Learning Experience 4

Final Project

Janet Brathwaite

DML922: Developing Organizational Culture Through Mentoring
(Guiding Others in their Spiritual Journey)

Dr. Martin Sanders,
D.Min. Program Director

November 1, 2019

Final Project

If you are not currently leading or influencing an organization:
How will you take a group of people through structured mentoring? How will you create a leadership culture in that group?

Introduction

The Leadership Mentoring Program (LMP) will be a Pilot Program implemented at, and as "a program of" the Living Redemption Youth Opportunity Hub (hereinafter referred to as LRYOH, Living Redemption Hub, or the Hub). Living Redemption Youth Opportunity Hub is a start up nonprofit implemented in July 2017 through a substantial grant from the Manhattan District Attorney's Office (DANY) to serve the youth and young adults (and their families and communities) in its catchment area of West and Central Harlem. The target audience the Living Redemption Hub serves is justice-involved youth, to set them on a trajectory for successful living and become legacy bearers to the next generations. This Program fits DANY's purpose for the grant, to provide opportunities that effect lasting change and transformation that lead to thriving, empowered lives and communities.

Living Redemption Youth Opportunity Hub is located at 302 West 124th Street, Harlem, NY, under the leadership of Rev. Maurice Winley, Founder and Executive Director, and is housed at the Soul Saving Station church. Hence, the Mentoring Program will be conducted in accordance with Living Redemption Hub programming parameters, policies and procedures in the best interest of participating Mentees as well as to protect the integrity of and the responsibility LRYOH holds toward its participants. If the Pilot Program is successful, it will be proposed to be adopted as part of regular Living Redemption Hub programming.

The length of the Program is eighteen months, as a two-part mentoring process, which consists of: The Basic Program (Part 1) and the Extended Leadership Mentoring Program (Part 2) as outlined in the Program Outline on pages 7-9. The Program will offer diverse experiences

to introduce and expose Mentees to different environments, leaders from the nonprofit and profit sectors, site visits, team building and travel opportunities, locally, and possibly one international cultural immersion.

Advisory Role and Accountability. Rev. Winley will be requested to provide Program support in an advisory and accountability capacity to draw upon his over 20 years of experience working with youth, families and communities, and his vast experience with mentoring and discipleship. In addition, Rev. Winley and Deputy Director Rhokeisha Ford will be requested to participate in the screening and selection of non-LRYOH Mentors, and the Mentors Orientation. The purpose of the Mentors Orientation will be: (a) to set parameters and expectations for non-LRYOH and LRYOH Credible Messengers Team Mentors; (b) establish Program boundaries for all Mentors but in particular, for non-LRYOH mentors, to protect both Mentee and Mentor; (c) equip Mentors for success in the Program; (d) provide relevant information (Mentors Packet); (e) a brief Q&A session to answer any questions Mentors may have, and (f) immersion experience. An important part of the Mentor Orientation will be the immersion experience. The immersion experience design is the Site Visit for non-LRYOH Mentors that includes a walk through of the building to give them a sense of the environment Mentees are a part of, an Overview of the Living Redemption Hub to ensure they understand the Mentees' context, the Mission and Vision of the Hub, and a Meet & Greet Networking Dinner session with Hub Staff and the LRYOH Credible Messengers Mentoring Team.

Program Assessments

A series of Assessments will be administered strategically throughout the Program, some during the earlier sections of the Program. Key Assessments include:

1. Pre-, Mid- and Post-Program Assessments (will be provided by the Executive Director)
2. Skills Assessment (see Casey Life Skills Assessment description below)

3. Clifton StrengthsFinder 2.0 Assessment (a licensed Assessment requiring purchase)
4. Kouzes and Posner's Student Leadership Practices Inventory (see below)
5. Phase Assessments that correspond to the Program Phases outlined on page __.

Phase Assessments will be taken from corresponding course, and select non-course textbooks that have relevant information, to include:

1. Mentoring Leaders (Pue)
2. Insight (Eurich)
3. The 3 Keys to Empowerment (Blanchard, Carlos & Randolph)
4. Dreaming Big (Biehl & Swets)
5. The Five Most Important Questions You Will Ever Ask About Your Organization (Drucker, Collins, Kotler, Kouzes, Rodin, Rangan & Hesselbein)

Although not an Assessment, the model in *The Five Dysfunctions of a Team* will be used in the development of an aware, healthy, strong, cohesive leadership team. The primary Skills Assessment will be the Casey Life Skills Assessment designed for youth from various social contexts and will provide valuable information for individual mentoring (see Appendix A for website link to the Assessment; a PDF version will be uploaded in E360 as Appendix A). The Assessment will be administered in an interview format, either in two or three interviews based on Mentees' schedules, to make it less stressful for Mentees and to facilitate a meaningful experience for Mentees. Here is a description of the Assessment:

