

Adopting a Mentoring Mindset

Tuesday, January 9th, 2024



MENTOR
MARYLAND | DC



The Y in Central Maryland



All About MENTOR MD|DC

MENTOR MD|DC is a non-partisan organization that galvanizes the Maryland & DC mentoring movement. We serve as community-based experts and create statewide infrastructure to expand quality relationships for young people.

MENTOR MD|DC provides training, research, public awareness, mentor recruitment, advocacy for its stakeholders and the critical link between MENTOR's National Efforts and local mentoring organizations.



MENTOR MD|DC Community Standards

- Our community is open to ALL - but we also acknowledge the deep-seated racism, sexism, homo and transphobia, misogyny, and ableism that is pervasive in our country. We stand against these isms and actively work to this aim, especially with our youth. This means we must acknowledge that we also approach our work differently and beautifully.
- Share openly. Listen more openly. But be open when your sharing might hurt.
- Be generous with positive assumptions but don't be afraid to ask genuine questions.
- No matter your role here today, be a host.
- We don't endeavor to create safe or comfortable spaces, but rather brave spaces where discomfort can be explored, and beliefs and practices challenged.
- We want this community and experience to be supportive and educational, but also fun! Please bring your full (present) self - it is welcome!
- No fixing, saving, advising or correcting each other.

Agenda

- The Power & Potential of Relationships
- Who/What/Where/Why Mentoring?
- The Mentoring Mindset
 - Self-Reflection, Skills Needed, Mantra
- Tools to Take With You



Who is here?

