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“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead

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John L. Green



INTRODUCTION

On January 20, 1961, John F. Kennedy spoke his first words as President of the United States: “Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans — born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage — and unwilling to witness or permit the slow undoing of those human rights to which this Nation has always been committed, and to which we are committed today at home and around the world.”

Almost 40 years later, Kennedy’s generation must pass that torch again. Those whom newsman Tom Brokaw labeled “The Greatest Generation,” are being asked, in many parts of America, to convey their attitudes and values to Generation X. A great challenge for the new millennium is not only freedom, but America’s need for a quality workforce that will stay on the job.

Intergenerational programs are spreading across America and emphasizing mentoring as the way to teach youth the positive values of their elders. Ironically, as the traditional concepts of work ethic and responsibility are conveyed, the 21st century worker is being asked to master the new technologies of the dot-com era.

Kansas is using the wisdom of the past and present to shape the future. This concept is not new. The term “mentor” was passed down from Greek mythology. As he was leaving to fight the Trojan wars, King Odysseus asked his friend Mentor to guide his son. Thus, the word mentor came about. Also, many Native Americans still revere and count on elders to teach the old ways to younger tribal members.

“Our mission is to pass the torch to a new generation. We must not only convey wisdom, but more importantly, we must instill inspiration; for inspiration is the spark that ignites the soul to action.” — John L. Green

Today, there are multiple models of mentoring in the United States. Mentoring is done one-on-one, in groups, in schools and institutions of higher education and in business and industry. Programs are delivered through government, faith-based and community-based organizations and through employee assistance programs. There is intergenerational mentoring, peer mentoring, job coaching/shadowing, co-worker and team mentoring. Mentors may be paid workers or volunteers.

This document does not purport to cover the universe of mentoring. This manual is not a ‘cook book’ with quick recipes but rather a manual which points and encourages the reader in the right direction. It focuses on programs where older workers mentor their peers and the younger generation. The goal is to help persons obtain and retain employment, and thus move from government-funded support programs to self-sufficiency.

This manual is a framework to help start a mentoring program. It describes what mentors can do to help the private and public sectors retain workers. It shows how a program begun in Kansas can serve as a model to establish or enhance mentoring programs in other areas.

This manual also describes other programs replicating the Kansas High Touch Mentoring Works! model, including the New Mexico State Agency on Aging's Golden Opportunities for Lifelong Development (GOLD) initiative and California's Mentoring Works. Green Thumb's program in Florida, though not based on the Kansas model, is overviewed to examine a mentoring program incorporating senior volunteers.

High Touch Mentoring Works! or Mentoring Works! began with a grant from the Kansas Department on Aging in 1998. It was originally called the Kansas Welfare-to-Work Senior Mentoring Initiative. State funding was provided to the Southeast Kansas Area Agency on Aging for a pilot mentoring program in Wyandotte, Leavenworth and Johnson counties (in the Kansas City, KS metro area). The project emphasized a public-private partnership of the Kansas Departments of Aging (KDOA), Human Resources (KDHR), Social and Rehabilitation Services (SRS) and the private sector to develop jobs and help those making the transition from welfare to work to retain those jobs.

Private-public partnerships must be developed and nurtured to assure employment for America's workforce and to provide the human resources required by American business to remain competitive in worldwide markets. This manual shows how public and private not-for-profit organizations can link with private sector employers. Mentoring, though not the only answer to the problem of workforce retention, is definitely part of the solution!

The Welfare Reform Act of 1996 and the Workforce Investment Act of 1998 are helping to revive this country's emphasis on the dignity of work and on each person's responsibility for his or her own self-sufficiency. Senior mentors guiding younger Americans toward independence and personal responsibility cannot help but contribute to the nation's continued prosperity.



1.0 MENTORING—TWEAKING A TIME-TESTED CONCEPT

What is a mentor and mentoring? Webster’s New World Dictionary defines a mentor as “a wise and loyal advisor.” Gordon F. Shea defines mentoring in his book, “Mentoring: A Practical Guide,” as “a fundamental form of human development where one person invests time, energy, and personal know-how in assisting the growth and ability of another person.”

Whether discussing mentoring in Greek mythology, Native American culture or post-industrial age apprenticeships, it is universally agreed that mentoring is a time-tested concept that works. Today, mentoring is being tweaked, redesigned and adapted to the national employment and training arena.

Job retention is one of the main goals of the Workforce Investment Act. Finding a job is merely the initial step. Keeping the job is what matters. Unemployed individuals drawing welfare benefits often have continuing problems with sustaining employment. Mentoring can often intervene to break the cycle of chronic joblessness.

“I talk and talk and talk, and I haven’t taught people in 50 years what my father taught by example in one week.” — Mario Cuomo, former New York Governor

The Kansas model demonstrates two types of mentoring: 1) pre-employment and 2) post-employment.

1.1 Pre-employment Mentoring

Pre-employment mentoring focuses on the removal of barriers preventing employment. Many individuals are not job-ready and need basic skills training, attitude adjustment, self-esteem enhancement and a trusting relationship with a mentor to begin resolving the barriers that inhibit successful employment.

Trust and personal significance are cornerstones in mentoring. For mentoring to succeed, the mentee¹ must learn to trust. The mentor must also convey the mentee’s significance or importance as a person. When that significance is conveyed the mentee may feel worthy, perhaps for the first time in his or her life.

During the pre-employment phase, mentors work from the Kansas Department of Social and Rehabilitation Services (SRS) offices in Kansas City and Overland Park. Mentors and welfare clients meet at the SRS offices, become acquainted at life skills classes and pair off through self-selection.

1.2 Post-employment Mentoring

Post-employment mentoring involves housing a mentor at the workplace to

¹ Commonly used term for recipient of mentoring

deal with employee problems and concerns as they arise.

The U.S. Department of Health and Human Services says focus groups with Florida employers indicate they lose or dismiss more than 50 percent of new hires within the first 60 days of employment (Brown 3).

This attrition rate is echoed at Fortune 500 Companies in Merriam and Kansas City, Kansas. Senior mentor Virginia Kerwin confirmed the 50 percent turnover rate but explains that it is being reduced in Kansas facilities by introducing a mentor during the orientation for new hires. "When a mentor is used beginning at orientation, new employees regard that as a valuable employee benefit. They use the mentor to help solve on-the-job problems and problems at home that could affect job performance and job retention," Kerwin says.

Both companies experienced amazing and rapid results when mentoring began at hiring time. Kerwin explains, "Previously, a significant percentage of employees did not make it through a five-week intensive training. During the last quarter, we saw the retention rate go from losing a majority of the new hires to keeping 100 percent during the last month of the quarter. We are thrilled. Having a mentor there for support, encouragement and assurance is making all the difference in the lives of these people!"

Introducing mentors during orientation has become a significant part of providing mentoring services in the private sector. Mentoring Works! started at one facility in July 1998 and at a second facility in June 2000. Mentors worked in on-site offices, circulating during breaks and lunchtime to introduce themselves to employees. Results of the first year were excellent, according to their Human Resource Site Manager. "We introduced Mentoring Works! in July 1998 for Welfare-to-Work clients and we participated in the Work Opportunities Tax Credit program. At that time, we had a turnover rate between 35 and 50 percent. Our turnover rate was reduced to 17 percent the first year of the program!"

A similar story is told by a second facility. Their site manager explained that when the mentoring program started, the company had an attrition rate of five percent per week. After implementing Mentoring Works!, the attrition rate was reduced to 11 percent per month from June to October 31, 2000.

1.3 Deciding to Pay Mentors

Purists may define mentoring as a volunteer activity. The Kansas model changes that definition. In Kansas, mentors work 20 hours per week and receive an hourly wage.

There are two main reasons for paying mentors.

First, mentoring in Kansas is intensive. Unlike programs that offer a few hours per week of guidance, the Kansas mentors deal directly with domestic violence, substance abuse, lack of adequate childcare and transportation, money management and legal issues. Too often, mentees live from crisis to crisis. Mentors are not certified counselors, but they use an exhaustive community resource directory and have developed a referral system to help respond immediately during these crises.

Second, Mentoring Works! has found that seniors are committed to their jobs. When senior mentors are paid that commitment is total. Senior mentors bring more value than they cost — a concept they transmit to their mentees.



2.0 BRIDGE BUILDING BETWEEN THE PRIVATE AND PUBLIC SECTORS

In his 1996 election campaign, President Clinton spoke of “building a bridge to the 21st Century”. When starting a new program like mentoring, bridge building is the first step towards implementation. When the Welfare-to-Work grant was first awarded, both private and public sectors had to “buy in” for the program to work.

2.1 Public Sector

The first challenge: identifying the key selling points for each agency. The first barrier was “turf.” There is no such thing as artificial turf in the public sector. Turf is REAL. Agencies have vested interests in service provision. Anyone coming onto their turf must convince them that the new services will benefit their programs directly.