> This measure consists of 113 items that assess skills, knowledge, and awareness in seven areas (Daily Living, Self Care, Relationships and Communication, Housing and Money Management, Relationships and Communication, Career and Education Planning, and Looking Forward). The CLS-Youth was created specifically for adolescents and young adults living in foster care, but can be useful for other populations (including those involved in juvenile justice facilities, employment centers, homeless shelters, and other social service providers). Additionally, the measure was created with the goal of making it as free from gender, ethnic, and cultural biases as possible. This measure is intended to be used with adolescents and young adults ages 14 to 21. *(https://caseyfamilypro-wpengine.netdna-ssl.com/media/CLS_assessments_LifeSkills.pdf)*

The primary Leadership Assessment will be the Student Leadership Challenge developed by Jim Kouzes and Barry Posner. The companion reference resource for Mentors will be Kouzes and Posner's article entitled: "The Five Practices of Exemplary Leadership" in which they

identify leadership practices that enable leaders to "make extraordinary things happen," one of the desired outcomes for the Cohort.

Below is a description of the Leadership Assessment (see Appendix A for the website link to the Assessment and a PDF version of the article, which will be uploaded in E360 as Appendix A):

> The Student Leadership Practices Inventory (Student LPI) is the cornerstone of The Five Practices of Exemplary Leadership® model. Created by leadership educators Jim Kouzes and Barry Posner, this powerful leadership development model approaches leadership as a measurable, learnable, and teachable set of behaviors, because everyone can be a leader—whether in a designated leadership role or not.
>
> The Student LPI lets students accurately measure their leadership skills and take action to improve their effectiveness as leaders. Whether students take the self-assessment only or have observers provide feedback with the Student LPI 360—online or on paper—the Student LPI will cultivate the leadership potential in each of them.
> *(http://www.studentleadershipchallenge.com/Assessments.aspx)*

The Mentee Cohort

The Mentee Cohort will be formed from among active participants of Living Redemption Hub ages 16-26 who have completed their Individual Success Plan (ISP), have been attending regularly, are actively involved, and have successfully passed the LMP Application & Interview Process. The Cohort will consist of 10 mentees, ideally six male and 4 female participants for small group composition purposes. The size of the Cohort is a quality assurance measure to be able to maximize small group time, participation by all Mentees to ensure each Mentee has the opportunity to participate in small group discussions, which will be incorporated as an integral part of weekly Cohort meetings. Smaller groups are more effective for, among other things,

group dynamics that foster deeper team and relationship building, enable personalized attention for Mentees, managing the level of intimacy needed for healing and transformative mentoring, and trust.

Program Cohort Covenant. To that end, the Leadership Mentoring Program Cohort Covenant will be developed and implemented as a requirement, which **must** be signed by any Mentee who desires to participate in the Program. The Covenant is an empowerment tool. The purpose is to facilitate creating and maintaining a "safe place" for the Cohort that fosters trust, protects confidentiality, and incubates the level of honesty, authenticity and transparency needed for "freeing up" for breakthrough and healing (Pue Mentoring Model). Any Mentee who violates the Covenant will be dismissed from the Program. Any potential Mentee who is not willing to, and refuses to sign the Covenant will not be permitted to participate in the Program. A Mentee who has been dismissed from a Cohort may be eligible to reapply for another Cohort only by permission of the Executive Director, should the dismissed Mentee prove him or herself to be trustworthy.

Location. Group mentoring and individual Mentor-Mentee sessions, including with non-LRYOH Mentors, will take place on site at the Living Redemption Hub, unless permission is granted by the Hub's Executive Director for non-LRYOH mentoring to be held offsite, for the Mentee to attend alone, or to be accompanied by either their LRYOH Mentor, or me.

This mentoring structure will ensure Mentees experience a rich and deep mentoring journey for personal and leadership transformation, and personal growth and maturity. Mentees who demonstrate leadership potential during the Program will have opportunity, if desired, to be mentored for roles of Assistant Facilitator or Lead Facilitator in the Mentorship Program, and for continued leadership mentoring.

The Mentors Model

All youth members of the Hub are assigned to a Mentor. Therefore, the Mentors Model will comprise of four sources of mentoring: (1) the Mentee's LRYOH Mentor, (2) an assigned non-LRYOH Mentor, (3) myself as Program Facilitator, and (4) the Executive Director. In this Model, LRYOH Mentors are consecutive source of mentoring as a requirement for participants of the Hub. Non-LRYOH Mentors will be approved leaders from the nonprofit and profit sectors with prior proven successful mentor experience, who are willing to participate in a background check for protection of both Mentee and Mentor, and work in areas of interest to the Mentee or possess the character and leadership skills prerequisite for this Program. Non-LRYOH Mentors will participate in the individualized mentoring in Part 2 of the Program (see page -__). In his Advisory capacity, periodic group mentoring sessions will be facilitated by Rev. Winley, and individual mentoring if needed.

