

The Mentor

Florida International University Office of Multicultural Programs and Services (MPAS)

Mentors as directors & Mentees as learners/dispensers of acquired knowledge.
Summer 1999



CIVILITY AND SENSITIVITY TRAINING A Message from the Editor

The Office of Multicultural Programs and Services and the Nondenominational Student Support Club (NSSC) have been working together for the past five years to provide programs and services to urban youth as part of MPAS' pre collegiate thrust. The latest effort joins professional mentors and FIU students in a civility and sensitivity training project. MPAS uses its monthly Enrichment Breakfast Series, pairing professional mentors, FIU mentees and pre-collegiate mentees, to prepare FIU students to provide civility and sensitivity training to a broader number of pre collegiate students.

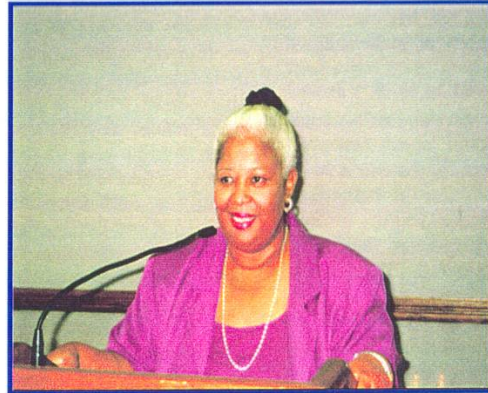
Each month at the Enrichment Breakfasts a mentor gives a presentation on some aspect of civility and sensitivity. A member of the Nondenominational Student Support Club covers the training and writes an article for publication. MPAS in turn publishes the work as part of its focus on helping to develop the more excellent student. The first training session, held on Saturday, May 1, 1999 at the Wolfe University Center, was entitled "Business Etiquette for Our Future Leaders." Fifty (50) persons attended the session.



*Dr. Deryl G. Hunt,
Associate Director, MPAS,
Editor*

The Mentor, a publication designed and edited to showcase the work of FIU students, is the product of the collaboration between Mentor/Editor Dr. Deryl G. Hunt and Mentee/Assistant Editor Kawachi Clemons. As such, it is a demonstration of the principles promoted by the Ellison Executive Mentoring and Inclusive Community Building model in which the focus is on developing the more excellent student.

A Message from Our Leader



*Helen Ellison,
Associate Vice President, Student Affairs*

One of my favorite quotes is from a book entitled *The Little Prince*, "What is essential is invisible to the eye." This quote is particularly meaningful since we live in a world where sights, sounds and images are so important to human interaction. Sometimes, it appears that we are over stimulated by all of the noise and movement. Reflection and quiet time provide an opportunity for individuals to think about what is really important and essential to quality, personal relationships. We must stop for a moment and let ourselves think about what is important. Can we touch it, feel it or see it?

What is really important is invisible to the eye. We should not always depend on our natural vision to know all things. We must be inclined to look beyond what appears on the outside because the heart of any matter is within. How can we know what is in the

Continued on page 3

BUSINESS ETIQUETTE FOR OUR FUTURE LEADERS

By John Harvey

Through one man's vision, students at North Dade Middle School of Opa-locka were given an opportunity to enroll in a pre-collegiate program. Two years ago, Dr. Deryl G. Hunt, Associate Director of Multicultural Programs and Services at Florida International University, implemented a mentoring and tutoring program with approval from Helen Ellison, Associate Vice President of Student Affairs at FIU. Members of the Non-Denominational Student Support Club (NSSC) at FIU were able to find role models who would become mentors and tutors for the urban youth of Opa-locka. A convenient time for the mentors to meet their perspective student(s) was scheduled. Thus, it was decided that on the first Saturday of each month, all of the mentors and their student(s) would meet at FIU. A mentor would be featured for each session.

