

Youth Mentorship TOOLKIT



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Getting Started

Toolkit FAQ

Who is this toolkit for?

This toolkit was designed for use by anyone who supervises youth staff in the NPS. However, the toolkit (minus the NPS-specific modules) could be used by anyone who supervises or mentors' youth staff.

What does “youth staff” mean?

The NPS designates “youth staff” as any staff up to age 30, or veterans up to age 35. This includes NPS employees such as Pathways interns, seasonal staff, or new permanent staff within the age limits. Youth staff also includes anyone who is *supervised* by NPS staff, including YCC, trail crews, summer interns through partner organizations, and volunteers.

What’s in the toolkit?

The toolkit offers supervisors a collection of ready-to-go mentorship conversations and activities. Modules can be completed in just 15 minutes and are split into four categories: Career Development, Skills for Success, Health & Wellness, and National Park Service. Each module consists of a one-page supervisor prep sheet and a one-page At-a-Glance worksheet or information sheet. Each supervisor prep sheet gives an overview of the module, big ideas, activities, guided conversation starters, and additional resources.

How do I use the toolkit?

Before using the toolkit, all mentors should review the resources and appendices section and follow all procedures for pre- and post-questionnaires for themselves and youth staff (pp. 35-40). Schedule weekly mentoring meetings with your youth staff. These meetings are a time to build a solid foundation with your youth staff, fostering trust and openness. During these meetings, avoid talking about “supervisory” issues like timesheets or specific work tasks. Make sure to come prepared with printed At-a-Glance sheets and any other resources (e.g. core value cards for the Core Values module). While most modules can be completed in 15 minutes, feel free to schedule more time to have more in-depth conversations.

Why did you make this toolkit?

This toolkit is the result of a GOAL Academy project to improve mental health and resilience resources within the National Park Service. The members of the project team were Christopher Amidon, Michelle Pizzillo, Kris Salapek, Susan Snow, and Ashton Williams.

Do I have to do all the modules in order?

No! You can choose which modules are appropriate for your youth staff, and you can complete them in any order you find useful.

Getting Started

What is mentoring?

What's the difference between supervising and mentoring?

Supervising is *task-oriented*, mission-driven management of staff. As a supervisor, you're required to do the basics of getting your staff onboarded, trained, and paid. Issues like safety, discipline, timesheets, and assigning work tasks are considered "supervisory" tasks.

Mentoring is a *development-oriented*, people-driven relationship between a mentor and a mentee. Many mentors are *not* supervisors, and anyone willing to put in the time and effort can be a mentor.

As a youth staff supervisor, you must fulfill both the supervisor and mentor roles for your youth staff. You'll need to balance the needs of your park/program with the developmental needs of your youth staff. It won't always be easy, but we've created this toolkit to help.

How can I be a good mentor to my youth staff?

- Willingness to devote time and effort to building the mentoring relationship.
- Having honest, confidential conversations and offering advice.
- Focusing on developing the mentee to help meet their short- and long-term career goals.
- Facilitating developmental opportunities for the mentee.
- Networking/connecting the mentee with other potential mentors.
- Setting a good example of professionalism, ethics, and quality of work.

How can I set healthy boundaries?

The mentor/mentee relationship is professional. While personal issues may come up during a mentoring relationship, it is important to maintain a distinction between professional advising and personal advising. A mentor is not a life coach, a therapist, a spiritual guide, a relationship counselor, a tutor, etc. Set and enforce healthy professional boundaries in your mentoring relationships.

Getting Started

Step-by-Step Instructions

The following section lists the steps in order to effectively implement, measure, and evaluate the *Supervisor Toolkit for Mentoring Youth Staff: Activities & Discussions to Help Youth Staff Achieve in the NPS*.

Step-by-Step Procedure for Implementing the Toolkit:

1. Select mentors, collect work emails, and phone numbers. Distribute mental health resources, mental health/suicide prevention training resources, and a hard copy of Supervisor Toolkit for Mentoring Youth Staff: Activities & Discussions to Help Youth Staff Achieve in the NPS.
 - a. For administering the handbook during the 2023 calendar year, it is highly encouraged (but not required) that mentors review the mental health resources and mental health/suicide prevention training resources provided.
2. Identify youth staff that will be mentored and collect work emails and phone numbers from them.
3. Pair mentors with one to three (maximum) youth staff to build a relationship with and go through a module of the handbook with weekly. Have mentors and youth staff schedule a time to meet every week that is convenient in both parties' schedule, and exchange contact information (work phones and emails if possible).
 - a. If possible, pair mentors with no more than two youth staff members to ensure an optimal mentor to mentee ratio.
 - b. Pair every youth staff member with a mentor, excluding no one.
4. Administer PERMA-Profiler (pre-measurement) and demographic questionnaire by distributing links to google sheet questionnaire to mentors and youth staff. Both groups will be filling out the same questionnaire, but receiving different links based on whether they are a mentor or youth staff for data analysis purposes. Collect all data within a week of pairing.
 - a. Questionnaire can be completed by mentors and youth staff via phone or computer.
5. Mentors begin going through handbook with youth staff member assigned to them for the duration of time that youth staff is present working at the Colorado National Monument.
 - a. Estimated time of 8 weeks.
6. Mentors meet once every two weeks for peer-support to discuss their experiences while using the Supervisor Toolkit for Mentoring Youth Staff: Activities & Discussions to Help Youth Staff Achieve in the NPS.
 - a. See page
7. At the end of the duration that youth staff is at the Colorado National Monument, administer the PERMA-Profiler (post measurement) and demographic questionnaire by distributing links to google sheet questionnaire to mentors and youth staff. Both groups will be filling out the same version of the PERMA-Profiler questionnaire, but receiving different links based on whether they are a mentor or youth staff for data analysis purposes. This edition of the questionnaire will include a section to collect feedback from both mentors and youth staff. Collect all data/responses within a week of the mentorship's end.
 - a. Questionnaire can be completed by mentors and youth staff via phone or computer.
 - b. Post measurement data should be taken from every mentor and youth staff member, regardless of when the mentorship ends.
8. Analyze data and responses from pre- and post-measurements on the PERMA-Profiler to see trends in data, and make calculated adjustments to Supervisor Toolkit for Mentoring Youth Staff: Activities & Discussions to Help Youth Staff Achieve in the NPS.

Section 1: National Park Service



Modules in this section:

Mission of the NPS

Careers in the NPS

Diversity and Inclusion in the NPS

National Park Service:

Mission of the NPS



Overview

This module will introduce participants to the mission of the National Park Service. By analyzing the arrowhead of the National Park Service, participants will understand the purpose of the NPS and begin to recognize their role in helping achieve the mission.

Big Ideas

- A mission statement helps the employees of an organization to understand the goal of their work and how they fit. It tells us why we're here and what we strive to accomplish.
- Taking the time to discuss the NPS mission will help your youth staff to understand and appreciate the importance of the work they're doing.
- The NPS arrowhead is our official emblem and represents key attributes of the National Park system.
- The NPS is part of the Department of the Interior and has many partners who help us fulfill our mission.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the "At-a-Glance" worksheet for this module (pp. 7).

Activities

- Using the "At-a-Glance" page as a cheat sheet, introduce your youth staff to the mission of the National Park Service.
- Discuss the mission and how your park and your work align with the mission.

Guided Discussion

- Does our mission statement accurately represent our organization's goals?
- How does our park contribute to the NPS mission?
- How does the work *you* do support the NPS mission?
- How will you use what you learned about the NPS mission in your day-to-day work?
- How do our partnerships help us to fulfill the mission?

Dig Deeper

- Is the NPS living up to its mission statement?
- If you could rewrite the NPS mission statement, what would it say?
- Is the arrowhead a good emblem for the NPS? Why or why not?

Additional Resources

- NPS "About Us" page: <https://www.nps.gov/aboutus/index.htm>
- NPS Mission: <https://mylearning.nps.gov/library-resources/nps-mission/>

At-a-Glance: Mission of the NPS

Mission Statement

The National Park Service preserves unimpaired the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations.



The NPS Arrowhead

The arrowhead was authorized as our official emblem in 1951. The elements of the arrowhead symbolize the major facets of the national park system.

- The Sequoia tree represents vegetation.
- The bison represents wildlife.
- The mountains and water represent scenic and recreational values.
- The arrowhead represents historical and archeological values.

How is the NPS organized?

The NPS is a bureau of the U.S. Department of the Interior (DOI). Under DOI, lands are split into 12 unified regions based on watersheds. Each region has a director (though some directors manage multiple regions).

12 Unified Regions Based on Watersheds



Who do we work with?

NPS staff work with a wide variety of partners to fulfill our mission. Partners include other government agencies (e.g., Fish and Wildlife Service, NOAA); state, territorial, and local governments; universities, non-profits, and friends' organizations; community groups; private companies; and many more.

National Park Service: Careers in the NPS



Overview

When most people think of an NPS employee, they probably imagine a park ranger wearing the green-and-gray uniform and a flat hat. The NPS has plenty of park rangers, but there are lots of other career options within the agency. Biologists, budget analysts, legislative aides, historians, gardeners, dispatchers, HR specialists—the list of jobs within the NPS goes on and on. Explore these options with your youth staff and show them the gamut of possibilities!