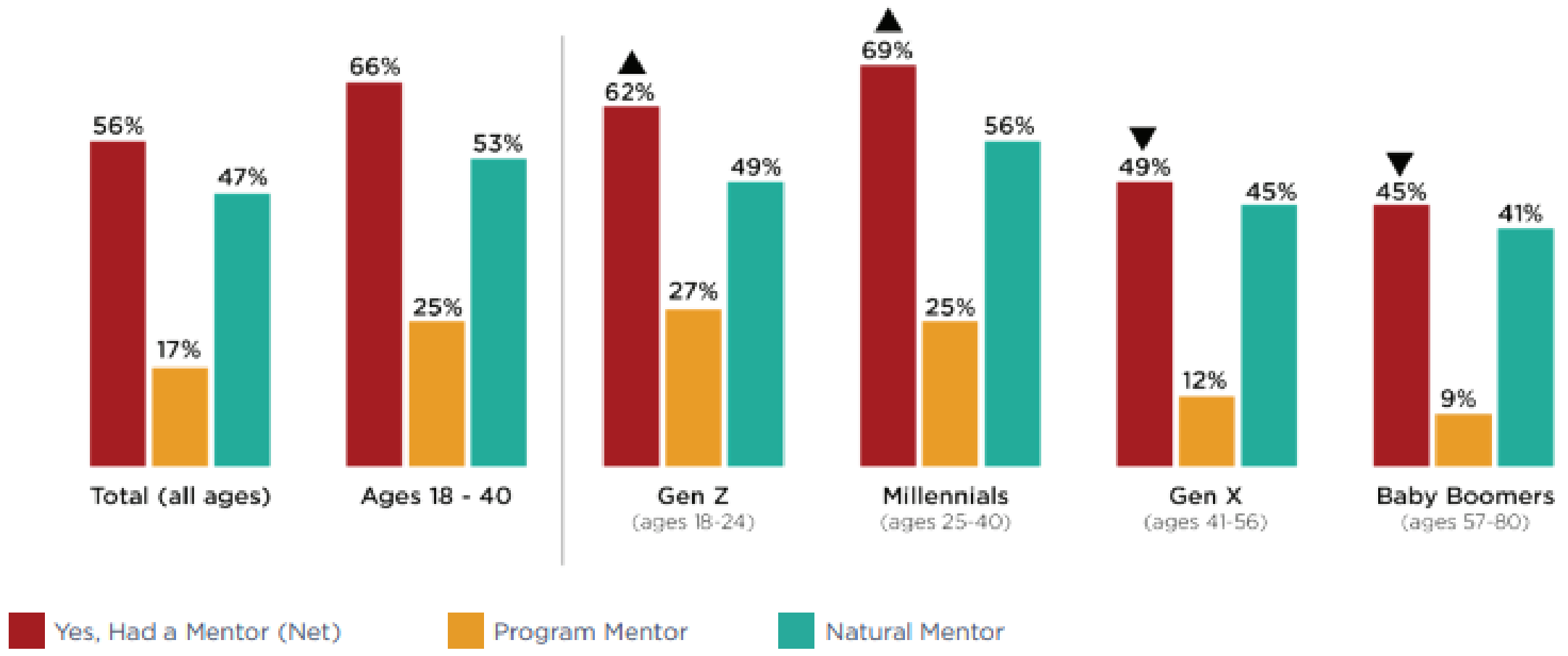


Whether we engage with youth in classrooms, on the basketball court or on the school bus, research and best practices suggest that students' relationships with peers and caring adults are a key vehicle for learning critical life skills, like teamwork, communication, and coping with and expressing feelings.

ASPEN Institute National Commission on Social, Emotional and Academic Development

