



Teen Education and Creation Hub

Mentor Handbook

Mission Statement

The mission of the Mentor Fellowship in the Teen Education and Creation Hub (TECH Lab) in the Billings Public Library is to enhance the experiences teens have while using the space. College students will be selected as Mentors and will engage with teens to provide resources, expose them to college and career opportunities and guidance on TECH Lab projects. Mentors will offer support in academic and personal development by spending time in the Lab and teaching teens about opportunities.

Objective

The goal of the Mentor Fellowship in the TECH Lab is to connect teens with college Mentors. Mentors will gain leadership skills while teens will be provided the opportunity of a professional relationship. Mentors are present to assist teens with goal setting, projects, and any personal and academic challenges that may arise. Mentors will hang out in the Lab during open hours to be available for teens to work with as needed.

Mentors

Mentors will gain skills with the technology in the TECH Lab, in building relationships, and providing opportunities for others. Mentors will be available to teens during open, hang out hours to help with TECH Lab projects and provide support as needed.

TECH Lab Librarian (Lead Mentor)

The TECH Lab Librarian arranges and supervises Instructors and Mentors and works directly with teens on various projects. The TECH Lab Librarian will serve as the supervisor for the TECH Lab and Lead Mentor of the TECH Lab Mentors.

Instructors

Instructors lead workshops in the TECH Lab. Instructors will be volunteers from the community with skills in science, technology, engineering, art, and math (STEAM) fields.

Goals

Goals 1: Teens will develop goal-setting skills

Objectives:

- Teens will understand what they are trying to gain from each project in the TECH Lab and will be able to apply new goal-setting skills to their personal and academic goals

Strategies:

- Have the Mentors create their own goals to gain personal experience
- Train the Mentors to discuss goal setting
- Implement goal setting into workshops

Tactic:

Mentors must understand that some teens may not know how to set goals. Starting with short-term goals, such as homework and Lab projects, will allow teens to practice writing them out themselves. As teens continue writing and discussing their goals, Mentors will direct them through long-term goals, including college and career plans. Mentors will know that they are accomplishing the goal as teens begin to establish their own goals.

Goal 2: Assessments will be used to determine what Mentors and teens are gaining from the program

Objectives:

- Collect data to improve the experiences teens have in the TECH Lab

Strategies:

- Surveys are created and edited throughout the academic year
- Teens and Mentors are surveyed to assess the Mentor Fellowship

Tactic:

The TECH Lab Librarian will meet with the Mentors individually once a month to gather feedback about their experiences with the teens. Using the Mentor Journal, Mentors will provide feedback about the teens to the TECH Lab Librarian and fellow Mentors. A survey will be used to determine how the teens are utilizing the Mentors. Adjustments will be made as needed according to feedback from teens and Mentors.

Goal 3: A diverse group of Mentors will be offered

Objectives:

- The group of Mentors will include a range of college majors, genders, and other identifiers to allow teens to relate and connect with Mentors

Strategies:

- Talk to deans of colleges and professors to find out appropriate professors to meet with and any specific students they recommend
- Talk to student organizations that represent different identifiers

Tactic:

Throughout recruitment, college students from different majors, backgrounds, and student organizations will be approached. When selecting the group of Mentors, depending on who applied, aim for a diverse group but identifiers cannot be a deciding factor. The top priority must remain how qualified they are for the Mentor Fellowship.

Goal 4: Mentors will gain leadership skills and engage with Billings' youth

Objectives:

- Mentors will feel more connected to the community and understand the value in providing opportunities for others

Strategies:

- Mentors will attend training sessions to understand what it means to be a Mentor
- The TECH Lab Librarian will work with the Mentors to provide additional support
- Mentors will interact with teens and assist them with academic and personal support
- Mentors will participate in a community engagement day each semester

Tactic:

The TECH Lab Librarian will facilitate an orientation to teach the Mentors about the TECH Lab and the service they are providing for the teens. Assessing the Mentors' level of experience with technology and mentoring will allow for the TECH Lab

Librarian to provide more training on appropriate topics. Mentors will become more connected to the Billings community by working with the teens in the Lab and interacting with community volunteers and Instructors. Each semester, the TECH Lab Librarian will plan a community engagement day in which the Mentors volunteer at a local agency. By the end of the fall semester, the Mentors will be comfortable mentoring the teens and will feel a greater sense of community.

