

## ABSTRACT

PETTIFORD, MARRIUS LYMAR. *My Brother's Keeper: The Perceived Effects of a Mentoring Program for High School Aged Adolescent Males.* (Under the direction of Stanley B. Baker.)

This study evaluated the perceived effects of an adolescent male mentoring program that had been shaped by adolescent developmental theory, mentoring research, rite-of-passage research, and the advisor–advisee literature. The study was descriptive and exploratory using a survey design. The research questions were: (a) to identify the perceived level of effect that specific components of the Theta Phi Psi program had on participants, (b) to identify the perceived order of importance that components of the Theta Phi Psi program had on participants, (c) to identify the level of agreement between participants' perceptions of the Theta Phi Psi program outcomes and those of the program developer, (d) to identify the reason why participants joined Theta Phi Psi, (e) to identify the perceived characteristics of an effective Theta Phi Psi program chapter advisor, and (f) to give voice to the respondents in order to find out how Theta Phi Psi influenced them.

The participants were 45 male students aged 14-30 who were current or former members of Theta Phi Psi Fraternity: Male Mentoring Program. All participants were or had been enrolled in the Theta Phi Psi Program in two large urban public school districts in North Carolina. Program participants were supervised by one or two adult males who followed the Theta Phi Psi Curriculum developed by the investigator.

A survey was developed by the investigator and validated by advisors to the Theta Phi Psi program. The finalized survey was distributed to all program participants via US mail, email, or classroom administration. The return rate among students currently enrolled in the program was 60%. Among graduates, the return rate was 5%.

According to survey data, respondents indicated that all program components were perceived to have made a positive impact on program participants. Participants indicated that the rites-of-passage, leadership, brotherhood, and community service components were particularly perceived as important and meaningful. Participants also indicated that having an advisor who listened and cared was most important to them.

This study had several limitations. The small number of participants did not allow for any generalizations outside of those who participated in the TPP Program. The low return rate from the graduates limited the voice of those respondents.

There were several implications for practice in this study. The study provided evidence as to which program features students found particularly effective. The study underscored the importance for counselors/mentors to develop programs with direct connections to theoretical concepts and to evaluate them. In addition, the need for advisor/mentor training was highlighted from the participants' emphasis on advisor/mentor relationship.

The implication for further research centered on a couple of areas. The first was that a qualitative study would provide more information about how students made meaning of these program components perceived as important. The other area would be the context of the advisor/advisee relationship. What created the perception of a "good" advisor?



**MY BROTHER'S KEEPER:  
THE PERCEIVED EFFECTS OF A MENTORING PROGRAM FOR HIGH  
SCHOOL AGED ADOLESCENT MALES**

by

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## DEDICATION

This is dedicated to the Founders and members of Theta Phi Psi Fraternity and their spirit of wanting to make a difference in the world.

I also dedicate this to my grandparents Herman and Swannie (Alston) Pettiford for instilling in me the tenacity and courage to become the person, which they raised me to be.

Lastly, I dedicate this to my mother Nannie Frankie Cecilia Pettiford Gonzalez and Uncle Benny Pettiford who taught me to persevere in spite of my circumstance.

## BIOGRAPHY

The author was born and raised in Mebane, NC. He graduated from Eastern Alamance High School in 1984. He graduated with a B.A degree in Psychology from the University of North Carolina at Chapel Hill in 1988. During his graduate studies, he became a member of Alpha Phi Alpha Fraternity Inc., which afforded him the opportunity to become active in community service and the betterment of mankind. He graduated from the University of North Carolina at Chapel Hill in the School of Medicine with a M.S. Degree in Rehabilitation Counseling. He obtained his first professional job at Southern High School in Durham, North Carolina, as a school counselor. Under the mentoring of Constance B. Scott, he became a seasoned school counselor, advisor to Theta Phi Psi Fraternity and Co-Advisor for the Math Science Education Network Pre-College Program. Under the guidance of Dr. Sandra DeAngelis Peace, he became a counselor mentor and mentor trainer; even presenting at local and national conferences. In 1998, he was selected as the North Carolina School Counselor of the Year, a finalist for National School Counselor of the Year and began doctoral studies at NC State University. In addition, he became involved in the North Carolina School Counselor Association as Secondary Vice-President, Conference Chair, President and Past President. He has been elected to Southern Region Vice President of the American School Counselor Association. He currently works in Wake County Public Schools as Dean of Counseling and Student Services for Southeast Raleigh Magnet High School.

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## CHAPTER I

### INTRODUCTION

The Lord said to Cain “where is your brother Abel?”

“I don’t know he replied. “Am I my brother’s keeper? (Genesis 4: 9)

#### Research Problem

This age-old question plagues mankind to this day. As adults or caregivers, we are responsible for the healthy well being of those around us. As men we are responsible for teaching our sons to become respectful, balanced, caring men. As counselors we are responsible for the academic and social development of students in our schools. Moreover, we need to be aware of the divide in education between male student achievement and behavior. Male students are attending college in ever decreasing numbers, and they account for the majority of disciplinary referrals and school dropouts. Males in underrepresented groups are at greater risk. The common solution is usually to develop a program or intervention.

Columbine, high stakes testing, increased dropout rates, lower academic achievement, the push to close the achievement gap, and intense focus on educator accountability have impacted all educators including counselors. In schools across America, counselors are implementing programs in an attempt to meet the perceived needs of students. In some cases, these programs are repeated year after year without any evaluation of their need or effectiveness. Too often, counselors lack intentionality when developing programs that tie these programs to theory. The ASCA National Model underscores the need for counseling programs that are based on needs assessment of a school community, that are tied to theoretical standards, and that are evaluated both from the data and participant perspectives.

