

The Hutton Junior Fisheries Biology Program

Hutton Mentor Resource Manual



How To Be a Successful Mentor By Understanding Effective Elements of Practice



American Fisheries Society
Hutton Junior Fisheries Biology Program
American Fisheries Society
425 Barlow Place, Suite 110
Bethesda, MD 20814
Phone: 301.897.8616
www.Hutton.Fisheries.org
Social Media Keyword: @HuttonProgram

Online Version of the tool kit:

www.Hutton.Fisheries.org/MentorToolkit

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AFS HUTTON JUNIOR FISHERIES BIOLOGY PROGRAM MENTOR GUIDELINES AND CODE OF CONDUCT

WELCOME! As a Hutton Program Mentor, you hold the key to engage, inspire and enrich the next generation of fisheries professionals. Your commitment and dedication to your Mentee may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the student. Please exert every effort to maintain professional standards, improve your Mentor skills, and exercise good judgment when engaged in any activity involving your Mentee.

By agreeing to becoming a Hutton mentor, this indicates that you believe in the Hutton Program's mission of diversifying and stimulating interest in the fisheries profession. You recognize the magnitude of the responsibility that you accepted in choosing to work with youth and agree to interact appropriately with your Mentee, known as a Hutton Scholar, according to the highest ethical standards at all times.

Please read the following program guidelines and code of conduct carefully.

Your Role as a Mentor:

AFS recognizes the importance of your role in stimulating interest of fisheries science and management among groups underrepresented in the fisheries profession, including minorities and women.

- The Mentor–Mentee relationship has an initial phase. During this phase the Hutton Scholar is more interested in getting to know how “real” you are and how much he/she can trust you. Establish how you can reach your Hutton Scholar: by phone/text, e-mail, or at a designated meeting location. Establish a time and phone number where you can usually answer calls or make contact, and be sure to encourage your Hutton Scholar to freely communicate with you.
- In the initial stages of the mentoring program, your Hutton Scholar may appear to be hesitant, unresponsive, and not engaging of the Mentor relationship and/or activity. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The Hutton Scholar's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend, professional and Mentor. During the first stages of the Mentor/mentee relationship, it is critical to be both predictable and consistent.
- Set realistic expectations and goals for your Hutton Scholar and make achievement fun for them. Remember there is a big difference between *encouraging* and *demanding*. Encourage your Hutton Scholar to complete his/her secondary education and pursue higher learning or vocational goals; provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Mentors have a great deal of impact, but it isn't always immediately evident
- Respect the uniqueness and honor the integrity of your Hutton Scholar and influence him/her through constructive feedback. The Mentor empowers the Mentee to make sound decisions without actually deciding for the Mentee. Identify the Hutton Scholar interests and take them seriously. Be alert for opportunities and teaching moments and explore positive and negative consequences.

- Don't try to be a teacher, parent, disciplinarian, therapist, or babysitter. Experience demonstrates that it is counterproductive to assume roles other than a dependable, consistent friend and professional. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Think of ways to problem solve together.
- Be supportive of the parent's/guardian's involvement in the Hutton Scholar activities. Parents may want to inquire about the profession, primarily to know if it is a best fit for their child's future career path, this is an opportunity to be an advocate for the profession and the program. Speak honestly and passionately, you want to also highlight the Hutton Scholar interest in the profession based on their performance on the job.

Activities and Financials:

- Mentors are to ensure that their Hutton Scholar complete 8-weeks of the program to be eligible to receive the scholarship funds. Each student's scholarship will be divided into four equal installments of \$1000 every two weeks, rather than providing the students with the \$4,000 at the end of the summer.
- Taking the first step in planning activities is primarily your responsibility; however, ask your Hutton Scholar to help make decisions or have him/her plan an activity.
- Hutton Scholars are responsible for transportation to and from the job since they will be placed with a Mentor within a reasonable commuting distance. It is important to note that many Mentors have field activities planned for the Hutton Scholar, which means that some days may not have a precise ending time. Please advise your Mentee to plan accordingly.
- The mentoring agency is required to handle any expenses related to training the Hutton Scholar to do the work that s/he will be involved in during the summer.
- Make sure your Hutton Scholar is well-aware of the logistics of a planned activity. You may send them a quick-email reminder of the scheduled meeting or appointment.

