

DR. HAZEL LOUCKS: Welcome, and today we're going to talk about a program called Supporting Our Own. And it's about mentoring, and why one should have a mentor, what a mentor is, what's a mentee, which may be a new word for you. And how important it might be for you to help your new members have a mentor, and how it would benefit them. It also is to help ESPs plan and implement mentoring programs, so I'm going to give you the how to start a mentoring program, and then I'll give you some tools to take home with you that might be helpful in the process.

So mentoring is really about helping people grow in their job, grow in their position, and maybe improve their skills. So that's what we're going to do. It's a one on one relationship in education that's been around forever. Many of you may have had a mentor at some time. We'll talk a little more about that also. Philosophers like Socrates and Aristotle were mentors to their students. And the concept of mentoring has a lot to do with coaching. People coach other people and they may not perceive themselves to be a mentor. Leonard, you've talked a little bit about how you're a mentor to some of your ballplayers. And so we're really going to expand on that today.

And it's a one on one relationship between two individuals, focused on developing personal and professional skills. So a mentor needs to be somebody that that person can relate to. It doesn't have to be the same job category. A person who is a secretary could mentor a bus driver, but it's best if they have the same job category. But that's not always possible. In a large district, that might be possible. In a very small district, it may not.

Participants today, I hope you'll begin to explore your own experiences with mentoring, and to learn what mentoring is and what it is not, and to learn how to start a mentoring program. So I would ask, have you ever had a mentor? Anybody in here ever believe they've had a mentor? Yes, okay. Share with us, Tamara, just a minute. Share with us why you think you've had a mentor.

TAMARA: One of the gals who's one of my best friends now that I first met when I first started working, she's the one that got me involved in our association. And she just kept listening to me and kept prodding me along. And she's the one when I became president of our association, she says, I knew you could do it. So she just always -- I always come back to her and just say, okay, what's going on? Help me figure this out. A lot of feedback.

DR. HAZEL LOUCKS: Okay. Lynn, you had your hand up?

LYNN: Mine was more when I started this job, I came from a bus driver in to being a para. And I had no clue of what my job -- I mean, I didn't know where the bathrooms were. I didn't know where the time

clock was. I knew nothing. And so I needed to -- the person was the other para in the classroom, and she just helped me that first four or five months to learn all the ins and outs: the staff meetings, what I needed to know, and what I needed to let go of.

DR. HAZEL LOUCKS: Okay. Somebody else, anybody else in the room had a mentor? Yes, Josett?

JOSETT: When I was asked to be the vice president at CREA, the president of CREA was a teacher at the time, and so she said that if I wanted to be the vice president of CREA, she would walk me through the process. So she spent a year showing me the ins and outs, letting me know the different acronyms and the different policies and stuff, the bylaws so that when I did, you know, fall into that position, that I would be more familiar and more comfortable with taking on the position of the vice president.

DR. HAZEL LOUCKS: Thank you. Anybody else? So what kinds of things did the person do? You've just heard. They gave you information, they supported you, and encouraged you. What do you think would be the benefits of having a mentor? Angela?

ANGELA: Having somebody to bounce your thoughts off of. I feel that, you know, just somebody to listen to what's going on with you and give you some positive feedback, criticize you, but you can accept it because it's coming from that individual.

DR. HAZEL LOUCKS: Okay, all right. So the benefits of having a mentor is that somebody that cares enough about you to take their time to listen to you, to encourage you and support you. What would be the benefits of being a mentor, which is the other role? Yes, Chris?

CHRIS: As a new person in a position, there are things like when you go through your instruction, your class, there are things that you pick, but there are things that you forget. But this person can guide you in, this is the best practice. I've been there; I've done this. So this is what I can tell you, and this will guide you along. It gives you somebody to help you. And then somebody you can be like, you know, I can't remember what I was supposed to do, or what do I do in this situation? Because I've had this experience and I've done it, I can give that person that valuable experience, which makes their job easier, which means I'm going to retain that person a lot longer.