Counselors are asked to evaluate the programs they have developed to determine if they meet the needs of students, parents, teachers, and other community stakeholders. In this age of intense focus on accountability, we need to look at the outcomes of programs that are implemented on the behalf of students for their academic, career, and personal/social well being. Many of these programs have measurable outcomes. Programs or interventions are measured in terms of their success based on the school or school systems' definition of success. These measures, such as reduction in suspension rates, reduction in dropout rates, increase in college attendance, and increase in passing grades, are great goals but do not provide the information that is most needed. Why do these programs or interventions work or not? (North Carolina Department of Public Instruction, 2004b).

### Background

#### *Investigator*

The researcher is a 38 year-old African-American male born in rural Alamance County North Carolina. He graduated from The University of North Carolina at Chapel Hill with a B.A in Psychology in 1988 and 1990 with a M.S. in Rehabilitation Counseling. He then worked as a School Counselor for nine years at Southern Durham High School. During the last two years in the Durham Public School System, the researcher entered the Ph.D. program in Counselor Education and Leadership at North Carolina State University. The researcher then moved from the Durham Public School System to the Wake County School System where he is still currently employed as a Dean of Counseling & Student Services for a large magnet high school.

The researcher has been intimately involved in the development of the Theta Phi Psi Fraternity: Adolescent Male Mentoring Program from its inception in 1991. Several male

students approached the researcher about being the advisor to Theta Phi Psi as a school club. The researcher agreed with several conditions. The first was that the students were going to have to complete research with the outcome being fraternity name, constitution, colors, and fraternity handshake. The second condition was that the students would have to be committed to monthly community service projects. The third condition was that students would have to agree to academic requirements and monitoring of academic progress. The final condition was the development of disciplinary guidelines with agreed upon consequences. The researcher has continued to modify and improve the program over the past fourteen years. The program has been influenced and enhanced by the researcher's exposure to counselor mentor training and graduate coursework in his doctoral program. The program currently has five chapters in the Durham and Wake County Public Schools. Trained by the researcher, each chapter is led by adult male advisors.

The literature revealed several theories important in evaluating programs for adolescent males in an educational or community-based environment. For the present study, the relevant theories are adolescent developmental theory, psychosocial development in terms of social and societal roles, ecological perspective of social interactions, masculinity and male socialization, and racial identity development.

In the context of adolescent developmental theory, the research emphasized the need for interactions and interventions that are tailored to a student's developmental stage. The most relevant stage for this study is formal operations, the period when adolescents are able to conceptualize from different viewpoints using abstract thinking and hypothesis testing to determine the relationship between present behaviors and future consequences. The research was very clear on the issue of group-discussions, role-playing, and listening to the stories of

others as mechanisms for intervention among adolescents. Therefore, interventions that take place in a group format are appropriate and developmentally sound. (Eyberg, Schuhmann, & Rey, 1998; Hatfield & Hatfield, 1992; Klaczynski, Fauth, & Swanger, 1998; Thompson & Rudolph, 2000).

Psychosocial development emphasizes the important influence of social and societal roles on an individual's development. As individuals grow, they become aware of and interact more within their community. School is a pivotal environment in this process. The school environment should be one in which individuals can safely question their attitudes, beliefs, and feelings. This questioning is a major part of Erikson's (1968) identity versus confusion stage that characterizes students from 12 to 18 years of age. Owing to the nature of large public high schools and decreasing opportunities for students to foster close relationships with school staff, group work emerged as a major recommendation for providing adolescents with opportunities to identify talents, develop skills, and foster identity development. Researchers also recommended school personnel consider adolescents' cognitive, moral, physical, and social changes when developing interventions or programs for adolescents (Akos, 2000; Erikson, 1968; Waterman, 1984).

The major contribution of the ecological theory of development is its emphasis on observing development in the context of social interactions. Social interactions occur within and across different ecological systems. The researcher observes how the individual experiences these interpersonal interactions, such as the relationships among home, school, and work. In addition, the larger scope of culture, beliefs, religion, and ethnicity are paramount in understanding adolescent development. Contextualism adds that family structure, size, climate, supervision, recreation, and cohesion are extremely important in

advancing the knowledge of adolescent development. This theory lends itself to purposeful recognition and appreciation of human diversity. Lerner's theory also emphasizes that developmental change can occur through appropriate and deliberate intervention (Bronfenbrenner, 1979, Muus, 1996).

The voice of adolescent males is missing in much of today's literature. Pollack (1998) used a qualitative method to discover the voice of adolescent males, examining the concept of the mask of masculinity and boy codes edified through the socialization of boys and men to be stoic, to hide feelings and one's genuine self, and to handle problems alone. Boys are socialized at an early age to be ashamed of feelings of weakness, fear, and despair. Therefore, these themes of silence, shame, and wearing a mask influence a young man's development. To combat these challenges, Pollack argued that the definition of masculinity has to be broadened. The development of strategies to assist adolescent males in reconnecting is paramount (Pollack, 1998).

#### Purpose of the Study

The purpose of the study was to evaluate a mentoring program for high school aged adolescent males in order to determine the perceived effects of the program on its participants. The program that was evaluated is the Theta Phi Psi Fraternity Adolescent Mentoring Program, comprised of 21 different lessons based on advisor input and items created by the investigator. From henceforth, the program will be referred to as the TPP program (see appendix A).

#### Research Objectives

The investigator will use survey methods to assess the perceived effects of the TPP program on its participants. The research objectives for the survey will be as follows:

1. To identify the perceived level of effect that specific components of the TPP program had on participants
2. To identify the perceived order of importance that components of the TPP program had on participants
3. To identify the level of agreement between participants' perceptions of TPP program outcomes and those of the program developer
4. To identify the reason why participants joined TPP
5. To identify the perceived characteristics of an effective TPP chapter advisor
6. To give voice to the respondents in order to find out how TPP influenced them

#### Summary

The investigator hopes that this study's results may alter the process used to mentor adolescent males. These findings are expected to give voice to adolescent males by describing in their own words what influences them the most. The investigator expects to describe a mentoring program that students find influential in their lives and their development.