In his book, “Steps To The Top,” Zig Ziglar illustrates how a program like Mentoring Works! can assure the coordination and cooperation of an array of state and local agencies. Ziglar says, “I believe you can achieve anything you want in life if you help enough people get what they want in life. ” (Ziglar 59.)

The task was to determine what these agencies wanted. It was determined through interviews that SRS and Human Resources needed positive outcomes for their clients, while sharing ownership of the mentoring program.

Selling the mentoring concept to decision-makers in the public sector (Secretaries or Deputy Secretaries of Human Resources, Aging and Social and Rehabilitation Services) — those with the power to encourage acceptance on the front lines — provided a running start.

During initial meetings with case managers and supervisors, top administrative officials were present to endorse mentoring. Meetings were held to persuade front line employees that cooperating with mentors would enhance existing programs. Case managers were reassured that mentoring programs would not replace current staff. The mentors assured mutually satisfying results by building close relationships with SRS and KDHR employees. When successes were celebrated, case managers were present and credited for their contributions.

2.2 Private Sector

Identical methods were used with the private sector. In reaching out to the private sector, the nine words which President Ronald Reagan deemed the most terrifying in the English language needed to be avoided: “We’re from the government and we’re here to help.”

***“We are each of us angels with only one wing.
And we can only fly embracing each other.”
— Luciano De Crescenza***

Mentors called on companies, talked to decision-makers and performed a needs-assessment survey to determine each employer's most pressing problems. Without exception, employers were concerned about their escalating turnover rates and wanted to retain quality employees.

In a 1996 article "Decreasing the Staggering Costs of Turnover in Your Organization" Dr. Joan Brannick verifies the outlay of corporate dollars for high attrition. Her article states, "The U.S. Department of Labor estimates that it costs a company one-third of a new hire's annual salary to replace an employee. Using a wage rate of only \$6 an hour, it costs a company \$3,600 for each departing employee." (www.brannickhr.com./Article-Retention.htm.)

Figures like the above grab the attention of company executives. During visits to employers, mentors did not forget that getting what you want means giving others what they want. They highlighted the double-edged sword of escalating turnover: increased costs and lower productivity.

Mentor hiring practices were also responsible for the private sector program becoming one of the strongest assets of Mentoring Works! Prospective mentors were required to have a lifetime of verifiable achievement in business, industry, education or government.

Applications were received from retirees who had worked for many professional businesses, including several Fortune 500 companies. Those chosen as mentors knew exactly how to approach corporations to gain acceptance of mentoring.

Relationship-building techniques with the private sector were similar to those used with state officials and local case managers. Mentors with the private sector were able to establish rapport and credibility quickly. Their backgrounds emphasized problem solving, performance and accountability. Credibility came from outlining plans and implementing them with the desired results. Mentors call it, "Doing what you say you will do."

2.3 The Bridge

The stage was set to bring the public and private sectors together to solve mutual problems. Agreements were developed to provide businesses with Welfare-to-Work participants in exchange for housing on-site mentors to handle job-related problems. This would help remedy employees walking off the job in moments of anger and frustration.

Within a few weeks, non-welfare employees began to request the same mentor services as those provided to Welfare-to-Work participants. As a courtesy to the companies, mentors began to work with both groups of employees. This was acceptable to the Kansas Department on Aging (KDOA). Ardie Davis, KDOA Commis-

sioner of Outreach and Marketing, realized that many of the non-welfare employees were themselves only a job away from applying for cash assistance. An additional program benefit beyond the reduction in welfare roles was that of keeping others from expanding them!

Mentors learn something new every day. Problems experienced by employees making the transition from Welfare-to-Work are quite similar to those of the traditional workforce. Employees share common barriers, whether or not they have received welfare. Many employees have problems obtaining affordable and reliable childcare, or care when a child is ill, or reliable and affordable transportation. They too, may be less than skilled in money management. They could have family problems such as spousal or substance abuse. Most are also subject to the daily stresses of family and work.

Mentoring both welfare and non-welfare workers has been a win-win situation. Government programs have profited from mentoring along with private sector employers and employees. Once turnover rates took a dramatic dive, companies agreed to pay the salaries for several mentors. This is proof that when service providers add more value than they cost additional funding is forthcoming.



3.0 MENTOR HIRING AND TRAINING: CONVEYING THE SPIRIT

Senior mentor Charlotte Simmons put it this way: “It could be my daughter; it could be your daughter; it could be your neighbor’s daughter. They’ve just made some bad choices!” Charlotte Simmons exhibits qualities that all mentors should possess — caring, combined with the passion to make differences in the lives of the young people she mentors.

How do we recruit the right mentors? How do we select them? Can someone be trained to care? Questions like these must be faced when starting a mentoring program. Like many decisions, intuition is vital to the process. However, a potential mentor’s resume should be carefully checked to avoid potential liability by hiring the wrong person.

“Remember there’s no such thing as a small act of kindness. Every act creates a ripple with no logical end.” — Scott Adams

3.1. Hiring Mentors

When hiring mentors, one of the key issues is to try to determine the prospective mentor’s philosophy of handling people. The interviewer must use intuition to measure what is in the applicant’s heart. Mentoring is not only hard work; it is “heart work.”

Mentors can’t make anyone do anything. But they can be catalysts causing others to want to change. Once that internal process takes over, observable behavioral change begins to occur. The “heart” issue is critical. Mentors care. They acknowledge the importance of the mentee as an individual. Once mentors convey to the mentees that they are significant, the mentees begin to change.

Skeptics may claim that this approach is “warm and fuzzy”— too much “feel good,” and not enough emphasis on hard skills. Mentoring does emphasize the role of emotion in motivation. Author John F. Beehner describes it, “In Latin, emotion translates as the spirit that moves.” (Beehner 108). Mentoring Works! believes, “When you touch their hearts, their minds will follow.” Motivation and attitude are keys to performance. Touching the heart is the first step toward arousing the “want to” in people.

Case managers, human resource professionals, and mentors all must remember to start with clients at their points of need. Instead of participants not wanting to work, all too often they are just not ready to work. Beehner states, “Kindness is the oil that takes the friction out of life.” (Beehner 108). Once the seed of personal significance is planted, feelings of self-worth appear in the mentees and the lessons of the mentors begin to make sense.

Individuals with “people skills” make good mentors; private sector mentors not

only care, but also teach mentees the rules of the game in business. Mentors with private sector backgrounds can also easily help establish effective contact with employers and develop trust and rapport with the welfare client. Mentees learn how to succeed in their jobs because mentors teach them what bosses and supervisors expect. Ethnic and racial diversity can be an important factor in the initial match with the client; Mentoring Works! has and highly recommends such a mix.

During mentor interviews, ask the applicants, “What does it take for someone to be a successful mentor?” Many individuals think mentoring is synonymous with giving advice. Effective mentoring means *listening to people*, not just *talking at them*. Mentees have been “talked at” for a lifetime, frequently to no avail. Most mentor training stresses that listening is 90 percent of the job.

In choosing mentors, intuition is the linchpin. Look for people with wisdom and patience. After a few months on the job, most mentors agree that these virtues are necessary. Remember: a mentoring program is only as good as the mentors who are hired.

3.2 Mentoring Training

Mentor training evolved during the two and a half years of operation. Initial training required reading, starting with the book “Tuesdays with Morrie: An Old Man, a Young Man and Life’s Greatest Lesson” by Mitch Albom. In the book, Morrie teaches a young friend basic lessons about what is important in life. Mentors should realize that their efforts should transcend helping clients secure and retain employment — mentoring is about the bigger picture: life itself.

Other publications have become required reading for the new mentor. “Who Moved My Cheese?” by Dr. Spencer Johnson deals with change. “Fish,” by Dr. Stephen C. Lundin shows how to create a positive work environment. “30 Ways to Shine as a New Employee,” by Denise Bissonnette is about mentoring new hires. *Fast Company* magazine describes cutting-edge companies and human relations. April M. Bender of Partnerships for Quality in Potsdam, New York has edited a guide on how to establish a mentoring program in the workplace, “Mentoring Toolkit: Establishing or Enhancing a Mentoring Program.” Gordon F. Shea’s publication, “Mentoring,” is also useful.

Combined with required reading, group training stresses human relations, includes the discussion of what to expect from clients, what barriers mentees face, and how to handle case managers and employers. As the program progresses, mentors can train their counterparts. Milton Huston, Kansas City, KS mentor, had studied Positive Mental Attitude (PMA). His peer training sessions became both educational and entertaining. PMA is now a required part of new mentor orientation and is also used in training the mentees and will be discussed in more detail in section 4.1.

Mentors must be trained to empathize, not sympathize; to empower, not enable; to inspire, not intimidate; to establish trust, not exert authority; to be a good listener, not just a good talker; and to direct clients to resources they can use to help themselves. Mentors should attend life skill classes at the Social Services offices to learn client issues and to meet clients informally and get to know them. Relationship building is the main objective when mentors hold client meetings.

Monthly meetings among mentors provide a forum for training updates and general discussion. The group setting permits “shop talk” that encourages brainstorming, problem solving and camaraderie.