Big Ideas

- There are a wide variety of jobs within the National Park Service—not everyone is a park ranger!
- The NPS needs workers in a wide range of subject areas to support our mission and our people.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 9).
- Ask your youth staff to search for current NPS job listings on USAJobs and explore careers on the DOI Careers web page (www.doi.gov/careers).

Activities

- Using the “At-a-Glance” page as a cheat sheet, discuss the array of career options with your youth staff. If possible, use your park’s organizational chart to illustrate the diversity of positions needed to run your own park.

Guided Discussion

- What kind of career is your youth staff interested in pursuing?
- What specific jobs would be appropriate “next steps” for your youth staff after this position?
- What are the benefits of working for the NPS?
- What are some unusual or unexpected jobs in the NPS?
- Are there any employees at your park willing to chat with your intern about their job?
- What made you choose to work in the NPS over other government agencies or private employers?

Dig Deeper

- Many duties or responsibilities in the NPS are collateral duties (e.g., search and rescue, scuba diving). What kinds of jobs/careers entail these sorts of duties?
- What kinds of jobs/careers are unique to the NPS, DOI, or land management agencies? What kinds of jobs are universally transferable?

Additional Resources

- DOI Careers: www.doi.gov/careers
- OPM Handbook of Occupational Groups and Families

At-a-Glance: Careers in the NPS



Section 2: Career Development



Modules in this section:

Career Planning

Understanding Federal Jobs

Navigating USAJobs

Career Development: Career Planning



Overview

It's never too early—or too late—to start career planning. Career planning isn't about predicting the future or mapping out a rigid timeline of accomplishments. It's about creating short- and long-term goals and identifying opportunities to move forward in one's career.

Big Ideas

- Are you working toward a goal, or just working?
- Consider short-term plans as “next steps.” Short-term plans should be detailed and goal-oriented.
- Set SMART goals (pp. 24-25): Specific, measurable, achievable, relevant, and time-bound.
- Long-term plans shouldn't be too detailed. Focus on the big picture rather than *specific* accomplishments.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 14).
- Reflect on your own career path and recall some pivotal experiences to share with your youth staff.

Activities

- Review the At-a-Glance worksheet with your youth staff.
- Share your own career steppingstones: Were there any surprising or unconventional steps?
- Develop a list of immediate steppingstones for your intern to consider (e.g., a class at the local community college, a student NAI membership, shadowing a biotech for a day).

Guided Discussion

- Where does your youth staff want to be in one, five, or ten years? How can they get there?
- What skills, knowledge, experiences, and/or connections will they need to achieve their goals?
- What skills, knowledge, experiences, and/or connections do they already have?
- How can you help your intern meet one or several of their goals? Can your park or office provide funding for training, courses, or conferences? Can your intern join an existing project or shadow a partner?

Dig Deeper

- What kinds of skills/knowledge/experience are widely desired that may not be on your youth staff's radar? (e.g., environmental compliance, GIS abilities, accounting skills)
- Consider asking other people to share their career paths with your youth staff. Was their path straightforward, or did it have unconventional twists and turns?
- Help your intern find jobs they're interested in on USAJobs. Look at the position description and qualifications. Does your intern meet the requirements? If not, how can they work toward meeting the requirements?

Additional Resources

- OPM Handbook of Occupational Groups and Families
- DOI Careers & DOI Career Connection
- NPS Individual Development Plan (IDP) Resource Guide
- DOI Talent: “Developing a Plan to Further Your Career” (NPS employees only, 30 minutes)

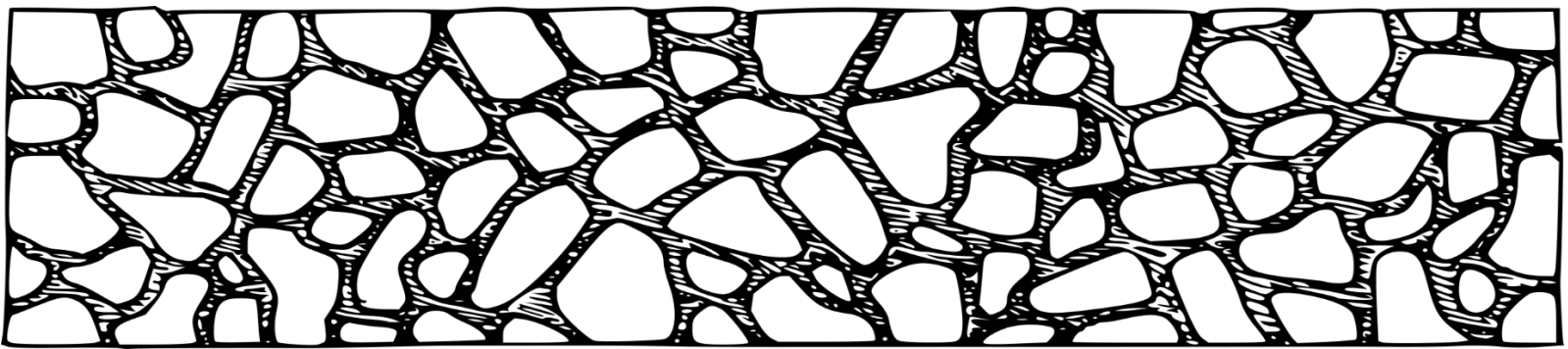
At-a-Glance: Career Planning

Imagine your career as crossing a river.

There are countless steppingstones but no marked path, so you start by simply stepping onto the nearest stone. Each step forward determines the available stones for your next step. Sometimes you may get stuck and need to take a step sideways or even backwards to make progress.

People who start at the same place may end up at different points on the opposite bank. Conversely, people who start in different places may end up near you on the other side.

Your path will be determined by a combination of your choices, circumstances, and luck. Some things will be out of your control. You will be helped by other people along your journey across the river, and you will help others too. There are no wrong paths, only different ones.



Brainstorm some steppingstones for YOUR career.

- Where are you now? Where do you want to be in a year? In five years? In ten years? How can you get there?
- What skills, knowledge, experiences, and connections will you need? What do you already have?
- How can you connect with other people who have similar goals/paths?
- Ask other people in your field about their career path. What can you learn from them?
- Short-term plans should be detailed and goal-oriented.
- For long-term plans, don't get bogged down with details, timelines, or lists of accomplishments. As your career progresses, you will grow both personally and professionally. You may develop new preferences, interests, and skills that you cannot predict right now. Being overly committed to one singular path may cause you to miss a great opportunity that you *didn't* and *couldn't* plan for.

Use the table below to help brainstorm steppingstones. Be creative, and don't limit yourself to the conventional approaches. Don't be afraid to try new things and go in new directions!

| Knowledge | Skills/Experience | Connections |
|--|--|--------------------------------------|
| College classes/academic degrees | Internships | Networking events |
| Training organizations (e.g. NAI, NPI) | Volunteering | Professional societies |
| Online classes and certificates | Team projects | Social media groups |
| Books, journals, and videos | Future jobs | Mentoring programs |
| Government portals (e.g., DOI Talent and Common Learning Portal) | Job shadowing | Meetings, trainings, and conferences |
| NPS Aspiring Leaders Development Program | Detail positions with another park or through DCC or USAJobs | NPS GOAL Academy |

Career Development: Understanding Federal Jobs



Overview

The Office of Personnel Management (OPM) estimates that the federal government employs over 2 million civilian workers. In addition to the enormous range of jobs available there is also numerous agencies, multiple pay scales, and complex terminology. In this module, you will help your youth staff to understand the different service types, pay grades, job series, hiring paths, etc.

Big Ideas

- There are many kinds of jobs in the federal government, and they are classified by OPM. Each job series is described in the Handbook of Occupational Groups and Families.
- Each job has a pay grade or “ladder” of pay grades. You need to accumulate at least one year in each grade before you can be eligible to move up to the next grade.
- The service and appointment type of each position has differences in benefits, job security, and future job opportunities.
- There are a variety of hiring paths available, but not all paths are available to all applicants.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 16).
- Optional: If available, print out your park’s organizational chart.

Activities

- Using the cheat sheet as a guide, walk your youth staff through the basics of federal jobs.
 - When possible/appropriate, connect the jobs of employees that your youth staff works with.
- If you printed your park’s organizational chart, select a few employees, and discuss their job series, grade, appointment type, and service type.

Guided Discussion

- Why are jobs graded differently? What responsibilities might a GS-11 have that a GS-5 would not?
- Why are job series important? Does experience in one job series translate to eligibility for another?
- Why is appointment type important? How are the types different?
- Which hiring paths are open to your youth staff? Will they qualify for any special hiring authorities after their youth staff position ends?

Dig Deeper

- Why are term and seasonal employees critical to the functioning of the NPS?
- What is tenure? Why are permanent jobs harder to get than term or seasonal jobs?

Additional Resources

- Explore National Park Service Career Fields
<https://mylearning.nps.gov/program-areas/programs/career-development/>

At-a-Glance: Understanding Federal Jobs

Pay Scales & Grades:

There are several pay scales in the federal government, but most federal employees are on the General Schedule (GS) pay scale. The GS scale is divided into 15 grades, described below.