## CHAPTER II

### LITERATURE REVIEW

#### Overview

The TPP program is unique and has not previously been examined. Therefore, the investigator reviewed the literature for similar programs that dealt with constructs closely related to those in the TPP program. The investigator selected literature about mentoring, rites of passage, and advisor–advisee that dealt with adolescence or adolescent males. Many of these studies also explored adolescent development and identity development with regard to their specific programs, so the investigator decided to include these two constructs. The connection of theories and the selected studies provide a framework for operationalizing the TPP program. The broader constructs of adolescent development and identity development theories are discussed first, then the relevant literature of mentoring, rites of passage, and advisor–advisee are explored and discussed.

#### Adolescent Development

The work of Erikson, Piaget, Bronfenbrenner, Lerner, Pollock, and others provides a framework for observing and assessing adolescent developmental issues. For several decades researchers have written about the cognitive, moral, and social transitions of adolescence (e.g., Erikson, 1950; Kohlberg, 1958; Piaget, 1950). These developmental transitions present many challenges for both the adolescents and those who plan to affect their development. The adolescent developmental literature has informed counselors, teachers, and parents about the developmental characteristics of adolescents. Knowing the developmental characteristics of adolescents enable those who work with them to tailor their interactions and interventions in a manner that is complementary to the adolescent developmental stage. Eyberg et al.

(1998) cautioned researchers to consider age-appropriate interventions when planning treatment for both children and adolescents. A review of the cognitive and social characteristics of adolescents will help explain the developmental needs that one should consider when planning intervention strategies for adolescents.

### *Cognitive Development*

To plan appropriate interventions for adolescents, counselors and teachers must first understand an adolescent's cognitive ability. "If we as adults are to help guide adolescents in making decisions, we need know what information they possess, what information they choose to use, and their cognitive ability" (Gordon, 1996, p. 561). Possessing a broad and thorough understanding of cognitive development, particularly concerning adolescents' thoughts and behaviors, provides those who work with adolescents the information needed to provide appropriate interventions (Wadsworth, 1989).

Another key component of cognitive development is understanding how adolescents think and reason. Piaget's (1972) model of cognitive development is one theoretical model that helps school counselors and other educators conceptualize adolescents' receptivity and likely response to various approaches. Of Piaget's four stages of intellectual development, the most relevant to an understanding of adolescent development is the formal operations stage (11 to 15 years old), during which time most adolescents are able to reason and view things from different standpoints (Thompson & Rudolph, 2000). Typically, students at this stage demonstrate abstract thinking and the ability to hypothesize and develop thinking patterns that show the relationship between present behaviors and their future consequences.

Adolescents in the formal operations stage are able to use past and future events to help them deal with present situations, unlike the concrete thinker adolescent who deals with

the here and now. When faced with a new situation or problem, the adolescent is able to generate hypotheses, test them, and evaluate the outcomes. Hatfield and Hatfield (1992) encouraged counselors to promote adolescents' cognitive development and wellness by creating opportunities for students to employ formal operational thinking to see how they have been behaving in class and what other options are available to them. The formal operational person is able to do *as if* and *what if* thinking. For example, with students who act out, teach them to ask themselves, "What if I stopped talking when the teacher asked me to stop, what would have happened after that? Buckley (2000) also offered some possible interventions drawing from examples used with formal operational thinkers, such as engaging students in group discussions about general incidences of acting-out, explaining the cause and effect of acting-out behaviors, and being able to view acting-out behaviors from a broader perspective. According to Elkind (1967), formal thinking includes the ability to see things from other people's view, thus adolescents at this developmental stage can benefit from role-playing and listening to the stories of others. A group counseling session is an ideal place for these types of interventions to occur. Klaczynski et al. (1998) described the formal operations stage as follows:

Formal operations paves the way for the adolescent to systematically envision possible futures and possible selves, opens door to increased introspection, and expands the adolescent's capacity to evaluate his or her goals and the compatibility of those goals with his or her abilities, personality, and motivation. (p. 203)

### *Psychosocial Development*

Psychosocial development emphasizes the importance of social and societal roles that influence an individual's development. In addition to biological needs, social and societal

demands contribute to one's development. Erikson, a noted developmental theorist, argued that as individuals grow they become increasingly aware of and interact more within their social community. For most adolescents, the school is a central feature of the social community.

The stage most pertinent to this discussion is that described by Erikson (1968) as identity versus confusion. Typically, individuals between 12 to 18 years old begin to ask themselves questions such as "Who am I?" and "What are my feelings, attitudes, and beliefs?" Establishing a personal identity is a major developmental task during this stage. There are four identity positions, diffusion, foreclosure, moratorium, and achievement, each of which has implications for interventions (Eggen & Kauchak, 1999). For example, identity diffusion occurs when individuals are not ready to make clear choices. Identity foreclosure refers to individuals who fail to make a choice of their own, by adopting choices that others make for them. Identity moratorium refers to individuals who delay making a long-range decision. Identity achievement refers to the stage that occurs after crisis and decision-making, followed by a clear self-chosen direct goal. Adolescents who are unable to successfully resolve the crisis at this stage find themselves in a state of confusion that can lead to behavioral problems. Adolescents who are not developing a sense of their true self are more likely to follow others or feel that others are in control of what they do (Erikson, 1963, 1968). While adolescents are trying to find their true identity, they may experience, among other characteristics, confusion, impulsivity, and conflict with teachers and parents.

During the process of becoming adults, adolescents feel like adolescents at times and other times they feel like adults. They also question themselves in attempt to find who they are and who they will become. Akos (2000) described a group approach intended to foster

social development and urged counselors to lead groups in which participants are able to learn new behaviors by modeling and observing their peers. Even though Akos focused on younger children, many of his concepts can be applied to older children and adolescents. The group format, with peers and another significant role model (school counselor), can help group participants identify their natural talents and skills, thus fostering identity development (Waterman, 1984).

