



MY BROTHER'S KEEPER ALLIANCE

Thank you for joining! Today's webinar
“My Brother's Keeper Alliance and MENTOR: Overview of
Mentoring Boys and Men of Color and Pathways to the
Mentoring Effect”
will begin momentarily

Webinar Logistics:

1. You will be joining the webinar in **listen only mode**
2. Ensure you have **selected the appropriate Audio Setting** on your control panel
 - To join using your computer, select “Mic & Speakers”
 - To join using your telephone, select “Telephone” and dial in using the information provided
3. To **submit questions**, please do so **via the Questions Box** located on the control panel. We will do our best to answer all questions during a moderated Q&A throughout the webinar.

January 14, 2016

Steve Vassor, AMPED Strategies
Michael Garringer, MENTOR

OVERVIEW OF MENTORING BOYS AND MEN OF COLOR AND PATHWAYS TO THE MENTORING EFFECT



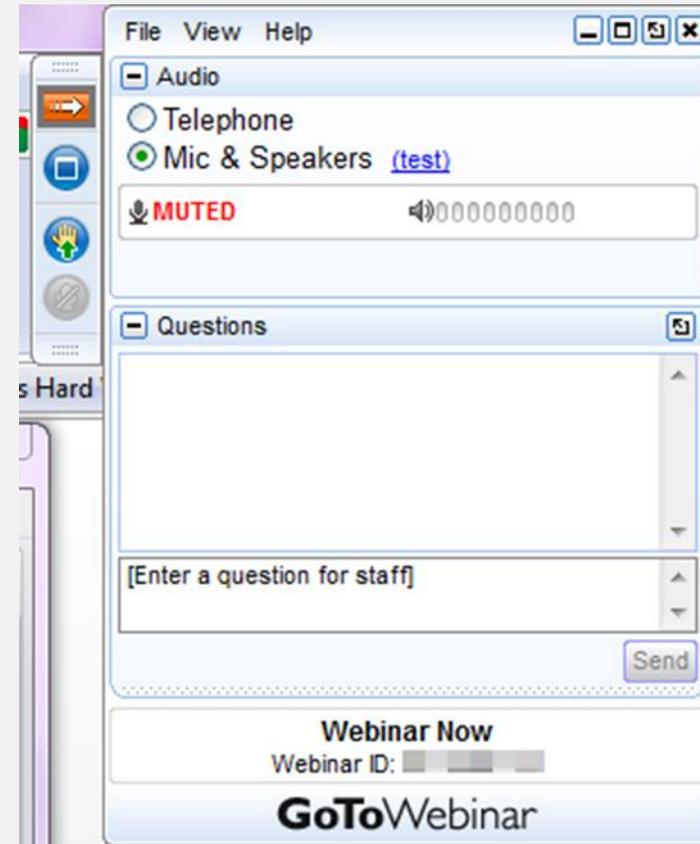
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Participation in Today's Webinar

- All attendees muted for best sound
- Type questions and comments in the question box
- Respond to polls
- Who is with us today?



Mike Garringer



- Director of Knowledge Management for MENTOR: The National Mentoring Partnership
- Oversees projects related to the translation of mentoring research into program practice



Steve Vassor



- CEO, AMPED Strategies
- 25 years youth development and mentoring experience
- Father, husband, mentor, social entrepreneur