The Curriculum

The basic study materials for weekly small group sessions will be the Christian Cultural Center Small Groups Ministry's foundational "Principles of Life Series" all new Small Group Cohorts is required to complete. The Series is forty lessons administered as outlined below, with a recommended break between each five-week session. The 'session break model' will be adopted for this Program (see pages 7-9).

1. Session 1: Awakening Vision Part 1 (5 Lesson Packet)
2. Session 2: Awakening Vision Part 2 (5 Lesson Packet)
3. Session 3: Character Part 1 (5 Lesson Packet)
4. Session 4: Character Part 2 (5 Lesson Packet)
5. Session 5: Leadership Part 1 (5 Lesson Packet)
6. Session 6: Leadership Part 2 (5 Lesson Packet)
7. Session 7: Stewardship Part 1 (5 Lesson Packet)
8. Session 8: Stewardship Part 2 (5 Lesson Packet)

Other content for weekly Cohort meetings will be presented in PowerPoint presentation format taken from course and non-course textbooks listed on page 2. However, for diversity and to ensure Cohorts receive the best possible, high level leadership exposure, special guest leaders who excel in specialized leadership qualities will be invited to facilitate one or more Cohort meetings or present on a particular topic of interest to the Cohort. Finally, one or more Cohort meetings will be dedicated to panel format presentation with Q&A.

Creating the Cohort Leadership Culture: A Culture of Empowerment

Beginning with the end in mind. At Program end, the Mentee Cohort will be a strong, cohesive, changed and transformed team who have built strong relationships among themselves that will potentially last a lifetime, has gone through a healing process, has matured immensely both individually and as a team, has overcome barriers to trust as their key building block and foundation for personal and team growth and maturity, and is a well-functioning team equipped and capable of accomplishing any team task with the basic skills and tools needed to succeed.

The Cohort will have successfully completed their Mission and is seeing it make a tangible difference in their communities; has become an inspiration and a model to other youth in and outside of the Hub, influencing other youth, young adults and adults in their communities to *be* the difference in their respective communities by getting involved in positive ways; and demonstrates signs of sustaining their unique bond for future community work as they continue to live out their Core Values and live out of their newly discovered purpose. The Cohort has not only experienced team purpose, but has also embraced and are committed to the self-discovery process of discerning their individual purpose. They have successfully tapped into their potential and are eagerly engaged in next steps: "Where do we go from here?" To facilitate this process, the Cohort will work on and present as a team project: "Recommendations for Post Cohort Next