DR. HAZEL LOUCKS: Okay, you are the resource and you're looking ahead to say that if I mentor someone, I may be able to keep them longer as an employee. Anybody else have a comment about what would be the benefits of being a mentor? All right, what would be the drawbacks? Are there drawbacks? All of you have a lot of extra time? Does mentoring take time? Yes, it would. Mentoring would take time. And so that's one of the drawbacks is how do you find the time to be a mentor?

So a mentor is someone who guides and supports another to be the best he or she -- that they can be. Make sense? And then a mentee is an employee who benefits from being guided and supported so that he or she can be the best that he or she can be. So that's what we want to talk about.

Here are some characteristics of a mentor and a mentee. And if you look at them, they're kind of a balance. A mentor is generous. In what way might they be generous? Their time, their skills, their support. And the mentee is committed to the career. So Wendy doesn't want to spend her time mentoring someone if they're not really committed, if they're not really planning on staying in the job, if they're not really wanting to be the best they can be. She's going to have a hard time using her time that way.

A mentor has to be self-confident. I have to know who I am. I have to know I feel comfortable with me. We've talked a lot about self-esteem. I have to have good self-esteem to have a mentee because I may be challenged, I may be asked questions that I'm not comfortable with answering, and so I need to have good self-confidence. And a mentee needs to have self-respect. Do you see the balance there? A mentor needs to be competent. You don't want to be a mentor if you're no good at what you do, so you need to have some skill sets in order to be a mentor. And you need -- the mentee needs to be ready to learn. So if you look at the list, a mentor needs to be able to give compliments and praise, encourage. But it needs to be honest. I don't to tell my mentee you're doing a great job if they're not doing a great job.

So I need to have the confidence to be honest with them, to say -- you know, I think it was Chris the other day was talking about someone that was really someone they liked and enjoyed very much, but they did something wrong in their job. And he felt he had to talk to that person not friend to friend, but boss or mentor -- a mentor can be a boss, as an employee to say, this is what you did wrong and this is what you need to do to correct it. So that's a very important balance, that trust level, that balance between the two. Being realistic, you know, I may want to change your personality, I'm your mentor. Well, the fact is I can't change your personality. You are who you are. But I can give you some skill sets that will make you have greater success in your job. And that's what my role is.

One of the most important relationships between a mentor and a mentee is being discreet. If that mentee tells me something that's personal or job-related or whatever it is, I have to keep that confidence. And many a mentor/mentee relationship has been destroyed because the person was not discreet or did not hold confidences. So that's very powerful.

And so you both have to be professional. You both have to know how to listen. And you both have to be trustworthy. So those are important skills for each person to have. So relationship requirements, look at them. Mutual trust, we just said that. Mutual respect. If I am a mentor and my mentee does not see me doing the job well and I'm telling them how to do the job, there's not going to be any respect there. So if I select to be a mentor, I need to be sure that I am an exemplary employee.

Commitment to skill development, commitment to learning, commitment to growth, commitment to confidentiality, commitment to be open and honest, those are the things we're looking for. So in this -- while we're talking today, I hope that you will discover what experiences and relationships you have to share with the mentee, because each of you in this room are considered to be leaders. So in reality, you could all probably be a mentor. But what are the things that you need to know that you need to share? So let's think about some of those. How many of you have connections in your school? Karen, what kind of connections do you have?

KAREN: Well, in my building, I have connections to the administration. I have connections to the teachers, the children, parents, the rest of the support staff.

DR. HAZEL LOUCKS: All right, okay. Stefan, what kind of connections do you have?

STEFAN: Community involvement and church involvement.

DR. HAZEL LOUCKS: All right, okay. Anybody else? What kind of commitments do you have that might help you help your mentee? Yes, Richard?

RICHARD: I have connections with principals, with superintendents, with other employees, teachers, and some parents.

DR. HAZEL LOUCKS: Okay, how might those connections help a new employee?