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Research and Key Concepts

Section I - Pathways to Mentors' Impact



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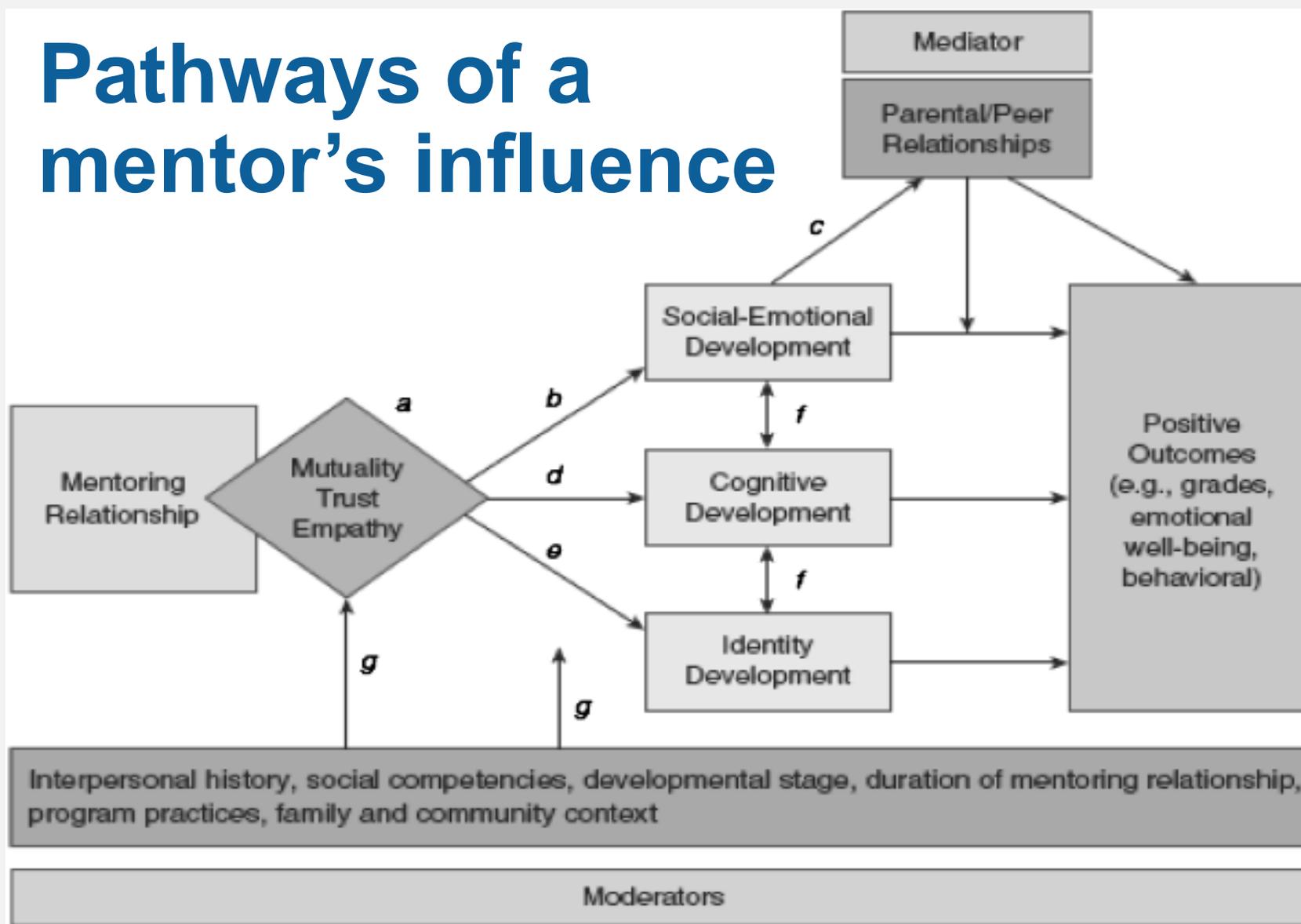
We know mentoring works, but how does it *work*?

- Mentoring is a role as old as civilization...
- ...is now being taken much more seriously by our society
- More clarity and weight placed on that role
- Mentoring is being applied to
 - Myriad social concerns
 - The needs of specific groups of youth
- We must understand *how* mentors make an impact

Research and concepts: Big picture to narrower focus

- Pathways of influence model
- Typology of relationship approaches
- Mentoring males
- Mentoring youth of color
- Mentoring boys and young men of color (Steve Vassor)

Pathways of a mentor's influence



Key concepts

- Relationship must have
 - Mutuality, trust, empathy
- Pathways
 - Cognitive development (help them change their thinking)
 - Social/emotional development (help them navigate the world)
 - Identity development (help them find who they are)
- The mediator
 - Improved relationships with parents and peers

Types of mentoring relationships

- Developmental relationships – Based in PYD concepts (belonging, mastery, independence, generosity)
- Prescriptive relationships – Top-down and based around mentor's (or program's) emphasis on deficits
- Instrumental or goal directed relationships – Focused on skill development and a “working alliance”

Key concepts

- Research is clear that a prescriptive approach is ineffective
 - Pay attention to this when screening volunteers
- Most youth thrive from a blend of instrumental and developmental activities (can start at either end)
- Older youth prefer (and need) a more instrumental approach

Developmental Relationships Framework

1. Express CARE - Show that you like me and want the best for me.
2. CHALLENGE Growth - Insist that I try to continuously improve.
3. Provide SUPPORT - Help me complete tasks and achieve goals.
4. Share POWER - Hear my voice and let me share in making decisions.
5. Expand POSSIBILITIES - Expand my horizons and connect me to opportunities.