“Peak Performers,” written by Charles Garfield, is a good resource showing what motivates people and helps them succeed. Garfield worked on the Apollo space mission. When John F. Kennedy became President, he set a goal of landing a man on the moon. Garfield describes what it was like to do a job more significant than just going to work every day. People were absorbed by Kennedy’s vision. The result was that performance skyrocketed.

Garfield tells how much a noble vision matters to employees. On the day in 1969 when man took his first steps on the moon, six years after President Kennedy was assassinated, a dozen yellow roses were placed at Kennedy’s grave. Beside them was a handwritten note that said, “Mr. President, the Eagle has landed.”

Successfully instilling such dedication for mentoring today’s young workers is a task that will directly affect America’s future generations.



4.0 PRE- AND POST-EMPLOYMENT MENTORING

As noted in previous chapters, Mentoring Works! helps clients make the transition from welfare-to-work during two distinct phases: pre- and post-employment. The first involves the resolution of job placement barriers; the second, involves working on and off the job site to ensure employment retention.

4.1 Pre-employment Mentoring

During the pre-employment phase, a relationship with the mentee is established at the Social Services office or One-Stop Career Center.

Life skills classes often provide the setting where mentors and mentees become acquainted. Charlotte Simmons, on-site mentor at the Overland Park SRS office, says her clients lack self-confidence. “Most of them are young women with children. When I first see them, they are afraid and insecure. They can’t seem to get it together. They need to learn to believe in themselves.” Anger, fear, unsuccessful work history and low self-esteem are ubiquitous problems for our clients.

“I want them to be the CEOs of their lives, not their issues.” — Virginia Kerwin, Mentor

Building self-esteem must start on a basic level. Virginia Kerwin relies on a document, “Life and Company,” which she designed. It is a pie chart, which uses self-assessment to determine the mentee’s major life concerns (Appendix A-1). Kerwin and the mentee list eight issues that require resolution, starting with the most pressing. The client is assigned two or three issues to work on, then reports back to the mentor on what has been done to resolve these barriers. Mentor and mentee take time out to celebrate successes, thus motivating the mentee to resolve the remaining concerns.

Mentors are upbeat about their clients’ potential. Says Simmons; “I honestly don’t see a lot of people who don’t want to work. I see people who fear failure and often are angry about their situation — who have trouble visualizing success.”

Mentors teach mentees that they are on a journey that will make them proud of their accomplishments. More importantly, their children will be proud of them. Their children’s pride immeasurably increases the mentee’s feelings of self-worth and significance.

Other ways to help boost mentee’s self esteem include development of a resume, as does the rehearsal of job interviews. Although most employment and training programs assist clients with resume preparation and mock interviews, the mentor’s participation and personal attention provides the mentee with a self-perceived edge in job hunting. Dressing appropriately also boosts self-confidence. A mentor living in an affluent part of Kansas City collects clothing from friends and

neighbors and provides them to mentees. Clothing banks are part of the comprehensive community resource guide used by mentors.

In addition to teaching Positive Mental Attitudes (PMA) to peers, Mentor Milton Huston teaches it to mentees. Materials from Dale Carnegie, Napoleon Hill and Dr. Robert Schuller are presented. Huston believes that if you want to be excited, you must act excited. He teaches mentees that they have total control over one thing in their lives — their attitudes. In a group session, mentees repeat key phrases like, “If it is to be, it’s up to me!”

Positive attitude training has two purposes: it helps the mentee remain positive while working toward a goal and teaches them to think more like the people who employ them. PMA training shows the mentee how to please the employer and to put themselves on a fast track toward job advancement. This ensures higher salaries and clinches the goal of mentoring — job retention.

4.2 Post-employment Mentoring

Post-employment mentoring emphasizes job retention. Mentors teach clients two basic principles: add more value than you cost and get along well with people. But additional issues must be resolved in order to keep a job. Adequate housing, affordable childcare, transportation, elimination of spousal and substance abuse and positive money management are major concerns.

Mentors use a comprehensive community resource guide for referring mentees to supportive services. Mentors work with local housing authority personnel to help mentees find affordable housing. Young women with abusive husbands or boyfriends may need to leave home on short notice. Mentors can help them find suitable shelter for themselves and their children. Such crisis management ensures the family’s safety and prevents the mentee from missing work.

Affordable and accessible childcare represents perhaps the greatest challenge for young mothers making the transition from welfare to work. Mentors work with case managers to locate, evaluate and secure the best childcare available in the mentee’s community. Employers with a dwindling pool of job applicants have begun to offer various childcare options such as funds to defray costs or quality childcare centers on the premises. To ensure good planning, mentors teach their charges to develop alternative childcare arrangements.

One of the most frequent reasons for missing work is a sick child. In Kansas City, mentors have found providers who care specifically for sick children. One facility is state licensed and has a R.N. on duty. A Kansas City medical center has an alternative day care center for children who are temporarily, but not seriously, ill.

Transportation problems may be more complex than the lack of a car. The

mentee may not have a valid driver's license or car insurance. Mentors in Johnson County, KS have contacted county attorneys to intercede with the courts and make arrangements for re-instatement of driver's licenses while mentees gradually repay court debts. Other mentors have given mentees driving instructions, tutored them on the written exam and driven them to the Drivers License Examination Bureau, where they pass the written and driving tests to obtain a license.

Mentor John Sharda worked with SRS on a state-sponsored car purchase program. He helped one mentee select a car, arrange for inspection by a certified mechanic, negotiate a good price, pay sales tax and registration fees, etc.

Clients may fear or be unwilling to use public transportation systems. Mentors help mentees learn how to negotiate public transportation in Metro areas. Mentoring Works! and SRS conduct monthly seminars on how to use the bus. Some employers provide vans to drive employees to and from work. Such companies are good sources of jobs for Welfare-to-Work clients.

Mentors address the lack of a high school diploma or GED. They may tutor or arrange tutoring on math, history and composition to help mentees pass their examinations.

Even after securing employment, mentees may have serious money-management problems. Mentoring Works! coordinates with Consumer Credit Counseling Service to educate mentees on how to manage their money. Mentees learn that it's not always how much they make that matters, but how much they keep. Consumer Credit counselors have mentees use a pocket-sized "Fritter Finder" booklet to record and show how their money is spent.

The ability to distinguish between wants and needs is an important lesson that mentors teach. Clients begin to realize that such things as cell phones, costly athletic footwear and satellite television services are wants, not needs. Mentors teach mentees to avoid the, "Money talks, but mine is always saying good-bye" syndrome.

Senior mentors have learned many lessons that they can pass on to younger workers. Mentors can share tips on how to save on food costs, such as gardening and canning, freezing bulk foods and bringing lunch to work, rather than eating at fast food restaurants. Mentors may meet with Internal Revenue Service agents to find out how mentees can use Earned Income Tax Credits to provide additional income.

Other on-the-job issues provide rationale for post-employment mentoring. If an employee makes it past the first two months, chances for permanent retention are excellent. With a mentor at the workplace, problems are recognized immediately and resolved quickly and satisfactorily.

Private sector mentors report that on-the-job problems are neither frequent nor serious. Most problems arise from the mentee's struggle to balance home and work. Virginia Kerwin explains, "They are performing a juggling act between work and home. Single mothers are running a household, making a living and doing a full day's work and there is little room for error. For instance, an employee's car broke down today. It's the only car she has. Most of us have a backup — a second car or a spouse who can drop us off. Not so with them. Keeping everything on track can cause severe stress, which leads to problems at work. Taking the car to be fixed or the kids to day care may cause tardiness or absenteeism, and that's where I step in."

Post-employment mentoring is ongoing. As Kerwin says, "An issue may be closed, but the case never is." Mentors teach mentees that life consists of successes and failures. The trick is to accept both and to maintain a self-sufficient and productive life-style, which provides for the family's well-being and one's own happiness.



5.0 MENTORING WORKS: HOW TO KEEP ON KEEPING ON!

Providing quality services in the public, private or not-for-profit sectors is a challenge. One of the most challenging aspects is how to fund and sustain programs. In 1998, the Kansas Department on Aging awarded a grant to the Southeast Kansas Area Agency on Aging to develop and implement the Kansas Welfare-to-Work Senior Mentoring Initiative. The Department on Aging was clear that these funds were seed money — no additional funds would be forthcoming. If the program were to continue, it would have to sustain itself.

The program goal was to mentor 200 participants, placing 100 of them into unsubsidized jobs. At the year's end, mentors had more than doubled the required performance, using only about half of the funds budgeted. The Department on Aging extended the program using the unexpended dollars remaining from the original grant.

“There is one thing stronger than all the armies in the world, and that is an idea whose time has come.”—Victor Hugo

Private sector companies began to notice the results that mentors had made. One company saw that turnover rates declined dramatically and savings were significant. Mentoring Works! explained that the program could only be continued with company funding, since state subsidies had ended. The company agreed to fund mentors on-site.