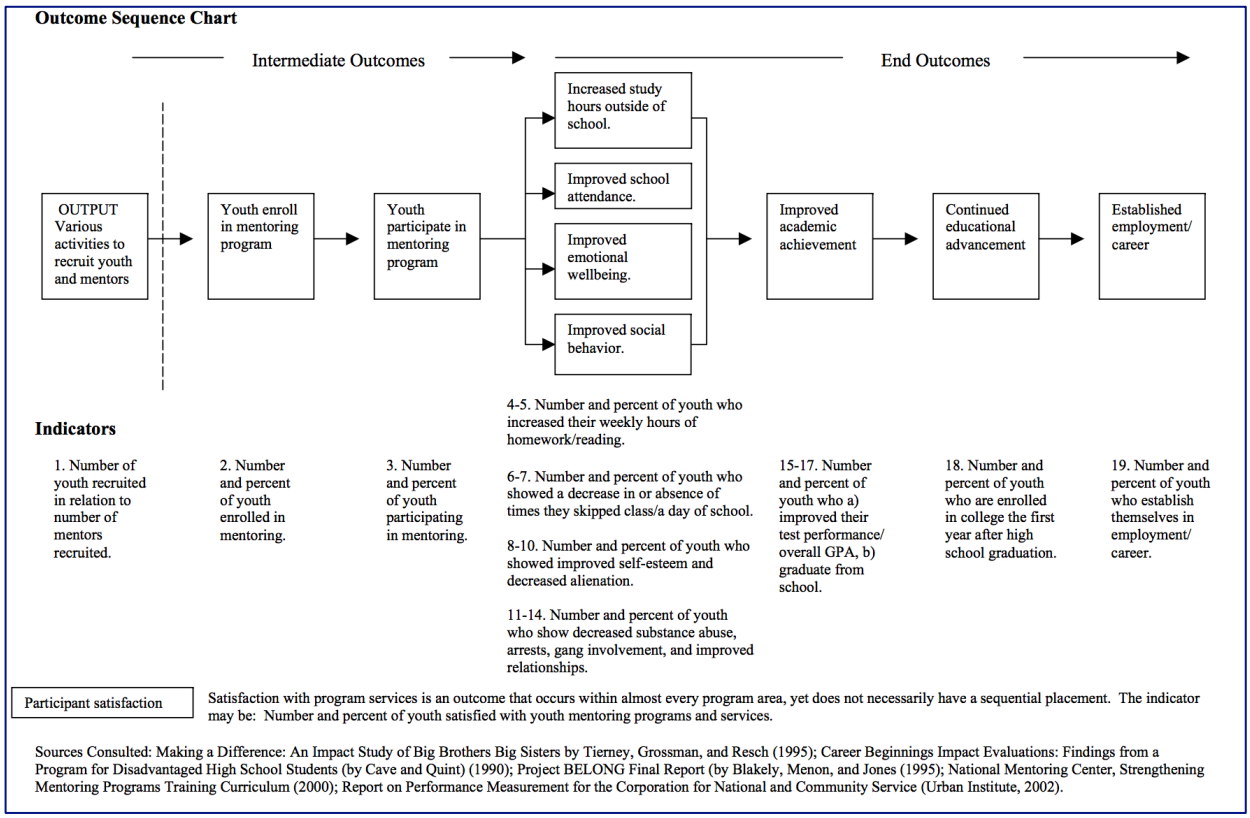
Level Leadership Engagement," for what they would like see implemented as the next step for graduating Cohorts, and their recommendations for implementation. For sustaining (Pue Model) and their own continued leadership development, the Cohort will participate in the launching of the next level leadership mentoring, and again be the inaugural Cohort to pilot the Program.

Empowering Leadership. An inherent ethos and DNA of the culture of the Leadership Mentorship Program will be initiating youth voice, empowering the youth to take initiative, be proactive and take a partnership-ownership with LRYOH for their healing and transformation. As such, as part of the refinement process for the next Cohort, we will form Focus Groups from among Hub participants to assist in modifying the Program for future Cohorts and the Cohort Covenant. Building in deep levels of inclusivity into the fabric of the Program will reinforce in the minds of the youth and young adults the commitment LRYOH has toward them and our investment in their future as innovators and leaders of today and tomorrow.

To focus the Cohort from theory to practicum immediately at Program start, the Cohort will work together to define the Cohort Mission, Vision, Core Values, Core Purpose. In addition, they will decide on and execute a team goal or accomplishment that they will work on for a specified period they will determine, for the duration of the Program, using *Dreaming Big* (Biehl & Swets) as the working guide. To further empower and develop the leadership culture, Mentees will be included in decision-making, be provided with a list of responsibilities and assignments from which each will choose in participation of the governance of the Cohort, and Cohort activities.

Determining outcomes to track progress will be a participatory process including the Cohort. The Urban Institute (http://www.urban.org/sites/default/files/youth_mentoring.pdf) report entitled: "Candidate Outcome Indicators: Youth Mentoring Program" will be used as an

sample model. The chart, shown below, will be used for discussion purposes to inspire ideas generation with the Cohort:



Leadership mentoring will be adapted from the "Situational Leadership® II framework, Situational Team Leadership" from *The 3 Keys to Empowerment* (Blanchard, Carlos & Randolph, pp. 30-43). The Cohort will be taught, and mentored through, the stages of the framework over a period of weeks to ensure they fully understand and grasp the principles and process in order to successfully operate within the framework. Blanchard, et al. write: *"Situational Leadership is not something you do to people; it's something you do with them* (The 3 Keys to Empowerment p. 32) Further, they explain:

> As people spend more time in teams and move in and out of various team settings, they will be expected to acquire and carry specialized knowledge and skills with them. To meet these demands, people must be empowered with the critical knowledge and skills that make them productive members of a team. The knowledge and skills required by all team members include the ability to observe and understand what is occurring in the team at any point in time and to

> intervene in ways that help the team grow and develop. . . Using the same focus on direction and support that define the leadership styles, they provide a diagnostic model that matches the leadership style options to the needs that teams have at each of four stages of team development [1] (p. 33).

Creating the Culture

The Cohort will be guided through Peter F. Drucker's "Self-Assessment Tool" from *The Five Most Important Questions You Will Ever Ask About* (pp. 87-96) to facilitate defining their team culture, working through the process outlined below. By adopting this methodology, the Cohort will experience leadership and team building organically as they learn and practice congruently. This process will flesh out individual skills, gifts, talents, strengths and weaknesses, and aptitudes and become a critical part of their discovery process. It will help them on both an individual and a team level as they also begin to identify team strengths and weaknesses.

