Mentoring

The Secret Sauce of Appreciation
• This session provides one (1) CEU
  – Key Area: Administration 3210
  – Key Topic: Using peer mentoring to improve staff appreciation
Affiliation or Financial Disclosure

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  - Employee: District 49 Schools in Falcon, Colorado
ORGANIZATIONAL CULTURE

- behavior
- leadership
- society
- values
- external
- cultural
- belief
- collective
- symbols
- type
- task
- result
- meaning
- high
- success
- satisfaction
- social
- result
- feedback
- status
- stories
- organizational
- management
- growth
- knowledge
- outlasting
- interpersonal
- expertise
- cognitive
- employee
- unique
- important
Session Objectives
Objectives

- To examine the mentoring process
- To explore the importance of using peer-to-peer mentoring to improve the culture of appreciation in the local school nutrition program
- To learn best practices for creating and implementing a peer-to-peer mentoring initiative in a local SNP
Mentoring and Appreciation
Organizational culture is a system of shared meanings and beliefs held by an organizations members that determines, in large degree, how the members act.


<table>
<thead>
<tr>
<th>Seven Characteristics</th>
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<tbody>
<tr>
<td>1. Innovative and Risk-Taking</td>
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<tr>
<td>2. Attentive to Detail</td>
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<td>3. People oriented</td>
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<td>4. Aggressive, competitive</td>
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<tr>
<td>5. Dismissive, disconnected</td>
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<td>6. Stable, predictable</td>
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<td>7. Happy, appreciated</td>
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Establishing a Culture of Appreciation

• Why appreciation?
  – Meets the psychological needs of individuals and social needs of groups
  – Similar to “Happy Wife, Happy Life” is “Happy Employee, Happy Business Outcomes”
Establishing a Culture of Appreciation
Mentoring

“Iron sharpens iron, and one man sharpens another.”
Effective Mentoring

• What is a Mentor?
  • A trusted and significant advisor

• What is Mentoring?
  • A reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and mutually defined goals
Institute of Child Nutrition (ICN) Peer-to-Peer Mentoring Initiative

• Initiative Design
  − To assist SN directors in identifying issues, challenges, and missed opportunities related to meeting the requirements of the current meal pattern standards
  − To provide technical assistance to SN directors
  − Offered:
    ❖ Peer presentations on best practices related to key operational areas for SNPs
    ❖ Access to resources
    ❖ Networking opportunities
    ❖ **Peer-to-Peer mentoring**
Mentoring Initiative

- **Peer Mentoring**
  - A form of mentorship that takes place between a person who has lived through a specific experience and persons who is new to that experience
  - Designed to improve self-efficacy (judgment of one’s own ability to succeed), self-esteem, and ability to access services, goods, and opportunities
Mentoring Initiative
Mentoring Circle

- **Advantages for Mentor**
  - Improved facilitation and leadership skills
  - Development of new relationships
  - Increased network of resources and collaborators

- **Advantages for Mentee**
  - Gained access to network” of people
  - Reduced feeling of isolation
  - Increased confidence and commitment
  - Increased productivity
  - Potential for collaborations
ICN Peer Mentoring Initiative
Peer Mentoring Initiative Invitees

• 3 Categories of Invitees
  • Lead Mentors – ICN trained SN directors who moderate panel discussions and facilitate group discussions during peer-to-peer mentoring
  • Mentors – ICN trained SN directors who share successful best practices and engage fellow SN directors in identifying
  • Participants – SN directors who have identified areas of improvement in the local SNP.
Peer Mentoring Initiative

• Panel Discussions
  - Specified topic area discussions

• Breakout Sessions
  - Peer to peer mentoring

• Networking and Resources
  - Allied Health Organizations and USDA
Peer Initiative: Break Out Session

• Break Out Sessions
  - Peer-to-peer mentoring
  - 3:1 ratio
  - Problem management method
Skilled Helper Model

What is going on?

What do I need or want?

How do I get what I need or want?

Action: How do I make it all happen?
Stage I - The Current Picture

Task 1 A. The Story
- What is your story?
- Participant tells their story as clear as possible; helps reveal and discuss their problems

Task 1B. The Real Story
- What is really going on?
- Taking a closer look at the problem and reflect on what has been discussed to help identify new perspectives

Task 1C. The Right Story
- What are the key issues that need to be worked on?
- What issues, if handled well, will make a real difference? Drilling down to the core issue(s)
Stage II - Preferred Picture

Task 2A. Possibilities
- What do I want?
- Creative part; what do you want the future to look like for the specific area?

Task 2B. Goals and Outcomes
- What do I really want?
- Setting SMART Goals

Task 2C. Commitment
- What am I willing to pay?
- Test the realism of the goal.
SMART Goals

- Specific – State exactly what you want to accomplish.
- Measurable – How will you evaluate if the goal has been met?
- Achievable – Is it something you can actually accomplish?
- Relevant – How does it align to your objectives? resources?
- Time-bound – What timeframe would create a sense of urgency?
Stage III - The Way Forward

Task 3A. Possible Strategies
- What are the possible paths to your goals?
- Brainstorm possible strategies to achieve goals set.

Task 3B. Best-Fit Strategies
- What strategy or set of strategies are best for me?
- Drilling down to the strategies that are right for that particular program.

Task 3C. Plan
- How do I organize my strategies to accomplish my goals?
- What do I do first? Second? Third?
Action Plans

• Is a process to help focus ideas and to decide what steps to take to achieve the goals.