According to Wigfield, Eccles, and Pintrich (1996) adolescents move through multiple stages and transitions, unlike other periods in life. Physical changes occur at a rapid rate. Adolescents grow in height and weight, males grow facial hair and their voices deepen, and females' hips become wider and their breasts begin to develop (Berger, 1991). Behavioral changes are also taking place. Adolescents do not always see the relationship between their action and its consequence, leaving them many times to feel that others are in control of what happens to them. Concurrently with these developmental changes, adolescents are moving from middle schools to high schools. Generally high schools are larger, have a higher enrollment, and place more responsibility on the individual student (Bronfenbrenner, 1979; Newman, Myers, Newman, Lohman, & Smith, 2000). When ninth graders reach high school and find more students and teachers, they are less likely to form close relationships with school personnel, thus leading them to exhibit unproductive behaviors for completing school (Wehlage, Rutter, Smith, Lesko, & Fernandez, 1989). Consequently, school personnel should consider the complex cognitive, moral, physical, and social changes that are inherent in adolescence when designing and implementing programs and interventions.

### *Ecological Perspective of Human Development*

Bronfenbrenner's (1979) ecological model changed developmental psychology. The interaction between organisms and the external world is the cornerstone of this theory and contains its explanatory power. Another key construct is that social interactions always exist as part of the larger ecological system. Interactions among complex social relationships are continuous, and these interactions cannot be reduced to simple one-to-one relationships. Development never takes place in a vacuum. That a subject might influence the experimenter is often not considered, and the relationship of the subject to parents, siblings, friends, teachers, neighbors, or the more encompassing ecological system is usually not part of the research design.

The challenge, Bronfenbrenner argued, is to go beyond the laboratory experiments. Development results from continuous changes over time in the way a person matures, perceives, and interacts with the immediate environment. Bronfenbrenner suggested that researchers view these social interactions from four distinct perspectives or systems: microsystem, mesosystem, exosystem and macrosystem. Muuss (1996) describes the four social systems of Bronfenbrenner as follows:

A microsystem is a pattern of activities, roles and interpersonal relations experienced by a developing person in a given face-to-face setting with particular physical, social and symbolic features that invite, permit or inhibit engagement in sustained, progressively more complex interactions with the environment that is continually changing because of aging and changing life experiences. (p. 15)

A mesosystem comprises the linkages and process taking place between one or more settings containing the developing person (eg. The relationship between home

and school, and school and workplace, etc.). Special attention is focused on the synergistic effects created by the interaction of developmentally instigative or inhibitory features and processes present in each setting. (p. 22)

An exosystem is comprised of the linkages and processes taking place between two or more settings, at least one does not contain the developing person, but in which events occur that indirectly influence processes within the immediate setting in which the person is lives. (p. 24)

The exosystem is the larger community in which we live, neighborhoods, towns, parent's employers, and school boards.

The macrosystem consists of the overarching pattern of micro-, meso-, and exosystems characteristic of a given culture, subculture or extended social structure with particular reference to the developmentally instigative belief systems, resources, hazards, lifestyles, opportunity structures embedded in the overarching system. (p. 25)

These include labels, such as ethnic groups, political structure, religion, rural, social class, and urban. Bronfennbrenner's model influenced other researchers and theorists, such as Lerner.

Lerner's developmental contextualism model focuses on the interaction between the growing, that is continuously changing, individual and the ecological context in which that person lives. It encompasses the entire span of human life. The purpose is to advance our knowledge of specific factors and how their interactions contribute to the developmental process. The following broad categories are of particular interest in working with adolescents: family structure, family climate and decision-making, family recreational and

leisure time activities, family size, socioeconomic variables, quality and level of supervision, family harmony and cohesion, geographic and socioeconomic location of the home. Lerner's theory does not include any specific rules or stages of development. One takes a broader view of development and how the individual makes meaning of interactions, realizing that interactions are a two-way process. Moreover, change is a function of time, interactions, social influences, and one's physical context. This theory lends itself to the recognition, appreciation, and highlighting of human diversity. Finally, the goodness-of-fit model of person–context interaction is a powerful explanatory tool and provides a more effective way of conceptualizing an individual than does finding fault in the environment.

Lerner's view of the plasticity of humans is an essential construct of his model, providing an optimistic suggestion that a developing person can change relatively easily through appropriate, deliberate intervention. People's lives can be improved through education and therapy. The implications of this theory for programs, interventions, and education include:

1. Developmental contextualism makes suspect any simple rules as well as specific guidelines that the traditional theories have so often advanced, advising parents and educators how to effectively raise their children and adolescents;
2. Views issues of training, control and obedience as being dependent on contextual factors;
3. When assessing the results of life events for the adolescent, simple cause and effect explanations are inappropriate;
4. Public policy and intervention programs are not sufficiently attuned to the variations of diversity and the context of issues facing the next generation;

5. Need to devote more time to multidisciplinary research (Muuss, 1996, p. 359). The effect of these implications is to challenge and broaden the scope of adolescent development research from stage theories toward the use of other methodologies. It is believed that other modalities will produce information that will better serve the adolescent population.

Pollack's (1998) work assists researchers in "hearing the voices of adolescent males" (p. 3). Similar in concept to the work of Gilligan (1982) in finding the voice of women in regards to identity development, Pollack used a qualitative method to discover the voice of adolescent males. Although his work is not a theory of adolescent male development, it has the beginnings of evolving into a full-fledged theory.

Several themes emerged from Pollack's (1998) extensive interviews with adolescent males. The first theme is the mask of masculinity. Through social influences from parents, teachers, peers, and the larger society, boys are socialized according to certain myths or what Pollack called "boy codes" (p.20). For example, one boy code is that "everything's fine," a signal that boys and men are socialized to be stoic, to hide one's genuine self, and to handle problems by oneself. Another theme is that of "shame and trauma of separation," where boys are socialized to be ashamed of their feelings, especially weakness, fear, and despair. We have all heard individuals say "big boys don't cry" or "what are you crying for, that didn't hurt." In addition, there is a greater emphasis on boys to separate from their mothers at an early age, or they risk being considered a mama's boy. Another theme is silence, where boys learn to be silent and to retreat behind their masks. Boys learn to express only part of who they are. The strong, virile, tough, angry, and action-oriented sides are valued by society and are welcomed expressions to a degree.