Commuting to the Worksite

- Students are required to use their own modes of transportation to and from their internship location
 - If field work requires carpooling to and from the work site, please make sure parents and students are well informed about where the daily field site locations will be
 - If it is agreed upon, students are able to meet field crews at the designed work site for the day
- Majority of students will be able to drive themselves but students must also be able to rely on public transportation or a family member to pick them up/drop them off each day
 - Mentor are not responsible for picking up/dropping off Hutton Scholars unless agreed upon by all parties
- If a student does not show up to a day of work, please contact the student first and then inform the Educational Program Coordinator

Health and Safety:

Protect the health and safety of your Hutton Scholar and seek advice from the Educational Program Coordinator whenever in doubt. The Hutton Program provides liability insurance for coverage up to \$10,000 for each student. As the liability insurance policy has a very high minimum number of individuals that it covers, we are able to cover all mentors as well as no

additional cost.

The Hutton Program requires all mentors use the following guidelines:

- Do not use alcohol, tobacco or drugs when with your Mentee.
- Do not have firearms or weapons, that aren't an institutional requirement for the task, while with your Mentee.
- Always wear seat belts while in the car.
- Ensure your Mentee has all the necessary protective items and is well supervised on outings.

Additional Program Rules and Guidelines:

- No overnight stays are allowed without a signed consent form from the Hutton Scholar and his/her parent/guardian. AFS provides a standard permission form to use; please contact AFS if this form does not meet your agency's regulations. The Mentor is responsible for sending a copy of a signed parental and Mentee permission form to the Educational Program Coordinator. Please note that lodging, per diem/food, and other expenses for the Hutton Scholar for trips are not covered by AFS.
- Hutton Mentors must approve a completed timesheet for the Hutton Scholar. Mentors also have to submit two brief monthly check-in reports, paired with the Scholar's time sheet, on the Hutton Scholar's conduct and participation and one final report detailing the summer's experience. Guidelines for the check-in reports and the final report will be provided. The Educational Program Coordinator will remind mentors via email of all report deadlines, and reports may be submitted via email.
- This program is mainly to assist your Hutton Scholar with career exploration and professional and youth development, there may be activities that you want to attend that cost money. The Hutton Program does not support outside costs aside from the scholar's scholarship award. Any expenses associated with travel while on the job (overnight field trips, etc.) are voluntarily paid for by the Mentor's office.
- If you have a question or concern, contact the Educational Program Coordinator, even if it seems trivial.

SUGGESTED ACTIVITIES FOR STUDENTS

The Hutton Program provides a unique opportunity for students to engage in hands-on activities with real-life impacts. Your Hutton scholar was chosen from amongst many applicants for their talents, their willingness-to-learn, and their interest in gaining exposure to aquatics sciences. As you develop a working relationship with your student, try to develop a work plan for your student that emphasizes his or her unique interests and abilities within your workplace.

Your student's daily schedule should generally involve shadowing your job. Exposure to the day-to-day tasks of your job is important for giving your mentee a true understanding of what is involved with being a fisheries biologist. Field work, lab work, office work, professional meetings, and public outreach events all provide different views of natural resources management. Occasionally, the mentor may be obligated to an event where it is inappropriate to bring the scholar or irrelevant to their summer experience. In these cases, alternative plans should be made for the scholar.

Mentors need to plan activities that are within the students' abilities, that encourage the student to interact with people other than the mentor, and that will be of benefit to the Hutton student. Collaboration with other researchers within or peripheral to the host-organization is a great way to involve the student in a myriad of activities and have them interact with different researchers. Email and verbal "feelers" should be put out at the beginning of the summer to inquire about potential projects in the area that need help or are willing to have an intern shadow them for a day or more. If appropriate, mentors should consider assigning projects to their scholars; projects may be short in duration or carried out through the internship.

Anyone who has worked in fisheries and aquatics research is well aware that the process of collecting and generating data involves a number of menial tasks (e.g., gear maintenance, data entry, laboratory pre-processing). The Hutton scholar should certainly help with these tasks, but they should not compose the bulk of his or her internship.

Because of their limited background, Hutton scholars will require more training than normal field assistants. The mentor should use their discretion in determining the scholar's role. Part of mentoring involves balancing the host-agency's needs (i.e., rapid and accurate data collection) and your scholar's aspirations (i.e., an involved, interesting, and educational experience). A successful internship will be mutually beneficial for the scholar and for the host-agency.

SUGGESTED TIMELINE

Before your student arrives:

- Send emails to associates announcing that you will have a Hutton Scholar and that your scholar will be able to assist with any interesting projects that they may have.

Day 1:

- Have Hutton scholar fill out sheet with emergency contact information, allergies, medical conditions that you should be aware of, and any other concerns.
- Interview your scholar to get an idea of interests.
- Clearly articulate goals and expectations for the summer and describe typical workplace setting

Within first two weeks:

- Ask your student (and parents, if under 18) if they would feel comfortable with being featured in a human-interest story. If so, contact your department/agency's public relations department and/or local news outlets. This internship program is unique, and your Hutton student's experience is of interest to the public.