- **GS-1 to GS-2:** Usually for high school students.
- **GS-3 to GS-4:** Requiring a high school degree.
- **GS-5 to GS-7:** Most entry-level jobs, requiring some college or a bachelor's degree.
- **GS-9:** Intermediate jobs, especially at smaller parks.
- **GS-11 to GS-12:** Usually higher-level jobs within parks, often supervisors or division chiefs.
- **GS-13 to GS-15:** High-level jobs, including superintendents and often division chiefs at larger parks.
- Beyond **GS-15** is Senior Executive Service (SES).

Appointment Types:

- **Permanent:** Jobs that are expected to be needed indefinitely; can be full-time, part-time, or seasonal (aka "permanent subject to furlough" or "career seasonal"), eligible for tenure after 3 years.
- **Term:** Jobs for projects lasting 1-4 years; can be full-time, part-time, or seasonal.
- **Temporary¹:** Typically, less than 1 year; temporary employees earn leave, but do NOT receive other federal benefits (e.g., FEHB [health insurance] *, FEGLI [life insurance], TSP [retirement plan]) or WGLs [wage grade increase].

1. Temporary employees become eligible for FEHB after one year of temporary service, but they must pay the full premium.

Hiring Paths

- **Open to the public:** Any U.S. citizen or U.S. national (e.g., people born in American Samoa) can apply
- **Competitive service:** Open to anyone employed by the federal government in a competitive service position
- **Youth staffing to an agency:** Only open to current agency employees
- **Land & base management:** A special category for terms and temps (also known as seasonal) who have served at least 24 months in a federal land management agency (NPS, FWS, BLM, and/or FS) without a break of 2 or more years
- **Armed forces:** Some jobs offer special consideration to veterans and/or military spouses
- **Individuals with disabilities:** Some jobs offer special consideration to people with disabilities
- **Native Americans:** Must be a member of a federally recognized tribe, generally only applicable to jobs related to Indian Affairs
- **Special authorities:** There are numerous special hiring authorities. In the "This job is open to" section, check the "Clarification from the agency" subsection for more details.

Job Series:

The Office of Personnel Management (OPM) classifies all federal jobs in the Handbook of Occupational Groups and Families. Common job series in the NPS include:

- 0025 – Park Ranger
- 0201 – Human Resources
- 2151 – Dispatching
- 0404 – Biological Science Technician
- 0560 – Budget Analysis

Service Types:

- **Competitive:** positions subject to civil service laws for fair hiring set by Congress. Most jobs are in this category.
- **Excepted:** positions defined by statutes, OPM, and sometimes the president. Pathways positions are in this category.
- **Appointed:** generally high-level positions that are appointed by the president.

Seasonal Positions

Some parks have different staffing needs at different times of the year. There are two kinds of seasonal positions:

- **Permanent Subject to Furlough (Career Seasonal):** permanent staff who are put in non-duty/non-pay status for part of the year.
- **Temporary (Seasonal):** temporary employees who may work up to 1039 hours per year.

Career Ladders

Some jobs are listed as multiple grades (e.g., "GS 5-6-7", "GS 9-11"). These "ladders" allow employees to be promoted to the next grade in the ladder without applying to a new position. It generally takes a year to become eligible for promotion. Each listing also has a "Promotion Potential" section.

Jobs advertised as ladder positions also give hiring officials flexibility to hire a new employee at either grade. Eligibility is generally based on experience and/or education; check the "Qualifications" section of a USAJobs listing.

Career Development: Navigating USAJobs



Overview

Many youth staff begin their NPS careers with partner organizations, which have their own recruitment processes outside of USAJobs. To continue a career with the federal government, most of these youth staff will need to use USAJobs. Help your youth staff figure out how to navigate the website, determine which jobs they are eligible for, and use any special hiring authorities they may have.

Big Ideas

- USAJobs is the main way to find a job in the federal government.
- Finding and applying for jobs on USAJobs can be confusing and difficult.
- Many youths struggle to understand which jobs they qualify for, and few understand how to effectively use their special hiring authorities.
- Help your staff navigate USAJobs by practicing job searches.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 18).
- Have your staff make a USAJobs profile before the meeting (if they don’t already have one).
- Do a quick search on USAJobs to familiarize yourself with the current range of available jobs that your staff may be qualified for.
 - Check for jobs that include any special hiring authority your staff has/will receive (e.g., PLC).
- Bring an internet-connected computer or smartphone to use during the meeting.

Activities

- Using the At-a-Glance sheet as a guide, help your staff search for jobs that interest them.
 - Point out important information: closing dates, qualifications, and required documents.
 - Help your staff to understand which jobs they qualify for and why.
 - Explain hiring timelines and discuss what happens after they submit an application.
- Create a saved search for your staff to use in the future.

Guided Discussion

- Which jobs did your staff gravitate towards?
- Is your staff qualified for those jobs? Do they understand why they are or are not qualified?
- Do they understand all the requirements of the position, including education, experience, and documents needed to qualify?

Dig Deeper

- Look at a position that is 5-10 years in your staff’s future. How can they work toward becoming qualified for that position?

Additional Resources

- USAJobs: Opportunities
<https://www.usajobs.gov/?c=opportunities>

At-a-Glance: Searching for Your Dream Job on USAJobs

Keywords

Job titles

- "Park Ranger"
- "Science Technician"
- "Archeologist"
- "Budget Analyst"

Occupations

- "Biology"
- "Education"
- "Law enforcement"
- "Human resources"

Department/Agency

- "National Park Service"
- "Department of the Interior"

Location

- "Honolulu"
- "Texas"
- "Yosemite National Park"

Special hiring authorities

- "Public Land Corps"
- "PLC"
- "Direct Hire Authority"
- "Pathways"

Miscellaneous

- Foreign Languages: "Tagalog", "French"
- "Sign Language" or "ASL"
- Skills: "SCUBA", "Fitness Test"
- Licenses: "EMT", "Pilot"

Filters

Hiring Paths

- Open to the public
- Competitive service (current federal employees)
- Land & base management
- Internal to an agency
- Veterans
- Students/Recent graduates
- Individuals with disabilities
- Special authorities*
*too broad to be useful, better to search for individual authorities as a keyword

Pay

- "\$40,000 - \$60,000"
- "GS 4 - GS 6"

Department/Agency

- "Bureau of Indian Affairs"
- "Forest Service"

Job Series

- "0090 - Park Guide"
- "0193 - Archeology"
- "0408 - Ecology"
- "1015 - Museum Curator"

Other

- Distance
- Work schedule
- Appointment type
- Travel percentage

Job Details

Overview

- Open & closing dates
- Limited to certain number of applicants

Duties

- Read summary and responsibilities.
- Is this job a good fit?

Conditions of employment

- Drivers license
- Uniform
- On-call, night, or weekends required
- Certifications or licenses
- Fitness test

Qualifications

- Education
- Experience
- Foreign language
- Special skills

Save your search!

Save time on USAJobs by saving your searches. You can also set up automatic emails to notify you of new job postings. Click "Save this search" to get started.

Section 3:

Skills for Success



Modules in this section:

Team Communication

Resolving Conflict

Core Values

Setting Goals

Skills for Success:

Team Communication



Overview

Effective communication plays an important role in developing positive relationships with children, young people, and adults. Communication is a link that will help others to feel supported and understood, which is key when fostering a professional mentoring relationship that is trusting and open.

Big Ideas

- Foster great communication with your team through one-on-one meetings and group check-ins. These different types of meetings can strengthen relationships between leaders and their teams while also improving productivity and loyalty.
- Set clear expectations about when and how you will communicate.
- Many people prefer to communicate electronically rather than face-to-face.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 21).
- Before meeting with youth staff, think about their role and what expectations you have (or will) set. Jot down information like duty station address; contact information like emails and phone numbers; and/or any access codes youth staff may need at your workplace.

Activities

- Using the “At-a-Glance” sheet, have a discussion with youth staff about their duty station, sick calls, and explain what communication means in your workplace.
- Discuss the modes of communication available and which modes each person prefers.

Guided Discussion

- What’s the best way to reach you when you’re working remotely, in the office, or out in the field?
- How often should we connect to check in? Daily? Weekly? By which mode?
- What are the procedures for requesting leave or taking a sick day?
- Look at your calendars and identify a date each week for both of you to check in. During these meetings talk about progress on goals, professional development, and how you’re doing in general.

Dig Deeper

- Am I communicating in a way that is effective? How can I make my communication clearer?
- What are some potential barriers to our communication? How can we overcome them?

Additional Resources

- Read and discuss “10 Communication Secrets of Great Leaders” by Forbes.

At-a-Glance: Position Description

Complete this worksheet and share information with your youth staff. Before sharing, take an inventory of how you respond to the following questions:

- What might they learn or experience in their role?
- What responsibilities are appropriate for youth staff?
- Ask youth staff what skills they would like to develop in their role.
- What do you expect from your youth staff during their time at your park/program?

You can include this information below under the Summary section. You can also transform this worksheet into a position description, modeled from an NPS Standard Employee Performance Appraisal Plans (EPAP) to reflect the work you and your youth staff are doing.