After identifying these themes, Pollack described ways to help young men reconnect. He also outlined ways that adults can help to broaden the definition of masculinity.

### Racial Identity Development

Helms (1990) described racial identity as the perception an individual has of self as compared to a particular group or identity based on a shared racial heritage. Helms' model of racial identity is a stage theory because it views racial identity developmentally and individual progress through the stages as sequential without skipping. Helms developed a model of white racial and black racial identity development. The black identity development model is based on Nigrescence research by Cross (1971, 1991). Helms created the White Racial Identity Attitude Scale (WRIAS) and the Black Racial Identity Attitude Scale (RIAS-B) to determine the stage in which individuals are operating. In 1996, Helms extended her model and scale of black racial identity development to all people of color, creating the People of Color Racial Identity Attitude Scale (POCRIAS). Only the white and black racial identity development models are pertinent to the present study.

#### *White Racial Identity Development*

The white racial identity development model consists of six stages: contact, disintegration, reintegration, pseudo-independence, immersion/emersion, and autonomy. Contact, disintegration, and reintegration are grouped into Phase 1—the Abandonment of Racism. The last three stages, pseudo-independence, immersion/emersion, and autonomy, are grouped into Phase 2—Defining a Nonracist White Identity.

In the first stage, contact, the individual is unaware of his or her racial identity. This stage is characterized by the individual benefiting from racism with or without awareness of these privileges. Individuals in the contact stage limit their interactions with people of color,

unless the person of color is very much like them. Individuals view people of color through a very stereotypical lens. The length of time one operates in this stage depends on the experiences one has with people of color and with significant white peers who are operating at a higher level (Helms, 1990).

The second stage is disintegration, which is characterized by a conscious and conflicted sense of one's whiteness. An individual begins to question what one has been taught regarding people of color. In addition, this period brings on the recognition that the previous way one has interacted with people of color is ineffective. This period of dissonance is characterized by avoidance behavior, ultimately leading to cognitive reconstructing (Helms, 1990).

The third stage, reintegration, is described as the conscious acknowledgement of white identity. Without contradictory experiences, the individual accepts the white superiority mantra. Similarities between whites and people of color are minimized. Feelings of guilt and anxiety are channeled into a fear of people of color. These fears can be passive or active. Passive expression of this stage would be characterized by avoidance of environments where one would encounter people of color. Active expression would be treating people of color in a certain way or even acts of violence. Helms (1990) indicated that in today's society it would be very easy for an individual to remain at this level until some vicarious or direct experience causes one to question his or her racism.

The fourth stage is pseudo-independence, which begins the second phase of defining a nonracist identity. Individuals actively engage in introspection and evaluation of beliefs regarding people of color. They may seek greater exposure to people of color, but this exposure is tempered with the desire to help people of color be more like the dominant

culture. Individuals in this stage tend to view people of color from a dysfunctional perspective rather than dealing with their white racist ideology (Helms, 1990).

The fifth stage of immersion/emersion indicates an active pursuit of knowledge and facts. Changing people of color is no longer the main goal, but rather the salience of effecting change in white people is important. The negative feeling an individual has had is expressed, giving way to catharsis that allows the individual to begin to dealing with racism and oppression in their society (Helms, 1990).

The final stage is autonomy, in which the new definition of whiteness is nurtured and internalized. There is no need to oppress any group of people. Race no longer is set in rigid and concrete terms. The individual's worldview is openness and willing to learn from other people of color out of mutual respect. This stage represents the highest level of white identity development (Helms, 1990).

### *Black Racial Identity Development*

Helms' conceptualization of black identity development is influenced by Cross's (1971, 1991) Nigrescence model, a stage theory consisting of five stages. The stages are preencounter, encounter, immersion/emersion, internalization, and internalization/commitment.

The first stage is preencounter, in which African American individuals view the world through a Eurocentric lens. This stage is characterized by disassociation through devaluation of the social group of membership. This disassociation can be active or passive. Active preencounter individuals separate their personal identity from their racial group of membership. Passive preencounter is characterized by assimilation. Individuals in passive

preencounter seek the acceptance of whites and lead their lives based on that perception of acceptance.

In the second stage, encounter, an African American experiences dissonance and begins to develop a new vision of the world. The key factor is that the African American individual experiences dissonance and personalizes the racist experience. In this stage, the individual spends a great deal of time trying to rationalize the direct or indirect racist experience, and this dissonance fuels the quest for a new identity. Usually, these encounter experiences are permanently etched in the minds of African Americans and can be recalled quite vividly.

The third stage is immersion and emersion, which is characterized as focused on being black and excluding whites. Immersion is described as a phase where white culture is rejected for total reliance on blackness and black thinking. The individual thinks and acts according to his or her beliefs on what it means to be black and experiences generalized anger toward white people based on their role in oppression. Emersion occurs when the African American individual experiences less total rejection of white culture. The individual seeks the support of African American groups to engage in a dialogue and develops a non-stereotypical African American worldview. Emotions become balanced and one feels greater control over oneself.

The fourth stage is internalization, which is described as a period of resolution. The African American has stabilized a more positive view of blackness and has is more accepting of self and what it means to be black. The individual is able to reject racism and other forms of oppression. One is able to establish a healthy relationship with white associates and view white culture for its strengths and weaknesses.

In the fifth and final stage, internalization/commitment, the individual has a long-term commitment to an optimal worldview toward all people. In addition, there is a desire to free the world from all forms of oppression. The behavioral style in this stage is one of activism at the individual and the community level (Helms, 1990).