RICHARD: It would help him to actually make them at ease by knowing and getting to meet some of these people that I personally have known over the years, and actually make their job a little bit easier that if, for instance, they know a principal like I do, I know what the principal's desires are, what her interests are, what she expects, what she doesn't expect. And then that employee can, in turn, help her out by making her a happy person. And that's what we're all about is making them happy.

DR. HAZEL LOUCKS: Okay. Who has influence over someone in their district? What, Lynn?

LYNN: All of us do.

DR. HAZEL LOUCKS: All of you do, yes. Why would you say that, Lynn?

LYNN: Because it's about relationships. Whether you've been there one day or 20 years, your influence or your connections with the administration, it's day to day. School board, your local communities, if you're active or you may know -- the school board person may be your next door neighbor or a pastor at your church or something, so we all have connections within our community of our school.

DR. HAZEL LOUCKS: You all have influence, whether you recognize it or not. And oftentimes, we forget what our influence span is. So we suddenly realize, oh my goodness, the principal sings in the same -- in the church choir, the same choir I'm in, and I can share some of the characteristics of that person so that the new employee understands what gets on that person's nerves, how you might be perceived as somebody they want to keep around. So you all have influence of different types. How many of you have passion? Ah, several of you have passion, good. Roslyn, what kind of passion do you have?

ROSLYN: The passion that I have is to make my organization and my association better, and to get people involved, meaning that one voice is not as good as a lot of voices in a choir. So if I can combine the sopranos, the altos, the tenors, we'll make a beautiful noise that people would like.

DR. HAZEL LOUCKS: I love that example. Thank you very much. So do all of us have time? Oh yes, you all have 24 hours. It's your choice, it's your choice of how you want to use that time, correct? Right. And so what better way could you use your time, even if it's ten minutes a day, or a half an hour a week to give to a new employee to share your passion, to share your influence, people that you have influence with, to share your knowledge of how to make their life better, their job better?

So all of you have these things that are available to you. So you just answered this question. With whom might you have influence in your job, your union, and your community? Also, do any of you belong to a political party? Do you have any power in your political party? Some of you do. Some of you don't have as much as others. But if you've been engaged, you have influence. Do any of you belong to any clubs in your community? Okay, what kind of club do you belong to, Josett?

JOSETT: The enlisted spouse's club on base, so I, you know, get to talk to a lot of the parents that also belong to our school, but also are in the same organization that I am in, so I get two different forums with them, at school and at the club.

DR. HAZEL LOUCKS: Great. Lynn, what clubs do you belong to?

LYNN: Currently right now, I'm just in a sewing club, which is a little community club, but I've been with 4-H. I've been with Red Cross. I've been to the different things as my children have evolved, or my husband's activities. So they're all there.

DR. HAZEL LOUCKS: And you make connections. You know, Lion's Club, Rotary Club, Kiwanis. You could go on and on and on, different sororities or fraternities that you may have joined at some point in your life and you still have those connections. Even some schools, your graduating class keep connected. You go to a reunion, you find out you have connections with people. So that's what you want to share with a mentee. You want to give them help to learn about influence, because having influence makes a difference, doesn't it?

Someone was talking about passing a bond referendum. You cannot pass a bond referendum without influence. You have to have influence. You have to be able to convince people that this is the thing to do. And sharing your influence means that you're willing to give up some information about someone. You're making that mentee stronger by sharing their influence. Okay? What kind of connections do you have in your school? We've just talked about that. How would you share your connections? Wendy?

WENDY: I think it's pretty easy to share your connections. It's just introducing people, maybe bringing them to a meeting, just making them feel comfortable with the people who are surrounding them.

DR. HAZEL LOUCKS: Okay. One of the things we know about membership in an association, whenever there are new employees in a building, when I was doing one on ones in I think it was Denver, what I found out was I was recruiting new members, and so what I found out is every secretary I talked to had never been asked, never been asked. And that's what we find out about our membership. So here, if you're going to mentor somebody, you need to encourage them to influence them to make connections to others as well.