On Saturday May 1, 1999 at Florida International University, getting ahead of the game was what North Dade Middle School students were doing to keep up with what most call, proper etiquette. Dr. Larry Rice, Department Chair of Academic Affairs, at Johnson & Wales University offered these future leaders an opportunity to develop three important skills: (1) How to leave a positive impression with people; (2) how to be "cool" in the business world; (3) and how to dine in a formal and semiformal setting.

Presentation is key when you are being introduced to someone for the first time. As the saying goes, "first impressions are lasting impressions." "Everything begins with how you present yourself," said

Rice. He then had a student model how posture is critical to how people view others. He mentioned that when approached by someone, regardless of gender, the body should be erect and the handshake (if offered) should be firm. However, "if a woman and man are being introduced, the woman should lead in the handshake. If she does not offer a handshake, there should not be one," said Rice. Rice introduced what is considered "cool" in the business world. First, a man who stands to the side and allows the women to pass through an open door ahead of him is considered a gentleman. Secondly, chewing gum quietly or not at all, is also a plus. Rice believes that chewing is unattractive when there is an open mouth, smacks, crackles, pops, and blowing of bubbles. Lastly, he asked, "Does any one know the difference between eating out and dining out?" A student responded, "The difference is, eating out is when you are hungry and dining out is when you are going to a formal restaurant." Rice agreed and added "that dining out requires a different type of dress because most informal restaurants such as McDonalds and Bennigans require only shirts and shoes, while formal restaurants may require a dress shirt, slacks and in some cases a tie." Rice took four students, three girls and one boy, to a semiformal table setting. He characterized himself as a server, while instructing the students on seating protocol, how the gentlemen should assist the ladies to their seats, and where to place the dinner napkins once they are seated. He later used another student to show how "...most men in restaurants tend to tuck a napkin into their collars, their belts or between the buttons of their shirts." This should not be done. He then taught the students how to order their food, women first and then men, and what flatware should be used for eating.

Continued on page 3

The Mentor

Summer 1999

Editor/Mentor: Dr. Deryl G. Hunt

Asst. Editor/Mentee: Kawachi Clemons

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Mentors, David Ritchey, Capitol Finance Chief Administrator (above left) and Genevieve Cave-Hunt, Junior Mechanical Engineer, URS Greiner Woodward Clyde (above right) shown with students from the Opa-locka Crime Prevention Program.

Greetings from the Nondenominational Student Support Club (NSSC). The NSSC is a recognized student organization and an active participant in the Campus Ministry program at FIU. We have adopted the Ellison Executive Mentoring and Inclusive Community Building Model in the planning and the implementation of all of our programs. Our goal is to promote community development on the campus as well as the greater Miami area. We understand that children are our greatest assets, and we focus on programs and other initiatives that will instill in them principles of caring, sharing, and loving. If you are interested in learning more about the NSSC or joining us in our community building efforts please feel free to contact me at (305) 770-2786.

Richard Garrick is President of the NSSC & doctoral student of Higher Education Administration at FIU.



Marlins Ballplayer
Gives Back To
Opa-locka Youth

By Ozzie Ritchey

Florida Marlin Leftfielder Cliff Floyd hosted 25 Opa-locka youth along with mentors from the Professional Tutoring and Mentoring Program at FIU. The Marlin game was held at Pro Player Stadium. Floyd initiated a new program called "Cliffhangers." Each student received a Terrace Box seat, refreshments

Continued on page 3

MANAGING URBAN GROWTH AND PLANNING WHILE BUILDING THE INCLUSIVE COMMUNITY

By Michèle Rice

On Thursday, May 27, 1999, the Office of Multicultural Programs and Services (MPAS) sponsored a forum entitled, "Managing Urban Growth and Planning: A Global Perspective." During this forum, faculty, staff and students presented on issues of community building within the context of urban growth. Attendants at the session included members of the FIU faculty, staff, undergraduate and graduate students, members of the Miami-Dade Department of Corrections, representatives of Rotaract Clubs from the Washington D.C. area and Opa-locka, and representatives of Haiti Tech, a non-profit organization designed to develop a pool of instructors for a newly emerging professional and technical school in Port-au-Prince, Haiti.