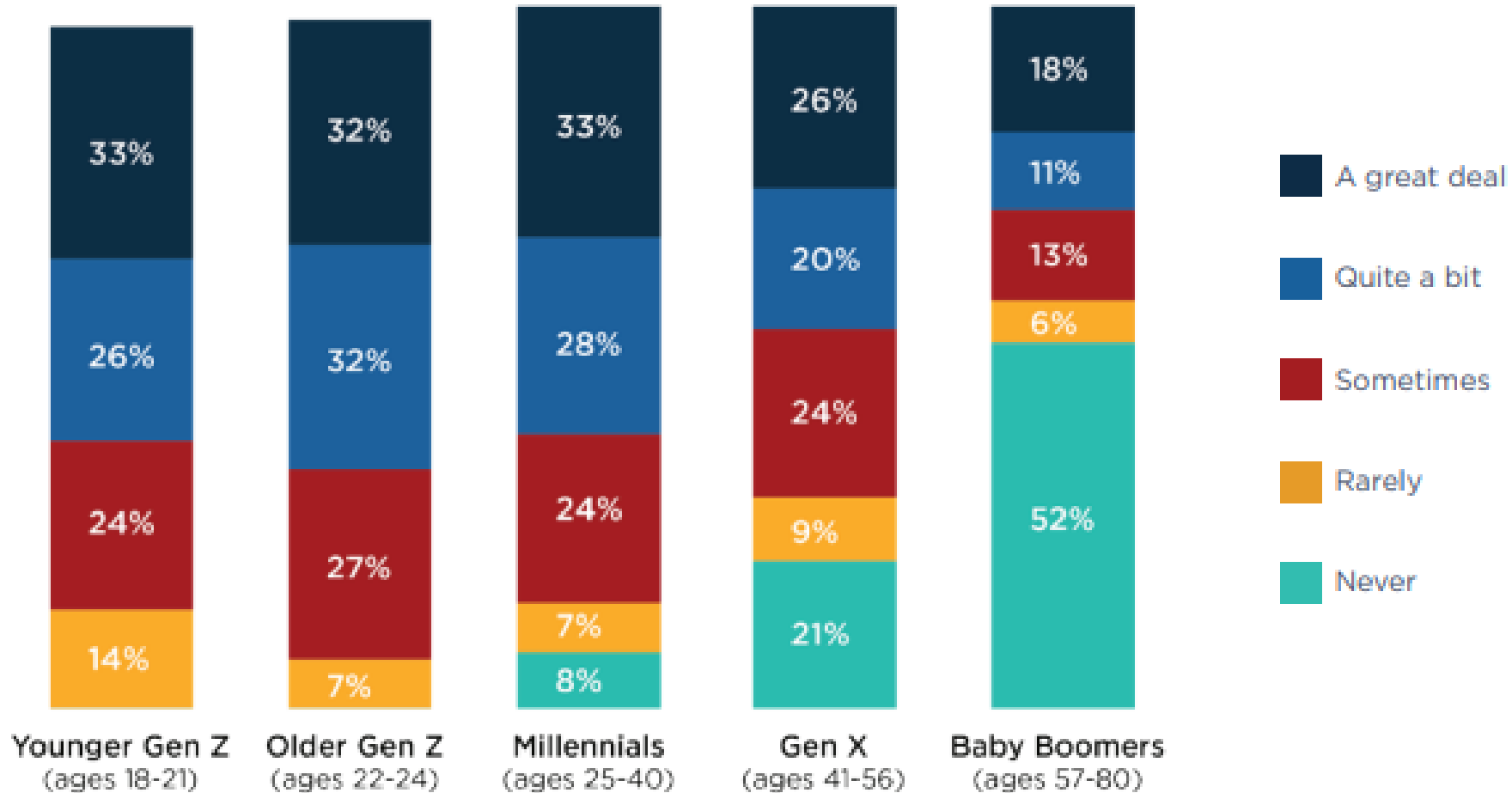
Rates of Mentoring by Generation

Figure 1 - Prevalence of Having Had a Mentor While Growing Up by Generational Cohort



