Collaborative Mentoring Webinar Series

Cultural and Class Conflict in Mentoring Matches: Strategies for Building the Culturally Competent Mentoring Organization and Professional

September 17, 2015

2015 Collaborative Mentoring Webinar Series Planning Team

Good to Know…

After the webinar, all attendees receive:

- Instructions for how to access PDF of presentation slides and webinar recording

- Link to the Collaborative Mentoring Webinar Series webpage, where all slides, recordings, and resources are posted.

Please help us out by answering survey questions at the end of the webinar.

Participate 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?
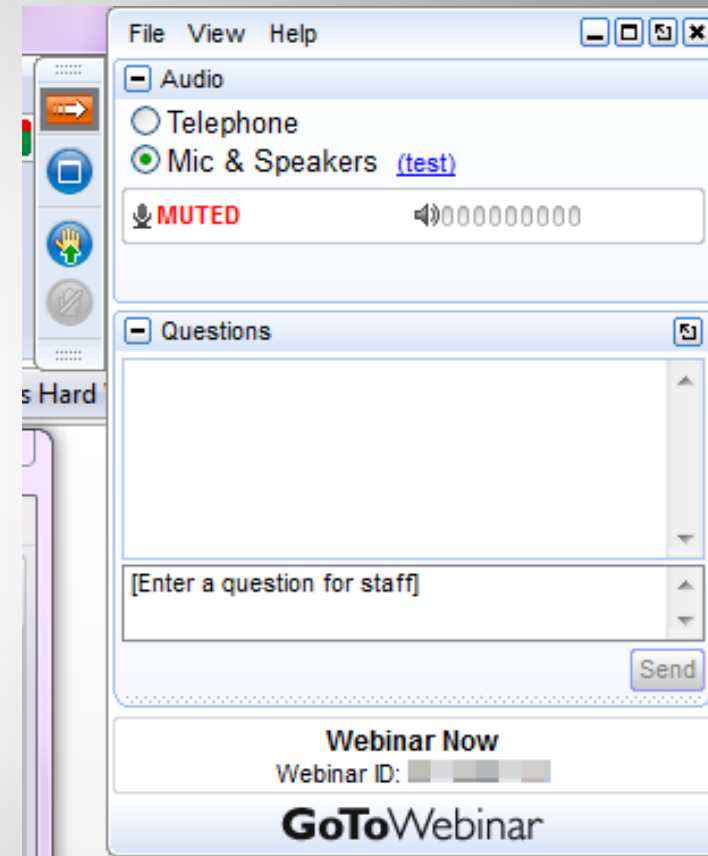
Polls 1 and 2

Today's Webinar

- Brian Sales, MENTOR

- Pamila Gant, Mentoring Works Washington

- Desiree' Robertson, Grizzlies TEAM UP Youth Mentoring Partnership

**Q & A throughout the presentation
(use the Q & A panel)**

Brian Sales

- Director of Training and Technical Assistance at MENTOR
- 25 years of experience in youth development field
- Experience running school, community and foster care mentoring programs

Pamila Gant

- Designed and Implemented "A Choice of Heroes"
- Joined the College Success Foundation where she established the college mentoring program for their scholars
- Ardent advocate for youth

Desiree' Robertson

- A community engagement and nonprofit professional for over 15 years

- Manager of the Grizzlies TEAM UP Youth Mentoring Partnership

- Part-time Sociology college professor

Learning Objectives

Participants will learn the following:

1) Review the mentoring research literature about matching mentors and mentees

2) Understand the cultural and class challenges associated with mentor-mentee matches

3) Learn strategies to develop culturally competent mentoring professionals and organizations

Poll Question 3

Mentoring Research

The literature is limited on discussions on cultural/class conflict

But tells us how we should think about matching

What does the research say?