So it can be helpful to the mentee if you share influence because they then will grow. They'll grow in your association. They'll grow in their job. So those are things that you want to do. So how can you make time? Anybody want to think about that for a minute? How can you make time? Yes, Lori?

LORI: Maybe get up five minutes earlier in the morning and not take such a long time with visiting with everybody at work, and just visit with the mentee.

DR. HAZEL LOUCKS: Okay, all right. One of the things about having a mentee is that you want to set aside a specific time so they know that you are honoring them enough to set aside a specific time. So

Lori, that's a good suggestion. Maybe sharing less with lots of our old buddies that we really want to share some time with over the coffee pot, but saying to that mentee, I'll meet you at this time, at this place, and we can have a quick conversation.

I've only had a few really good examples of other people coming into the school and being mentors. One of the universities I worked with was providing mentors for new employees. But as they proceeded with that program, that person would come into the building, but they really didn't have the climate of the building. They didn't really see the day to day operations. So what, they would just come in and say, Debbie, you know, how are things going for you? Is there any way I can help? But if I'm an outsider, I don't have the same knowledge as if you had Brenda who was in your building as your mentor. So I think that makes a difference. And so it ways what insights do you have that would help a mentee? Think of some insights that you might have. Greg, what kind of insights might you have?

GREG: Well, you'd have to be able to share with them that, you know, there's no dumb question. If you have a question, ask it. And if there's someone that I don't know that you want to meet, maybe in some kind of way we both can go and meet that person.

DR. HAZEL LOUCKS: Okay. Does it ever happen that a new employee hits some people wrong? What kind of conflicts arise when a new employee comes in. I know all of you have had this experience. Yes, Roslyn?

ROSLYN: Most times, it's just simply personality, because some people do not, I guess, gel together. And you might see them as being crass when they don't see it that way. Sometimes it's a cultural difference. Sometimes it's from where they come from. I'm from the south; they're from the north; they're midwest, they're out in Hollywood. What works in Hollywood doesn't work in South Carolina.

DR. HAZEL LOUCKS: We're glad to know that.

ROSLYN: So I think when it's that -- in order to be a great mentor, sometimes you have to take your personality out of it and see this as not as a fault, but something that just needs to be addressed and maybe worked on without being aggressive, but assertive.

DR. HAZEL LOUCKS: All right, thank you very much. Does anybody else have any way -- yes, Stefan?

STEFAN: In some cases, it could be a case of insecurity. Because if the mentor tells or shows the mentee too much, he'll feel like he will be replaced or he'll lose his place of authority, or even not be seen in the eyes of his -- the other people that work with him the same way.

DR. HAZEL LOUCKS: All right. Were you looking in my head? That's exactly what I was thinking about. That scarcity mentality. Some people think if you look good, you're the new employee, you look really good, then I'm going to look worse. That's not reality, you know? So yes, Wendy?

WENDY: I also think that sometimes when someone comes in who is new, they're nervous and they might not really be themselves. And sometimes the seasoned employees might, you know, start saying, oh, I don't think -- you know, I really don't think she's going to work out. And maybe you as the mentor could pull them aside and say, look, just cut her a little slack. She's very nervous. She's new. And you know, just let people -- you know, let her get adjusted and give her a fair chance. Sometimes people need to be reminded of that.

DR. HAZEL LOUCKS: That's great. The mentor can be a conduit between other employees and the mentee. So that's another important role they can play. So mentoring can only take place in safe, non-judgmental environment. So that relationship, you have to be -- someone already said it. You cannot be a judge of them. You're being a support system. You're going to give them helpful information. But you never want to be judgmental, okay? And it is about improved communication, a one-on-one communication opportunity between two people. And it really does promote team building and it's about addressing problems. So it's not only about addressing problems. It's about a relationship. That's the most important thing about mentor-mentee.