Two weeks:

- Plan an official meeting to discuss your student's performance, reassess his or her interests, and ask if he/she has any suggestions that would result in a better, more personalized experience.

Four weeks:

- Your Hutton Scholar's mid-summer report to the Educational Program Coordinator is due. Offer to look over and edit your scholar's essay, if they feel comfortable sharing it with you.

After the summer:

- If you were impressed with your scholar's abilities, offer to serve as a professional reference.
- Inform your scholar of any interesting conferences, volunteer programs, or educational opportunities.
- Make sure both you and your Hutton Scholar complete and submit final reports and program evaluations to the Educational Program Coordinator within two weeks of internship completion.
- Keep in touch!

HUTTON SCHOLAR OPPORTUNITIES PROVIDED BY AFS HEADQUARTERS

The Educational Program Coordinator along with AFS Units and the Hutton Oversight Committee have introduced two networking and career development opportunities for current Hutton Scholars. These two programs are designed to help Hutton Scholars connect with members of the American Fisheries Society as well as hear from seasoned fisheries professionals and AFS members about career path opportunities and what it means to be a Hutton Scholar. Both programs are optional but highly encouraged because of the impact it could have for your Hutton Scholar's educational and future career path.

Career Development and Interest Webinars

- AFS headquarters will be offering webinars this summer which will be available for you and your Hutton Scholar to participate in. The webinars will be on a select date and the Educational Program Coordinator will give all Hutton Program participants a few weeks notice for when they will be offered.
- These webinars will be designed to create interest in the wide range of options within the field of Fisheries Science and Management, help to guide Hutton Scholars with college choice, introduce them to current members and fisheries professionals and learn about the impact the Hutton Program has had on current fisheries professionals today
- Webinar Topics:
 - What Does It Mean to be a Hutton Scholar?
 - College Choice: Do I Want a Large School or Small School?
 - Career Interest: Hear from current fisheries professionals working for both state and federal agencies about opportunities in the field of fisheries.

Hutton Pen Pal Program

- Together with the AFS Student Subsection of the Education Section and AFS Equal Opportunities Section, a pen pal program was formed to connect current Hutton Scholars with current AFS student and young professional members. This opportunity is a great way for current Hutton Scholars to hear from students currently in post graduate, post doctorate programs and early career professionals.
- The program is designed to match Hutton Scholars with one or two current AFS student or young professional members to talk about interests, college choice, career path and different experiences within the field of fisheries.
- Exchanges will be made through email and Hutton Scholars should expect to hear from their pen pal two to three times over the course of the internship period.

CELL PHONE USE AND SOCIAL MEDIA

Mentors and scholars are both encouraged to carry their cell phones with them when appropriate. Cell phones are important for safety, and mentors and scholars should each have appropriate emergency contact information saved onto their phones. The camera on cell phones may also be used to capture memories from the summer. However, scholars should be made aware of the risks of bringing their cell phones into the field (e.g., submersion) and should be educated on how to minimize the risk to their personal cell phone (e.g., by using a dry box).

If the mentor wants to share photos or stories of their Hutton Scholar on social media, they must be first be aware of agency policies for social media, and must have written parental consent. All shared photos should present a professional image of the Hutton scholar.

If the Hutton Scholar wishes to share photos or stories, he or she should be made aware of departmental policies and expected to adhere to them. The mentor should be aware of any sharing on social media and may request to review posts before they are submitted. It is particularly important to review posts if the scholar is involved with a sensitive issue, if photographs or stories may be misconstrued by the audience, or if fact-checking is of high importance. The mentor may also want to discuss the positive and negative ramifications of using social media, and strategies for building a positive online presence.

EXPLORING AND VALUING DIVERSITY

One of the goals of the Hutton program is to promote diversity within the fisheries profession, by including students from minority and underserved populations as interns. The Hutton Program pairs Mentors with students based on academic achievement and location, without taking the background of Mentor and Mentee into account.

Diversity, in this sense, includes more than just race or ethnicity. It encompasses values, lifestyle and social norms and includes issues such as different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation and response to authority. These differences may be associated with age, religion, ethnicity and socioeconomic background.

As in many other situations, knowledge is the key to understanding. Talk to your Mentee about his or her background and ancestry, about what life is like at school or home or with his or her friends. Find out the reasons for what he or she does. Your colleagues, friends, and other mentors may also have insights into cultural differences.