<http://www.search-institute.org/what-we-study/developmental-relationships>

Key concepts for mentoring boys

- Boys come at relationships differently than girls
 - Friendship patterns and rituals
 - Help seeking
 - Value of, and approach to, intimacy
- No evidence that mentoring is inherently more impactful for boys or girls
 - Some hints that programs may be more impactful for boys
 - Some hints that girls may report greater relationship satisfaction

Mentoring boys

- Both boys and girls are equally likely to benefit from relationships that entail both:
 - Goal-directed or instrumental activities
 - Emotional support (intimate/bonded)
- Group approaches and activity-based programming may appeal to boys more generally
- Gender-specific programs can overgeneralize and stereotypes girl's needs and behaviors (and fail because of it)
 - We shouldn't make the same mistake with programs targeting boys and young men

Research and key concepts around mentoring and race, ethnicity, and culture

- There is very little research on differential outcomes of mentoring for different groups based on race and ethnicity
- Most research addressing these topics is correlational, based on small samples, and focused on participant experience, not outcomes
- Programs are well-served to consider the needs of individual children whenever possible



4 key concepts

1. Similarity-attraction

- Youth seem to prefer mentors that have shared backgrounds and ethnicity
- May make it easier to bond or discuss identity
- Several studies have correlated same-race matches with increased relationship satisfaction and length
- No studies have proven that these mentors are inherently more effective
- Client preference matters and is itself a form of evidence-based practice

4 key concepts

2. Oppression and cultural mistrust

- Mentee's experiences of oppression will color their perceptions of their mentors
- Cultural mistrust has been found to negatively predict match length and relationship satisfaction
- Programs may want to consider assessing feelings around this, particularly if the program has an emphasis on racial identity
- However, cross-race matches may offer a fresh perspective for participants

4 key concepts

3. Racial and ethnic identity

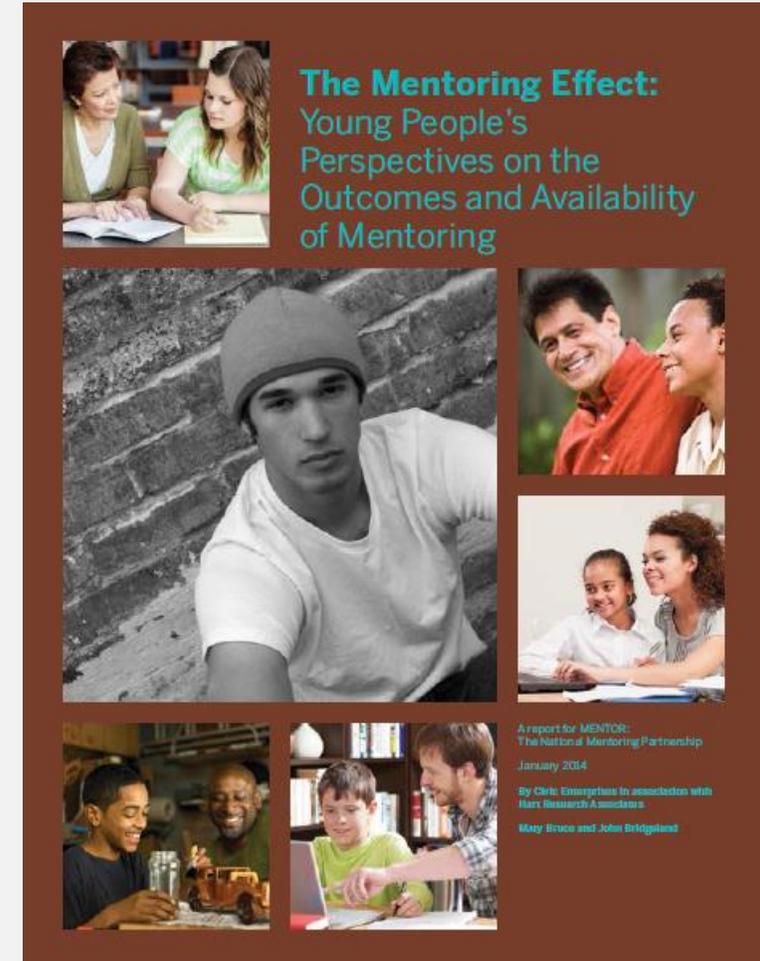
- Mentors have a tremendous opportunity to help youth glimpse their “future selves”
- Mentees can often harbor negative racial or ethnic identities
- Is correlated with higher achievement in academic and non-academic domains
- Research has found that mentoring programs that have a strong cultural focus can improve feelings of racial identity
- However, mentees may have other needs that take precedence over this aspect of their personal growth and development