Consider:

preferences of mentors, youth and parents regarding matches based on race, ethnicity and culture

same race/ethnicity mentors to youth who have few same race/ethnicity role models

providing cross-race/ethnicity mentors to youth who have limited exposure to different cultures

Assist mentors and youth in finding similarities

Provide youth and mentors safe opportunities to explore experiences such as prejudice and discrimination and feelings toward members of other cultural groups

Research Scales and Tools

Assess youth ethnic or racial identity using scales such as the Multigroup Ethnic Identity Measure (Phinney, 1992)

Multidimensional Inventory of Black Identity-Teen (Scottham, Sellers and Ngyuen, 2008)

Consider assessing the level of cultural mistrust in youth using instruments: Cultural Mistrust Inventory for Adolescents (Sanchez and DuBois, 2006a)

Dr. Nancy Deutsch

Social class differences should be viewed by mentoring programs and their staff as differences- not as deviancy

Training to identify and bridge class differences

Material factors of social class (differential access to resources) and cultural factors

Class microaggressions, stereotyping and prejudice

Paradigm Shift

Theme

"Different isn't deficient; it's just different!"

Together We Can

Three ways we can approach a culturally competent mentoring relationship:

1. **Research/Readings/Re-learning**

2. **Professional Development Trainings**

3. **Involve the youth (voice) and mentor (buy-in)**

Microaggression

Coined by psychiatrist and Harvard professor Chester M. Pierce.

- Described insults and dismissals he witnessed against African Americans.
- Psychologist, Derald Wing Sue of Columbia University popularized term

What are Racial Microaggressions?

The brief and everyday slights, insults, indignities telegraphed to people of color.

Well intended comments that stir resentment, outrage and even anger

The comments made about hair, food, community where one lives, their ability to articulate -"so well spoken", etc.

Common Use of Racial Microaggressions

Reaffirming stereotype

Subtly demeaning a marginalized group

Minimizing their existence

Other Forms of Microaggressions

Religion (Catholicism, Judaism, Islamic, etc.)

Sexual orientation

Physical (dis)ability

Gender

Socio-economic status (low-income, impoverished)

The Power of Privilege

White Privilege: Unpacking the Invisible Knapsack

Calls out systemic racism

Exercise exposes what privilege looks like and its pros and cons

Example: I am never asked to speak for all the people of my racial group

The "Other" Power of Privilege

Privilege also marginalizes by socio-economic status:

Living wages (the working poor)

Access to affordable housing

Navigating food deserts

Schools are often in positions of surviving v. thriving

Aspirations take a back seat to the need to survive

Dispelling Myths Around Poverty

Myth 1. Poverty is solely a minority issue.

Myth 2: Government assistance is adequate to the extent that is encourages dependence.

Myth 3: Social mobility is easily achievable *(work your way up)*

Myth 4: Education is readily available and accessible.

Kids from low-income backgrounds carry a different "knapsack"

Schools are not well funded/equipped

Rent burden >30% spent on rent

Housing conditions are deplorable

More likely to live in **food deserts**

Getting to the Counternarrative

Cultural competence (Mentor)**:** the ability to interact effectively with people of different cultures and socio-economic backgrounds

+ Cultural consciousness (Mentee): being aware of your culture, while still being able to understand other cultures and the differences that exist between them

= Counternarrative

Getting to the Counternarrative

We begin by acknowledging we live in a racist society

Youth of color have to learn how to navigate a racist society and challenge oppression

Their path to navigate and challenge is called a *counternarrative*

Getting to the Counternarrative

First support their cultural/racial identity as something positive

Once they learn about their culture, it is important that they see how their culture will help them in the world.

Explore the arts. The arts are culture and ideal way for youth to learn about their culture. **The arts promotes learning in many areas.**

Assume success! Every child is capable of learning!

The world assumes youth of color will fail.

Make it clear that you believe in them and help them navigate away from feeling like a victim due to stereotypes or racism.