Staff Member Name:

Park/Program Name:

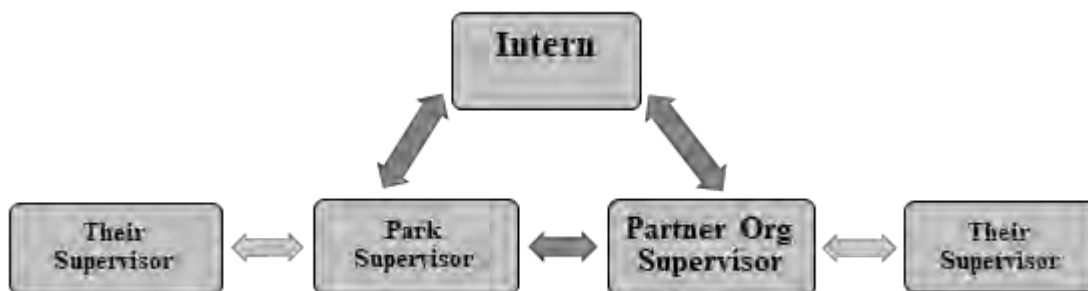
Partner Organization:

| | |
|---|--|
| <i>Supervisor:</i> Name, email, phone numbers | Notes about transportation, commuting, special notes about getting into a particular building (access codes, keys, etc.) |
| <i>Report for Duty:</i> Address of duty station: | |
| Time: tour of duty | |
| | |

Youth Staff Position: Summary

This position provides an opportunity for building skills in _____,
_____, and _____.

Organization of Internship



See Common Learning Portal – Standard Employee Performance Appraisal Plans (EPAPs) Resources on <https://mylearning.nps.gov/library-resources/standard-employee-performance-appraisal-plans-epaps/>

Skills for Success:

Resolving Conflict



Overview

Conflict is an unavoidable part of life. Resolving conflict in a peaceful and productive way is a critical skill, both personally and professionally. This module is based on one of the most common conflict style inventories, the Thomas-Kilmann Conflict Mode Instrument (TKI). Awareness of the different styles of resolving conflict can help users recognize that they have several choices in how to respond to conflict.

Big Ideas

- Under the TKI model, there are five modes of handling conflict: avoiding, accommodating, compromising, competing, and collaborating.
- These modes are assigned based on two dimensions: assertiveness and cooperativeness.
- There is no single “correct” or “best” mode for all situations. Most people will feel most comfortable using one or two modes, but everyone is capable of using any and all of the five modes.
- If you are over- or underusing certain modes, becoming aware is the first step toward change and improvement in handling conflict.

Time Commitment

- Preparation: 5 minutes (or 20 to take a TKI assessment online)
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 23).
- Ask your youth staff to take an online TKI assessment. There are several websites that offer free versions of this test. There are also paid versions that offer more professional, in-depth results if your park has funds for this.
- Consider taking the assessment yourself.

Activities

- Discuss the results of your youth staff’s TKI assessment. Compare with your own if you took it.
- Discuss the different conflict modes and brainstorm appropriate situations for each mode.

Guided Discussion

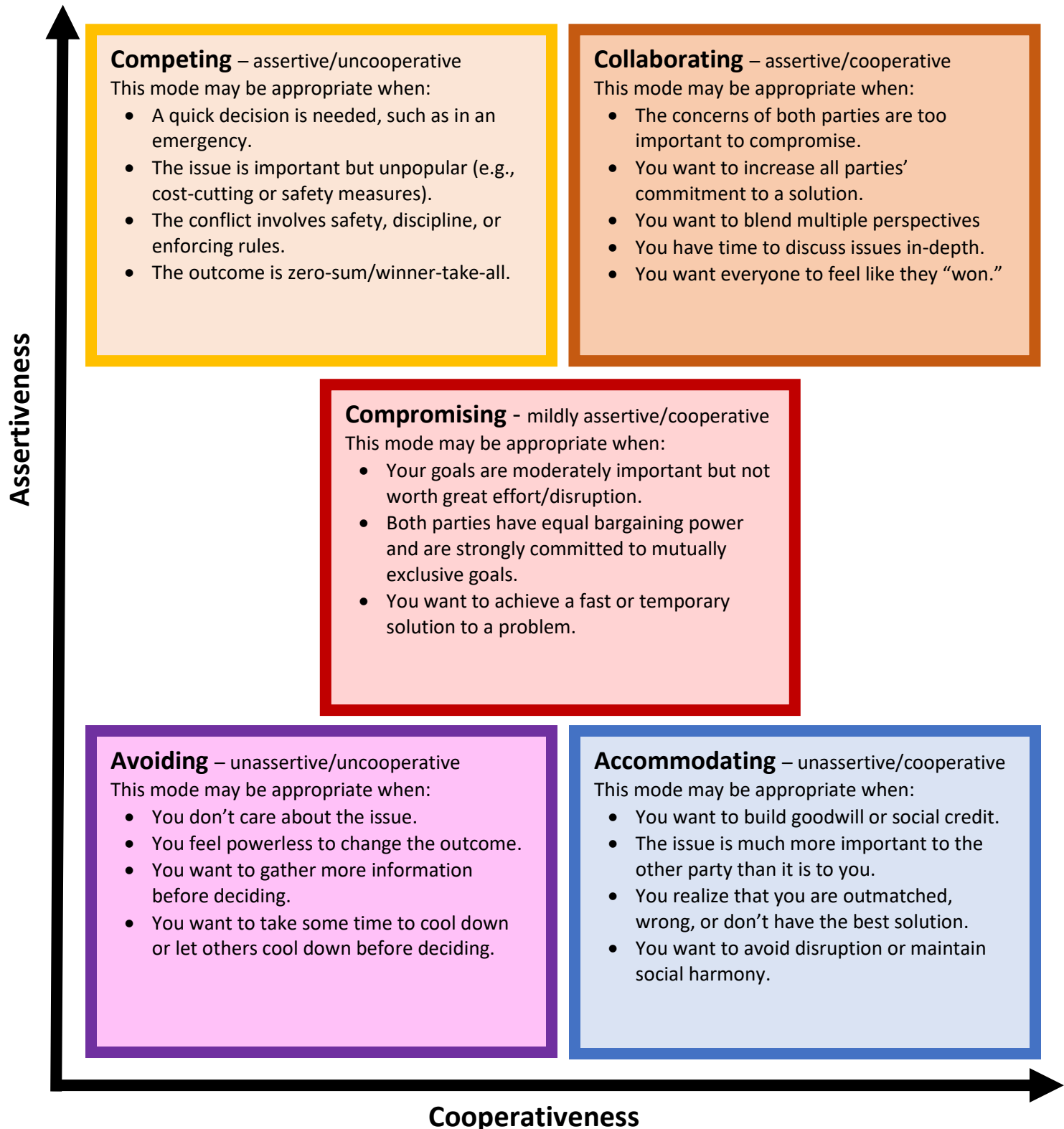
- Which mode(s) did you score highest on? Which were lowest?
- Do you think the results of this assessment are accurate? Why or why not?
- Think about a recent or memorable conflict you handled. Which mode did you use? Were you happy with the resolution of that conflict? If you could do it again? Would you handle it differently?
- Why is handling conflict an important skill? What are the consequences of handling conflict poorly?

Dig Deeper

- Think about a conflict that you handled well. What mode did you use? Why did it go well?
- Think about a conflict that you handled poorly. What mode did you use? Why didn’t it go well?
- If you’ve taken the Meyers-Briggs Type Indicator (MBTI) test, do the TKI results match your MTBI type?

At-a-Glance: Resolving Conflict

The Thomas-Kilmann conflict mode instrument (TKI) is a conflict style inventory commonly used to describe people's behavior when handling conflict. In this model, conflict modes are assigned based on two axes: assertiveness and cooperativeness. There are no "good" or "bad" modes, but different situations call for different modes of conflict resolution.



Skills for Success:

Setting Goals



Overview

What do you want to achieve? Setting goals allows us to define our dreams, plan a path to success, measure progress, and recognize our own growth. Knowing what you want to achieve can help you focus your efforts and hold yourself accountable. Create SMART goals and that you are passionate about achieving.

Big Ideas

- SMART goals are: Specific, Measurable, Attainable, Relevant, and Time-Bound.
- Writing down your goals can help you to clearly define what you want to achieve and why it's important to you.
- Sharing your goals with other people can help you to hold yourself accountable.
- Even if you don't meet your goals, you will still learn and make progress toward a better you.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the “At-a-Glance” worksheet for this module (pp. 25).

Activities

- Explain why setting SMART goals is important with your youth staff.
- Work with your youth staff to set 2-3 SMART goals for their term.

Guided Discussion

- What does the SMART acronym stand for?
- What goals does your youth staff want to set? Can you make those goals SMART?
- Why does your youth staff want to achieve those goals? What is their motivation?
- How can you help them achieve those goals during their term?
- How will you recognize and celebrate their achievement at the end of their term?