So let's think about the challenges of implementing a program. And before I show you anything on the PowerPoint, I want to say, what would be the problems of implementing a mentoring program in your district or your situation? What are some of the barriers that exist, or might exist? Karen?

KAREN: For us, it would be getting others to buy into the program. It's encouraging the board of education, administrators, supervisors that it is a good idea. So if we come to them with the plan already set out and ready to go, it's something that they're more likely to let us get started.

DR. HAZEL LOUCKS: Okay, so you think your experience would be best to come with everything in order. All right. I'm going to make a suggestion in a little while, but thank you for sharing that. Yes, Greg?

GREG: I think it's the time factor. If you present it in a way in which the supervisor, supervisory would know that it was not going to be a social event at work, you know, it's going to be something that's going to build up your younger employees and give them positive feedback. And it's not just something that's going to be wasting time.

DR. HAZEL LOUCKS: All right. One of the things we know about mentoring programs is that often it extends the life of an employee, that more people are willing to stay on because they have felt supported, because they have had some feedback about how to do their job better. What might be some other barriers to starting a program? Stacy?

STACY: Change the mentality of getting -- of having people volunteer or want to be the mentor due to already having time constraints and being involved with other things. They may be concerned that they wouldn't be able to provide the time necessary to their mentee. So getting the group of people to be mentors.

DR. HAZEL LOUCKS: Okay, all right. Let me share with you a few things. So who should be a mentor? Not just anybody who volunteers. So that's an important thing to know, because some people will be volunteering who are not a good example. If I am an eight to three, I come one minute before eight o'clock and I leave the minute that I'm allowed to leave, that person is probably not the best example or mentor that we want. A person who says, that's not my job, that's their job, that's probably not the best person for a mentor, to be a mentor.

So we need to think about what is this professionalism of the person? The person needs to be very professional. But they do need to be, if it's an association program, they need to be a dues paying member who knows the association from local, state, and national level. Now they may not know the national level, because in my work through the years, I found out a lot of people who are in the union know that this is my union, right here in this town, and that's as far as their knowledge goes. So you would want to help people who become mentors, their knowledge base to be expanded. And that might be part of your training program is to help them understand.

It is -- your membership is local, state, and national, whether you ever knew you belonged to the national or not. You're paying dues that support that process. So you want them to have some knowledge base. That's one thing you want them to have.

So the mentor needs to have a network of contacts. We just talked about that. Is patient. Why would I say is patient? They need to have some patience with the person. That person may not be doing everything as fast as they want them to do. They need to be able to give and take feedback. Will the mentor get feedback? Yes. It may not always be positive. If I tell somebody something they don't want to hear, what might that person say? Linda, if I gave you feedback, you tell me that I didn't do something

right, I didn't do this right, and you say, yes, I did, you're not understanding how I do my job, what are you doing to do, Linda?

LINDA: I'm going to probably maybe storm out. I'm going to be mad at you.

DR. HAZEL LOUCKS: If you're the mentor, what are you going to do?

LINDA: Oh, I'm going to be very patient and I'm going to try to get them to see the bright side, the positive side of it, and that good will come out of it.

DR. HAZEL LOUCKS: Okay, all right. You want that person who has -- is able to take some negative feedback, because the mentor will get some negative feedback or pushback. You want the person who has a positive outlook, all right, and is trustworthy and discreet. We repeated that, but you can't repeat it enough times. If they're not trustworthy and discreet, they do not deserve to be a mentor. And they need to be able to work collaboratively. They need to be part of a team.

And they need to be enthusiastic about your job. You don't want somebody mentoring who says, boy, I hate coming to this place every day. I am so tired of my job. Oh, how do you like your job? That'd make a fine mentor, wouldn't it? We want to think about that. We want to have somebody who loves their job.