Ethnic Diversity

If your Mentee comes from a different ethnic background, learn about the values and traditions of that culture. Such things as the role of authority and family, communication styles, perspectives on time, ways of dealing with conflict and marriage traditions vary significantly among ethnic groups.

It is your task as a Mentor to learn about ethnic diversity from your Mentee, from your observations and from discussions with program staff so that you can better understand the context of your Mentee's attitudes and behavior.

Socioeconomic Diversity

Often, Mentors come from different socioeconomic backgrounds than their Mentees. Examples of socioeconomic differences may include having lived in a rural vs. urban setting or growing up in an home owned by family for generations vs. a rental apartment. A Mentor must be aware that many things s/he may have taken for granted are not necessarily common to all. These types of cultural differences are common between Mentor and Mentee and require time and understanding for an appreciation of their significance.

Generational Differences

Many of the characteristics of adolescence are normal, common, developmental traits and consequently don't vary significantly from one generation to the next. However, it is important to remember that some things, particularly sociological trends, do change dramatically and result in different experiences from one generation to the next. It is important to be aware of these generational changes in lifestyle and high school students' responses to their life circumstances.

If something about your Mentee is bothering you, first determine whether the behavior is troubling to you because you have handled the situation differently or it is an indication of a more seriously troubled youth. If you feel that a situation is harmful to your Mentee or others, you have an obligation to discuss this with the Educational Program Coordinator. AFS staff will provide suggestions about ways in which you can be helpful and supportive.

WHAT MAKES A GOOD MENTOR?

A Mentor Is...

- Good listener
- Committed
- Patient
- Accessible
- Offers constructive criticism
- Supportive
- Practical
- Realistic
- Caring
- Admirable

A Mentor Is Not . . .

Mentors must understand that they cannot be all things to their Mentees. Occasionally a of lack of understanding of the appropriate role of a Mentor leads to problems during the mentorship.

The Mentor should not take on any of these roles:

A parent/legal guardian

The role of a parent or legal guardian (governed by law) is to provide food, shelter and clothing. It is not the Mentor's role to fulfill these responsibilities. If the Mentor believes his or her Mentee is not receiving adequate support, he or she should contact the Educational Program Coordinator rather than trying to meet the needs of his or her Mentee.

A social worker/psychologist

A social worker is a licensed professional with the necessary skills and training to assist with personal or family issues. If a Mentor believes there is something wrong in the Mentee's home life, the Mentor should share this concern with the Educational Program Coordinator and not assume the role of a social worker, counselor, psychologist, or psychiatrist.

*It is more appropriate for a Mentor to act as a **resource broker** and show the Mentee how to access the services and resources he or she needs than to provide those services.*

THE HUTTON EFFECT: POSITIVE ADDITIONAL LESSONS LEARNED!

While your principal goal as a Hutton Mentor will be to guide your student through his/her internship and introduce him/her to the fisheries field, there are more subtle milestones you may recognize along the way. Here are some examples:

Your Hutton Scholar may realize for the first time that he/she . . .	Good indications:
✓ has potential	<ul style="list-style-type: none"> ✓ setting goals ✓ developing new skills ✓ aware of time management
✓ is confident and self-assured	<ul style="list-style-type: none"> ✓ increased cooperation with parents, teachers and peers ✓ behavioral changes
✓ values education and the learning process	<ul style="list-style-type: none"> ✓ increase in school attendance ✓ improved grades ✓ respect for teachers
✓ is a capable young person	<ul style="list-style-type: none"> ✓ a willingness to help others ✓ ability to see the future ✓ ability to plan for college

You will work with your Hutton Scholar to establish mutual respect, friendship, motivation and measurable goals. Please don't hesitate to ask questions if you find any part of the guidelines unclear or confusing. The Educational Program Coordinator is available to assist you in any way possible.

QUALITIES OF SUCCESSFUL MENTORS

Five Primary Tasks of a Mentor

1. **Establish and positive, personal relationship with Mentee**
 - Establish mutual trust and respect
 - Maintain regular interaction and consistent support
 - Make your meetings enjoyable and fun
2. **Help Mentee with goal setting**
 - Work with your Mentee to accomplish specific program goals
 - Instill the framework for developing boarder life-management skills (i.e. decision-making skills, goal-setting skills, conflict resolution, money management).
3. **Increase Mentee's exposure to people/groups/ideas from various background**
 - Respect and explore difference among people/groups from various backgrounds; and
 - Introduce Mentee to different environments, such as workplace vs. school setting; discuss differences in behavior, attitude and style of dress.
4. **Career Development**
 - Introduce Mentee to other affiliate organizations or contacts;
 - Teach Mentee good networking skills;
 - Inform Mentee about any job fairs or accompany Mentee to local job fairs;
 - Talk with Mentee about presenting their project/research to other employees within the host organization.
5. **Assist Mentee in obtaining additional resources**
 - Provide awareness of community, educational and economic resources available to youth and their families.
 - Act as a guide and/or advocate, coach and/or role model.