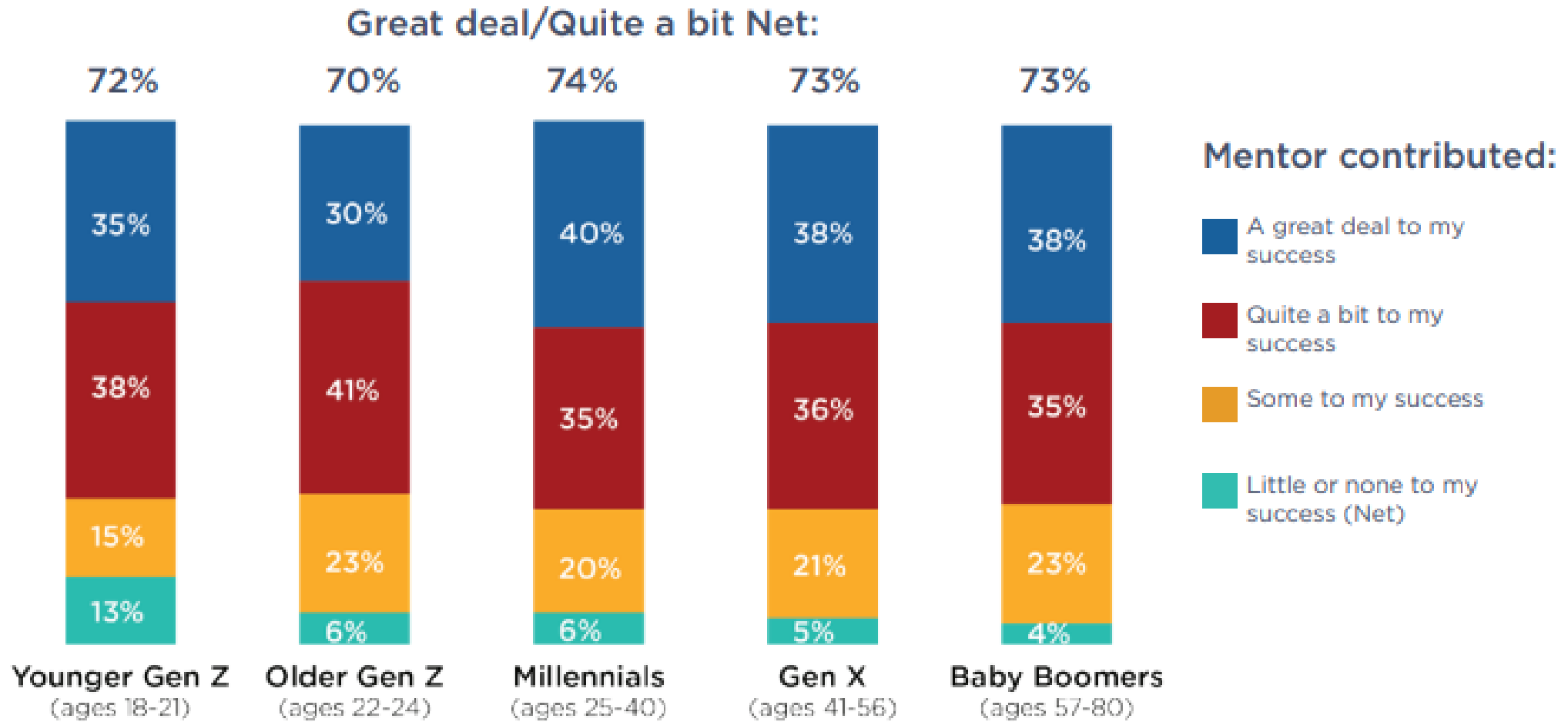
Impacts of Mentoring

Figure 16 - Percentages Still Drawing Advice from Their Mentors by Generational Cohort



Impacts of Mentoring

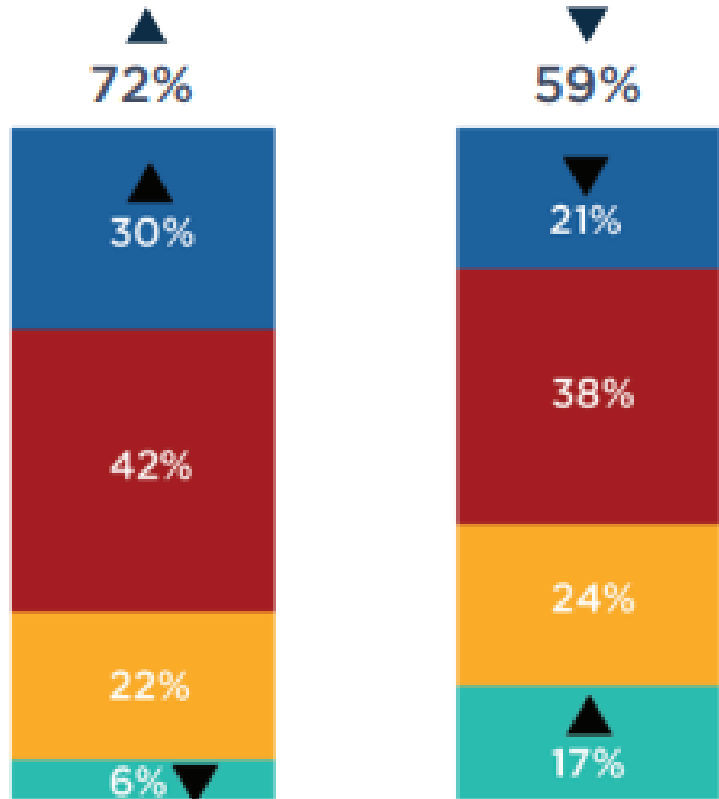
Figure 28 - Perceived Contribution to Success in Life by "Most Meaningful" Mentors by Generational Cohort



Impacts of Mentoring

Figure 29 - Sense of Belonging in Childhood and Adulthood by Mentoring or No Mentoring