Getting to the Counternarrative

As they pursue their counternarrative path, they will need allies to support them
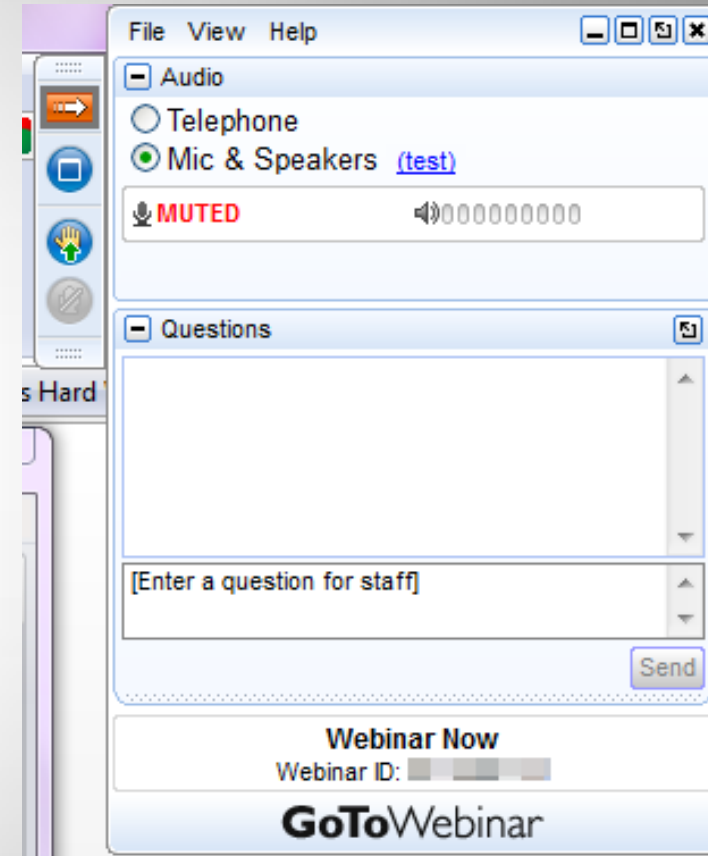
Vertical Allies

--people who are traveling the path with you

--Family, mentors, coaches, teachers, etc.

Horizontal Allies

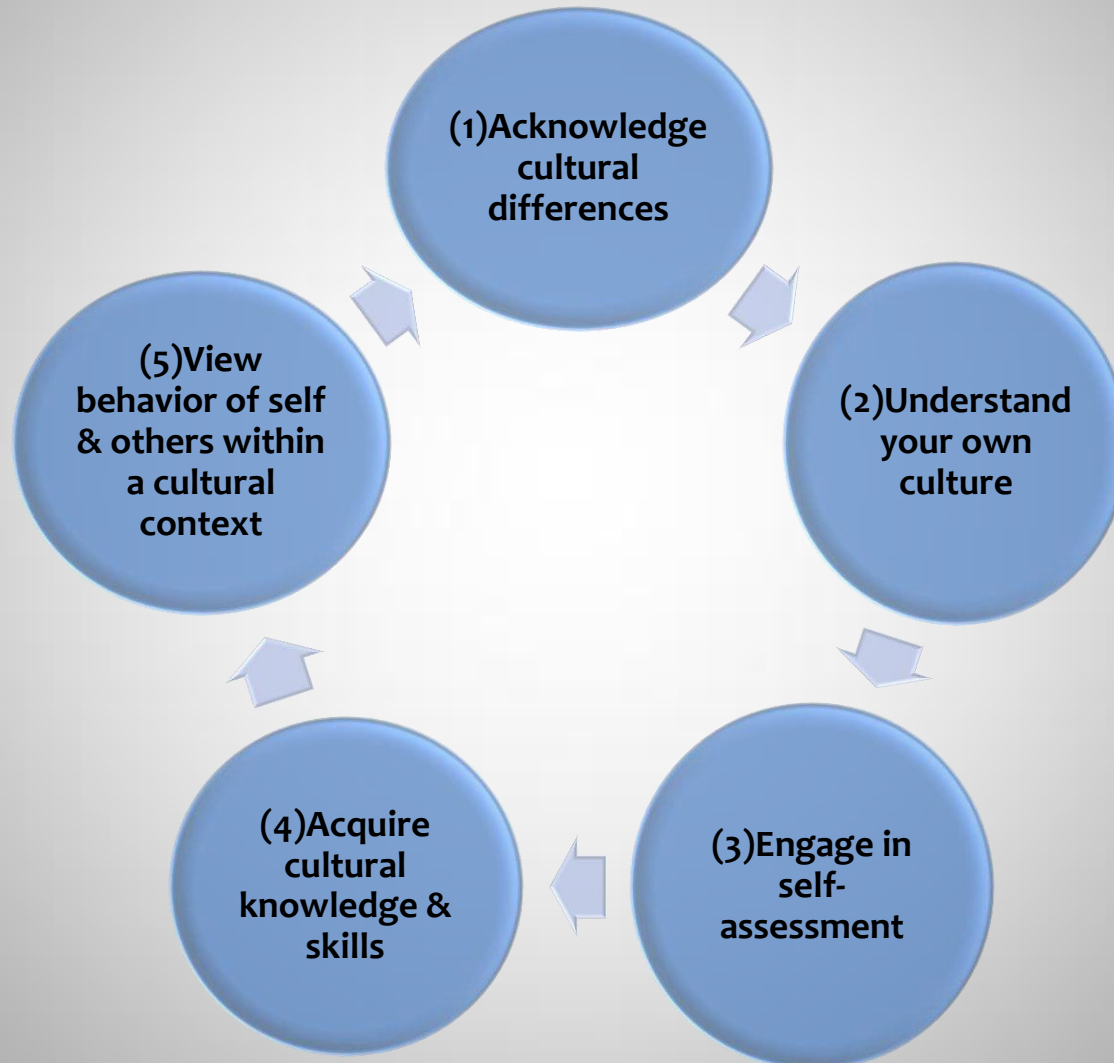--peers who help the young person along the path