Helms' model has been used extensively in racial identity development research and has been investigated quantitatively and qualitatively. Another reason for the popularity of this model is its direct link to instruments that measure the stage from which an individual operates consistently (Helms, 1990; Helms & Parham, 1985). Yet, gaps in the literature remain, as most racial identity development research has examined adults rather than adolescents (Carter, 1991; Helms, 1990; Hopson & Hopson, 1990; Kambon, 1990; Parham, 1993).

Gender differences concerning general identity issues have been an area of concern for some researchers (Bee, 1994; Craig, 1992; Gilligan, 1982). However, the gender issue with regard to racial identity development is still unclear. Even though the cognitive, moral, and social development of adolescents has been studied, the area of affecting change in adolescents needs investigation.

The majority of studies investigating racial identity development and promoting that development comes from multicultural counselor training (Vinson & Neimeyer, 2000). Some of these studies are qualitative and provide very useful information. Kiselica (1999) found that counseling trainees report a change in their perception regarding their prejudicial attitudes toward people who are different from them. The inability to measure prejudice reduction through formal measures, however, makes it unclear just how much change took

place in these individuals. Furthermore, the use of single courses to facilitate such changes contains too many confounding variables.

Ponterotto (1998) suggested that the area of racial identity development and promoting its growth through courses or training needs a more qualitative model. He suggested using intensive life histories, oral histories, and case studies to investigate the themes that affect racial identity development. In addition, he suggested that the quantitative relationship between higher level of racial identity development and training needs to be investigated.

### Mentoring

Mentoring dates back to the classical Greek era when Odysseus (King Ulysses) asked a trusted friend, or mentor, to help his son become an effective leader (Scott, 1992).

Mentoring also has a long-standing tradition in many African cultures and is an essential custom. In many villages, young men and women are taken from the village to receive training from their same-sex elders. After this period of training or mentorship, the adolescents return to the village as adults. This process is most commonly known as a rite of passage.

According to Struchen and Porta (1997), mentoring can be defined as a “one-to-one relationship between a pair of unrelated individuals, usually of different ages, which is developmental in nature” (p. 120). Mentors who create the most satisfying relationships with their mentees often are older, more mature, and unexploitive and have a desire to assist in the positive development of their mentee’s character and competence. The mentor–mentee interaction typically occurs on a regular basis and over an extended period of time. The mentor’s guidance provided to the mentee may be viewed as instructional, inspiring, and

challenging (Freedman, 1993). From their research, Levinson, Darrow, Klein, Levinson, and McKee (1978) described mentoring as the essential way for males to develop effectively, implying that males need other male role models to assist in their growth and development. He claimed that the mentoring relationship is one of the most significant to the success of all men.

Mentoring in the United States began largely in the business arena and then branched out to the fields of medicine, psychiatry, and counseling (Atwood, 1979; Boorman & Colson, 1984; Burton, 1977; Peace, 1995; Singer, 1982). Historically, mentoring was used to groom the most promising and talented individuals into leadership positions. These individuals most often were white males, leaving women and minorities to be excluded from the mentoring process. Mentoring today has become a viable practice to empower individuals to become more successful. Some mentoring programs focus on providing positive, caring, and supportive role models for at-risk youth who may be faced with academic difficulties, criminal activity, abuse and neglect, gangs, and drugs and alcohol abuse (Guetzloe, 1997; Holland, 1996; Jones-Brown & Henriques, 1997; Royse, 1998; Townsel, 1997). According to Freedman (1993), the essential qualities for a mentoring relationship necessary to reach disadvantaged youth are commitment, emotional openness, and intensity.

Over the past two decades, many mentoring programs have used mentoring as their initial approach or one of their significant modes of intervention (Scott, 1992). To meet the needs of at-risk youth, most of the mentoring programs develop a curriculum that incorporates academics, moral development, interpersonal skills, and a combination of career and vocational exploration and training (Jones-Brown & Henriques, 1997). Several researchers (Freedman, 1993; Saito & Blyth, 1992; Sipe, 1996) examined the essential

components for a successful mentoring program. The programs that Saito and Blyth (1992) noted as having a significant effect incorporated a systematic way of selecting and training the mentors, recruiting mentors whose expectations correspond with program goals, using a program design that fosters open communication and provides adequate support to the mentors, and allowed mentors to participate in program-supported social events with their mentees. According to Dr. Woodrow Parker, of the University of Florida, the key program elements that are effective when working with African American males are (a) selecting mentors who are devoted to improving the lives of young African-American males and who are willing to uphold the philosophy of the program; (b) developing a training model that incorporates elements, such as cultural identity, taking responsibility, building self-esteem, moral development, problem-solving, and spirituality; and (c) implementing the group process into the program structure (Majors & Weiner, 1995).

However, one of the major barriers to the success of mentoring programs has been the lack of mentor training (Guetzloe, 1997; Jones-Brown, & Henriques, 1997; Rockwell, 1997; Struchen & Porta, 1997). Adhering to Guetzloe's (1997) recommendation to provide consistent supervision and support to mentors and increasing the length, content, and practicality of training, a comprehensive mentoring program that incorporates the foundations of the counselor–mentor could prove to be an effective model for training mentors or advisors.

The counselor–mentor model, which is based on the teacher–mentor model, promotes skill development of counselors and teachers by training veteran teachers and counselors to become mentors of first-year teachers and counselors (mentee) (Peace, 1995; Sprinthall & Thies-Sprinthall, 1983). The model trains mentors in supervisory skills and focuses on

promoting mentee growth. The mentors are taught adult developmental theory and supervisory skills by using Joyce's training model (1990), which consists of describing the model, demonstrating, planning, peer teaching, and finally adapting and generalizing the model. The mentors acquire these supervisory skills so they can promote the growth of induction-level educators. Counselor-mentors also self-evaluate the following supervisory tasks: conducting a helping relationship conference, using active listening skills, helping a mentee to evaluate session goals, evaluating counseling behavior goals, and matching and mismatching support to promote increased levels of growth through guided reflections and self-assessment tools to address mentee concerns. Additionally, the counselor-mentor model provides opportunities for the supervisor to address multicultural issues with their supervisee during the discussion of counseling behavior focus and session goals. Counselor and teacher mentor models have provided a systematic way for meeting the induction period needs of counselors and teachers.