Another company had been given state incentives to locate in Kansas City, but a turnover rate of 20 percent was so severe that the company was considering leaving. Mentoring Works! was summoned to a meeting with corporate officials, the mayor's office, and the Kansas Departments of Commerce and Housing, Human Resources and SRS. Mentoring Works! explained how its efforts had reduced turnover in other businesses. It was hoped that mentors could lower the five percent per week attrition rate the company was experiencing. The company decided to spend a portion of training money previously provided by the state to employ two mentors on-site. Within three months, the attrition rate had dropped to 11 percent. Demand for mentoring escalated and a third mentor was added to assist the 800-person workforce.

An area community mental health center presently contracts with Mentoring Works! for in-house help for mental health employees. The center was having problems keeping mental health aides on the job. Mentoring Works! is currently addressing employee issues and job retention at the health center.

Mentoring Works! is sponsored by a private non-profit agency. Although profit is not permitted, the receipt of program income is allowed. Diversification of funding enables an agency to continue services and to expand them into other areas.

For example, a Title V mentoring program began in September 1999.

5.1 Title V Mentoring Program

The Kansas Department of Human Resources received Title V, 502 (e) funds from the U.S. Department of Labor. Title V of the Older Americans Act funds employment programs for financially disadvantaged participants 55 years of age or older. The programs provide 20 hours per week minimum wage training for participants, with a goal of helping them make the transition to unsubsidized employment.

KDHR subcontracted with Mentoring Works! for a Title V peer mentoring program. Ten Title V eligible participants would be placed in unsubsidized jobs in the private sector to mentor 40 additional Title V participants hired into entry-level positions.

It was quickly realized, however, that the skills and work history of the available Title V eligible participants were not comparable with those of the mentors hired under the criteria mentioned in Chapter 2.1. A decision was necessary: should administrators continue to seek Title V eligible participants with the requisite skills or re-think the program?

Title V Program Coordinator Diana Gunlock had been training mentors and providing job search skills for Title V participants. She determined that although the Title V eligible individuals selected as potential mentors would not fit well in a private sector setting, they were very helpful in the workshops with fellow Title V participants. These persons became peer mentors, pairing off with the other entry-level participants during and after the intensive job search workshops. They met with each participant weekly during the pre- and post-employment phases.

During pre-employment, peer mentors used traditional job-search skills training to help with resumes, interviewing, networking and cold-calling area employers. The peer mentors constantly reminded the participants that Title V is a transitional work experience, not a final job. Their emphasis was on changing the mindset of participants. Many Title V participants thought their host-agency training slots offered security. Although these positions paid only \$5.15 per hour and had a 20-hour week, participants considered them permanent jobs. Peer mentors helped show participants that they were missing opportunities in the private sector, where they could make more money and have even more security.

Building self-confidence and teaching self-marketing skills gave Title V participants the self-assurance that they needed to compete for jobs in the private sector. The intense peer mentoring resulted in unsubsidized employment for not 50, but 61 participants, with a retention rate of 85 percent after the first 60 days!

The Kansas Department of Human Resources was awarded a second 502 (e)

grant in August 2000 for placing Title V participants into call center jobs throughout the state. Senior mentors are already located in these call centers and can help ensure job retention. Low-income, Title V eligible individuals can profit from mentoring. It gives them the confidence to succeed in a workplace that previously seemed unfriendly and unwelcoming.

5.2 Mentor the Supervisor

Mentoring Works! has recently initiated “Mentor the Supervisor” training. In many companies top management recognizes that front line supervisors can become frustrated and terminate employees prematurely. After completing training, supervisors better understand the problems of the workers and are more willing to empathize and help them solve their problems. Although this program is only a few months old, its implications are significant. By sharing an employee’s problems, the supervisor begins to understand the employee’s frustrations. Such understanding brings productive conflict resolution.

“Mentor the Supervisor” uses senior mentors to provide on-site training for private sector facilities and community-based organizations to teach supervisors how other companies are re-engineering the workplace. Mentors use the model created by the world-famous Pike Place Fish Market in Seattle, Washington. A video based on the book, “FISH,” is shown to supervisors. Concepts used are discussed. Methods for implementing these concepts in the new workplace are outlined.

The “Fish” philosophy consists of four concepts:

- 1) Play: Have fun at work; enjoy yourself; be creative.
- 2) Make Their Day: Do something special for customers and co-workers.
- 3) Be There: Totally focus on the moment and on the task.
- 4) Choose Your Attitude: Accept responsibility for your choices. (FISH Videocassette)

Companies and community-based organizations can use this training to reduce employee turnover and improve employee morale. This is one of the plans that can be offered to companies on a fee-for-service basis.

Twenty-first century providers need to change their attitudes about government as their sole source of funding. There are other ways. When service providers add value and provide quality, funding becomes available from a variety of sources. As Ralph Waldo Emerson said, “If a man writes a better book, preaches a better sermon, or makes a better mouse trap than his neighbor, though his house be deep in the woods, the world will make a beaten path to his door.”

Service providers need to begin thinking about opportunity, rather than security. History teaches us that change is inevitable and government funding is no longer guaranteed.



6.0 CREATING YOUR OWN MENTORING PROGRAM: DIFFERENT STROKES FOR DIFFERENT FOLKS

This chapter illustrates how two states, New Mexico and California, have adapted the Kansas model to their own requirements. Using ideas from Mentoring Works! should give you a running start on creating a mentoring program in your state. A totally different model, Florida Green Thumb Mentoring, which uses volunteer mentors, may fit your state's needs. Both models attest to the benefits of seniors mentoring younger workers for increased job placement and job retention.

Sondra Match of the New Mexico State Agency on Aging has combined ideas from Mentoring Works! with those from the New Mexico Department of Labor and the State Agency on Aging to inaugurate New Mexico's GOLD program. Sondra Match has programs in three distinctly different New Mexico counties and her mentors have begun to make a positive impact on the lives of welfare participants in the State.

As of November 15, 2000 the California Employment Development Department's Senior Worker Advocate Office initiated a senior mentoring program in San Diego; a similar program in Fresno is expected to begin on January 1, 2001. Research Coordinator David Mayer is the lead advocate for both programs. He works in concert with the local areas on aging to expedite mentor hiring and training and to provide technical support.

Florida's Green Thumb Mentoring Program has been operational since 1997. Volunteers are the mainstays of this program. The only paid staff is a coordinator and three specialists. Lois MacDougal, the coordinator, requires all 500 volunteers to spend a minimum of one hour per week mentoring welfare recipients. The description, which follows, shows how Florida Green Thumb has operated its program with a vast retinue of volunteers, each mentoring for an hour or two per week.

The difference between the Kansas, New Mexico and San Diego programs and Florida Green Thumb's model is that the former programs use fewer mentors, pay wages and require more intense activity. Despite the differences, all programs are achieving positive outcomes. Mentoring programs need not be identical. Different models work in different areas.

6.1 New Mexico's Golden Opportunities for Lifelong Development (GOLD) Senior Mentor Program – By Sondra Kay Match, GOLD Manager

On February 1, 2000, the New Mexico State Agency on Aging (SAoA) initiated an intergenerational program with seniors 55 years of age and older mentoring Welfare-to-Work (WtW) clients, mainly young women, age 18 to 40, with children.

A \$200,000 grant was given to the SAoA by the New Mexico Department of Labor to launch a one-year pilot program. It was matched by \$100,000 from the SAoA to defray half the costs of the mentor's salaries. Twenty-one mentors were to earn \$8 per hour for working 20 hours per week in three pilot areas throughout the state. The goal was to mentor 210 welfare recipients within one year. Mentors were to work one-on-one with WtW clients to help them remove barriers preventing them from obtaining and retaining employment.

As the author of the grant proposal, I am indebted to John Green and his staff for generously sharing their project protocol and for training the mentors in the first pilot project. Enthused about Mentoring Works!, I combined its approach with ideas previously advanced by Michelle Grisham, Director of the SAoA and Clinton Hardin, New Mexico's Secretary of Labor. I then proceeded to do a "quick and dirty" study of New Mexico's welfare structure and we were in business.

I set myself a rapid pace: one pilot project to be opened per quarter. This involved recruiting, hiring, and training mentors; finding, and in one case furnishing, an office in each pilot area, and contacting agencies responsible for WtW programs. I met my goal, and then some, hiring 24 not 21 mentors. Since hiring would proceed incrementally, I knew I could exceed the mentor limit and still come out ahead. I had learned long ago that with government funds the cardinal sin is underspending, not overspending, the dollars you have.

Pilot projects were located in distinctly different parts of the state. The first is in Las Cruces, the second largest city in New Mexico, not far from the Mexican border. A number of WtW clients had migrated from Mexico and spoke little or no English. Catholic Church bulletins were the primary recruiting source for bilingual mentors. The second area is Clovis, in Eastern New Mexico, a frontier town on the Texas border.

The aging services network and senior meal sites helped us find prospective hires. The third area, Sandoval County, encompasses two towns, one of which is a bedroom community for Albuquerque, the big city, but also has businesses, such as call centers and Intel, the chipmakers. Within the boundaries of Sandoval are several Indian pueblos. Articles in the business section of local newspapers elicited a wealth of applicants; those we hired are mainly recently retired human service professionals. In fact, we interviewed from 45 to 60 applicants in each of the three areas. Since we represent the State Agency on Aging and they were all seniors, each applicant who requested it was granted an individual or group interview.