Q&A for all Panelists
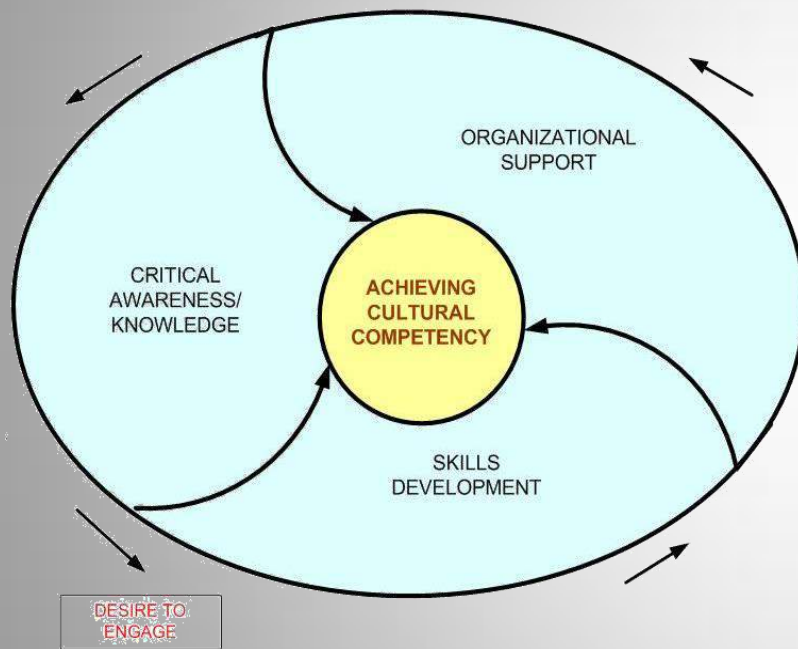
Type your questions in the question box:

Poll 4

Five Elements of Cultural Competence

(1)Acknowledge cultural differences

(2)Understand your own culture

(3)Engage in self-assessment

(4)Acquire cultural knowledge & skills

(5)View behavior of self & others within a cultural context

Cultural Competence Model

CULTURAL COMPETENCE MODEL

ORGANIZATIONAL SUPPORT

CRITICAL AWARENESS/ KNOWLEDGE

ACHIEVING CULTURAL COMPETENCY

SKILLS DEVELOPMENT

DESIRE TO ENGAGE

Calzada & Suarez-Balcazar,2014

- A **cognitive** component that emphasizes *critical awareness* (i.e., awareness of one's biases) and *knowledge* (i.e., understanding of a specific cultural group's history, religion, historical context and beliefs) relevant to the health and well-being of diverse children and families.