After a brief introduction by Richard Garrick, President of the Nondenominational Student Support Club and a doctoral student of Education at FIU, Nicole Parris took the floor with her presentation on the Ellison Model and how it was implemented in Summer Institute '98. This week-long camp was designed to expose urban youth to

Continued on page 6



Mentees Kori Jones and Tiera Stone (above) demonstrating the proper way to seat a lady.

Continued from page 1

heart of a matter without looking on the inside? Working with students in a mentoring relationship requires looking into the students' hearts. We have all encountered people who wear facades on the outside to disguise what is on the inside. It could be that they are hiding a bad experience, a deep hurt or even a secret they are keeping from themselves. In order to be empathetic and see another person's point of view, we must look inside to see what is really essential to helping or supporting that one.

This little article is meant to be a "thought provoker." If we are going to be effective mentors and helpers, it is essential that we pause for a moment and look within the person with whom we are working to know what is the true need and what is important to that person. And of course while you are taking these inward journeys, stop and take a look at your own heart to make sure it has an attitude of respect and helpfulness.

Helen Ellison is Associate Vice President, Student Affairs

Continued from page 2

and an autographed photo of Floyd. "I want to give under privileged kids opportunities that I didn't have when I was growing up," said Floyd. Floyd has donated two \$2000.00 scholarships for the Cliff Floyd Scholarship program for the 1999-2000 academic year. The scholarships were awarded in July in a pre-game ceremony at Pro Player Stadium.

Anyone interested in making a contribution to the FIU/Opa-locka Scholarship Fund may contact me by calling (305) 919-5817.

Ozzie Ritchey is a Coordinator of Special Programs, MPAS.

Continued from page 2

"The easiest way to remember what utensil(s) should be used, is to work from the outside in," said Rice.

In addition, he showed what should be done if you have a bone in your mouth: Take it out. If someone should ask you a question while your mouth is filled with food, continue to chew until you finish and then answer the question. Rice then ended his presentation discussing things not to do: If you are a lady, don't wear excessive lipstick to the table; never use a toothpick at the table; never use a napkin to sneeze in; and don't get in the habit of asking for a "doggie bag."

Rice expressed that "the students were very responsive, enthusiastic, and ready to face any and all audiences."

"Dr. Rice was funny and I learned a lot," said one student. Another student expressed, "I wish Dr. Rice could come to our school and share this with the other students."

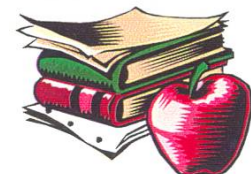
John Harvey is an undergraduate student at FIU.