1. Team Identity. Who We Are
    a. Leadership Team:
        - What is leadership?
        - What does it mean to be a leader?
        - What kind of leadership team does/will this Cohort be?
        - What will it look like, how do we want people to feel around us, what image of us will they walk away with?
2. Team Purpose
    a. Mission
        - What is our purpose?
        - Our Why?
        - Goals?
        - What does the Cohort want to accomplish as a team, and help each other accomplish individually?
        - What impact do they want to make?
        - What Results?
    b. Vision
    c. What is the Vision of this Cohort?
    d. How will the Vision guide or impact decisions, activities, etc.
3. Core Values
4. Core Purpose

[1] Ibid., The 3 Keys to Empowerment, p.33

The Model

The model that will be used for the Mentoring Program will be Carson Pue's mentoring matrix from his book *Mentoring Leaders*, but contextualized for this faith-based nonprofit organization serving a secularized population. Although some LRYOH's participants believe *about* God, as a whole as part of their membership in LRYOH, it is not as a practicing Christian community like with a local church. Some may categorize themselves as Catholics. In general, participants come from various religious backgrounds. In addition to Pue's mentoring matrix, class lecture notes, handouts and assigned readings will be weaved into the Program Design and Curriculum.

Carson Pue Mentoring Model

Mentoring Program Design

The general design for the Program will be a cyclical format with each Phase of the concluding with a "Pre-Phase Transition" segment to closeout and prepare Mentees to transition to the next Phase. The Phases are the five elements of the matrix, as outline on the next page.

The purpose for the "Pre-Phase Transition" is to allow time and space to address issues such as anxiety, fears, dis-ease, emotional and other issues that arise, but primarily to allow

Mentees opportunity to rest, an assimilation period to integrate the process they went through into everyday living, to step away from the intensity and information overload, to "breathe," and to inspire excitement and anticipation for the next Phase and continue the process. Breaking up the Program Year into segments is important to the mentoring process because it will organically allow Mentees time for healthy grow and maturity, as well as to pace the process to facilitate longevity and perseverance to complete the process.

Therefore, the Program Outline will include within the "Pre-Phase Transition" segment: (a) Phase Break, (b) Phase Graduation and (c) Praxis. Praxis provides Mentees an opportunity to put into practice what they have learned or was exposed to in the Phase completed. *Praxis Design* will emphasize as part of the process: innovative thinking, fun, creativity, self care and research practice for discovery and out-of-the-box thinking, to demonstrate essential life principles in action.

Program Outline

YEAR 1

Mentoring at LRYOH

Week 1:	**Orientation** Registration, Introductions (Team Ice Breaker) Program Overview, Fellowship (restorative circle), and Dinner
Week 2:	**Phase 1 - Awareness (5 weeks); Book: Awareness**
Week 7:	Graduation
Week 8:	Phase Break
Week 9:	Praxis
Week 10:	**Phase 2 - Freeing Up (5 weeks); Book: Live Your Calling (Parts 1 & 6), Basic Genogram), Carson Pue Non-Christian Spiritual Experience Inventory (p. 68), CMs Real Talk Panel (share personal freeing up experiences)**
Week 15:	Graduation
Week 16:	Phase Break
Week 17:	Praxis

Week 18: **Phase 3 - Visioneering (5 weeks); Book: Dreaming Big)**
Week 23: Graduation
Week 24: Phase Break
Week 25: Praxis

Week 26: **Phase 4 - Implementing (5 Weeks); Book: Dreaming Big)**
Week 31: Graduation
Week 32: Phase Break
Week 33: Praxis

Week 34: **Phase 5 - Sustaining (5 weeks); Book:**
Week 39: Graduation
Week 40: Phase Break
Week 41: Praxis

Week 42: **Mid-Program 3-Day Retreat** (modeling the Life Principles of R&R, Vacationing, Healthy Living, Lifestyle to sustain a Thriving & Prospering Life) & Program Graduation Planning

Week 43: **Program Debrief** (Post Assessment); Photo Session for Cohort Class Book; Graduation Rehearsals

Week 44: **Graduation Ceremony & Dinner** (graduation gowns, caps, ring, Certificate, Cohort Class Book)