- A **behavioral** component that emphasizes the ability to put *skills* into practice to build trust and effectively communicate with and serve diverse children and families.

- An **organizational** component that emphasizes contextual issues and support for culturally competent practices from an organization that is committed to diversity and innovation to meet the needs of diverse children and families.

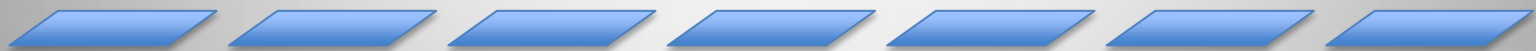# Cultural Competence and Awareness in the Mentor-Mentee Relationship

Mentoring program staff responsibility
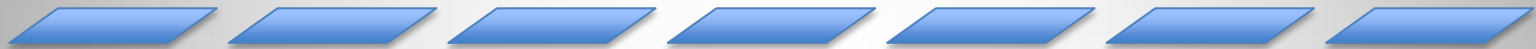
Mentor responsibility
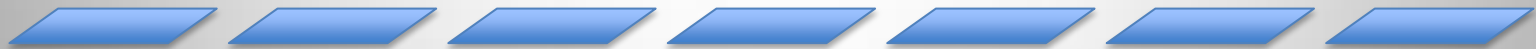
Mentee responsibility

Key Strategies for Mentoring Programs

(1) build into the mentoring program an adequate culture of inclusiveness;
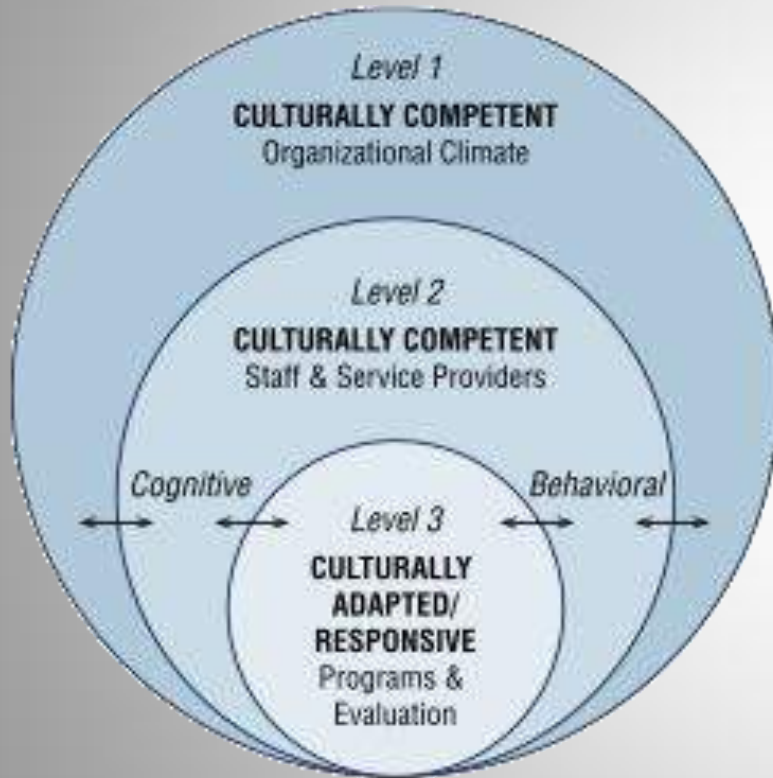
(2) create a solid pre-match training that begins the discourse of culturally-relative information and recommendations;

(3) train mentors in understanding and recognizing their prejudices and bias and open during the mentoring relationship;

(4) support mentors through match support to counter the challenges in the mentoring process that surround cross-cultural issues; and