Sense of Belonging Growing Up



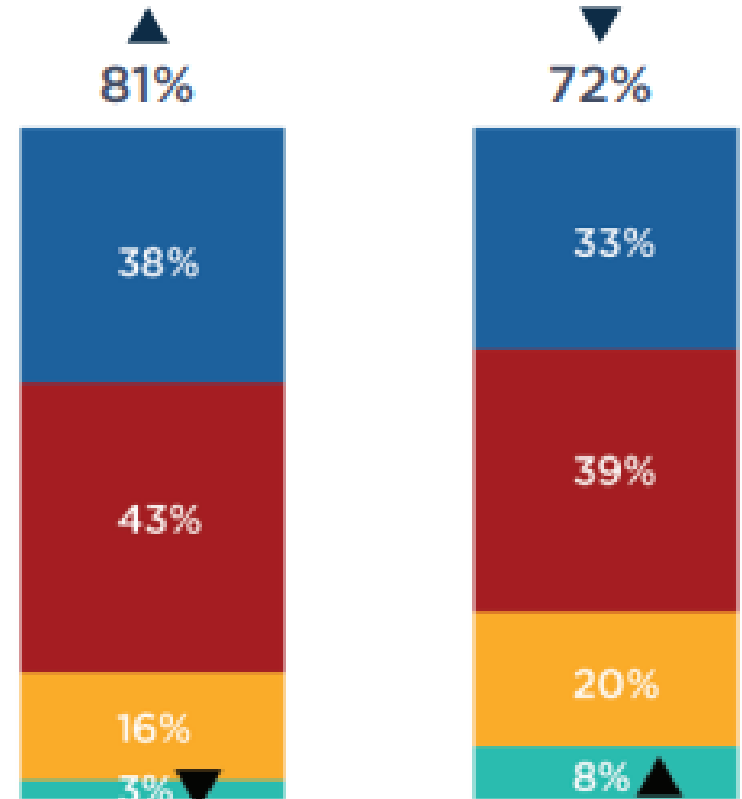
Had Mentor (net)

No Mentor

Strong Net:

- Very strong
- Somewhat strong
- Somewhat weak
- Very weak

Sense of Belonging Now

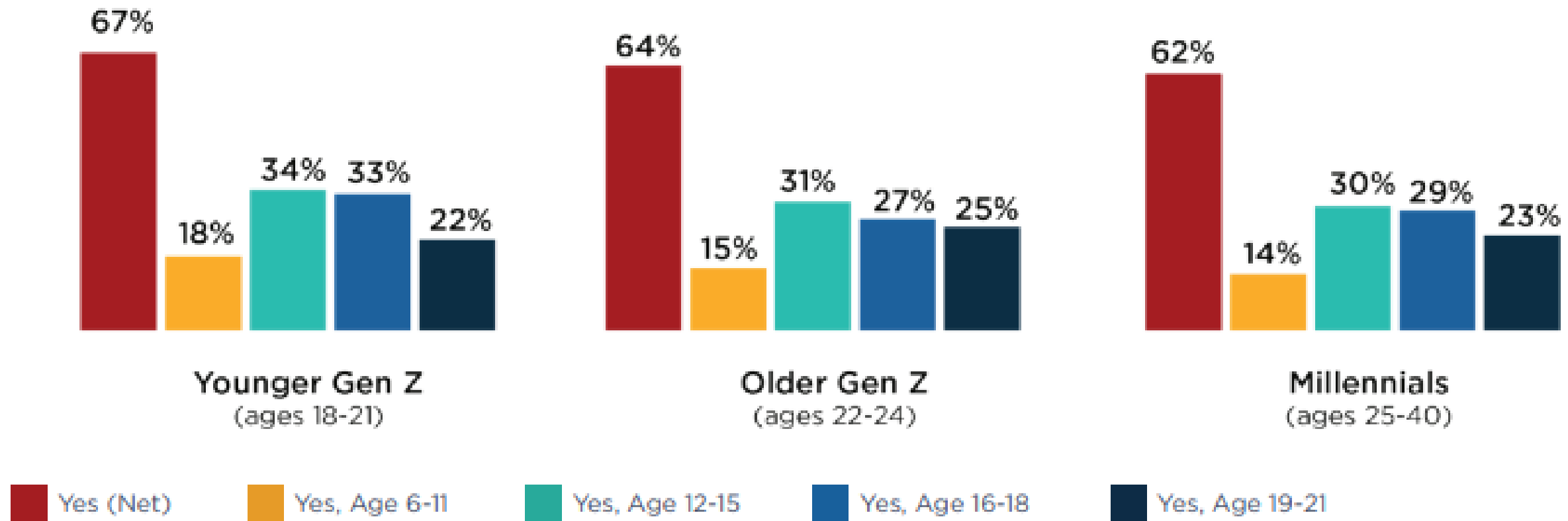


Had Mentor (net)

No Mentor

Mentoring: The Need

Figure 17 - Comparison of Times When Youth Wanted a Mentor but Did Not Have One by Generational Cohort



Define Mentoring

- Mentor: a trusted counselor or guide
- Mentoring: what mentors do (the work of mentors)

Where are the mentors?