Typically, the mentee is a new hire. Now they might not be a new hire to the district, but they might have transferred to a new school. Because does it make a difference when you get transferred from one school to another? Yeah, schools have personalities, don't they? And the people in that school have a personality. And it's very, very different sometimes just across town. And if I've been a bus driver and I suddenly become a para, it's like a whole new world, isn't it? How many of you have made those kinds of switches? Yeah, several of you have made that kind of switch.

So the mentee may not be a new employee. They may have worked in the district ten years, but suddenly they're in a new position, and so they need support and they need to feel good about the job they're currently doing. That they're motivated and reliable. They can handle feedback, constructive feedback. That's important. They're enthusiastic about their job. They like what they're doing.

Now why would I want to label all these things for the mentee, that these things are important? They can work collectively and collaboratively, and they're committed to the purpose of mentoring. Why would I want those things to be present in a mentee? Roslyn?

ROSLYN: Usually if a mentee has that mentality, they'll be the best employee.

DR. HAZEL LOUCKS: And they'll be worth my time.

ROSLYN: That's true, worth your time.

DR. HAZEL LOUCKS: If I am a mentor and I've got somebody that already hates their job, is it worth my time? No. I'm going to pick people who need to be mentored who want to stay where they are, or at least for a while, who want to be supported in their current position. So those are important things for us to do.

So what would a mentoring program look like? Have any of you considered having a mentoring program in your district? All right, okay. What would it look like? You have it in your mind? Anybody have anything in their mind? It looks as different from one place to the next as you can imagine it to be. It's what will work in your district. There needs to be some specific components, but there are mentoring programs where the mentor and mentee are paid, believe it or not. There really are. There are mentoring programs where it's totally volunteer. There are mentoring programs where mentors are assigned to mentees. I'm not saying these are good ideas. I'm just telling you that they exist, all right? So it looks different everywhere.

Who can benefit from it? The mentor benefits oftentimes as much as the mentee because they grow in their own skill level, as a listener, as a person who shares information. How will it work? That again depends upon your district. It can look different each place. Who will manage it? If you're in the union, who do you want to manage the mentoring program? Your union. You don't want to turn it over to the PR department, or to the principal, or to the superintendent. You want to have within your policy and your creation that it is a union program. That's very important. You want their support. And I will make a couple suggestions as to how you might get that support.

What kind of budget will it take? That depends if you're going to pay the mentor or if you're going to have some money set aside here for coffee or something else. That's up to your program. Some programs have a mentor, a mentee, there's no budget, but there's a budget for them to get together as a group occasionally to discuss their common issues, common concerns.

So there are a lot of different ways to look at that. How long should it last for a new employee? That's, again, up to your program. Some mentors -- some mentees need a couple of years. Some mentees could do it in six months and they're off and running, and you think, gee, I need to move over here and spend more time with this guy or this gal, because they're not making it. What are the goals?

Again, it's up to you. What are the expected outcomes? But you need to know what that is, and you need to have it in writing.

So these are the challenges: school district resistance, time commitment, record keeping. You need to keep records if you're going to have a successful program. It is an added responsibility. Some of you are doing it already and you don't know it, all right? Mentor-mentee matching is really important. Contractual issues. This is oftentimes a contractual issue. It's in the contract. It's a great thing to have it in the contract, okay? There needs to be training. And some of the materials we'll provide you today, you could take that and walk right into a group and use it and you could do the training with that. And the training is on how to improve your listening skills, all those kinds of things, how to build up the mentee's self-respect, self-esteem, and those kinds of things. And is there funding or no funding? Those are issues that need to be dealt with.

So establish a mentoring committee. Now that would go in opposition, Karen, to what you said, but that's not good or bad. It's just fact. You want each -- if you are in a big district, you want at least one member from each job category. So you would want -- if your union represents secretaries, bus drivers, food service workers, mechanics, whatever, you would want one person from each job category. Why? Can anybody guess? Wendy?

WENDY: Every job in the building is different. Everybody has different responsibilities and different equipment. Everything can be different from job to job. So it's good to have a master from each division.