Dig Deeper

- Consider using a different acronym-based approach:
 - SMARTER: Specific, Measurable, Actionable, Risky, Time-Bound, Exciting, Relevant
 - PACT: Purposeful, Actionable, Continuous, Trackable (good for long-term goals)
 - OKRs: Objective & Key Results
 - CLEAR: Collaborative, Limited, Emotional, Appreciable, Refinable (good for groups)

Additional Resources

- Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals by Michael Hyatt
- Hard Goals: The Science of Extraordinary Achievement by Mark Murphy
- 9 Things Successful People Do Differently by Heidi Grant Halvorson, Ph.D.

At-a-Glance: Setting SMART Goals



Why use SMART goals?

Knowing what you want to achieve is a great first step, but goals without a plan of action are just dreams.

Specific – By defining exactly what you want to achieve, you can determine a plan for success.

Measurable – Having clearly measurable milestones allows you to track your progress.

Attainable – Make sure your goal is realistic within the time frame you've set.

Relevant – Why did you set this goal? How does it fit into your long-term goals and dreams?

Time-Based – Setting a specific time frame keeps you focused and motivated.

What are your SMART goals?

Think about what you want to achieve during your time with the National Park Service. Work with your supervisor to set a few SMART goals for your term.

Example: I want to learn to make maps. → I will take a 3-week online introductory GIS course in July to learn how to make maps.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Skills for Success:

Core Values



Overview

Your core values influence your choices, decisions, and actions. Knowing your core values can help you and your staff more clearly move in a positive direction and develop healthy relationships within your organization. In this module you and your staff will learn why core values are important and work to identify your most important core values.

Big Ideas

- Demographics (age, ethnicity, religion, etc.) in the U.S. and the NPS workforce are changing and will continue to change. People have different perspectives and ways of working. Fostering an atmosphere of acceptance and support are key to progress and success of the NPS.
- Personal core values are defined as a system of beliefs that help people tell the difference between right and wrong. Core values vary based on a variety of factors including age, point in career, etc.
- Learning about your own and others' personal core values will enable you to see things from another person's perspective. It's important to recognize that not everyone shares the same core values.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the "At-a-Glance" worksheet for this module (pp. 26). Cut out the *Core Value* cards in the "At-a-Glance" pages for this module (48 cards).
- Identify your own top 5 core values before meeting with your youth staff.

Activities

- Give the stack of Core Value cards to your staff member. Give them 5 minutes to choose no more than 10 cards.
- Once 10 cards are selected, then give 2 more minutes to narrow down to 5 cards. Stick to the time limit; selecting quickly is part of the instinctual process of the activity.
- After your staff member has selected their Core Value cards, discuss and share your own core values.

Guided Discussion

- Why did you choose those 5 specific core values?
- Did you find this activity easy or difficult? What made it easy or difficult to choose?
- Many people find that their values are strongly influenced by previous experiences. Is this true for you?
- Choose a context- work, family, school, a specific relationship, or life in general. In that context, what makes you feel important? Do any of your top core values change between different contexts?
- What achievement(s) do you seek to earn or accomplish? How do your core values reflect that?
- What decisions have your core values influenced? What decisions could they influence in your future?
- Using our core values, how can we foster health, positive relationships at our organization?

Dig Deeper

- Watch individually or in a group with your youth staff, Penn State's football coach, James Franklin's TedTalk on Core Values: <https://www.youtube.com/watch?v=EtLY7dYAOpo>
- What do you value either extrinsically or externally? What about intrinsically or internally?

Additional Resources

- Zappos Core Values:
<https://hbr.org/2010/05/how-zappos-infuses-culture-using-core-values>

At-a-Glance: Core Values (Set A)

| | | | |
|--------------------------------|----------------------------|-----------------------------|-------------------------|
| Sense of Purpose | Autonomy | Personal Commitment | Aspiring |
| Learning of Growth | Trust | Being in Nature | Flexibility |
| Happiness | Making a Difference | Knowledge | Freedom |
| Discipline | Health | Peace of Mind | Punctuality |
| Energy | Respect | Enthusiasm / Passion | Variety of Tasks |
| Being Taken Seriously | Love | Good Friends | Forgiveness |
| Fun | Loyalty | Humor | Compassion |
| Expressing Appreciation | Inspiring Others | Relationships | Teamwork |

At-a-Glance: Core Values (Set B)

| | | | |
|---------------------------------|--------------------------------|------------------------|-------------------------|
| Being the Best | Being Challenged | Risk Taking | Making Decisions |
| Achievement | Surpassing Expectations | Influence | Excellence |
| Meeting or Beating Goals | Fame | Winning | Control |
| Solving Problems | Recognition | Promotion | Responsibility |
| Possibilities | Security | Benefits | Opportunities |
| Vacation | Money | Adventure | Privacy |
| Innovation | Tools to Succeed | Others' Support | Honesty |
| Take Care of Others | Good Leadership | Being Heard | Raising the Bar |

Section 4: Health & Wellness



Modules in this section:

New Job, New Place

Work-Life Balance

Building a Resilience Plan

Health & Wellness:

New Job, New Place



Overview

Moving to a new place and starting a new job can feel overwhelming. For some youth staff, this may be their first job and maybe even their first time away from home. Help your youth staff to thrive by helping them orient to their new location.

Big Ideas

- As the supervisor, you will most likely be the point of contact if there's an emergency or problem with your youth staff. You should become familiar with your youth staff's living situation. Where and with whom are they living? Where and with whom do they spend their free time? Do they have access to a car? Who are their emergency contacts?
- If your youth staff is new to the area, help them get oriented. Where are the nearest shopping centers, grocery stores, and clinics? What kinds of activities can they do? How can they get there?
- If you don't have a separate process for discussing emergency procedures, such as active shooter or natural disaster shelter-in-place locations, consider discussing as part of this module.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the "At-a-Glance" worksheet for this module (pp. 31).
- Find or print out a map of the park and/or local area. Mark important locations (e.g., clinics, grocery stores) and recreational areas.

Activities

- Discuss your youth staff's living situation and emergency contacts/procedures.
- Using the map, discuss the local area and point out where/what there is to do.

Guided Discussion

- Where is your youth staff living? Do they have roommates?
- Does your youth staff have a vehicle, or access to one?. If they don't have vehicle access, discuss public transport options.
- Does your youth staff have a cell phone? Do they have a data plan? What is the best way to reach them if there's an emergency?
- What is there to do around here? Discuss restaurant and entertainment options. Is there a great Mexican restaurant, a rock-climbing gym, or a karaoke bar?
- If your youth staff gets sick, injured, or needs help, where can they go? Point out local hospitals, clinics, police departments, etc.

Dig Deeper

- Does your youth staff have other needs? Do they need help finding childcare or getting their child enrolled in school? Do they have internet/phone access to contact their loved ones?

At-a-Glance: New Job, New Place

What is there to do around here?

Using the map, point out local attractions, recreation areas, restaurants and bars, etc.

Outdoor Activities



Hiking

Are there any good trails nearby?
How difficult are they?



Boating

Where can you rent a boat?
Is it a lazy river or whitewater rapids?



Camping

Where can you camp nearby?
Is communal/rental gear available?



Fishing

Where can you go fishing?
Is a permit needed?



Swimming

Where is it safe to swim?
Is there a lifeguard?



Dangerous Animals

Are there any dangerous animals to be aware of?
If you encounter one, what should you do?



Stargazing

Where is the best stargazing?
Does the park have night programs?



Festivals, Events, & Seasonal Activities

Are there any special events happening soon?
How can you participate?

Indoor Activities



Restaurants

Where are good places to eat?
Do any cater to food allergies/special diets?



Coffee Shops

Where can you get coffee or tea?
Are there local specialty drinks or snacks?



Bars & Taverns

If you're old enough, where are the bars?
Do park staff have a favorite watering hole?



Live Music

Are there local bands playing?
Music festivals or street jams?



Shopping

Are there shopping centers or stores?
Where can you buy food, clothes, etc.?



Indoor Recreation

Are there any museums? Theaters? Gyms?
Rock climbing walls? Bowling?

Medical/Emergency Services



Clinics/Hospitals

Where can you get medical care?
Is there a clinic within the park?



Police

If there's an emergency, who can you call?
Does the park have its own EMS/police?

Health & Wellness:

Work-Life Balance



Overview

Work-life balance is the equilibrium between personal life and career work. Creating and maintaining a healthy work-life balance is critical to job satisfaction, physical and mental health, and avoiding burnout. Help your staff to set their boundaries and identify strategies to maintain a healthy work-life balance.

Big Ideas

- Work is an important part of life, but it's not the *only* thing in life. If you're spending too much time working, your home life and health could be negatively impacted.
- Overworking can lead to fatigue, stress, reduced job performance, poor health, and burnout.
- Set boundaries and make a plan to commit to a healthy work-life balance.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the "At-a-Glance" worksheet for this module (pp. 33).

Activities

- Using the At-a-Glance attachment as a guide, discuss the importance of maintaining a healthy work-life balance.
- Identify some ways you and your youth staff can maintain a healthy work-life balance.

Guided Discussion

- Why is it important to maintain a healthy balance between your work and personal life?
- What does a healthy work-life balance look like for you?
- How is your current work-life balance? How could it be improved?
- What are some boundaries/limits you can set to support and maintain a healthy work-life balance?
- What specific activities are you doing to take care of yourself? Are there any new ones you want to try?