Upcoming Events

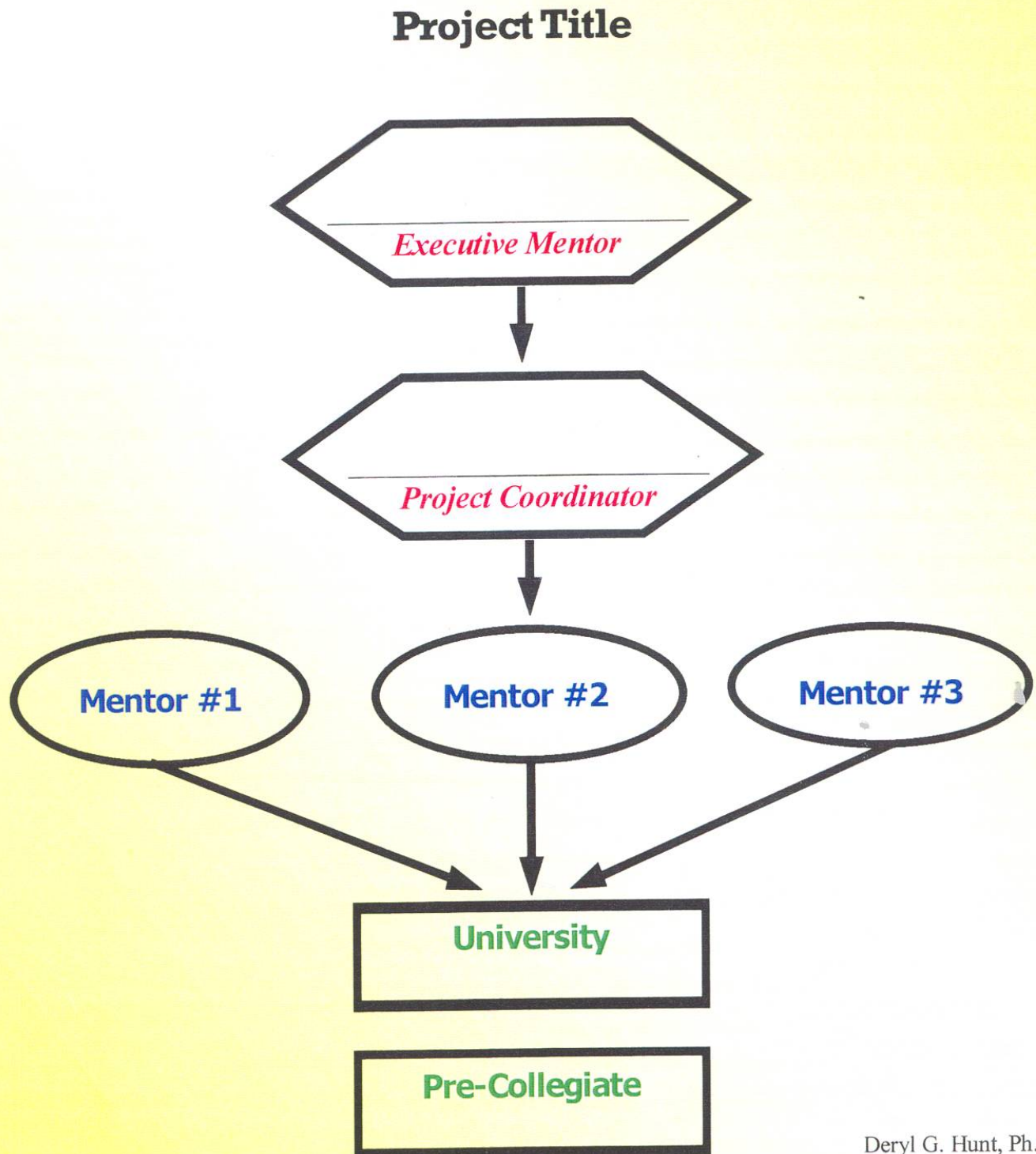
"A Cultural Night of Expressions of People of African Descent III"
Friday, September 24, 1999
NC - WUC 244 (Ballroom) 6:00 PM

"Unity Day: A Student Life Activity"
Friday, October 22, 1999
North Campus Housing Lawn
1:00 PM - 7:00 PM

"Holiday Celebration for Children"
Thursday, December 9, 1999
UP Graham Center Ballroom
11:00 AM - 1:30 PM



The Ellison
**EXECUTIVE MENTORING
INCLUSIVE COMMUNITY BUILDING MODEL**



The Ellison Executive Mentoring and Inclusive Community Building Model is a holistic, economic and efficient method of delivering services.

The model is holistic in that it involves a community of people acting in concert to perform organizational tasks. It teaches unity of purpose, sharing of ideas, and it is inclusive in its outlook.

The model stresses economy of scales. It expands limited resources by involving partners in the work.

The model is efficient in that it is simple to use and can be used by a wide range of organizations. It is product oriented. Evaluation is based on whether the project objectives are accomplished via the team approach.

Finally, it teaches community development. Community development is about **caring, sharing** and **loving**. When people successfully work together in the right spirit to complete a project, they show forth a community building effort.