(5) create collaborations between local and national entities to a facilitate regular, ongoing training opportunities.
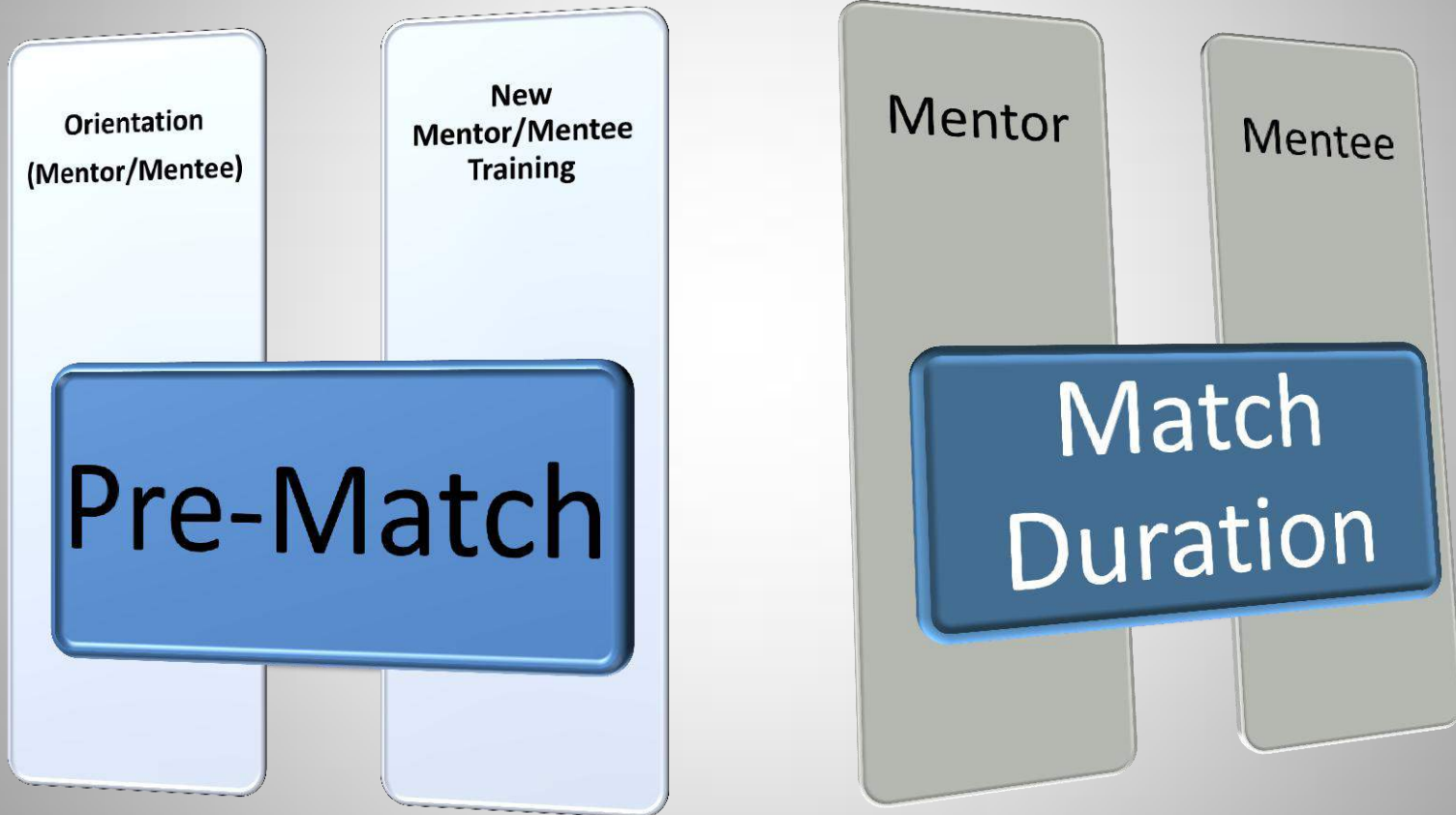
Mentor Program Responsibility