Dig Deeper

- Why might someone struggle to maintain a healthy work-life balance?
- Have you ever known a "workaholic" or "perfectionist?" What impacts did that have on your life, health, and relationships?
- Why do people become workaholics? Are there any benefits to having a poor work-life balance?

Additional Resources

- InsideNPS Employee Health Safety and Wellness
- Employee Health and Safety SharePoint: <https://www.opm.gov/policy-data-oversight/worklife/>

At-a-Glance: Strategies for a Healthy Work-Life Balance

Setting Limits

If you don't set limits, work can leave you with no time for the relationships and activities you enjoy. Consider these strategies:

- **Manage your time.** Give yourself enough time to get things done. Don't overschedule yourself.
- **Learn how to say "no."** Evaluate your priorities and try to shorten your to-do list. Don't accept tasks out of guilt or a false sense of obligation.
- **Talk to your supervisor.** If you can't handle all the tasks you've been given, bring your concerns to your supervisor immediately. Get ahead of the problem and discuss solutions.
- **Detach from work.** When you aren't working, focus on other things in your life—reading a good book, hiking a beautiful trail, cooking a nice meal, playing with a pet, or just relaxing.
- **Explore your options.** Ask your employer about flex hours, a compressed workweek, job sharing or other scheduling flexibility. Having more control over your work hours can reduce your stress level.



Caring for yourself

A healthy lifestyle is essential to coping with stress and to achieving work-life balance. Make sure you're getting enough sleep, eating healthy meals, and including physical activity in your daily routine.

- **Relax.** Regularly set aside time for activities that you enjoy such as practicing yoga, gardening, being with friends, or reading.
- **Get a hobby.** Having a hobby can help you relax and recharge.
- **Be social.** Spend time with a partner, family, or friends. Engage in group activities, such as hiking, dancing, or taking cooking classes. Don't be afraid to make new friends!
- **Volunteer.** Research shows that volunteering to help others can improve your connections with others, as well as lead to better life satisfaction and lower psychological distress.
- **Develop a support system.** Build relationships with your coworkers and peers—they may be facing the same issues.



Know when to seek professional help

If you feel overwhelmed by anxiety, stress, or depression, don't wait until it becomes a crisis to seek help. Get ahead of the problem early by seeking help from your supervisor, a trusted peer, your family, and/or a medical professional. If you have access to an employee assistance program, take advantage of available services. Don't be afraid to ask for help.

Health & Wellness:

Establishing a Resilience Plan



Overview

Resilience is defined as the process of adapting and overcoming adversity, trauma, tragedy, threats, or stress. It's our ability to bounce back when things go wrong. A resilience plan is a list of actions you can take to promote and practice resilience, both in everyday life and in times of crisis. Practicing your tools for resilience against the stresses of daily life can prepare you to adapt and overcome bigger stresses later.

Big Ideas

- Resilience is the ability to bounce back from adversity. People who are more resilient are able to recover faster and more fully from stressful events, both at work and at home.
- Resilience plans aren't a "one-and-done" or "one size fits all" solution to stress. There will *always* be stress in life. A resilience plan helps you to identify actions that will *build* your resilience to face stress.

Time Commitment

- Preparation: 5 minutes
- Meeting: 15 minutes

Preparation

- Print out the "At-a-Glance" worksheet for this module (pp. 35).
- Have your youth staff take the resiliency assessment on the "At-a-Glance" page before or at the beginning of your meeting with them.
- Before the meeting, take the resiliency assessment yourself and think about your own resiliency plan. Write down some of the activities you practice to help maintain your resiliency and share them with your staff.

Activities

- Take the resilience self-assessment and discuss the results. How resilient is your youth staff right now?
- Develop a resiliency plan with your youth staff. Brainstorm activities that meet their needs/interests.

Guided Discussion

- What are some difficult situations that you may face, at work and at home, during your term?
- When you start to feel stressed or anxious, how do you deal with it?
- Are there any coping mechanisms that you use? Are they positive or negative?
- When you are feeling stressed, how does that manifest externally? How could other people recognize that you are dealing with a stressful situation? How can they help?
- Which is better: An environment where you never face stress? Or an environment where you have tools and support to overcome and adapt to stresses?

Dig Deeper

- Share a personal story of a time you had to face a difficult situation. How resilient were you? Have you made any changes to your resiliency plan as a result?
- Chose a problem or scenario and discuss how to find a solution.

Additional Resources

- [For Supervisors \(sharepoint.com\)5 Ways to Boost Your Resilience at Work - NPS: Common Learning Portal](https://www.sharepoint.com/5 Ways to Boost Your Resilience at Work - NPS: Common Learning Portal)

At-a-Glance: Quick Resilience Assessment

Step 1: Take a Rapid Resilience Assessment

Use this quick assessment to evaluate your current level of resilience. Mark an X for each question based on how strongly you agree or disagree with the statement.

| Statement | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|----------------------|----------|---------|-------|----------------|
| I have strategies in place for dealing with stress. | | | | | |
| I feel positive about the future. | | | | | |
| I usually bounce back quickly from failures. | | | | | |
| I have strong goals that I am passionate about. | | | | | |
| I usually get at least 7 hours of sleep each night. | | | | | |
| I accept that there are things in life I cannot change. | | | | | |
| I surround myself with people who are usually positive. | | | | | |
| My work allows me to do something meaningful every day. | | | | | |
| I am an important member of my team/social groups. | | | | | |
| I keep my mind and body active. | | | | | |
| I share my feelings with others in a constructive way. | | | | | |
| I have people in my life whom I can trust and confide in. | | | | | |
| I eat healthy foods and drink plenty of water. | | | | | |
| When I'm upset, I try to calm down and not lash out at others. | | | | | |
| I am kind to myself. | | | | | |
| When times get tough, I have people I can depend on. | | | | | |
| I enjoy being challenged and experiencing new things/ideas. | | | | | |
| I maintain a good balance between my work and personal life. | | | | | |
| I invest time and energy in maintaining healthy relationships. | | | | | |
| I find it easy to ask for help. | | | | | |
| Count marks in each column: | | | | | |
| Multiply marks by: | x 1 | x 2 | x 3 | x 4 | x 5 |
| Individual column points: | | | | | |
| If you scored: | Total Points: | | | | |

80-100 points: You are highly resilient. You have the attitude, tools, and relationships to maintain your balance when the going gets tough. Make sure to continue what you're doing and self-evaluate your resiliency plan regularly.

60-79 points: You are somewhat resilient, but you should continue working on your resiliency plan. Work on developing the attitude, tools, and relationships to support yourself when you face challenges.

20-59 points: You may not have the attitude, tools, and/or relationships you need for resilience in challenging situations. Focus on changing your mindset to be more positive. Change your habits to promote your health and happiness. Put energy in building healthy, supportive relationships with friends and family.

Resources:

Appendix Section

Sections:

Emotional Health and Wellness Resources

Peer Support for Mentors

Appendix A: PERMA-Profilier Questionnaire

Appendix B: Demographic Questionnaire

Appendix C: Feedback Questionnaire

Emotional Health & Wellness Resources

What is Included in This Section?

Questions surrounding mental health can be challenging, and even intimidating. Because of that, the intent of this section is to provide mentors and youth staff with information and resources to support mental health. This section is also here to provide a starting point for answering questions about mental health that may come up during meetings.

About Mental Illness ([National Alliance on Mental Illness](#))

The National Alliance on Mental Illness (NAMI) is the nation's largest grassroots mental health organization dedicated to building better lives for the millions of Americans affected by mental illness.

What started as a small group of families gathered around a kitchen table in 1979 has blossomed into the nation's leading voice on mental health. Today, they are an alliance of more than 600 local Affiliates and 49 State Organizations who work in your community to raise awareness and provide support and education that was not previously available to those in need.

Fast Facts:

- **1 in 5** U.S. adults experience mental illness each year.
- **1 in 20** U.S. adults experience serious mental illness each year.
- **1 in 6** U.S. youth aged 6-17 experience a mental health disorder each year.
- **50%** of all lifetime mental illness begins by age 14, and 75% by age 24.
- Suicide is the **2nd leading** cause of death among people aged 10-14.

If you or someone you know is interested in learning more about mental health, warning signs and systems, mental health conditions, please visit: <https://nami.org/About-Mental-Illness>

The Crisis Hotline (988): <https://988lifeline.org/>

988 is now the three-digit dialing code that routes callers to the 988 Suicide & Crisis Lifeline (or 988 Lifeline). On July 16, 2022, the Lifeline transitioned away from the National Suicide Prevention Line reached through a 10-digit number to the three-digit 988 Lifeline. It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and administered by Vibrant Emotional Health (Vibrant).

When people call, text, or chat with the 988 Lifeline, they are connected to trained counselors that are part of the existing 988 Lifeline network, made up of over 200 local crisis centers. These counselors are trained to provide free and confidential emotional support and crisis counseling to people in suicidal crisis or emotional distress, and connect them to resources. These services are available 24 hours a day, seven days a week, across the United States.