• Set of clearly defined steps
  – Who, what, when, where, and how
Did this initiative really work?
Peer Mentoring Initiative Evaluation

• To evaluate the impact and effectiveness of the peer-to-peer mentoring initiative
Evaluation Methodology

• Two-Phased Research Design
  - Phase 1 - Expert Panel (n=12)
  - Facilitated by 2 ICN staff – one moderator and one recorder
  - Semi-structured, open-ended questions
    Notes transcribed and thematically coded
  - Draft survey developed and electronically reviewed by expert panel members
    Included measures of self-efficacy, self-esteem, program evaluation, participation evaluation, and workshop comparison
Terms

- **Self-efficacy**
  - One's belief in one's ability to succeed in specific situations or accomplish a task

- **Self-esteem**
  - Confidence in one’s own worth

- **Program evaluation**
  - An assessment of what the program offered

- **Participation evaluation**
  - An assessment of outcomes directly related to participating in the program

- **Workshop comparison**
  - An assessment of how the Peer Mentoring program measured up to other workshops the invitees have participated in
Evaluation Methodology

• Phase 2
  - Piloted national survey involving SN Directors who participated in Southeast Regional Peer Mentoring Initiative n=53
  - National survey delivered electronically to Peer Mentoring Initiative participants in the remaining regions n=382
  - Analysis included descriptive statistics, frequencies, correlations, one-way ANOVA
Evaluation Results

- Phase 2 Results Only

- Responders: 62.5%
- Non-Responders: 37.5%
Evaluation Results, Demographics

USDA, FNS Regions

<table>
<thead>
<tr>
<th>Region</th>
<th>Results</th>
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<tbody>
<tr>
<td>Western</td>
<td>16</td>
</tr>
<tr>
<td>Mountain Plains</td>
<td>16.7</td>
</tr>
<tr>
<td>Midwest</td>
<td>16</td>
</tr>
<tr>
<td>North East</td>
<td>13.2</td>
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<tr>
<td>Mid Atlantic</td>
<td>18.1</td>
</tr>
<tr>
<td>Southwest</td>
<td>18.8</td>
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Evaluation Results, Demographics

Experience

- Less than 1 yr: 8%
- 1-5 yrs: 5%
- 6-10 yrs: 1%
- 11-15 yrs: 14%
- 16-20 yrs: 67%
- 20 yrs and up: 5%
Evaluation Results, Demographics

Education

- 41.7% Beyond MA
- 28.5% Bachelor's
- 16% Master's
- 11.8% Associate
- 2.1% HS
## Evaluation Results

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Self-Efficacy</td>
<td>8.08</td>
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<td>10</td>
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<tr>
<td>Self-Esteem</td>
<td>3.56</td>
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<td>4</td>
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<tr>
<td>Program Evaluation</td>
<td>3.43</td>
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<td>4</td>
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<tr>
<td>Participation Evaluation</td>
<td>3.15</td>
<td>1</td>
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</tr>
<tr>
<td>Workshop Comparison</td>
<td>3.41</td>
<td>1</td>
<td>4</td>
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</table>
Evaluation Results

Overall Outcomes

- I have met at least 1 new SNP: 89.6
- I have expanded my network: 85.4
- I have implemented the action plan: 81.9
- I have developed NEW goals and plans: 78.5
- Initiative changed how I address challenges: 80.6
Importance of Using Peer to Peer Mentoring to Improve the Culture of Appreciation
Overview of District Life

• APEX model of leadership
  – 3 Chiefs
    • Education, Business and Operations

  – 4 Zone Leaders
    • Feeder pattern of High Schools

  – Innovation
    • Every school has anatomy
Establishing Enduring Trust
We endeavor to establish and maintain enduring trust throughout our community, not by telling our patrons that we're trustworthy, but by demonstrating it.

Engage Our Community
The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.
5 Rocks

Host a Robust Portfolio of Schools
We commit to offer high quality, exceptional schools in all of our zones - schools that are different from each other and superior to the options students might have in neighboring districts and communities.

Build a Firm Foundation
The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.
Launch **Every Student to Success**

We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.
Uses of Peer to Peer

• Manager Peer to Peer for Evaluation season
  - SMART Goals
  - Break out into small groups and discuss kitchen goals and challenges

  - Outcomes:
    • Stronger inter-department relations
    • Fostered environment of open conversations about struggles/obstacles
    • Multiple view points to the conversations
    • Unity in organization
    • Encompassed into evaluation process
Employee Evaluations

• SMART Goals are used as a measurement for employee growth and success
• Increase employee buy-in to the evaluation process
• Increased employee completion of annual goals
## Employee Evaluations

### DISTRICT 49 EDUCATIONAL SUPPORT PERSONNEL (ESP) EVALUATION

<table>
<thead>
<tr>
<th>Teamwork: Works collaboratively, respectfully and effectively with others to achieve effective results for the district's students and community. Engages in constructive conflict and addresses unproductive or cynical behavior. Demonstrates that collective team results supersede any personal objectives or pursuits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE RATING:</td>
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<tr>
<td>OVERALL COMMENTS:</td>
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</table>

### Previous Evaluation Cycle Goals

| Were the goals for the previous evaluation cycle met? | Yes | No |
| Comments regarding the completion of the goals for the previous evaluation cycle |

### SMART Goals for the Next Evaluation Cycle

| Goal #1 |
| Goal #2 |
| Goal #3 |

| Overall Performance Rating: | 0 |

*The employee's signature on this form represents neither acceptance nor approval of the evaluation. It indicates that the employee has reviewed the evaluation in conference with the supervisor. The employee may submit a written response to the evaluation within 7 working days of the date the evaluation was signed by the supervisor.*
Department Strategic Plan

- Created group target- increasing participation
  - Used peer to peer to identify Departments major challenges to participation
  - Moved through the process to create a 3-5 year strategic plan for the Department
    - Concessions on next steps
    - Team buy-in for department success
    - Solutions and strategies driven from the bottom up
    - Created a sense of belonging and respect
Any Questions?
Contacts:

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