Level 1
CULTURALLY COMPETENT
Organizational Climate

Level 2
CULTURALLY COMPETENT
Staff & Service Providers

Cognitive   Behavioral

Level 3
CULTURALLY ADAPTED/ RESPONSIVE
Programs & Evaluation

Calzada & Suarez-Balcazar, 2014

- Organizational Level
  - Promotes ongoing awareness, knowledge and skill development among staff (diverse cultures)
- Staff & Service Providers
  - On-going self-reflection, cultural immersion, active listening
- Programs & Evaluation
  - Adapted to service population
  - Use of quantitative and qualitative data
  - http://nyculturalcompetence.org/

Cultural Competency Modules

Orientation (Mentor/Mentee)

New Mentor/Mentee Training

Pre-Match

Mentor

Mentee

Match Duration

Mentor Orientation

Definition of culturally competent mentoring

Cultural competence training (pre-match & match duration) opportunities

Pre-Match Training Tools

Definition of Culture and Class

Definition & discussion of cultural competence

Activity Examples

	Faces
	Collage Construction
	The Herman Grid
	Cross-Cultural Mentoring Inventory-Revised (Suffrin, Todd, & Sanchez, 2014)

Pre-Match Training Tools

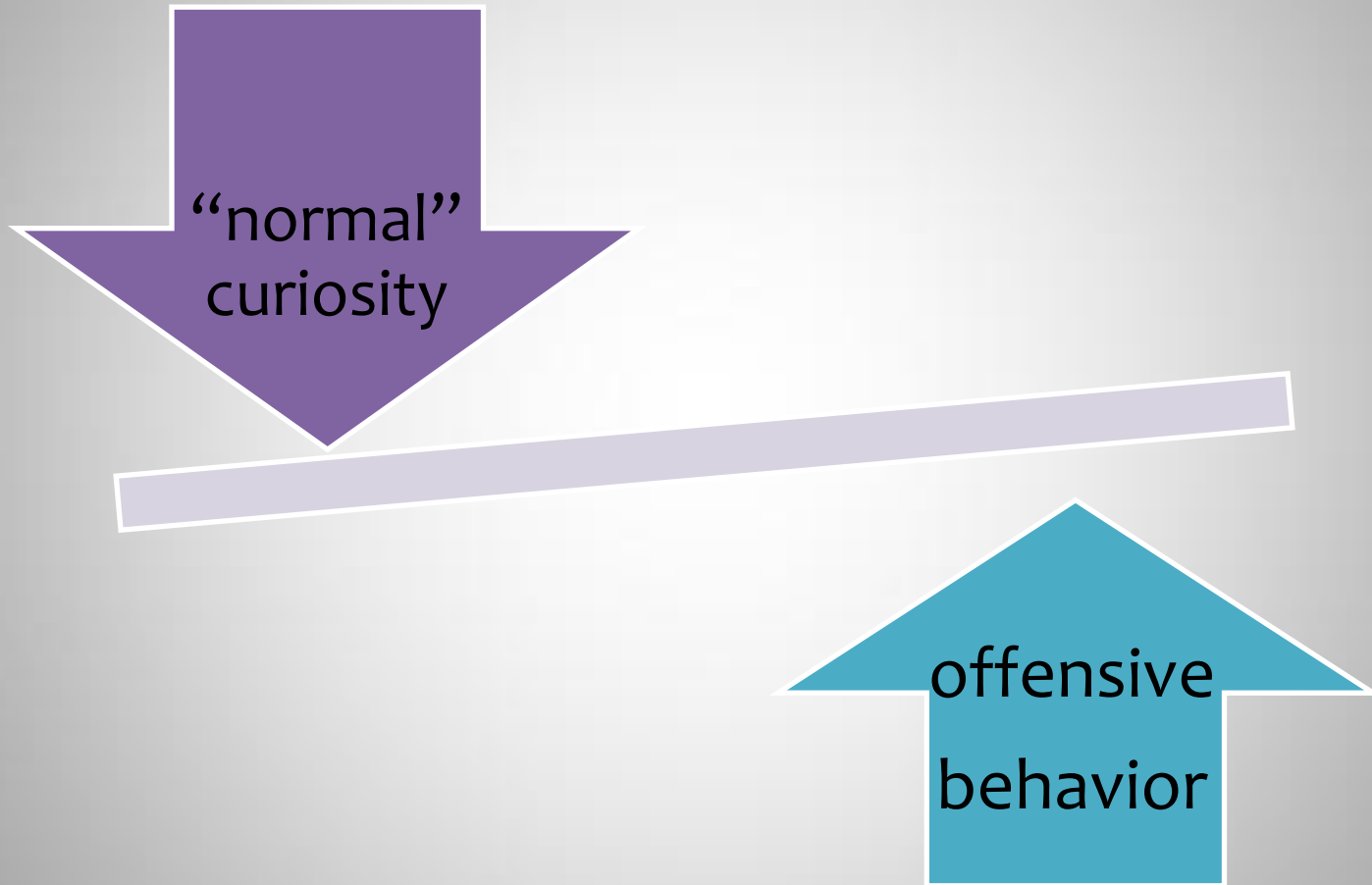Definition of prejudice (positive and negative)