Week 46: **Reentry Failures & Successes, Encouragement & Recommendations**

Week 47: Optional Phase Break

Week 48: **Pre-Phase Transition - Individual Mentoring Segment**

- Open Format
- Mentor Assignments: connecting Mentees to an individual Mentor
- Mentor Contract: Mentors to sign Mentorship Contract Commitment for 6 months of personal mentoring. The Contract will lay out parameters, boundaries and policies for the individual mentoring segment. This is to protect both Mentee and Mentor, as well as the integrity of the Individual Mentoring Segment.
- Establish and distribute Mentor-Mentee Schedules
- Establish and distribute Leadership Check-in Schedules with me for Mentors and Mentees, which will take place after each Mentor-Mentee session, for accountability. In addition, to ensure that, and to maintain that Mentors remain a "safe place" for Mentees. Also, to ensure Mentors' well being as well and ability to continue their commitment to their Mentee. If any Mentor cannot continue for whatever reason, to enlist their assistance with a replacement Mentor they trust, depending on the conditions surrounding the discontinuance

Monthly Check-ins: For the duration of the individual mentoring segment, there will be monthly Mentee Reconnect Sessions at LRYOH in an open format to allow mentees to freely share, process and fellowship over a meal, but primarily for continued support throughout the process.

YEAR 2

Individual Mentor-Mentee Mentoring (6 months, once per month)

Month 1: **Session 1:** First mentor-mentee session
Week 4: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support

Month 2: **Session 2:** Second mentor-mentee session
Week 8: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support

Month 3: **Session 3:** Third mentor-mentee session
Week 12: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support

Month 4: **Session 4:** Fourth mentor-mentee session
Week 16: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support

Month 5: **Session 5:** Five mentor-mentee session
Week 20: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support

Month 6: **Session 6:** Final mentor-mentee session
Week 24: Monthly Check-in**:** Reconnect Session at LRYOH; open format for mentees free share, process, fellowship over a meal, ongoing continued support; Graduation Rehearsals

Week 25: Phase Break
Week 26: Praxis

Month 7: **Session 7: End of Individual Mentor Segment & End of Program:**
Graduation Ceremony & Dinner (invitations to include mentors, mentees and their guests, LRYOH Staff, LRYOH special guests, Keynote Speaker [graduation gowns, caps, trophy, Certificate (signed by Executive Director, Deputy Director, Mentor), Mentor-Mentee Cohort Class Book]

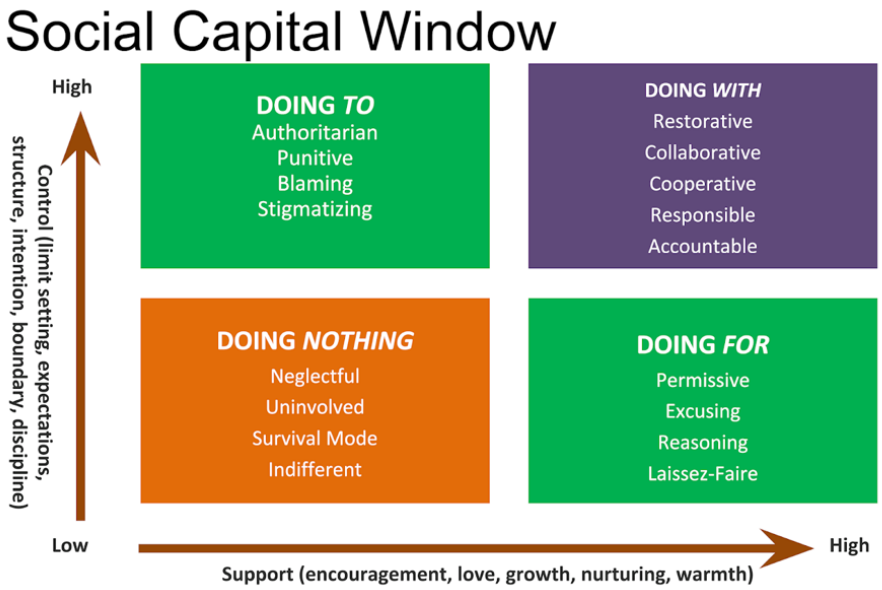
Phases Design

The overall Phases design will include a broad spectrum of mentoring opportunities from a cross-section of tracks and disciplines. Each Phase will draw upon relevant tools such as Assessments and other books, or a book, appropriate to each Phase as needed, in addition to

various other opportunities to supplement the learning curve and build out a cumulative Phases design that will provide Mentees with the richest experiences possible, to include activities from a predetermined Activities List reviewed and approved by LRYOH under whose care the Mentee Cohort is accountable for. Activities may include those on the list below, recommendations from LRYOH leadership and suggestions from the Cohort:

1. Site visits to for profit and nonprofit (secular and faith based) organizations for broadened exposure to various work settings, from a social capital aspect as well (see diagram below).
2. Opportunities to meet with select leaders for group mentoring sessions, faith based and secular, possibly also individual mentoring but accompanied either by me or a LRYOH Mentor.