4 key concepts

4. Cultural competence (or perhaps “humility”)
 - Three levels: provider (mentor), agency (staff), and system (community)
 - Mentee ratings of their mentor’s cultural competence has predicted match length and satisfaction
 - Inability to bridge these differences can lead to match closure (class differences are just as predictive)
 - This is a key aspect of mentor training, but also mentee preparation (mutual exchange)

Final thoughts

- Mentoring is generally most effective for youth with elevated risk factors (but only individual ones)
- Environmental risk is where the need is, so we must respond as a field
- Youth need more than one mentor, both formal and informal
 - MENTOR's *The Mentoring Effect* report found about half of all youth expressing a need for more mentoring at critical times
- Youth have to be able to take advantage of what a mentor is offering





Section II – Mentoring BYMOC



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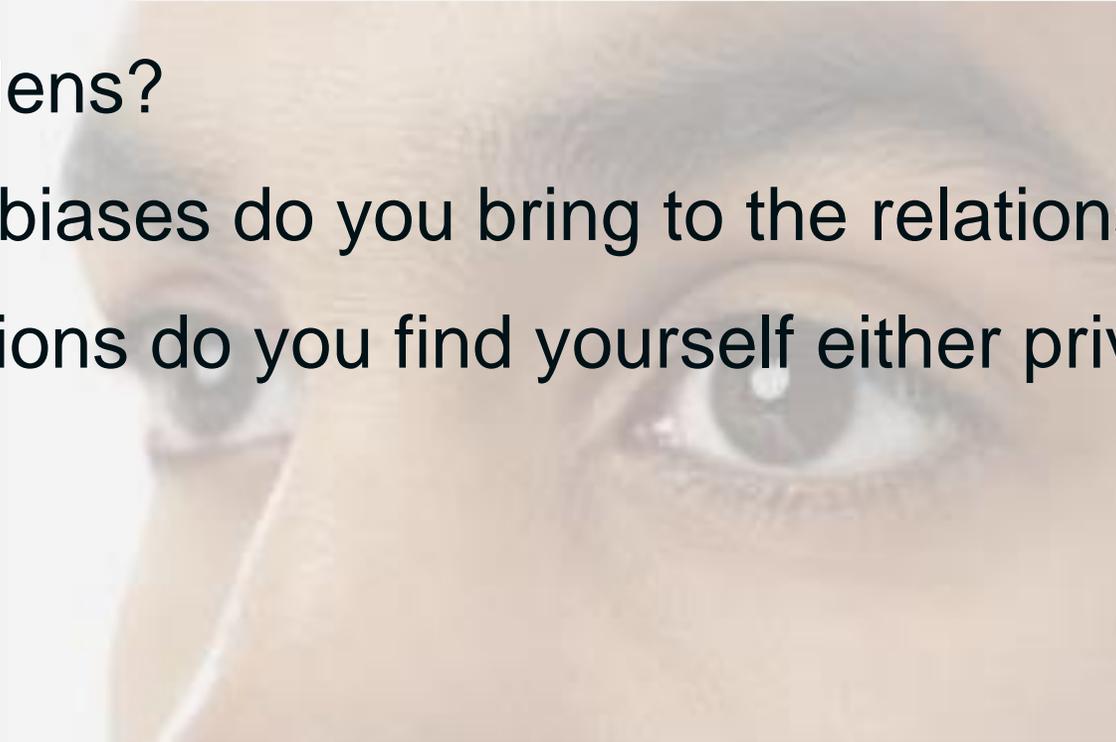
Background: *The Essentials*

- 6 x 200 x 1700 x 70 = 3
- Mentors must go beyond cultural competence, help mentees become critically conscious.
- Mentors must meet mentees where they are, help mentees develop their social capital.
- Mentors must be prepared to embrace existing natural (informal), familial and societal structures.