Programs	Institutions	Communities
Mentoring Programs	Schools	Extended Family
Non-Profits/Community-Based Organizations	Workplace	Community Meetings
Summer/Out of School Programming	Foster Care	Local Businesses
Higher Education	Justice System	Volunteer/Neighborhood Opportunities

Where are the mentees?

Programs	Institutions	Communities
Mentoring Programs	Schools	Extended Family
Non-Profits/Community-Based Organizations	Workplace	Community Meetings
Summer/Out of School Programming	Foster Care	Local Businesses
Higher Education	Justice System	Volunteer/Neighborhood Opportunities

What Matters In Relationships

- [Trauma](#) & Impact of Adverse Childhood Experiences
- [Building Resiliency](#) & [Protective Factors](#)
- [Critical Mentoring](#)
- [Positive Youth Development](#)
- [Social Emotional Learning](#)
- [Social Capital](#)

MENTORING MINDSET



Way of thinking and interacting that places young people at the center and allows mentors or other caring adults to be true partners in a young person's journey.

The Mentoring Mindset

Intentional: I See You



Developmental: I'm Here to Help



Supportive: I Got You



Communal: We're In This Together



**“I See You”
INTENTIONAL**



Notice

Who Saw You? Self-Inventory

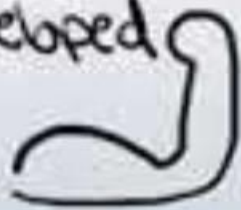
- To what extent did you feel you had someone (outside of a parent/guardian) who knew you, your hopes and dreams, your lived experience, when you were growing up? Who are you thinking of?
- How about as an adult? Who sees you for who you are?

Write the names of up to three people who come to mind based on the prompts.

1. _____
2. _____
3. _____

The basics of growth mindset

growth mindset=
intelligence can be
developed



fixed mindset=
intelligence is a
fixed trait



You can learn new things,
but you can't really change
your basic intelligence.

Strongly
disagree

Disagree

somewhat
disagree

somewhat
agree

Agree

Strongly
agree

Growth Mindset - Strategy Box

Can play the piano <ol style="list-style-type: none">1. Took lessons every week2. Bought books on learning to read music3. Reminded myself to practice by giving myself rewards4. Parents made sure I put in the work5. Always had a passion for music	Know how to cook <ol style="list-style-type: none">1. Mom taught me at an early age2. Tried many bad recipes and burned a lot of meals3. Took cooking classes in 20054. Found website and message board and learned from other cooks5. Not afraid of salt
Have a good career <ul style="list-style-type: none">• Researched nursing careers online• Talked to friends of older sister who were thinking about medical careers• Selected good nursing school• My mentor, Sheila at the Med Center• Keep up to date on research and trends in field	Not organized financially <ul style="list-style-type: none">• Buy books on personal finance (<i>from piano example</i>)• Look into classes I could take on money management/investing (<i>from cooking example</i>)• Look for reputable online message boards with advice (<i>cooking</i>)• Ask friends about their strategies (<i>career example</i>)• Set a goal around savings (<i>career</i>)• Also set a reward if I make my goal (<i>piano</i>)

- In the first 3 quadrants, list things that you are good at or have achieved
- In the fourth, list the things you identified as not being good at or wanting to change
- List the most important strategies, steps, or beliefs that helped you be successful in those first three areas.
- The last step is to see if any of those strategies or factors could be applied to your fourth box

Mentoring Mindset

INTENTIONAL



mantra

I will respect your voice, interests and identity, be fully present in our interactions and share my story with you. I commit to being self-reflective.

**“I Got You”
SUPPORTIVE**



Coach in Questions

Who Got You? Self-Inventory

- Who comes to mind as a person or persons who showed up when you needed them, not just in presence but through active listening and coaching?
- Name a few people who were or are in your corner.