Although we used specific interview questions to weed out unqualified applicants, our unwritten selection criteria stressed compassion and the ability to be non-judgmental. Eight dollars per hour is an acceptable wage in New Mexico — one of the poorest states in America — but the need for supplementary income

was not a good enough reason to be hired. A GED was our bottom-line educational requirement, and if that was obtained later in life, so much the better! Because New Mexico is ethnically and racially diverse, our mentors reflect the background of the state's residents — we hired Anglos, Hispanics, Native-Americans and Blacks.

Mentors received one week of intensive training. During the first two days we reviewed what a mentor is and does. A third day followed, with peer mentors — former public assistance recipients — telling us the true story of what it's like to be a “welfare mom.” The fourth day consisted of rotating panels of community agency professionals, responsible for helping clients with childcare, transportation, mental health, alcohol and substance abuse and domestic violence. We reviewed WtW and Temporary Aid to Needy Families (TANF) rules and regulations. On the final day, we organized our schedules and future operations.

At the conclusion of the training, each mentor group selected a coordinator to report to me in Santa Fe on the numbers and types of clients referred, as well as mentor and mentee activities. All three projects hold weekly meetings, often followed by a training session with community agency personnel, who increase mentors' understanding about specific dysfunction. Our mentors, like those at Mentoring Works!, are discouraged from dealing with overwhelming or dangerous situations, such as domestic violence, severe mental disability, acute alcoholism or substance abuse. Clients with these problems are referred for counseling. Mentors work closely with all community agencies; for example, they may accompany a frightened client to court or refer a family for funds in an emergency situation. In Clovis, mentors laid rugs, hung posters and collected donated clothing, then opened Ali Baba's Closet, an attractive boutique where clients select appropriate work attire. From August through November 2000, over 50 clients have taken home three to five outfits apiece—an estimated \$1,700 worth of wearing apparel.

In New Mexico, WtW programs started later than in other states. The Human Services Department (HSD) contracted with large university systems throughout the state to screen clients and offer services to eligible beneficiaries. In turn, university-affiliated entities, often called “Works” programs — New Mexico Works, Sandoval Works, etc. — subcontracted with community colleges and private companies, such as Comp USA, to provide life and job skills training. Due to a time squeeze, the Department of Labor piggybacked on these HSD-chosen contractors to place WtW-eligible clients — those who had received benefits for 30 or more months — on a fast track toward employment.

In all three pilot project areas we tried to co-locate with WtW programs. In Clovis, 10 mentors are housed with the Clovis Workforce Training center, a part of the Clovis Community College system. There, they have become an integral part of the system, tutoring clients for GED examinations, conducting mock interviews, helping with resumes and assisting recipients to select appropriate work attire. In

Sandoval, we are in the Income Support Division (ISD) office, but hope to relocate to a facility which will house Sandoval Works and Catholic Charities, the new WtW contractor in the county. In Las Cruces, there was “no room at the inn” and we are located in a freestanding facility, with little direct interaction with any of the systems serving welfare recipients. We plan to move in with the Department of Labor when it moves to a larger office.

Mentors are doing much the same work in New Mexico as they do in Kansas, although we have not yet placed mentors within the private sector. This could be our next step in Clovis, when a large call center opens its new facility.

After 10 months of operation (February through November 2000), what can we conclude about the success of these three pilot projects? The range varies from “hasn’t caught on yet” in Las Cruces, to “has made an integral and essential contribution to the welfare system” in Clovis, to “still too early to tell” in Sandoval, which was launched the end of September 2000. Remember, dear reader: Rome wasn’t built in a day!

Although we tried to work with a variety of referral sources in Las Cruces, recent statistics show that out of 148 clients referred for mentoring since mid-April 2000, we were unable to connect with more than 60 percent. We attempted repeatedly to contact clients by phone and by letter and a legion of appointments was scheduled and rescheduled with persons who never appeared. Some clients whom we reached insisted that they neither wanted nor needed a mentor. Las Cruces WtW recipients are considered “high risk.” Thus, when mentors “succeed” in helping clients, it is often in securing medical and other waivers, resolving sanctions or in crisis resolution.

Little client information was given to the Las Cruces mentors, despite a simple information form that all case managers were asked to complete. Nor did some referring agencies heed the Department of Labor’s injunction that mentors were members of the team and should have access to the client assessment. We used a number of techniques to reach out to clients. We asked agencies to distribute a document titled, “What Can a Mentor do for Me,” (this promotional piece was used successfully in other pilot projects; see Appendix F) and scheduled appointments to meet prospective mentees in the offices of case managers. Welfare personnel received mini-biographies, describing mentor backgrounds and lifetime accomplishments. Mentors in Las Cruces “massaged” case managers and job developers. They took them to lunch or met with them at their offices. But, in general, agency personnel and their administrators, overwhelmed with work, could not grasp that the initial time they spent carefully selecting and referring clients for mentoring eventually would relieve, not add to their burden.

In life and job skills classes, Las Cruces mentors had somewhat better luck. They assisted teachers by lecturing on customer service, how to buy a used car,

budgeting and how to “dress to impress the boss and the rest.” Some clients clicked with mentors during classes, but many classes were sparsely attended; thus, mentors relied primarily on “cold referrals,” which often proved unproductive. After considerable frustration and discouragement, we plan to shift our focus to the local Department of Labor, where we can work with job-readiness preparation or retention of clients placed in work experience, on-the-job training or unsubsidized employment.

In Clovis, our mentors achieved dramatic results. Out of 119 WtW referrals, mentors are seeing over 90 percent. As noted previously, mentors are co-located at the Clovis Workforce Training Center and have become a part of activities conducted by that group. We have arranged for clients to receive one-hour per week activity credit for working with mentors on job-related issues. Activity credits, plus the accessibility of attractive clothing, have been a powerful incentive for mentees to connect with mentors.

Recently, call center interviewers came to Clovis to hire personnel. Our mentors contacted 90 percent of their 104 active clients — those whom they had helped to prepare resumes, rehearsed for interviews and dressed for success — to urge them to attend the job fair. Fifty-two clients showed up for interviews, most neatly dressed and carrying a file folder with resumes and customer service training certificates. Mentors assisted call center interviewers to grade tests, staffed the interview tables, reminded hiring persons not to overlook certain applicants and promised to personally tutor applicants a few credits away from a GED, if there was the promise of a job. The job fair was a smashing success for mentors and their clients. Thirty-five out of the 52 WtW clients were hired—a 66 percent success rate. Mentors will follow all clients for at least six months to ensure job retention. Jan Bradburn, Director of the Clovis Workforce Training Center, commented about the mentor program, “I don’t know how we ever managed without them!”

A recent study in New Mexico found that the third month of employment is critical for job retention. Employers are concerned about employee attitudes, attendance problems, employees who walk off the job in anger and frustration or fail to follow the chain-of-command. Employees are troubled about other problems, such as domestic violence, or lack of reliable transportation or childcare and are often unaware that their bosses are upset over their behavior on the job. Some employers have turnover rates of over 50 percent per year; others cannot find enough acceptable applicants to hire. One call center told us that they interview 100 people to hire 25; 50 percent fail to pass a computer listening and spelling test, and the remainder do not make it through the personal interview. When employers ask what is their greatest weakness, a common interview query, personal problems spill out. These clients need help to make it through the door, as well as to stay within it until retention is assured. We are eager to follow in the footsteps of Mentoring Works! and begin to place a few mentors within the walls of business and industry.

In summary, we would advise programs contemplating the start-up of a mentoring program to consider the following precepts:

1. Pay the mentors if you can afford to do so.
2. Draft good interview questions and select carefully from a large pool of applicants.
3. Do not go where you are not welcome. Locate with a welfare system where they see the value of mentors and are willing to work closely with them.
4. If possible, locate within the offices of the referral system. Clients will not automatically view the mentors as part of the governmental system. Mentors can meet with clients in a neutral place, but co-location with the welfare staff increases systemic acceptance of the program.
5. Give the clients a reason to see the mentor. An activity credit or free clothing has appeal.
6. Mentors should position themselves philosophically somewhere between the welfare system and the client to help those entities come together when needed. Mentors can advocate on their client's behalf but this should be done diplomatically.
7. Be flexible about shifting the duties and position of your troops. When work with one agency proves futile, cut your losses and seek out another.

6.2 California Senior Mentoring Program—The Newest Start-up

David Mayer, Research Coordinator for the Senior Worker Advocate Office, a division of the State of California's Employment Development Department (EDD), contacted Kansas Mentoring Works! in late 1999. He wanted to develop similar programs in each of California's Local Workforce Investment Areas (LWIAs). After receiving information from Kansas he began advocating for the California Senior Mentoring Program with the LWIAs.