Mentors of BYMOC Must Know Themselves

- What is your lens?
- What implicit biases do you bring to the relationship?
- In what situations do you find yourself either privileged or oppressed?





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Understand Your Lens/Biases

- Complete the Race IAT:
 - <https://implicit.harvard.edu/implicit/selectatest.html>
- Exercise “cultural humility”, that is, be willing to:
 - Learn with, from and about your mentee’s history, heritage, culture.
 - Appreciate the strengths in him, his racial/ethnic group and their history.
 - Understand circumstances where you and he are oppressed, and privileged.
 - Listen and understand his experiences of oppression.

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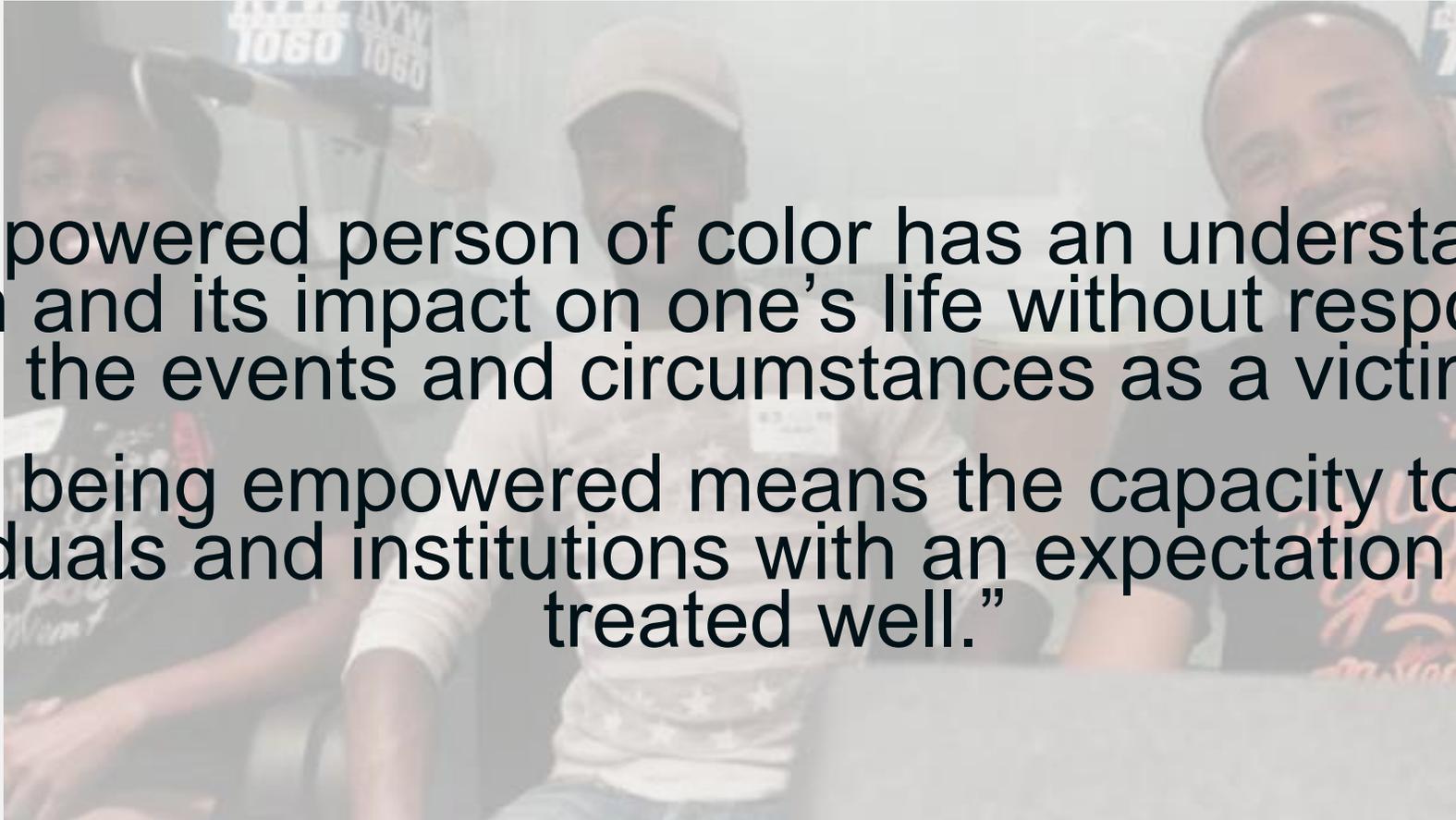
Mentor, Help your Mentee Uncover His Social Capital

See the assets in his family and community.