As a direct result of mentor models, support groups for counselors and teachers have developed. There is a need for support groups because these groups can foster collaboration between novice teachers and educational professionals as well as promote greater multicultural awareness. Paisley (1990) found that counselor-led groups were effective in moving novice teachers from one level of concern to a more advanced level, which supports similar findings by Fuller (1969). Reiman, Bostic, Lassiter, and Cooper (1995) demonstrated that counselor-teacher co-led groups are effective with novice teachers and that group leaders also had a more favorable view of their counterpart's abilities and skill levels. Holloway and Wampold (1986) indicated that counselor mentees and teacher mentees at higher stages of concern have a greater sympathetic communication and reduction in

prejudice. Bobo, Hildreth, and Durodoye's (1990) research of multicultural awareness groups found that focusing on cognitive and experiential activities help teachers develop greater multicultural awareness.

The effectiveness of counselor–mentor programs and the interdisciplinary approach to co-leading groups suggest that a model for an adolescent male mentoring program, as proposed in the present study, based on the literature and in part on the counselor–mentor model might prove effective. This proposed program would have to meet certain criteria. First, the mentoring program must have a solid curriculum that can be evaluated and be structured so that for anyone can work with the program. The curriculum would include the following constructs from the Wheel of Wellness: wellness, career exploration, leadership development, community service, communication skills, conflict resolution, cultural awareness, identity development, assertiveness training, and critical thinking skills (Meyers, Sweeney, & Witmer, 1999). Second, the curriculum must be taught in a manner that will promote growth for adolescent males. Following Joyce's training model (1990) and requiring mentees to reflect on their learning could effectively accomplish this goal. The third point is the need for an interdisciplinary pairing of advisors or mentors. Teachers and counselors, social workers and parents, or other such combinations are advised. Therefore, the program could be replicated in areas with and without a wealth of resources. Finally, mentoring provides another avenue for group work, especially for populations resistant to traditional group therapy.

### Rites of Passage

Rites-of-passage research owes much to anthropologist Van Gennep who theorized that every society contains within it several distinct social groupings, yet these social

groupings have a wide degree of similarity among ceremonies. Each social grouping has ceremonies around birth, childhood, puberty, marriage, pregnancy, fatherhood, initiation into religious society, and funerals. Van Gennep's model is comprised of three stages, one to separate individuals from their old role, one to transition to a new identity, and one to internalize their new identity. Dunham, Kidwell, and Wilson (1986) adapted van Gennep's model and developed the ritual process paradigm (RPP). The RPP is an attempt to connect developmental process with rites-of-passage process. The RPP consists of four stages: preparation, separation, transition, and reincorporation. There are also 14 sub stages that describe the process of establishing a new identity. Dunham et al. indicated that rites-of-passage programs serve to acknowledge a clear change in status of individuals in a particular culture. These programs provide a cultural definition for a metamorphosis that cannot be undone. Rites-of-passage programs are considered part of the culture's system for defining cultural expectations of the individual.

Historically, rites-of-passage research was based on dominant culture discourses. African-centered rites-of-passage programs offer another paradigm. African rites-of-passage programs center on communal rituals that affirm unity and cohesiveness. Elders of the family or clan are responsible for those initiated into adulthood by serving as mentors. They teach coping skills that the young adult male will need to survive the harsh realities of the world. There is application of knowledge attained, sense of self, coping skills, and a sense of centeredness and connections to the community at large.

Research shows that many of the problems adolescents face are affected by their inability to make a successful transition through each stage of development, from childhood and adolescence to adulthood. School-based research indicates declines in academic

performance, participation in extra-curricular activities, and perceived quality of life (Barone, Aguirre-Deandreis, & Trickett, 1991; Hirsch & Rapkin, 1987). Other problems are increases in psychosocial stress, poor self-concept development, inadequate socialization behaviors, and inability to consistently access the economic infrastructure (Hare & Hare, 1985; Hirsch & Rapkin, 1987; Kaplan, Martin, & Robbins, 1984; Ogbu, 1982; Oliver, 1989; Sommer, 1985; Spencer, 1987).

Watts (1993) examined 40 manhood development programs. Consistency among the programs was found in the need for family involvement, incorporation of culture, self-esteem, and empowerment. Other major themes were an emphasis on community service and the recognition of the role of spirituality.

Adolescent rite-of-passage interventions have proven effective tools in assisting adolescent transitions. Rites-of-passage programs are structured to provide a formal process by which students can gain a stronger self-concept. Students participating in such programs are believed to cope more effectively with the challenges of adulthood. It is essential that these programs and interventions be based on sound conceptual social theory and in an Afro-centric worldview, especially if African-American males are involved (Bird, 1980; Dunham, Kidwell, & Wilson, 1986; Fasick, 1988; Ginzberg, Berliner & Ostow, 1988; Hare & Hare, 1985; Hawkins & Weis, 1985; Hill, 1992; Oliver, 1989; Warfield-Coppock, N., 1992).

The Adolescent Development Pathways Paradigm (ADPP) (Brookins, 1996) provides a theoretical model based on the developmental and ecological literature of ethnic identity development. ADPP provides a model for establishing rites-of-passage programs that are responsive to the needs of African American youth. Although based on the ritual process

paradigm, the ADPP has placed more emphasis on ethnic identity development. There are four stages: preparation, separation, transition and reincorporation.

Preparation begins the delineation of the old childhood identity and a new awareness of personal and ethnic characteristics. This delineation occurs through an initial passage ceremony and information session. The participants are educated concerning their old role of childhood and how it plays into their development over their lifespan. There should be an emphasis on the process and its applicability to community development. The activities involved in the preparation stage contribute to the participants' ethnic awareness, self-esteem, self-efficacy, positive views toward the African-American group, and awareness of social and gender roles (Brookins, 1996; Dunham, et al., 1986; Peace, 1995).