Contacts

- Employee Assistance Program (EAP) is available at **1-800-869-0276**.
- For immediate help, NPS employees can consult:
 - **Employee Assistance Program (ESPYR): 800-869-0276**
 - ESPYR is available 24/7 for mental health support and provides free, confidential, video-enabled, individual counseling sessions.
 - For more information, please visit www.espyr.com.
- For immediate help, these resources are available for all people:
 - **National Domestic Violence Hotline: 800-799-7233**
 - 24 hours a day, seven days a week, 365 days a year, the National Domestic Violence Hotline provides essential tools and support to help survivors of domestic violence so they can live their lives free of abuse. Contacts to The Hotline can expect highly-trained, expert advocates to offer free, confidential, and compassionate support, crisis intervention information, education, and referral services in over 200 languages.
 - For those who are deaf and hard of hearing, dial **800-787-3224**.

Emotional Health & Wellness Resources (continued)

Contacts (continued):

- For immediate help, these resources are available for all people:
 - **Substance Abuse and Mental Health Service Administration (SAMHSA): 1-800-662-HELP (4357)**
 - SAMHSA's National Helpline is a free, confidential, 24/7, 365-day-a-year treatment referral and information service (in English and Spanish) for individuals and families facing mental and/or substance use disorders.
 - **NPS Coronavirus Response Information (InsideNPS): <https://www.nps.gov/aboutus/news/public-health-update.htm>**
 - NPS Coronavirus Response Information provides employees with information on the agency's response to the COVID-19 outbreak, as well information about keeping yourself, your co-workers, and employees safe.

More Resources and Topics:

Mindfulness

Mindfulness involves being in the moment, aware of our thoughts, feelings, and surroundings, and accepting them without judgement. Research has shown benefits of practicing mindfulness include stronger immune system, improved sleep, reduction of stress, improved memory, enhanced compassion and relationships, among others.

- **Emotional Intelligence:** <https://mhanational.org/what-emotional-intelligence-and-how-does-it-apply-workplace>
- **Mindfulness exercises (Yale Stress Center):** <https://medicine.yale.edu/stresscenter/reduction/mbsr/>
- **Mindfulness-Based Stress Reduction by Palouse Mindfulness:** <https://palousemindfulness.com/>
 - This is a free, online, self-paced 8-week course. You can request a free Certificate of Completion.

Sleep

The duration and quality of sleep affects physical, mental, and emotional health. A sleep deficiency can cause emotional and behavioral problems, as well as difficulty solving problems and coping with change.

Learn about the impacts of sleep deprivation/deficiency (NIH) and how to ensure that you're getting enough sleep:

<https://www.nhlbi.nih.gov/health/sleep-deprivation>

- TedTalk: Talks to inspire you to go to bed and get a good night's sleep: https://www.ted.com/playlists/223/talks_to_inspire_you_to_go_to
- Meditation For Sleep: Try mobile apps such as *Relax Melodies*, *Headspace*, *Calm*, *Mindfulness*, *Simple Habit* or others.

Nature Therapy:

Spending time in nature can benefit one's physical, emotional, social, and spiritual wellness. Learn more about Nature Therapy and its benefits in Healthy Parks Healthy People: The State of the Evidence 2015, and visit the NPS's Healthy Parks Healthy People website to see agency-wide efforts.

<https://www.nps.gov/orgs/1078/index.htm>

Personal Interests and Hobbies

For many, not taking work home with them is challenging, and one effective way to avoid doing that is finding interests and picking up hobbies that may not have anything to do with your work. Not sure where to start? Need to find a different one? Check out the links below.

- How to find a Hobby (New York Times): <https://www.nytimes.com/guides/smarterliving/how-to-find-a-hobby>
- 4 Ways to Find a Hobby You Love (The Muse): <https://www.themuse.com/advice/how-to-find-a-hobby-you-love>

Emotional Health & Wellness Resources (continued)

Survivors of Sexual Abuse: <https://helpingsurvivors.org/>

Helping Survivors is part of a growing movement of concerned citizens, survivors, and professionals working to ensure the right of every person to build a life free from the devastating consequences of sexual assault and abuse.

The website helpingsurvivors.org was founded by Helping Survivors, LLC. Incorporated in Delaware, Helping Survivors, LLC is a national organization comprised of individuals dedicated to helping survivors of sexual assault and abuse. We work towards this goal daily by providing our website's visitors with:

- Educational content reviewed by a diverse group of experts.
- First-hand commentary from survivors and professionals who work with survivors.
- Legal resources to seek justice.
- Connections to organizations helping to protect and heal.

Helping Survivors is an online-only organization with a distributed team working remotely across time zones. Our team members hail from across the United States.

We believe freedom from physical, emotional, spiritual and psychological harm is a basic human right of all individuals.

Faith-Based Resources

- **Focus on the Family Ministry:** <https://christiancounselors.network/>
 - This resource has a vetted list of Christian counselors that you can search by area:
- **Black Christian Therapy:** <https://www.blackchristiantherapy.org/>
 - Black Christian Therapy as an organization acknowledges the beauty of clinical and spiritual wisdom and helps people of color get the care they need:
- **Anesis Therapy Center:** <https://anesistherapycenter.com/>
 - Anesis helps people navigate the mental health and wellness aspects of their life in a way that honors culture, family, community, and faith:
- **Co-Dependents Anonymous (CoDA):** <https://coda.org/>
 - CoDA is a fellowship of people whose common purpose is to develop healthy relationships:

Misc. Resources

- **Resource Locator:** <https://www.glbtnearme.org/>
- **NGTTCN:** <https://nqttcn.com/en/>
 - A resource to locate therapists.
- **The Tribe:** <https://support.therapytribe.com/>
 - A resource to find groups of people to connect with.
- **The Trevor Project:** <https://www.thetrevorproject.org/>

This resource includes the hotline and therapists for around the clock support and is tailored to meet the needs of members of specific community.

Peer Support for Mentors

The Importance of Investing in Healthy Leaders

While the focus of the toolkit at-large is to focus on investing in youth staff, an important aspect of mentoring is the emotional and mental health of the mentors. It can be difficult for someone to take on a mentoring role and be effective if they do not feel meaningfully invested and supported themselves.

As an example to illustrate this point, picture two different cups of water sitting side-by-side: One is full while the other is nearly empty. Now, if we were to try and pour any water out of the “nearly empty” cup to fill up something else, we wouldn’t be able to pour out very much, right? But if we were to use the cup that is full we could pour out so much more.

In this example, mentors are the cups, and their emotional health is the amount of water in the cup. It is difficult to pour ourselves out emotionally by investing in mentors if we are pouring from an “empty cup.” However, if we are overflowing we can pour out a lot. As a mentor, it is important to consider your emotional health through the process and ask yourself every now and again, “Is my cup empty, or full?”



Purpose

As a method of making mentors feel invested in, this section resource to help mentors serve and invest in each other. Much like the other sections of the handbook, this section invites mentors to “dig deeper,” but this time to do it with each other. This becomes increasingly important if the person being mentored has chosen to confide in their mentor with something difficult, especially when these mentoring sessions are meant to be confidential. However, mentors can still discuss how the experience is making them feel (positive, negative, or something else), which is why we are providing some questions to ask your fellow mentors to get the conversation started.

Peer Support

It is recommended that mentors take approximately **thirty minutes every other week** to meet with each other at a time that is uniform, and (ideally) that everyone can agree on. While it is not required that mentors take intentional time bi-weekly to meet as a group, it is highly encouraged that they do, or have some other structure of support in place. By doing and planning meetings this way there is a support structure in place for the emotional health of mentors, even if mentors as a whole are feeling good at a given point in time.

These meetings are intended to support, not to try and shame or bring judgement for any thoughts and feelings someone is having as a result of being a mentor. Qualities such as empathy, respect, gentleness, thoughtfulness, and kindness should be at the forefront of these meetings.

This list of questions is not exhaustive either, but serves as a starting point. If other questions come up that you feel are important, ask! Some qualities of good questions include being: Open-ended, not leading, clear, and simple. And if you ask a question that someone doesn’t understand, it is okay to find a way to re-word it and ask the question another way.

Questions

- How has your experience as a mentor been this week?
- How has this process affected the youth staff you are working with?
- How has this process of being a mentor been for you?
- Have you grown at all during this time?
- Are there any ways you would like to grow?
- Are you feeling any emotions around being a mentor?
- Are there any challenges around being a mentor?
- How can we as mentors support one another individually? As a whole?
- Are there any lessons or takeaways you have from this experience?

Appendix A: PERMA-Profiler Questionnaire

Overview

PERMA is an acronym that was created by Dr. Martin Seligman, one of the founders of positive psychology, and defined five pillars of well-being: Positive emotion, engagement, relationships, meaning, accomplishment¹. The PERMA-Profiler is a psychometric measure that assesses these five pillars of well-being using an 11-point scale ranging from 0-10 (0 = never, 10 = always). This scale shows acceptable reliability across all five pillars and good overall model fit when originally tested in a sample of over 30,000 participants worldwide. Additionally, the PERMA-Profiler also demonstrates acceptable model fit; internal and cross-time consistency; and evidence for content, convergent, and divergent validity². While the PERMA-Profiler is not the only measure that captures these five domains of well-being, there is currently no other psychometric measure that focuses exclusively on these domains that also addresses the desirability of including several items per feature, as opposed to only one or two³. This makes the PERMA-Profiler an efficient and reliable psychometrically validated measure when assessing multi-dimensional aspects of interventions as an outcome measure.