The effort of EDD and its Senior Worker Advocate Office has resulted in the initiation of one local project in San Diego and the start-up of another in Fresno. San Diego hosted a kick-off event for the first California senior mentoring project on November 15, 2000. Comprehensive Training Systems was awarded a contract to administer the program for the San Diego Workforce Partnership. San Diego Aging and Independent Services, the project subcontractor, supports mentor hiring and training. Fresno's senior mentoring project is administered by Proteus, Inc. It is in its final phase of development. Hiring of mentors will begin in December 2000 and the project is scheduled to begin operating in Spring 2001.

6.3 Florida Green Thumb Mentoring—Using Volunteers to Make a Difference

Green Thumb, Inc. of Florida started a mentoring program in 1997 and has achieved measurable results by using volunteers to mentor welfare recipients. Based in Ocala, Green Thumb partners with the Citrus/Levy/Marion County Workforce Development Board to provide adult mentoring services throughout the three-county area. The objective of the program is to work closely with the One-Stop Center to assist welfare clients to get and keep unsubsidized jobs.

Green Thumb has a staff of four: one project coordinator and three specialists. The staff recruits older volunteers, professionals and business people and former welfare clients and trains them to mentor. Volunteers are recruited through a media campaign, using newspaper advertising, public service announcements, press releases, posters, and by placing information in specific sections of the newspaper. Networking with organizations and attending meetings of civic groups, such as Rotary, Chambers of Commerce, Business and Professional Women's Clubs, Retired Senior Volunteer Program (RSVP), AARP, churches and senior housing, gives the program the needed visibility.

Staff selects mentors and pairs them with welfare clients. Each potential mentor completes an application, then three personal and/or business references are checked. Staff determines work history, relevant experience, qualifications, special interests and reasons for wanting to mentor. Those mentors selected complete a volunteer mentor agreement and work schedule and sign a drug and alcohol policy statement.

Mentors are given exhaustive orientation regarding program goals and objectives, mentor roles and responsibilities, profiles of program participants and their needs and problems. According to Project Coordinator, Lois MacDougal, volunteer mentors perform most successfully when they receive thorough training before assignment to a mentee. Introductory training helps the staff to become acquainted with the mentors, expedites matches between mentors and clients, and provides a foundation for future training and coaching of the mentors. Ongoing coaching and structured support is essential throughout the mentors' involvement in the program; it supports them as the program challenges their perceptions, values and abilities. This training assists mentors to relate to clients, while enhancing their personal growth and enabling them to develop skills that can be used outside the mentoring relationship. Program goals are shared with Welfare-to-Work clients, who learn how the program can benefit them. They discuss what they hope to gain from the program, as the roles and responsibilities of staff, mentors and participants are explained.

Project staff work closely with WtW case managers to determine the needs of individuals receiving welfare benefits and the appropriate time to assign a mentor.

Information encouraging a successful match is gleaned from a combination of mentor screening, selection, orientation and training, as well as from client recruitment, enrollment and orientation. Observation of both groups and reports from prior program participants also insures a good match. In addition, Green Thumb staff considers personal preferences and needs, temperament, life experience, interests and backgrounds of both groups.

Staff supports both mentors and participants through telephone contact with mentors and telephone, letter, and program contact with participants until the development of a relationship is well underway. Observation and interaction between mentors and clients during meetings brings additional insight. If a match is not working, staff relies on various intervention strategies to resolve differences. These include individual coaching of the mentor and client, bringing together mentor and mentee for mediation, and/or reassigning the mentor and client.

Since the 1997 start-up, Florida Green Thumb has recruited a total of 500 volunteer mentors in the three-county area. Lois MacDougal says that the program has mentored over 250 welfare recipients, with 80 percent successfully employed, and the remaining 20 percent assigned to work experience. Approximately 23 mentors are former welfare beneficiaries, thereby encouraging an empathetic relationship between one peer and another.

Florida Green Thumb Mentoring is volunteer mentoring that works. The regional Workforce Development Board knows that the program regularly meets and exceeds its performance benchmarks. It has increased the current year's funding to nearly double that of the original 1997 grant award.

6.4 Contact Information

CALIFORNIA

David Mayer
Research Coordinator
Employment Development Dept.
800 Capitol Mall, MIC 42
Sacramento, CA 95814
Phone 916-654-6502
e-mail dmayer@edd.ca.gov

KANSAS

John L. Green
High Touch Mentoring Works
P. O. Box J
Chanute, KS 66720
Phone 316-232-5944
e-mail sekaaa@hotmail.com

FLORIDA

Lois MacDougal
Green Thumb Mentoring
3001 W. Silver Springs Blvd.
Building B, Room 2
Ocala, FL 34475
Phone 352-732-1241
fax 352-732-1404

NEW MEXICO

Sondra K. Match
New Mexico State Agency on Aging
228 E. Palace Avenue
Santa Fe. NM 87501
Phone 505-827-7618
e-mail sondra.match@state.nm.us



7.0 LESSONS LEARNED

Mentoring programs come in all shapes and sizes. This publication does not endorse one program over another. The purpose of this guide is to show how various programs work and to give suggestions for starting new ones. Any mentoring program must be tailored to fit local, geographic and cultural idiosyncrasies. Experience has taught what does and doesn't work in Kansas. Mentoring Works! has reached the following conclusions:

“This is not the age of information. This is the day of loaves and fishes. People are hungry and one good word provides bread for a thousand.” — David Whyte

- 1) Senior mentors (age 55 +) bring a range of life experiences that younger workers can utilize. Seniors can teach mentees patience, common sense and stability, thus empowering them to solve their own problems.
- 2) Mentees respond positively to mentors who are compassionate and caring. Significant behavioral changes can result.
- 3) The relationship works best when the mentor is seen as an impartial adjunct. Case managers, employers and mentees should view the mentor as someone who does not represent the state, labor or management.
- 4) Mentors work best when they use their own ingenuity and problem-solving ability. Hire the best and get out of the way!
- 5) Mentors can convey a lifetime of good habits that mentees may adopt.
- 6) Mentors learn that people cannot be made to do anything. Internal changes must occur before external changes are possible.
- 7) Senior mentoring encourages positive human intergenerational connections. Seniors do not threaten mentees. Mentors are considered people who care and want to help. The sense of trust that develops permits the mentee to no longer fear failure.
- 8) Mentors never violate confidentiality.
- 9) Mentoring is an intense and difficult job with measurable results. It is much more than a means for someone to feel good about themselves. Mentors help people to change and face difficult issues in the process.
- 10) Mentors are more fully committed when they are paid for their efforts (pay

ranges from \$8-\$10 per hour).

- 11) When case managers use mentors to help with welfare clients, welfare roles fall and job retention soars.
- 12) Mentoring works in both the private and public sectors. It can make a marked difference in the way a mentee views their chances of success or failure.
- 13) Employee turnover can be reduced when employers house mentors on-site to deal with on-the-job problems and issues that employees bring from home.
- 14) Successful mentoring programs should be customer-driven, not process or regulations-driven.
- 15) Leaders in the public and private sectors must buy into the program and encourage front line supervisors to make referrals. Mentoring does not work when clients are not referred to mentors.
- 16) There are a variety of ways to fund mentoring programs. Examples include business, city, state or county funds. Title V 502 (e) monies may be available, as are grants from the recently established Workforce Investment system.
- 17) Title V participants do profit from a high-quality peer mentor.
- 18) By conducting peer mentoring together with intensive job search training, job placement and retention in the private sector will increase among Title V participants.

For more information regarding mentoring programs, contact:

John Green, Director
Mentoring Works!
Southeast Kansas Area Agency on Aging
P. O. Box J
Chanute, Kansas 66720

E-mailsekaaa@hotmail.com
Phone316-232-5944
Fax316-232-2045



APPENDIX A

Defining success as a mentor involves positive outcomes. The following individual narratives are actual mentoring cases in the Kansas City metropolitan area written by the senior mentors involved in each case.

KANSAS MENTORS



“In the late spring of 1999, I helped mentor a young mother who had recently moved to the Olathe, Kansas area from the southern part of the state. She had two young daughters, ages eight and four, and had applied for assistance and benefits at the SRS office. The mentee was intelligent, personable and anxious to become job-ready and employed. Her problem was transportation. She was driving a 19-year-old car, which plainly looked to be near the end of its practical life. She confirmed my observation by admitting that every time she started the car she prayed that it would get her and her children to their destination.

“SRS explained to her that they could provide up to \$2,500 towards the purchase of an automobile that would pass state safety tests. She did not know anyone who could look around for a suitable car and negotiate its purchase. I offered my services and located a 5-year-old, four-door sedan in good condition. After test driving the car, I arranged for my client to come and see it. She drove it and thought the car was wonderful. The asking price was \$5,900. After talking with the sales manager and one of the owners of the dealership, they agreed to sell the car for \$2,500.

“I recently observed this young mother preparing to enter her car to drive away. She paused as she opened the car door and inclined her head slightly while closing her eyes. I walked over and said, ‘Are you praying that this car will get you where you’re going?’ ‘No,’ she answered, ‘I’m giving thanks.’”