Pictured above from l to r Jefferey McNamee, Chantal Charles and Bola Shorunke of SSSP.

Student Support Services Program (SSSP)

By Chantal Charles and Bola Shorunke

Jefferey McNamee is the coordinator of SSSP at the North Campus. He serves as our mentor, advisor, friend and liaison to other students. He sees students continuously throughout the semester to make sure they do not lose sight of their goals. He works with the tutors on how to approach students when they are unsure and on how to help them keep track of their goals, should they become distracted. At the end of the semester, he sends letters to students, congratulating those who have done well, encouraging those who have improved and offering assistance to those who have not done well.

As tutors, we put into practice what Jeff has taught us. It is a great pleasure to contribute to student academic success. We can not help you unless you are willing to do your part.

Chantal Charles is a graduate student at FIU.

Bola Shorunke is an undergraduate student at FIU.

Director's Message

Mentoring is an age-old concept of facilitating the youthful beginner's success. Since ancient times, guides have been utilized to show the way. African griots orally provided guidance by passing on their historical memories to their novices so that they might be knowledgeable of the past in order to approach the future with wisdom. The word "mentor" originates from Greek mythology. Mentor, the old wise man, introduced Odysseus' son Telemachus to important ideas and people while guiding him through dangerous and trying situations. Today, mentoring is a common practice in the corporate world and is widely acknowledged as an effective tool for preventing student attrition at the university level. Auerbach describes a mentor as an "experienced, productive manager who relates well to someone less experienced and who undertakes helping this person to develop within and for the benefit of the organization."

At the turn of the century mentoring will remain a meaningful activity. Just as sure as we need civility in the 21st Century, there remains a need for the ideal mentor... one who posses maturity, self-confidence, and resourcefulness.

Within the Office of Multicultural Programs and Services our approach to mentoring will continue to embody a commitment to values and models of behavior that engender a strong sense of personal worth and encourages self-realization.



Robert Coatie, Director of MPAS

university life and to help them cope with issues such as guns, violence and date rape while teaching them about entrepreneurship and teamwork. Ms. Parris' comments lead into a theme current throughout the presentations in the forum, building inclusive community.

Dr. Deryl G. Hunt, Associate Director of the North Campus' Office of Multicultural Programs and Services headed the exploration of issues surrounding the concept of effective community building within urban settings, particularly Miami. He addressed the interaction of Blacks, Whites, and Hispanics in Miami and how race politics affected the equitable allocation of resources to Black groups such as African Americans and Haitians. From a global perspective, he cited statistics on the burgeoning population of the Earth at the turn of the 21st Century and the important task urban planners must undertake to feed, house, employ, and provide recreation for all of the people coming into the world scene.

Dr. Hunt's introduction of these issues paved the way for the keynote speakers, Dr. Narumon Hinshiranan and Dr. Kiril Stanilov, who are researchers working on a major study on global urban growth and planning sponsored by the U.S. Information Agency. Dr. Narumon, an anthropologist with interests in multiculturalism, is from the Chulalongkorn University Institute of Social Research in Bangkok, Thailand. Dr. Stanilov, a native of Bulgaria with expertise in urban design and physical planning, joins the project from the University of Cincinnati in Cincinnati, Ohio. Although the group of students, faculty and staff present at the forum expected to hear an extensive lecture on urban growth and planning, the researchers assured the group that they were at the session to learn from the participants and to acquire information regarding the state of ethnic and cultural interactions in Miami. After a brief introduction of their study's purpose, they opened the floor for more discussion about issues of multiculturalism. The participants were only too happy to contribute their perspective on the state of ethnic and racial issues in Miami.