DR. HAZEL LOUCKS: And I may be a para, and I actually have no clue that the janitorial staff has shifts. I really may not know that. I work in the district, but I didn't know there was a midnight to whatever. So having knowledge. I need to have that knowledge in the room if I'm in a larger group. And there needs to be an executive committee member from the local association. That could be the local president, vice president, whomever. Why? Why would that be important? Karen?

KAREN: Because they're the ones running the programs.

DR. HAZEL LOUCKS: All right, if it's a union program, the executive committee needs to have a voice, right?

KAREN: They're the ones running the programs, so they need to have someone there to make sure that the program's running according to the way that it's meant to be and set up for the association.

DR. HAZEL LOUCKS: And according to the contract, right? Yes, all right. At least one association staff member. Who am I talking about there? UniServ. It would be great if you have your ESP UniServ person present, because they may add some information about, yes, this program exists in other places. Yes, it's working here. It's like a support system, okay? Now I'm saying these are suggestion. These are not absolutes, all right?

A representative from the superintendent or the HR department. The reason being, if you don't want the kibosh put on this program, you want somebody there. Now Karen made a suggestion early on that you pretty much have your scope and sequence all in order. That's absolutely what you want to do. You know what you want to do, so that this person right here doesn't come in and say, oh, well, that's not what we had in mind. This is not what they had in mind, it's what you had in mind, how you're going to service your members. So you want those people present, but you don't want them creating the plan, okay? So that's important.

You want to know who's going to regulate the program, who's in charge of it. Your union is going to be in charge of it. But not who in the union. Your president may have their life up to here. The vice president maybe has not too much to do, just like in the United States. Swipe that out. So they may not -- you know, so you may have a person in your union who is very committed to this concept, to this program, and they could be the person who regulates it. Because you do need somebody in charge.

You need to figure out, are you going to have a budget for this? Are you not going to have a budget? It's easier to sell it with no budget. Am I correct? Sure, but there may be in your plan some way you need some funds, so you need to think about that. What's the time frame? What's the beginning of the mentor program? What's the end of the program? How long are they going to work with a mentee? Those kinds of things. How will participants be recruited? You know, does someone just say, I think they need a mentor? How are you going to do it? You need to have a process.

And what are the expected outcomes? What do you really want to happen? And the best way that you can sell a mentoring program, just in my opinion, is to have as an outcome that they will retain employees. We have a really bad record as a district. Our custodial staff only stays two years. Or our bus drivers, we have 25% turnover every year. You can show the, numbers because numbers make a difference. Our paras, we've been losing paras at 50% yearly. So having numbers to support why you think this is important, and then showing them at the end of a two-year program or a three-year program -- I would never say I'm going to show you the difference in a year because you can't. So after

two years to show a difference, after three years to show a difference, that's what you want them to be able to do. All right?

And how will the program be monitored? Who's going to be in charge of monitoring? And what kind of monitoring does it take? All right? Any ESPQ department has support for you if you want to do this. They have the two manuals that I'm going to be sharing with you, the one called -- a manual called ESP Mentoring Programs: Supporting Our Own, and then a training manual with a DVD.

And then you have the wonderful staff that's there available for many who can provide training sometimes, depending on their resources and your resources, and also they can always provide information. You can always call and get information, or answers to your questions. You know, you can call Lisa or Tiffany or Karen or Rafael and say, you know, I really have some questions. I'm trying to do this and I'm meeting some roadblocks. What could I -- what could you do to help me? Or could you tell me a district that has a successful program that's like my size? Because it's a really different need if I have 100 employees or I have 2,000 or 3,000. It's going to look entirely different. Okay? All right.

I'd like to close with just a couple of comments. One is this, remember this. At the end of the day, it is not what I learned, but what I taught; not what I got, but what I gave; not what I did, but what I helped another achieve that will make a difference in someone's life and mine. And then one other that says a lot of people have gone further than they thought they could because why? Because somebody thought they could. That's right. And that someone else thinking that you can be a success is really powerful. Thanks very much.