Definition of discrimination (individual and institutional)

The Cultural Iceberg

Pre-Match Training Tools: The Cultural Iceberg

The Cultural Iceberg

Observable

Not observable

Behaviors & Practices
Characteristics which are apparent to the casual observer

economics

Attitudes
How the core values are reflected in specific situations in daily life such as working or socializing.

religion

family

Core Values
Learned ideas of what is considered
good or **bad**
desirable or **undesirable**
acceptable or **unacceptable**

history

educational systems

the media

Institutions of Influence
The forces which create, definie, and mold a culture's core values

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Pre-Match Training Tools

"normal" curiosity

offensive behavior

Match-Duration Training Opportunities

Class Privilege Exercise

Quarterly events (cultural festivals)

Navigating Difference training with Facing History & Ourselves

Life Happens: A Work, Class & Access to Resources Exercise (see sheet)

Diversity Discussion Starters

Understanding "DIFFERENCE"

Diversity Discussion Starter Activity Toolkit (Penn State)

Collaborations

Universities and Colleges	Social Sciences Departments
	Education
	Multicultural Affairs
Public Policy Organizations	
Facing History and Ourselves	www.facinghistory.org

Q&A for all Panelists

Type your questions in the question box:

Resources

Practice-based experts on issues of poverty, diversity and multiculturalism

- Donna Beagle
    - http://www.combarriers.com/
    - https://www.youtube.com/watch?v=MM7DIu-76xI

- Gary Howard
    - http://ghequityinstitute.com/writings/writings.html
    - https://www.youtube.com/watch?v=IptefRjN4DY

- Jane Elliot
    - http://www.janeelliott.com/
    - http://www.janeelliott.com/statements.htm
    - https://www.youtube.com/watch?v=tL3zWZ7kKnI

Additional Resources

"Enhancing Cultural Competence in Social Service Agencies: A Promising Approach to Serving Diverse Children and Families":
http://www.acf.hhs.gov/sites/default/files/opre/brief_enhancing_cultural_competence_final_022114.pdf

www.liberalamerica.org/2013/11/08/poverty-simulation-game/

Remember…

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- Everyone will get an email with information on how to download the slides, recording, and resources on the CMWS webpage on the MENTOR website:

http://www.mentoring.org/program_resources/training_opportunities/collaborative_mentoring_webinar_series/

Stay Connected

- **Email us** at collaborativewebinarseries@mentoring.org
- **Tweet** with hashtag #MentoringWebinar
- **Visit our webpage** on the MENTOR website for past and upcoming webinars:

Additional Resources

National Mentoring Resource Center

Apply for no-cost help for your mentoring program

www.nationalmentoringresourcecenter.org

Mentoring Connector

Recruit mentors by submitting your program to the Mentoring Connector (previously called the VRS)

https://connect.mentoring.org/admin

Join Us Next Month!

School-Based Mentoring: Strengthening Relationships with School Districts
October 15, 2015
1 - 2:15 pm Eastern