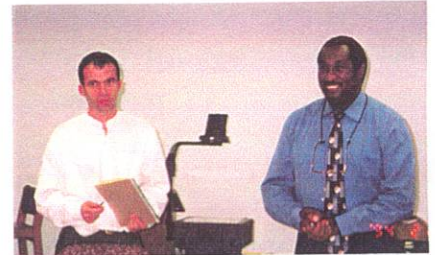
After much discussion, Dr. Hunt's answers to extant urban problems were reiterated by the presentation of an MPAS Graduate Assistant, Kawachi

Clemons, a Performing Arts Production major who used the dramatic interactive method espoused by the Ellison Model in the form of songs to exhort the group to build community with right attitudes. Alicia Brown, a graduate student in urban and multicultural education at FIU, also presented on the challenges facing her middle school students. She began by addressing a comment one of her professors made regarding the state of early childhood education in our communities, "We are where we are because of where we've always been." Mrs. Brown noted that early in U.S. history, traditional educational approaches were geared toward instructing White males to prepare them for leadership positions and excluded Blacks and other minorities. Curriculum design was aimed at protecting majority group ideologies, customs and practices. She then offered examples of how vestiges of this framework are still at work in Miami within the context of magnet schools and other special programs which invariably exclude African-American and Haitian youth while catering to Hispanic minorities. She noted that "It is easier to build a new foundation than to destroy an existing one." To that end, Mrs. Brown sought to infuse positive behavioral and academic values into her students by collaborating with other university and community groups such as MPAS with its mentoring program. Mrs. Brown claimed that her students' involvement with MPAS' mentorship program helped them to acquire a sense of community since they interacted with positive role models in the form of professional mentors. She also indicated that her students, though labeled at-risk, scored among the highest at North Dade Middle School in the latest battery of state tests.

Dr. Stanilov expressed his appreciation of the proceedings by noting the importance of including the concepts of community building espoused by the Ellison Model into the discussions on urban growth and planning, especially on a global perspective. He remarks, "Academics, they often try to dig into numbers, and they forget how important it is the matters of the heart." His comments allude to the Ellison Model's emphasis on the right attitude of the heart in the process of building community. The forum ended on a positive note as FIU's Nondenominational Student Support Club and members of Opa-locka's

Rotaract Club performed a number of skits and songs exhorting the audience to build community in the spirit of unity.

Michèle Rice is a doctoral student of Comparative Sociology and Anthropology at FIU and past president of the NSSC.



Pictured above Dr. Kiril Stanilov (left) and Dr. Deryl G. Hunt (right).



A round table discussion on Urban Growth and Planning.



FIU's NSSC and Opa-locka Rotaract members join to entertain and educate on Inclusive Community Building.



The Ellison Model...
in practice at North Dade
Middle School
"At-Risk Students Excel"

By Alicia Brown

The topic of community building is certainly not a new one; however, the element of inclusion, where community building is concerned, has yet to be realized in American education. A professor once said, "We are where we are because of where we've always been." In other words, as a society, we attribute our present status on any given issue to our first response to the same issue.

Where American education is concerned, historically, the common school movement was primarily designed to protect the ideology of an American Protestant culture. Unfortunately and sadly to say, school designs are much like early American schools in creating a public education system which moves in the direction of the dominant culture without consideration of diversity in any form. Examinations of frequently used textbooks, testing construction, and even the classroom environment of many teachers would further confirm that educational policies and school designs are exclusive in nature. Too often, schools have focused favorably on the gifted/advanced, magnet, and ESOL student populations, providing these with specialized instruction. From these specific student populations, improved test scores and high grade point averages are expected. As for the rest, they have seemingly been excluded from the pie of excellence.

Among those students most often neglected are the at-risk students, who are characterized by problems related to poor school attendance, unacceptable behavior, and low to lack of self esteem and confidence, all of which negatively impact academic performance. The needs of the at-risk students include

intervention through counseling, tutoring and mentoring, specialized instruction, and smaller class sizes. It is the responsibility of coordinators of such programs and school administrators to involve students in programs and services to help these students overcome barriers, which may hinder social and academic progress.