Expectations

- Complete a minimum of 48 Mentoring Hours per semester during hang out hours
- Attend a minimum of 3 TECH Lab workshops per semester
- Act as an interface for the TECH Lab with community members
- Support teens using the TECH Lab
- Learn about technology in the TECH Lab in order to assist teens
- Provide resources to teens when necessary
- Communicate with teens only during shift at the TECH Lab
- Help teens set goals for Lab projects and other academic or personal endeavors
- Maintain ethical and professional behavior
- Be a role model to teens
- Be present in the TECH Lab during scheduled hours
- Communicate with other Mentors using the Mentor Journal
- Meet with the TECH Lab Librarian privately once a month to discuss progress
- Communicate to the TECH Lab Librarian or the Library Administration Staff with any questions, comments or concerns

Attendance Policy

When Mentors arrive in the TECH Lab for their shift, they must sign in through the Google Drive. When Mentors complete their shift, they must sign out through the Google Drive. Mentors are required a 3-4 hour shift per week each semester. When Mentors are present for a workshop, they must sign in through the Google Drive. The TECH Lab Librarian will keep track of each Mentor's total hours to ensure that each Mentor completes a minimum of 48 hours per semester and attends a minimum of 3 workshops per semester.

Absence Policy

When Mentors are unable to come in for their scheduled shift at the TECH Lab the following steps must be completed:

- 1) Contact fellow Mentors to find someone to cover the shift 24+ hours in advance. The sooner, the better. The Lab relies on Mentors being there and allowing more time raises the chances of finding someone to cover the shift.
- 2) Contact the TECH Lab Librarian at 406-696-8538. Explain the situation and inform them about who is going to cover the shift. Leave a voicemail if TECH Lab Librarian is unavailable.
- 3) If scheduled during a day that the TECH Lab Librarian is not in the Lab (i.e. Saturday) call the Billings Public Library and ask to speak with Hannah Stewart, the Assistant Director. Explain the situation and inform her about who is going to cover the shift.
- 4) Follow-up with the TECH Lab Librarian to make-up hours at another time.

Workshops

Mentors are required to attend a minimum of 3 workshops per semester. Mentors can use 1 of the workshops to lead themselves, either by themselves or with fellow Mentors. While attending workshops, Mentors will take notes and support the Instructor. Mentors are encouraged to meet with the Instructors before and/or after the workshops to better understand the topic. This is an opportunity to help further engage with the teens to keep them motivated after they have learned new information at the workshop.

Roles

The Mentor's role is to enhance teens' experiences in the TECH Lab by helping them with Lab projects and supporting them if academic and personal challenges arise. The Mentor will help teens develop goals and provide resources when necessary. Teens are not required to use the Mentors, therefore, Mentors are there to offer their support, but not require interactions with the teens.

Formal versus Informal Mentoring

Formal	Informal	TECH Lab Mentors
Arranged Partners	Develops Organically	Set Mentors but pairing will not be set
Determined Expectations	Typically no set expectations	Mentors have expectations but teens will participate as much as they need to
Casual Boundaries	Professional Boundaries	Professional Boundaries
Set Meeting Times	Need bases	Mentors have set times in the Lab but teens do not

Group versus Individual Mentoring

Group	Individual	TECH Lab Mentors
One Mentor meets with several Mentees at a time	One Mentor meets with one Mentee at a time	Mostly group mentoring but one-on-one conversations are also encouraged

Group can share ideas with each other	Mentee can receive personal advice from the Mentor	Both are encouraged; personal advice must stay professional and Mentor will provide additional resources when necessary
Mentees can create friendships with each other	Mentor can offer a secure relationship to the mentee	Mentors should encourage group projects; Teens need to trust Mentors with private information
Mentors share lessons with more mentees	Mentors can personalize the lessons they teach to the mentee's interests	Mentors should offer general ideas and have follow up conversations with interested teens

Mentors Will

- Help teens with Lab projects
- Connect teens to outside resources
- Offer appropriate support, advise, encouragement and guidance
- Help teens with goal setting skills
- Listen openly and provide appropriate feedback
- Work with fellow Mentors to provide activities in the Lab

Mentor Considerations

1. What do you want to accomplish as a TECH Lab Mentor?

2. How will you contribute to the promotion of the TECH Lab?

3. How will you contribute to the experience the teens have in the TECH Lab?

4. How will you contribute to the fellow Mentors?

Security Plan

Security measures are taken in the TECH Lab in order to provide a safe environment for the teens, to protect the Library Staff, Mentors, Volunteers, and to protect the equipment in the space.