Write the names of up to three people who come to mind based on the prompts.

1. _____
2. _____
3. _____

6 KEY ACTIVE Listening Skills



1. Pay attention.



2. Withhold judgement.



3. Reflect.



4. Clarify.



5. Summarize.



6. Share.



Center for Creative Leadership®

Active Listening Technique	General Example	Example in Your Program
1 Pay attention	Noticing non-verbal communication cues Maintaining eye contact	Noticing your student(s) mood as they walk into/join the program
2 Show that you're listening	Encouraging the speaker to keep talking using nodding and verbal comments like "uh huh"	Providing validation ("that's a great step", "excellent that you are writing your steps out") as your student works through a problem.
3 Provide feedback	Paraphrase (e.g., "What I'm hearing is...," and "Sounds like you are saying...") Ask clarifying questions	Summarizing what your student(s) to check understanding "Seems like you arrived this answer because..., which you learned from... Is that correct?
4 Defer judgment	Allow the speaker to finish each point before asking questions. Stopping yourself from formulating a criticism or rebuttal right away.	Giving your student(s) ample time to explain their thinking before explaining the correct answers.
5 Respond appropriately	Be candid, open and honest in your response.	Being okay with saying "Honestly I don't know, but let me ask someone who might have an answer and get back to you."

The 4S's Interview Activity

- Sparks Questions
- Strengths Questions
- Struggles Questions
- Supports Questions

Mentoring Mindset

SUPPORTIVE



mantra

I will be curious about you and your journey, be consistent in showing up, and collaborate with you to create a safe and healthy space for us.

“I’m Here to Help” DEVELOPMENTAL



Create/Support a Plan of Action

Who Helped You? Self-Inventory

- When you encountered a challenge as a young person or as an adult, who was there to help you navigate what you needed - whether that be outside support or systems?
- Who helped activate your understanding of your rights, voice, and power?

Write the names of up to three people who come to mind based on the prompts.

1. _____
2. _____
3. _____

Goal Navigation System



- Identify positive and personally relevant goals
- Identify the strategies and resources that can be used to help them reach these goals
- Identify potential barriers to reaching their goals and develop contingency plans in case they arise

Mentoring Mindset *DEVELOPMENTAL*



mantra

I will be curious about you and your journey, be consistent in showing up, and collaborate with you to create a safe and healthy space for us.

“We Are In This Together” COMMUNAL



They Must Know You Love Them

Who Was With You? Self-Inventory

- Who modeled how to build positive relationships with peers?
- What do you think these people learned/affirmed from their interactions with you?

Write the names of up to three people who come to mind based on the prompts.

1. _____
2. _____
3. _____

Unconditional Positive Regard

“Unconditional positive regard means I care about you, you have value, you don’t have to do anything to prove it to me, and nothing will change my mind. It’s seeing somebody as a whole and complete and worthy person starting from a place where care doesn’t have to be earned. It’s just assumed. Everybody gets care. You’re allowed to mess up. You’re allowed to have struggles, but that is never going to invalidate your worth, and it’s never going to invalidate my care for you.”

-Alex Shevrin Venet,

author of “Equity-Centered Trauma-Informed Education”

Mentoring Mindset

COMMUNAL



mantra

We will teach and learn from each other, leveraging networks and resources for the mutually beneficial growth of ourselves and our relationship, and our communities.