North Dade Middle School, where Eunice Davis serves as Principal, has displayed her commitment to inclusive community building by seeking to provide these often neglected students and regular students with mentoring and tutoring to enable them to participate in academic and social excellence. From this endeavor has come the marriage of North Dade Middle School and Florida International University's Office of Multicultural Programs and Services (MPAS) at the North Campus. In conjunction with classroom instruction, the University engages the pre-collegiate middle school student in an alternative student services delivery system, namely, The Ellison Executive Mentoring and Inclusive Community Building Model, in which the student is both learner and dispenser of knowledge.

Through this program, the students are paired with professional mentors/tutors with whom they meet regularly. Through the Professional Mentoring and Tutoring Project, the students are provided exposure to a range of experiences and subject matter, and receive additional assistance with reading, writing, and computation skills. A major component of the project is the monthly enrichment breakfasts where a mentor/tutor presents an interactive demonstration on topics of interest to the students. Student progress is assessed as they respond to the presentations in oral and written form. Over time, the students are able to witness their own advancement and become more confident in their ability to be successful.

Their success in the project transfers to their performance in

classroom lessons and on statewide tests. For example, this academic school year, 1998-1999, the eighth grade students at North Dade Middle School along with students throughout the state of Florida, at both primary and secondary levels, were required to take several standardized tests. Among these was the Florida Writes Test. The student populations at North Dade Middle School, who participated in the Professional Tutoring and Mentoring Project, were able to share the success of those whose scores were significantly high, a clear testimony to the efficacy of The Ellison Model in practice at North Dade Middle School.

Alicia Brown is a graduate student of Urban & Multicultural Education at FIU.

MPAS' Community Building: Health Issues Workshop

By Kawachi Clemons

The Health Issues Workshop was an informative session. It involved over forty participants from the Ruth Cannon Senior Adult Ministry/Mt. Herman AME Church. The group is under the direction of Bob Jones.

Yvonne Martin gave a wonderful presentation on summer precautions for the elderly. The group received tips on caring for themselves during the warmer months. She also suggested that taking walks in the mall could aid them in maintaining their health.

The workshop concluded with a demonstration of the use of the arts in Building the Inclusive Community. The participants rejoiced as they experienced "True Community." In fact they were so impressed with the ICB principles that they gave a collective amount of \$170.00 toward the FIU/Opa-locka Scholarship Fund. It was truly an afternoon of fellowship.

Kawachi Clemons is a graduate student at FIU and Assistant Editor of The Mentor.

Hello!



Mentor Jennifer Ritchey, computer specialist, Miami-Dade County Information Technology Department and mentee Ocie Jordan



Yvonne Martin and Bob Jones, leaders of Health Issues workshop.



Ozzie Ritchey, Coordinator Special Projects, MPAS (center) shown with Health Issues Workshop participants.



Mentors, James Baker, US Army Sergeant (Ret.) & Corrections Administrator, Ozzie Ritchey, John Harvey, and Lillian Hunt, Teacher, Dade County Public Schools with mentee Kori Jones (center).



Dr. Larry Rice, Chairperson of Academic Affairs and Assistant Professor at Johnson & Wales University schools the students on how to be "COOL" in a formal dining setting.



Kawachi Clemons, graduate student & Assistant Editor, shown at MPAS' Health Issues Workshop.

Thank you... My name is Patrick Royal. I attended North Dade Middle School as an eighth grader. For the past two years, I have been active in the Professional Tutoring and Mentoring Program at Florida International University. This program taught me many things about how to be successful. One Saturday each month, all the tutors and mentors would meet at FIU for an enrichment breakfast. At this meeting, we always learned about something different, and we would have to share with everybody what we learned. In the beginning I was a little shy about talking in front of people, but the program has taught me to be confident about what I have to say, and now I am eager to share.

This past school year, I had to take the Florida Writes Test. I scored well on the test, and I would have to say that having Ms. Linda Barnes as a mentor, and being in the Professional Tutoring and Mentoring Program have played a major role in my achievement. I am thankful to FIU for selecting me to be in this program.