See his family and community as assets.



Mentor, Help your Mentee Become an Empowered Young Man of Color



“An empowered person of color has an understanding of racism and its impact on one’s life without responding to the events and circumstances as a victim.

Rather, being empowered means the capacity to engage individuals and institutions with an expectation of being treated well.”



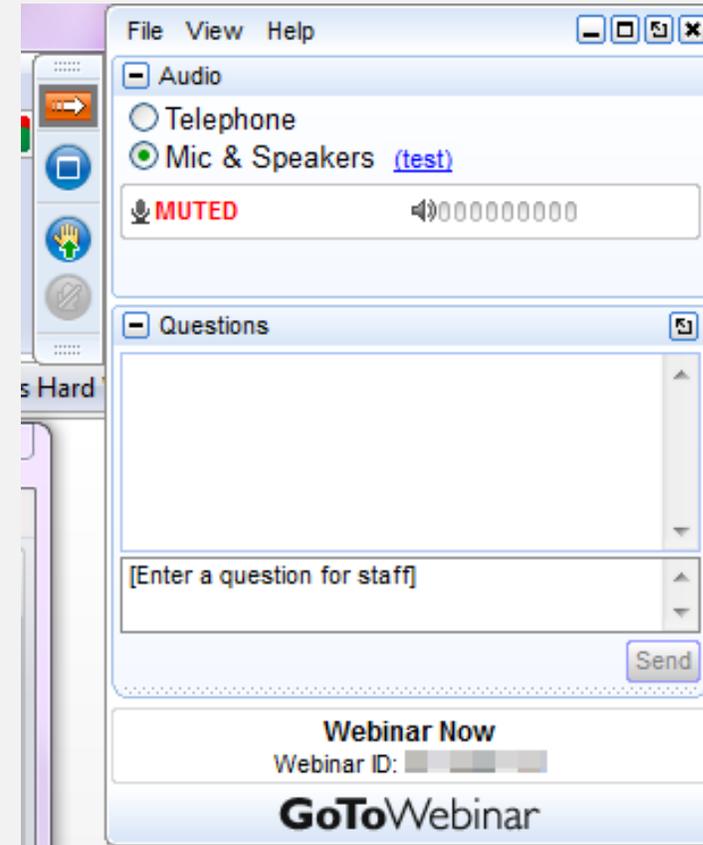
Additional reading

- Race, Ethnicity, and Culture in Mentoring Relationships (*Handbook of Youth Mentoring*, 2nd Ed.)
- Gender in Mentoring Relationships (*Handbook of Youth Mentoring*, 2nd Ed.)
- Will I Be Able to Understand My Mentee?: Examining the potential risk of the dominant culture mentoring marginalized youth (Jen Lindwall) - <http://web.augsburg.edu/sabo/WillIbeabletounderstandmymenteeLindwall.pdf>
- The Mentoring Effect (MENTOR) - <http://www.mentoring.org/program-resources/mentor-resources-and-publications/the-mentoring-effect/>
- Don't Quit on Me: What Young People Who Left School Say About the Power of Relationships (America's Promise Alliance) - <http://www.gradnation.org/report/don%E2%80%99t-quit-me>

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Q&A for all Panelists

Type your questions in the question box:





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Thank you for participating in today's webinar!

- Be on the lookout for a [survey about your experience](#). As always, your feedback is greatly appreciated as we work to provide technical assistance that is valuable for your organization and community
- For more information on best practices in foundational mentorship, follow this [link](#) to access our innovative virtual training, “Knowing Thyself – Must Know ME to Build and Effective WE,” powered by MENTOR: the National Mentoring Partnership
- [For more information](#), please contact esantiago@mentoring.org or email info@mbkalliance.org