In an effort to provide a safe environment for the teens, they must fill out a membership form, so that the TECH Lab staff has contact information for the teen and their emergency contact. Teens are allowed a first time pass in which they fill out the First-Time Sign-In (1) Form. Once they return to the TECH Lab, they fill out a Membership Registration (2) Form electronically. Their information is kept on a database used only by the TECH Lab Librarian or other Library Staff members. Once the membership form has been completed, teens sign in on the Member Form (3) (see Google account).

The TECH Lab Librarian has full access to all equipment and documents in the space. The Mentors have access to the supply draw in the desk to retrieve keys and supplies but are not allowed into the other drawers in the desk. The TECH Lab Librarian, other Library Staff and the Mentors are the only personnel that can retrieve equipment from the red cabinet, laptop cart and gaming cabinet. The check-out/check-in spreadsheet is filled out by the TECH Lab Librarian or a Mentor when a teen wants to use equipment from the red cabinet, laptop cart, or gaming cabinet. No equipment can leave the TECH Lab unless being used for a workshop with the TECH Lab Librarian's approval.

Ethical Considerations

The TECH Lab Mentors will follow the Billings' Public Library's Code of Conduct and the TECH Lab's rules. It is important to follow the behavior rules and help enforce them within the Lab.

Professional relationships must be maintained in the TECH Lab. One-on-one meetings with teens must only happen within the library during scheduled Mentor hours.

Personal contact information cannot be exchanged with teens.

Sharing personal stories is encouraged when it will benefit the teens. Creating boundaries so that the relationships remain centered on the teens is essential.

Confidentiality between Mentors and the teens is allowed except when they or someone else could be hurt. If Mentors learn about illegal activities, they must report to Library Staff to discuss if further action needs to be taken.

When a situation occurs that is uncomfortable, please inform a Library Staff member to receive assistance.

Possible Scenarios

- 1) It's your first day as a Mentor - a teen comes into the Lab, they're high energy but lacking focus. Your challenge is to find something they're interested in and to get them to set a goal for a project.

- 2) You've been a Mentor for about a month - you're feeling comfortable in the space and around the teens. There's a teen you've been working with for a few weeks. They ask to speak to you privately and explain challenges they are going through at home. How do you handle this conversation?

- 3) You're attending a workshop - a community member is the Instructor. A couple of the teens display a lack of interest and clearly look bored. Do you speak to the Instructor, the teens, or allow it to continue as long as they're being quiet?

Mentor Journal

Mentors will keep a journal to track progress, incidences, and personal growth.

The journal must include fake names of teens in the TECH Lab. A key is kept for reference purposes.

The goal of the journal is to follow the process of the TECH Lab from the Mentors' point of view. Mentors have the most interaction with teens and can therefore provide feedback about the use of the Lab.

Journals can be written in the format that the Mentor is most comfortable with. Mentors must also make their journals available to fellow Mentors in order to understand what teens have been learning and struggling with in the Lab. Mentor Journals will be a helpful resource during meetings with the TECH Lab Librarian.

Journal entries should discuss the date, the teens in the Lab, equipment used in the Lab, challenges faced, accomplishments, on-going dialogue with fellow Mentors and any other appropriate information.

Resources and Acknowledgements

Gorman, Catherine A., "FGCU Honors Mentor Program Handbook"

<https://sites.google.com/site/youmedianetworkhub/>

<http://www.albany.edu/academics/mentoring.best.practices.chapter3.shtml>

http://www.imls.gov/about/learning_labs.aspx

<http://www.mentoring.org/>

<http://www.psychologytoday.com/blog/the-moment-youth/201301/mentoring-youth-matters>

Stoddard, David A., *The Heart of Mentoring*

Mentor Contract

I, _____, agree to follow the Billings Public Library's policies and the TECH Labs rules while serving as a TECH Lab Mentor.

I will be present in the TECH Lab during set schedule or will have another Mentor cover my shift if possible. I will contact the TECH Lab Librarian if any scheduling conflict arises.

I agree to maintain professional relationships with teens and will seek the assistance from the Library's Staff with any concerns about teens' behavior.

I agree to provide teens with appropriate resources when necessary and not give advice that I am not qualified to give. I will not meet with any TECH Lab teens outside of my shift.

I agree to fulfill my position for the agreed upon time frame. I agree to complete a minimum of 48 hours per semester, attend a minimum of 3 workshops per semester, 1 outreach event per semester and 1 recruitment effort in the spring semester.

I will serve as a TECH Lab Mentor as best as I possibly can. I will notify the TECH Lab Librarian and/or Library Staff if I feel a need to change and/or withdraw my position.

Signature: _____ Date: _____

TECH Lab Librarian Signature: _____