Social Capital Window of Restorative Practices



Source: https://jemmuldoon.blogspot.com/2018/10/the-social-capital-window-of.html

Each segment of the Mentoring Program will include the units outlined below. Inherent in the DNA of the Mentoring Program is leadership, which will be fostered through Mentee participation in the planning and execution of the Graduation, Praxis and Praise Break, the method for how they will create the small groups, and the selection process they will use. To

support the team building process, for each Phase, the small groups will change to ensure each Mentee has opportunity to interact with and get to know others in the Cohort.

1. Phase Break. *Group Celebration - Fun*. There will be a Phase Break, a one week break at the end of each Phase, to allow the Mentee Cohort to: (a) decompress, synthesize the information and process internally—what they learned and were exposed to in each completed quadrant, (b) celebrate and acknowledge wins, successes, incremental mentoring progress, accomplishments and goal achievements from their ISPs. The focus for the week off will be fun, rest, relaxation, although built into the process would be ongoing, relational, in-the-moment mentoring, i.e., not prescribed but organic and initiated by Mentees. A key element of the Phase Break is that the Group will be polled and guided through a selection process to: (a) contribute to setting the goals for the Phase Break and (b) decide how and where they want to spend their fun week, with established agreed-upon options permissible by LRYOH, which can include types of opportunities in the list below. Goals for the Phase Break include as its first goal, (1) fun as a life practice and life discipline of intentional relaxation, to maintain life balance and self care; (2) teamwork, a valuable life and career skill; (3) to foster ownership; and (4) to further develop their leadership culture and leadership skills, Mentees will be required to be creative and help raise funds to offset the costs of fun activities, or to create a Cohort Activity Fund, including a "Pay It Forward" budget line item, which will also be an intentional but organic mentoring opportunity. This will be a counterculture exercise to inspire and empower an entrepreneurial spirit against an entitlement mentality.

- Dinner at an upscale restaurant—a dressy affair
- Movie night with dinner following or lunch prior
- Broadway play with dinner following,

- Day Trip on City Island including breakfast, lunch and dinner for a full day "staycation" experience

- Overnight trip to Sight & Sound with a one-night sleepover (this would require LRYOH Mentors on the trip to help chaperone the group as Room Chaperones. Room accommodations would be up to 3 Mentees per room). Although these are fun, celebratory opportunities, they are being built into the Program also as praxis opportunities to experience life in their new growth and maturity stage. There opportunities will also be teaching moments so the mentoring process is a continuum drawing off each Phase completed on the one hand but cumulative on the other hand, intentionally incorporating all previously completed phases. This provides Mentees another forum to bond as a Cohort from which lifelong relationships can emerge, as well as deepen their bond with the Credible Messengers Team Mentors accompanying them on each trip.

- Overnight or weekend trip to an African American Museum such as in Maryland, and other places of interest.

2. **Praxis.** ***Application*****.** A group activity the Cohort will decide on that enables them to put into practice the Phase Process. The Cohort will be encouraged to be creative and to think outside of the box. For example, to write, date and mail a letter to me at the closeout of each Phase sharing their experience and how they were changed, influenced or impacted. The letters will be kept and returned to them during the Mentoring Program debrief week, the concluding week of the Program, after the fifth phase is completed. This will be an unstructured open forum week for general sharing, feedback, Q&A.

3. **Graduation.** ***Empowerment*** . Graduating or completion is an opportunity to be celebrated and to celebrate completing, build momentum and excitement to want to continue the process. Celebration is important aspect of life yet often we do not stop to celebrate our accomplishments, completions, life in general. Yet God Himself established holidays and celebrations as part of the fabric of the nation of Israel. After the exodus from slavery in Egypt, God gave Moses a list of celebrations beginning on the night prior to their deliverance out of Egypt. In the New Testament, not only did the Jews continue the celebrations, but as it was with

the Father so it was with the Son: Jesus added one more celebration for the Church as part of the New Covenant ratified by His Blood: Communion — "Do this as often as you do it in remembrance of me." An opportunity to celebrate the New Covenant, the spiritual exodus and deliverance from sin, and Christ's life, living and sacrifice for us, the shedding of His blood and the breaking of His body. This is an opportunity to empower the Mentee Cohort before their invited guests: family, peers, friends, mentors and special guests.

Culture to Thrive. A key element of the Graduation process will be "success stories." Mentees will share a success story of significance to them, such as a change or transformational moment, an "aha" moment or a principle that made an impact on their thinking or lifestyle or a discovery they experienced about themselves—a gift, talent, strength, aptitude, capability, skill etc. The Mentees will be coached on their writing and reading skills, public speaking skills, presentation skills to set them up to win, thus creating a culture of winning and excellence that sets them up to thrive in life.

