, organization, or community which can be put into use to improve current conditions. Discovering and affirming these underutilized assets and untapped potential are hallmarks of an asset-based approach.

****Definitions adapted from the works cited below, and from the Connect|Focus|Grow facilitator handbook.***

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2. <https://www.entrepreneur.com/encyclopedia/networking>
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6. <https://www.globalcognition.org/cultural-norms/>
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