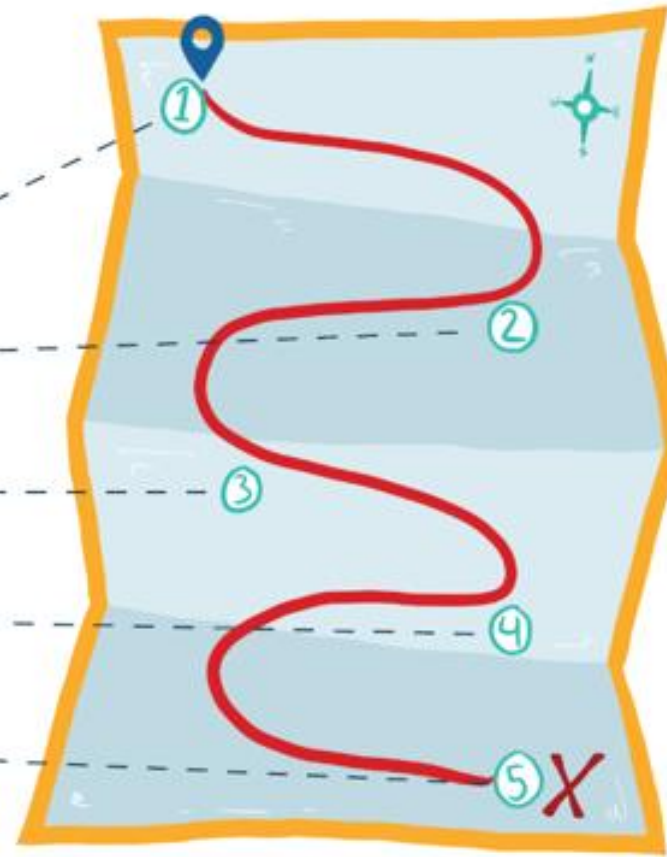
Self-Inventory Reflection

- Which person(s) did you list the most?
- What did they say or do during their time of connection with you? When were they most engaged - what was their “season of impact” in your life?
- What would you say to the people you listed?
- In what ways are you playing this role to a young person or persons in your life?

How To Build Relationships

CONVERSATION ROADMAP

1. INTRODUCE YOURSELF
2. BE CURIOUS
3. VALIDATE + AFFIRM
4. ACTION STEPS
5. FOLLOW-UP



How To Build Relationships

POSITIVE YOUTH DEVELOPMENT STRATEGIES



WHY did you come to today's event?

WHEN do you feel really proud of yourself?

WHAT type of tasks make you feel excited?

WHERE do you want to go for the next step of your career?

WHO do you go to for support or advice?

HOW can I be a resource to you?

POSITIVE YOUTH DEVELOPMENT STRATEGIES



The Mentoring Mindset

Intentional: I See You



Developmental: I'm Here to Help



Supportive: I Got You



Communal: We're In This Together



MLK INSPIRATION CONTEST

Monday, January 15 , 2024 | 12-1:30 pm

Submissions due: 1-08-2024 , 11:59 pm

MENTOR MD|DC is hosting our fourth annual Martin Luther King Jr. Mentoring Challenge. This contest is an opportunity for young people and their mentors to think about how mentoring impacts them, their communities, and how it has impacted inspiring figures like Martin Luther King Jr.

Contest Details: bit.ly/mlkcontest2024

Virtual Awards Ceremony: bit.ly/mlkvirtual2024

Click here to Register



CONNECT | FOCUS | GROW INFO SESSION

Thursday, January 18 , 2024 / 11:30 am

The Connect | Focus | Grow curriculum equips mentors and supervisors on a mentoring mindset, while guiding youth on how to leverage mentoring opportunities. This event is open to established and emerging workforce development programs and their employer partners. Don't miss this chance to learn, connect, and grow!

[Click here to Register](#)



NATIONAL MENTORING SUMMIT

January 24-26, 2024, Washington D.C.

Convened annually by MENTOR during National Mentoring Month, the National Mentoring Summit is an opportunity for mentoring practitioners, researchers, philanthropic investors, youth leaders, government and civic leaders, and Affiliates from across the country to unite under the shared goal of driving positive change for young people.

[Click here to Register](#)



Combatting White Saviorism

Thursday, Feb 22, 2024 @5:30 PM

In this workshop, participants explore what white saviorism looks like as well as the harmful impact it has on youth. Participants will develop the ability to recognize white saviorism in mentoring relationships and programs and explore concrete strategies to combat its harmful effects.

Register at: bit.ly/cmbtwhtsaviorism2024



Thank You!



MENTOR
MARYLAND | DC



The Y in Central Maryland