Encouragement. The Keynote Speaker will be Rev. Maurice Winley, in his role as Executive Director of Living Redemption Youth Opportunity Hub.

Acknowledgement is the second goal for the Phase Graduation. However, mentees will select a Cohort Representative to deliver their joint "valedictorian" speech. Individual awards will be given but no one person will be selected as valedictorian to honor the Cohort as a Team of Leaders and honor them as contributors to the Team. We often go throughout life not being acknowledged or affirmed. One of the basic human needs is the need for significance. The Graduation Ceremony and Celebration will affirm their value, worth, dignity and significance as human beings created in the Imago Dei. While there are several models and theories prevalent,

the model I have chosen is the model proposed by Compassion International as it aligns well with a restorative approach (see diagrams below).

Source: The Seven Greatest Human Needs | Compassion International Blog
http://blog.compassion.com/the-7-greatest-human-needs/

Phase 1: Self Awareness

A composite Self Awareness Assessment will be compiled from the assessment tools in the Appendix section of *Insights,* Appendix A-N (pp. 261- 285) scaled and customized for this Mentor Cohort, including:

1. The 7-Day Insight Challenge
2. Appendix A: What Are Your Values
3. Appendix B: What Are Your Passions
4. Appendix C: What Are Your Aspirations
5. Appendix D: What Is Your Ideal Environment
6. Appendix E: What Are Your Personality Traits
7. Appendix F: What Are Your Strengths and Weaknesses

These Assessments can be conducted in a classroom setting to lessen the anxiety level Mentees may experience doing assessments, and to be able to provided one-on-one assistance as needed, if this is the preference of the group or any individual. To put Mentees at ease, they will be given a choice if they prefer to complete the Assessment at home, in the classroom setting or interview style in private with me. Since the primary goal is to get the Assessment done, flexibility will be built into the process.

Phase 2: Freeing Up

Once the Assessments are completed, individual sessions will be scheduled with each Mentee and their LRYOH Mentor to review their assessments and process through the results. If an area arises that needs professional care, we will pursue referral resources the Mentee is most comfortable with or, if preferred, we will schedule a coaching or counseling sessions with the Program Advisor, Rev. Winley.

Phases 3: Visioneering

Creating the Vision will be a dual process: (a) creating the Team vision and (b) discerning each mentee's individual vision at whatever stage of clarity they can achieve at this

phase of their life. Although the focus for the Program is leadership development with a focus on teamwork, an important element will be individual leadership development. Not only will Mentees walk away from the Program as a team, they will also walk away as a leader. That will require personal development, which is also needed to build a strong, effective team.

Phase 4: Implementing

Mentees will work in a combination of small groups and as a Cohort to develop their Implementation Plan. This purpose of this format is to maximize creativity, ideas generation, and brainstorming. It will also allow for more opportunities to collaborate and refine the final Implementation Plan and project roll out. Coaching will include drawing from three sources:

1. Personal experience with implementation: implemented and managed the reengineered 24-hour Presentation Center across four shifts for the Investment Banking Divisions at Salomon Brothers (70 employees) and the start-up at Bear Stearns (16 new hires), and most recently, an automated Accounting Department at American Securitization Forum
2. Dreaming Big
3. Mentoring Leaders

Phase 5: Sustaining

One of the benefits for the Cohort for ongoing support is their participation at LRYOH, which has inherent in its Mission and Vision, an organizational culture of lifetime support for its members. From this aspect of continued support, Mentees will be able to capitalize and rely on the Living Redemption Hub's "village" and "family and home orientation," in essence being a lifetime member. Secondly, as Mentees of LRYOH, they are assigned to a Mentor from the Credible Messengers Team who personally invest their time and attention in the lives of their Mentees touching every area of their lives, including interaction with their parents and school life. Third, as long as they need me, I will always be available to Mentee Cohorts as a lifetime commitment to their growth and development, and to them as persons who are precious to God. Fourth, it is my hope that the Mentors from the Individual Mentor-Mentee segment of the

Program will maintain a mentorship relationship with their Mentees. Through these four avenues or sources of ongoing support, the Program is designed for sustaining the Cohort through their lifetime or for as long a they desire it.

Appendix A
Website Links to Selected Assessments

Casey Life Skills Assessment – Youth Form
https://caseyfamilypro-wpengine.netdna-ssl.com/media/CLS_assessments_LifeSkills.pdf

The Student Leadership Challenge - Student Leadership Practices Inventory (Student LPI)
http://www.studentleadershipchallenge.com/Assessments.aspx