ADDRESSING ISSUES: Conflicts and Termination

Hutton Scholars may be subject to termination from the program; termination may be the result of a variety of situations.

Sometimes it may become necessary to terminate a Hutton Scholar's mentorship and scholarship award stipend due to conflicts between the Mentee and Mentor. Sometimes termination may occur because the Mentor drops out of the program, due to changes in work commitments, family obligations, or relocation. Related to the latter, in some cases, reassignment to another mentor may be possible but can not be guaranteed.

Termination should provide closure and opportunities for learning. In order for termination to accomplish this, all parties including the Mentor, Hutton Scholar and Educational Program Coordinator should follow these guidelines:

First Step: Mentors should first identify and verbally clarify the reasons for termination with the Educational Program Coordinator.

Meeting: Give the Hutton Scholar and mentor the opportunity to discuss what worked and didn't work in their relationship and to identify ways to handle future situations more effectively. The Educational Program Coordinator may facilitate a conversation between the Mentee and Mentor in order to make sure that both parties express themselves positively and constructively.

Communication: Both parties should be encouraged to share their feelings about ending their relationship. Mentors who are terminating because of time limitations or other reasons not related to the Mentee need to make it clear to the Mentee that s/he did not do anything to end the internship.

Plan the next step(s): One option may be to give the Hutton Scholar an appropriate trial/probationary period. Mentor and AFS staff should set a time frame for the student's behavior to improve and schedule a follow up meeting to reevaluate the situation.

If the Hutton Scholar is to be reassigned within the Mentor's institution, discuss the new relationship with the scholar alone first. Help him or her to identify mistakes that occurred and discuss ways to avoid those mistakes in the future.

If the match ended due to factors other than relationship conflict (e.g., Mentor's job schedule changed), reassure the Hutton Scholar that s/he was not to blame and help him or her process any feelings about the termination of that relationship.

Ending a mentorship: If/when the decision has been made with the consent of all parties to end the formal mentoring relationship, remember to take these steps when meeting with your Hutton Scholar:

Set a specific date for your last meeting and inform your Hutton Scholar of this ahead of time;

Be honest, candid and supportive, regardless of the reason for the termination;

Give the mentee an opportunity to voice concerns and ask questions;

Decide on whether future contact will be made between Mentor and student and keep to this arrangement.

During any disciplinary and/or termination discussions, please keep the following guidelines in mind:

How to put your Mentee at ease . . .

- Stay calm.
- Let Mentee know that you are glad he or she came to you.
- Reassure Mentee that his or her confidentiality will be honored.
- Use tact, but be honest.
- Allow Mentee to talk at his or her own pace—don't force an issue.
- Avoid judgmental statements such as “Why would you do something like that?” or “I think you know better.”

Honor the Mentee's right to self-determination . . .

- Focus on the Mentee's feelings and needs rather than jumping to problem solving.
- When issue has been talked about, ask the Mentee's suggestions for a solution.
- If you are not comfortable with what the Mentee wants to do, ask yourself why before you decide whether to say so.
- If what the Mentee wants to do is not possible, explain and apologize.
- Ask what alternative solutions would make the Mentee comfortable.
- Encourage critical thinking through questions and reflections.

Problem solve and offer resources . . .

- Know your appropriate role as a Mentor.
- Be honest with Mentee if confidentiality does not hold.
- Suggest that your supervisor may have some thoughts if you don't know what to do.
- Ask Mentee if he or she would like to talk to the Educational Program Coordinator with you if necessary.
- Use reason and explain issues in ways that your Hutton Student will understand
- Provide information if Mentee is unaware of resources or options.
- Brainstorm with Mentee and be creative in finding a solution—there is usually more than one way to handle a situation and this process is educational for the Mentee.
- Offer to accompany Mentee if he or she is uncomfortable with something he or she has decided to do.
- Be collaborative—you are a team.
- Follow through with any and all commitments.

A Final Thank You

Again, AFS appreciates your commitment to the Hutton Program; we would not be able to serve students as we do without your support! We look forward to hearing about your Hutton student through social media, reports, and any comments you wish to share via email. Comments regarding how we may improve the Hutton Program in the future are also appreciated.

Thanks again, and enjoy your summer in the field, lab, or wherever your projects take you.