Purpose

The purpose of the survey in this context is to gain knowledge about Colorado National Monument staff's current perceptions about their self-perceptions and their work before and after using the mentorship toolkit.

Results from the survey are to remain confidential. Participants will not be identified by name in any results obtained from the survey, and they will not be shared with anyone. Best practices will be used to secure the confidentiality of these results.

Administering the Questionnaire for Pre-Measurement

Prior to utilizing the handbook, youth staff and mentors will be asked to complete the brief PERMA-Profiler questionnaire. The administration of this assessment will entail mentors and youth staff undertaking the measure at their convenience within seven days of reporting for orientation. It is of utmost importance that both youth staff and mentors fulfill the requirement to complete the PERMA-Profiler within seven days of program orientation, as this assessment will aid in measuring their perceptions and emotions at the onset of the program. The questionnaire, which typically requires approximately ten minutes to complete, may be disseminated to youth staff and mentors via email or phone and can be completed on a mobile device or computer. The research team will receive all PERMA-Profiler responses automatically. Although both the youth staff and mentors will receive the same version of the PERMA-Profiler, data from the two cohorts will be analyzed independently, thereby allowing for a more precise evaluation of the program's effects on both cohorts. For pre-measurements, a general demographic questionnaire will also be included.

Administering the Questionnaire for Post-Measurement

In the final week of mentorship, youth staff and mentors will be requested to complete the PERMA-Profiler questionnaire one more time. The administration of this assessment will entail mentors and youth staff undertaking the measure at their convenience once again within seven days of leaving their assignment. It is of utmost importance that both youth staff and mentors fulfill the requirement to complete the PERMA-Profiler during the final week of their time, as this assessment will aid in measuring their perceptions and emotions at the end of the mentorship. The questionnaire, which takes approximately ten minutes to complete, can be disseminated to youth staff and mentors via email or phone, and can be completed on a mobile device or computer. The research team will receive all PERMA-Profiler responses automatically. Although both the youth staff and mentors will receive the same version of the PERMA-Profiler, they will be assigned different links to ensure that the data from both parties are analyzed independently, thereby allowing for a more precise evaluation of the Supervisor Toolkit for Mentoring Youth Staff: Activities & Discussions to Help Youth Staff Achieve in the NPS effects on both cohorts. The post-questionnaire will include the same demographic questionnaire from the beginning of the program, and a section for feedback for both mentors and youth staff using open-ended questions to gain perspective on the program and its effectiveness within each population.

PERMA-Profiler Questionnaire (continued)

The PERMA-Profiler Questionnaire:

| # | Label | Question: | Response Anchors |
|---------|-------|--|-----------------------------------|
| Block 1 | A1 | How much of the time do you feel you are making progress towards your goals? | 0 = never 10 = always |
| | E1 | How often do you become absorbed in what you are doing? | |
| | P1 | In general, how often do you feel joyful? | |
| | N1 | In general, how often do you feel anxious? | |
| | A2 | How often do you achieve the important goals you have set for yourself? | |
| Block 2 | H1 | In general, how would you say your health is? | 0 = terrible 10 = excellent |
| Block 3 | M1 | In general, to what extent do you lead a purposeful and meaningful life? | 0 = not at all 10 = completely |
| | R1 | To what extent do you receive help and support from others when you need it? | |
| | M2 | In general, to what extent do you feel that what you do in your life is valuable and worthwhile? | |
| | E2 | In general, to what extent do you feel excited and interested in things? | |
| | Lon | How lonely do you feel in your daily life? | |
| Block 4 | H2 | How satisfied are you with your current physical health? | 0 = not at all 10 = completely |
| Block 5 | P2 | In general, how often do you feel positive? | 0 = never 10 = always |
| | N2 | In general, how often do you feel angry? | |
| | A3 | How often are you able to handle your responsibilities? | |
| | N3 | In general, how often do you feel sad? | |
| | E3 | How often do you lose track of time while doing something you enjoy? | |
| Block 6 | H3 | Compared to others of your same age and sex, how is your health? | 0 = terrible 10 = excellent |
| Block 7 | R2 | To what extent do you feel loved? | 0 = not at all 10 = completely |
| | M3 | To what extent do you generally feel you have a sense of direction in your life? | |
| | R3 | How satisfied are you with your personal relationships? | |
| | P3 | In general, to what extent do you feel contented? | |
| Block 8 | hap | Taking all things together, how happy would you say you are? | 0 = not at all 10 = completely |

1. Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
2. Butler, J., & Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, 6(3), 1-48. <https://doi.org/10.5502/ijw.v6i3.526>
3. Huppert, F. A., & So, T. T. C. (2013). Flourishing across europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*, 110(3), 837-1246. <https://doi.org/10.1007/s11205-011-9966-7>

Appendix B: Demographic Questionnaire

Purpose

The purpose of this short demographic questionnaire is to collect general information background information from staff and mentors to evaluate the effectiveness of the toolkit.

Administering the Questionnaire for Pre- and Post-Analysis

The demographic questionnaire will be completed by all youth staff and mentors within seven days of completing the program orientation, and within seven days of their completing their assignment. The same demographic questionnaire will be used for both pre- and post-analyses. Demographic questionnaires will be included with the PERMA-Profiler questionnaire (pp. 36-37), and data from each cohort will be analyzed independently of each other allowing for a more precise evaluation of the program's effects on both cohorts.

The Demographic Questionnaire

1. What is your age?
 - a. 20 or less
 - b. 20-25
 - c. 25-30
 - d. 30-35
 - e. 35 or more
2. What is your gender?
 - a. Male
 - b. Female
 - c. Other: _____
 - d. Prefer not to answer
3. What is your ethnicity?
 - a. Hispanic or Latinx
 - b. American Indian or Alaskan Native
 - c. Asian
 - d. Black or African American
 - e. Hawaiian or Pacific Islander
 - f. White/Caucasian
 - g. Two or more ethnicities
 - h. Other: _____
 - i. Prefer not to answer
4. Do you have a disability?
 - a. Yes
 - b. No
 - c. Prefer not to answer
5. What is the highest level of education you have completed?
 - a. Have not completed high school
 - b. High school diploma/GED
 - c. College undergraduate/associate degree
 - d. Master's degree
 - e. Doctorate/PhD
6. Where are you from?
 - a. Northeast US
 - b. Northwest US
 - c. Southeast US
 - d. Southwest US
 - e. Midwest US
 - f. East Coast US
 - g. West Coast US
 - h. Outside of US

Appendix C: Feedback Questionnaire

Purpose

The purpose of this feedback questionnaire is take feedback from youth staff and mentors who participated in the Youth Mentorship Toolkit to gain insights on how to make improvements and provide more informative modules when supervising youth staff in the future.

Administering the Feedback Questionnaire

The optional feedback questionnaire will be completed by all youth staff and mentors within seven days of completing the program orientation, and within seven days of their completing their assignment. The feedback questionnaire will be included with the post-measure questionnaires only. Feedback questionnaires will be included with the PERMA-Profiler questionnaire (pp. 36-37) and demographic questionnaire, and data from each cohort will be analyzed independently of each other allowing for a more precise evaluation of the program's effects on both cohorts.

The Feedback Questionnaire

1. Name: _____
2. National Park Service Location: _____
3. Email: _____
4. Phone: _____
5. With whom did you use the *Supervisor Toolkit for Mentoring Youth Staff*? (check boxes)
 - a. Volunteer Staff
 - b. Youth Conservation Core (YCC)
 - c. Partner program interns (i.e. LHIP, etc.)
 - d. Academic programs interns
 - e. Paid/unpaid staff
 - f. Other: _____
6. How many of the modules did you go through with your youth staff/mentor this summer? (select one)
 - a. Less than 4
 - b. 4-8
 - c. 8-12
 - d. More than 12
7. Please check off any modules you used (to the best of your knowledge). (check boxes)
 - a. Mission of the NPS
 - b. Careers in the NPS
 - c. Diversity and Inclusion in the NPS
 - d. Career Planning
 - e. Understanding Federal Jobs
 - f. Navigating USAJobs
 - g. Team Communication
 - h. Resolving Conflict
 - i. Setting Goals
 - j. Core Values
 - k. New Job, New Place
 - l. Work-Life Balance
 - m. Establishing a Resilience Plan
8. On a scale of 1-10, how useful did you feel this toolkit was? (10-point Likert-type Scale)
9. On a scale of 1-10, how useful did you feel this toolkit was for youth staff? (10-point Likert-type Scale)
(continued on next page)

Appendix C: Feedback Questionnaire (continued)

10. On a scale of 1-10, how likely are you to use this toolkit in the future? (10-point Likert-type Scale)

11. Which modules were most useful and why? (short answer): _____

12. Which modules did you feel could be improved, and how? (short answer): _____

13. Are there any new modules or topics you'd like to see in the toolkit? (short answer): _____

14. Do you have any other comments, suggestions, or feedback about the toolkit? (short answer): _____