— John Sharda, Senior Mentor Coordinator

“The client is single mother of two children, drawing cash assistance, food stamps and has a medical card. I received the case assignment on June 15, 2000 and held our first orientation session with her where we discussed job choices and what she would really like to do as a career. Together, we developed a career plan and a plan of affirmative action. Based on her career choice and action plan, I referred her to the Kansas City Kansas Community College for pre-employment program.

“Upon completion of the pre-employment program, I prepared the mentee for an interview with a large corporation in Kansas City. I explained to her how to use the welfare-to-work tax credit incentive to close the interview. I gave the mentee a welfare-to-work tax credit package to present at the end of the interview and sign upon being hired.

“The company requires passage of a test by applicants before they can be hired, so I worked with her on a practice test. On July 13, 2000 the mentee was hired as a customer service representative, starting at \$9-per hour for 40 hours a week. I conferred with the client weekly for the first 30 days. I also referred her to our on-site mentor for special information and support.

“After the first 90 days, the mentee passed the probation period and received an increase to \$10-per hour. I meet with the mentee at least once a month to check on her progress. She is on the road to self-sufficiency.”

— Milton Huston, Senior Mentor, SRS, Kansas City, KS

“A few months ago, in one of our group sessions, we discovered a young woman really wanting to go to work. Her barrier was transportation. She was required to come into the KC-SRS office each Tuesday for eight weeks. The only way she had to get there was her mother. This meant her mother had to take her lunch hour each Tuesday to drive her daughter to the required group session that started at 1 p.m. and lasted until 4 p.m. Then, she had to wait for her mother to get off work to take her home.

“Public transportation was available one-half block from her residence, but the young woman was absolutely terrified at riding the bus alone. Upon hearing this story, I told her I would be glad to come to her house for several days and ride on the bus with her. She accepted my offer.

“As we walked to the bus stop, she was very nervous and threatened not to get on the bus. I reassured her the ride would be all right. Shortly after getting her on the bus, the driver stopped at the next block to take his break. My work really began then. I had to talk non-stop and reassure her not to be afraid. The front and back doors on the bus were open, I thought she would exit at any time.

“The driver returned and the ride was fine until the bus began to cross the bridge over the river. She wanted off the bus and I began to reassure her again. She stayed on. I instructed her on how to let the driver know where she wanted to get off. I rode with her for two days. The third day she was brave enough to do so alone. The client overcame her fears and is now employed full time and rides the bus each day to and from work. I am very proud of her accomplishments, even if it seems like a small step, it was a step that had to be taken to be able to gain and retain employment.”

— Willa Morrison, Senior Mentor, SRS, Kansas City KS

“I worked with a single mother of two small children living in a shelter. My role included job leads and building her confidence toward achieving successful employment. To help her attend the mandatory SRS job seekers classes, I drove her children to school and day care.

“The single mother is now employed, has a new apartment, both of her children are enrolled in new schools and day care, and she drives a “new” used car.”

— Charlotte R. Simmons, Senior Mentor

“When the small stature woman with a very soft voice came to see me, she was not only difficult to hear, but she was broken and depressed. The new employee was married to a spouse who was emotionally and physically violent to her. The young lady described her eight years of married life as time spent in ‘hell.’

“She called her doctor from my office and got an appointment to see him. The following day she called me from the mental health department of the local hospital. She was admitted for severe depression. Unless you read about depression or have experienced it yourself or know someone, depression is the most self-destructive disease imaginable. Yet, she took the energy to call me, a stranger, to say thanks, to let me know where she was because she knew I would worry about her since she was not at work. Because of the nature of her situation, she was in a protective ward of the hospital where I could not call back. She received special permission for me to have the code to her room so we could communicate. I felt very privileged to be her only contact with the outside world.

“We communicated regularly and after she became stable, with her patient caseworker’s assistance, we began the search for the new path she was about to undertake – being the CEO of her life and not letting the abuse be in charge. Today, she is being placed in a Section 8 house where she and her children can

enjoy some peace. With the help of the Salvation Army and Catholic Charities, we are raising the funds needed for the deposit.”

— Virginia Kerwin, Senior Mentor

“When I arrived at work I had a voice mail message from a man who left his name and a phone number. There was a tone of urgency in his voice.

“Upon calling the number, a young man’s voice, somewhat broken, told me he had recently moved to Kansas City from Kentucky. He was alone in a new city, broke and homeless, but had not lost his sense of responsibility to himself, his new job (at one of our mentoring facilities) and had no place to stay. Having been here for only a few months, he had moved into an apartment with his girlfriend who he said ‘kicked him out.’ He was now homeless and desperate. He needed not only a place to stay, but also a way to work.

“This young man could have succumbed to a sense of hopelessness to which he must have felt. Yet, he responded to a given opportunity and called me. I believe that is the start of his success. I call it becoming the CEO of one’s life. He initiated the action. I, being a mentor, am just an instrument to the goal.

“After several calls to area agencies, the homeless young man had shelter. The next step was finding transportation to his job. I told him I would advance him a bus pass that he could repay when he got paid. The pass would allow him to travel anywhere in the city as many times as he needed. This assistance provided the young man with the boost he needed to keep working, and to keep trying.

“One of the concepts I always try to practice is unconditional love for the mentee. It doesn’t matter how they got in their desperate situation, what matters is the present. We will have time later to work on the future.”

— Virginia Kerwin, Senior Mentor

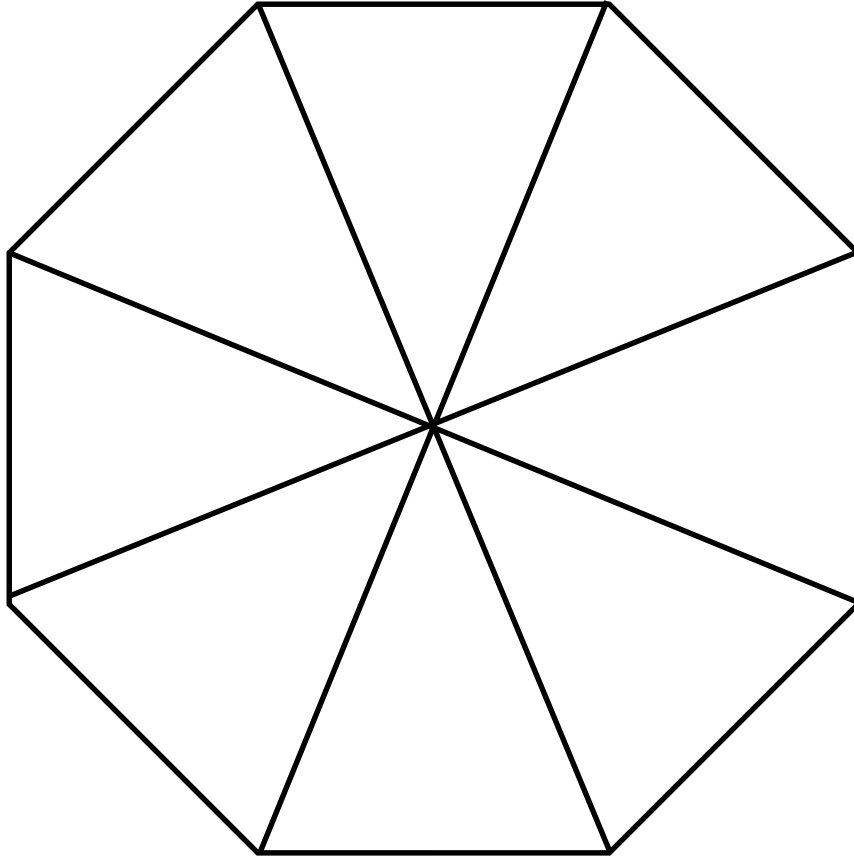


APPENDIX A.1

Life & Company

Name _____, CEO

Date _____



Goals

First, ask yourself what you want. Then you have to do it!

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Mentoring Works
Kerwin 01/04/00



Mentee's Perception

It is a pleasure and an honor to be able to write this. I am trying to envision you, all seated together. If you are here today, you are employed. You have homes and food on your tables. Some of you may have families, spouses and children. And if you do, none of you have ever thought, when my child grows up, circumstances could leave him alone, in despair, destitute or even homeless. And I wonder, when this happens, did these people ever dream it would happen to them? Can any of you say you know what it is like to live without dignity, self-respect and worst of all - hope? I cannot. But I can say I know what it feels like to walk that fine line between surviving and poverty. Close to the edge you find fear becomes your companion, with you all the time. I had a dark moment.

My whole life I have been what I call "beyond blessed." I come from a loving home, with two devoted parents who put me, to this very day, above everything else. Loyal, loving friends surround me. I have a deep-rooted faith that sees me through all obstacles. I am college educated and held various positions in human services that really fulfilled my internal desire to help others. I have healthy normal children. I could never want for more. Truly, life is good. However, sometimes life can throw you a curve ball and you really do not see it coming.

My marriage failed. I found myself alone with children and too many bills. I lost my job. I could only find part-time jobs. It was the holiday season. All I could think about was My God; I am dragging my children into poverty. I am robbing them of a life like I had. I am sure by now you are thinking, what about those loving parents? Yes they were there. They were more support than anyone could hope to have. I could not expect them to support my family even though they assisted more than I wanted them to. Pride is a funny thing. It is hard to reach out. It is embarrassing. It impacts the sense of dignity and self-respect. It feels like you are waving a red flag with the words, "Hey, look at me I am a big loser. I cannot make it on my own." I spiraled into a dark depression I did not think I could shake. I lost faith in myself. I began to believe that I was not capable of overcoming this obstacle before me. For the sake of my children I reached out.

Along Came Virginia.....I have never forgotten meeting her for the first time. I marked it as the turning point in my life. I did not readily accept assistance. I watched her, listened to her speak more than once, and thought about what she said for some time before I made any moves. Change is a scary thing. It is hard to move forward, even if things are really bad. You are almost afraid that moving forward or in any direction could make your situation even worse. I have never regretted it. Virginia has become more than a mentor to me. She is now family. I have consulted Virginia on every aspect imaginable. I trust her. I know if she does

not have the knowledge or experience in what I am asking, she will research and help me find solutions and answers. What better way to help someone than to empower them, to inspire confidence, to actively seek out solutions and to go forward, knowing things will only get better.

It has been less than two years. With the help of my mentor, I found employment and reliable transportation. I am now a homeowner and recently promoted. I am thinking and planning for my retirement. I still worry about bills and money of course is tight, but I feel good about myself again. In all the places I turned for help, Virginia was the first person that looked me square in the eyes and told me I could do it. I am beyond blessed as I told you before. It feels good to be alive.

Would it not be great to have an angel as in "It's a Wonderful Life," and be able to see the impact we have on others? I hope Virginia truly knows the immeasurable debt of gratitude I feel towards her and this program. I am simply at a loss of words to tell her so. I do not want to even imagine what my life would have been like without her. I am telling you today, this is a program that has the power to profoundly impact the lives of others. I speak from experience. I am smiling all the time. Thank you for listening and thank you Virginia. Life is a miracle. Living is a thrill. Everyone should feel this way.

**Presented by Virginia Kerwin at Mentoring Works Workshop held January 22, 2001 at the 12th National Older Worker Conference in Atlanta, Georgia. Written by Michelle Crevoiserat.*



Mentor Job Description

Definition of Mentor: (verb) To serve as a trusted counselor or teacher, especially in occupational settings.

The senior mentor is a counselor, teacher, liaison and advocate of Welfare-to-Work (WtW) participants. Goal is to assist the WtW participant in acquiring new skills and developing current skills to become self-sufficient in the workplace.

The mentor works with local resource and administrative entities, employers and participants to establish a mutually productive collaboration, resulting in successful post-employment retention for the WtW client.

The senior mentor will make a one-year commitment and be able to work 20-32 hours per week and work a flexible schedule.

The senior mentor will possess the following traits and abilities:

1. Positive role model
2. Strong work ethic
3. Be sensitive to cultural diversity
4. Help participants to build self-esteem
5. Ability to work with employers
6. Ability to build trust with individuals
7. Willingness to follow strict rules regarding lending money, gift giving, giving rides, etc.
8. Nonjudgmental

The mentor will receive training on the following:

1. Understanding of the dynamics of dependency
2. Ability to demonstrate use of public transportation and other community resources
3. Childcare issues
4. Development of forms for paperwork
5. Issues on drugs and alcohol
6. Understanding of manipulative participants
7. Assisting client in recognizing current skills as usable work skills
8. Role of mentor
9. Crisis intervention

Written by David Mayer
California Employment Department
Senior Worker Advocate Office



Mentor Code of Ethics

- I. Mentors and clients should meet in the local mentor's office whenever possible.
- II. The decision regarding the mentor visiting the client at his/her home should be carefully weighed. The mentor should be invited by the client to visit his/her home. At the time of the first home visit, mentors should visit the home in pairs.
- III. Mentors may transport clients in their cars, when absolutely necessary, but must provide the State Agency on Aging with proof of insurance.
- IV. Mentors should dress informally but professionally during working hours.
- V. Information given to the mentor by the client, including his/her name, is confidential except when it involves child abuse. Mentors must inform the child protective services when child abuse occurs. Clients should be encouraged to share information about substance or adult abuse with the case manager or staff of the public assistance system.
- VI. Mentors should respect their clients and relate to them in a professional and respectful manner. Differences in life-style should be accepted by the mentor, who should remain nonjudgmental at all times.
- VII. Mentors should not use the program or the organization for personal or financial gain.



Guidelines for Co-Mentoring Clients

- I. The lead mentor is the person to whom the client is originally assigned. A co-mentor is assigned to balance gender or experience or to offer special skills.
- II. The co-mentor is directed by the lead or original mentor.
- III. The co-mentor should not contact the client without the prior agreement or permission of the lead mentor.
- IV. Co-mentoring requires an agreement between the lead and co-mentor regarding the outcome of the mentoring process.
- V. The lead and co-mentors should debrief periodically. Debriefing should include discussion of areas for improvement in working together.



What Can A Mentor Do For Me?

Have you ever wished you had a sensible, capable older adult to talk to when you have problems? If so, the New Mexico State Agency on Aging has a new program that can help.

Project GOLD (Golden Opportunities for Lifelong Development) has hired and trained men and women, aged 55 or older, to mentor persons in the Department of Labor's Welfare-to-Work program.

What is a mentor? Mentor means a wise and trusted counselor. Mentors are easy to talk to. They can advise and assist you with problems at home, at school or at work. They are resourceful people. If you need help solving problems with day care, transportation, money management, negotiating major purchases or handling family crises...if you need guidance on career/work decisions or on how to handle your supervisor, co-workers or job tasks...or if you just need someone to confide in...Tell your case specialist/job coach/job developer that you want to talk to a mentor.

Mentors are graduate students in the school of life. Their skills include:

- ◆ Parent and family management
- ◆ Retail sales and customer service
- ◆ Human resource interviewing and hiring
- ◆ Business ownership and operation
- ◆ Employer/employee counseling
- ◆ Nursing and health expertise
- ◆ Tax and financial management
- ◆ Teaching and special education

In Sandoval County (Bernalillo, Rio Rancho and nearby pueblos), six mentors are seeing clients. They are recently retired from lifelong careers in psychiatric and industrial nursing, special education, law enforcement, substance abuse, Indian and Veteran's Affairs.

In Las Cruces, call 505-647-8444, in Clovis, 505-763-3155, and in Sandoval County, 505-867-3357, Ext. 147, and ask to talk to a mentor.

You'll be glad you did!!



Mentoring Works! Training Agenda

- I. Introductions
- II. Orientation to training
- III. Mentoring Video
- IV. What does mentoring have to do with keeping a job?
- V. Discussion
- VI. I'd Love My Job if it weren't for the People and the Stress!
 - A) Breaking Bad Habits of the Mind (an experiment in attitude)
 - B) Dealing with Difficult People
 1. Kill'em with Kindness
 2. Don't Let'em Rock Your Boat
 - C) Who Moved My Cheese?
 1. Dealing with Change
 2. The Handwriting on the Wall
- VII. Fish! Video
- VIII. Discussion
- IX. 30 Ways to Shine as a New Employee
- X. Avoiding age discrimination
- XI. Selling yourself on paper
- XII. Role-playing scenarios (interviewing)
- XIV. Getting the job is only half the battle... What about keeping it?
- XV. Positive Mental Attitude (PMA)
- XVI. Overview of three-day training



APPENDIX H

Mentoring Works Training Handout

- I. What is a mentor?
 - A. Suggested Reading
 1. "Tuesdays with Morrie: An Old Man, a Young Man and Life's Greatest Lesson" by Mitch Albom
 2. "Fish!" by Stephen C. Lundin, Ph.D.
A remarkable way to boost morale and improve results
 3. "Who Moved My Cheese?" by Spencer Johnson, M.D.
 - B. Traits of a mentor
 1. Counselor
 2. Friend
 3. Empathetic
 4. Advocate
 5. Liaison
 6. Resource developer
 7. Flexible
 8. Good listener
 9. Problem solver
 10. Ability to empower not enable
 11. Understanding
 12. Confidential
 13. Nonjudgmental
 14. Creative
 15. Motivational
 16. Positive self image
 17. Unconditional acceptance
 18. Perseverance
 19. Patience
- II. Communication/Listening
 - A. Active listening
 - B. Being empathetic
 - C. Being respectful
 - D. Being authentic
 - E. Barriers to effective communication
- III. Problem solving
 - A. Clients are always motivated
 - B. Turning weaknesses into strengths
 - C. Setting goals/action plans
 - D. Self sufficiency/dependency avoidance
 - E. Significance
 - F. Resource guide
 - G. Dealing with anger
- IV. Dealing with change
 - A. Overcoming fears
 - B. Accepting change



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