Separation in the ADPP model coincides with the moratorium stage proposed by Marcia (1981) and Phinney (1989). The participant is aware of the process of transition and the development of a new identity to apply to the new environment. The individual is expected to acknowledge new and unexplored roles with their own unique set of responsibilities. During this stage the participant may experience feelings of fear, uncertainty, depression, and anxiety. This period of disequilibrium is necessary to promote growth and development of the adolescent.

The transition stage of the ADPP has sub stages of numinosity, accommodation, and ecstasy. Numinosity is described as a period of waiting, having a respectful attitude and openness toward one's destiny. It provides an opportunity to examine one's beliefs and values with respect to new information learned from the larger community. This sub stage mirrors Cross's (1991) encounter stage if the experiences are internalized. Accommodation is directly related to the participants' development and application of new cognitive skills. The

idea of group worth and belief in the importance of the group is seen at this stage. This stage is also when African American youth must develop psychological coping skills needed for a healthy ethnic concept. Ecstasy occurs when the participants have positive feelings of satisfaction. They understand and accept their new roles. During this stage, activities that challenge the student to communicate with adults are emphasized (Brookins, 1996; Marcia, 1980).

Reincorporation is where transcendence is said to occur. The student acknowledges that the old identity has been shed and accepts the new identity. There is a ceremony where commitments to family and community are made and demonstrated through continual participation in community service activities. It is important to note that the student is still developing cognitively with regard to his or her racial identity. Marcia (1987) indicated that identity development continues through adulthood and is rarely achieved in adolescence. Brookins (1996) reinforced the notion that continual development should be emphasized in the rite-of-passage ceremony: "The ADPP is a socialization process designed to promote a collective ethnic identity that is consistent with a particular set of worldviews, values and competencies" (p. 12). Ethnic identity is described as a collective identity based on the group commonalities yet still being sensitive to the individual's development. Brookins summarized his model as follows:

an expansion of the identity knowledge gained from other developmental periods, the completion of and separation from childhood roles, coming to terms with fear and anxiety of previously unexplored roles and responsibilities, learning to attach meaning to personal and group-based knowledge and experiences, exploring and

developing commitments in a variety of identity domains and the reemergence of a new outer identity. (p. 12)

Brookins was quick to point out that the ADPP provides only a framework for rites-of-passage programs. The community should determine the structure of the program and the elements for inclusion. Brookins also suggested using other interventions that are designed similarly around the needs of the students in that particular community. Finally, Brookins indicated a need for further research of instruments to measure ethnic identity constructs and the process of that development. There has been little research of interventions that revolve around the ADPP.

The literature also expressed a need for case studies to provide valuable information on the process and outcome of Afro-centric based rites-of-passage programs (Watts, 1993). This theme has become more prevalent since 1996 and is consistent regardless of the discipline from which rites-of passage research is viewed (Gavazzi & Alford, 1996; Harvey & Rauch, 1997; Mutisya, 1996). In rites-of-passage studies from the social work, psychological, public health, educational, and community-based perspectives, common themes are increased self-esteem, making commitments, change in identity, new skill development, new cognitive skills, new social skills, and improved identity development. However, there is little qualitative information to highlight the student's perspective. Their voice has not been heard. The present study will address this void in the literature.

#### Advisor–Advisee

Advisor–Advisee programs were created to provide students the opportunity to develop self-understanding, positive self-esteem, a close relationship to a faculty member, and close parental relationships. The structure of advisor–advisee programs varies. Students

are assigned for 1 year or all 4 years. The organizational structure may include mixed-grade students or single-grade levels. The advisor–advisee program sets a school-wide structure that focuses on students getting acquainted, setting goals, and completing service learning through games, projects, and community service (Burkhardt, 1984; Dale, 1993, 1995; Goldberg, 1998; James, 1986; Kratzer, 1984; Linton & Forster, 1990; Manning & Saddlemire, 1996).

Ineffective leadership, unclear goals, poor coordination, and scheduling complications are potential disadvantages of advisor–advisee programs. Other disadvantages are poor staff development and a lack of stakeholder buy in. These problems can lead to poor follow through, poor communication, and student distrust (Burkhardt, 1984; Dale, 1993, 1995; Goldberg, 1998; James, 1986; Kratzer, 1984; Linton & Forster, 1990; Manning & Saddlemire, 1996).

The benefits of advisor–advisee programs are that students are known by at least one adult in the school, and they participate in sessions to discuss issues they consider personally relevant. Students receive internship and mentoring opportunities, consistent career awareness and planning, and consistent academic advising. They also gain awareness of successful character traits and are involved in community service activities (Burkhardt, 1984; Dale, 1993, 1995; Goldberg, 1998; James, 1986; Kratzer, 1984; Linton & Forster, 1990; Manning & Saddlemire, 1996).

## CHAPTER III

### METHOD

#### Participants

The participants were current and former members of Theta Phi Psi Fraternity Adolescent Male Mentoring Program. At the time this study, the TPP program operated in two urban school districts in North Carolina. All active students were adolescent males enrolled in grades 9-12 in two high schools in the Wake County Public School System and three high schools in the Durham Public School System. The former members of the program resided in several locations in the United States. The following demographic information was collected: age, ethnicity, geographical location, educational level, and career information. Participants were in pre-assigned and nonrandom groups.

Thirty-five of the 58 current TPP members completed the survey for a return rate of 60%. Ten of the 195 graduates of TPP completed the survey for a return rate of 5%. The overall return rate of this study was 5.6%. Part I of the survey was used to obtain demographic information on the participants. There were a total of 45 respondents that characterizes the data analysis.

#### *Age*

The current age range of participants was from 14 to 30 years old. Twenty percent of the participants indicated that they were currently 17 years old. The next highest percentage at 15.6% each was for ages 15, 16, and 18. Only 6.7% were age 14. Participants age 19-30 accounted for 26.7% of total respondents. Nearly half of the respondents (46.6%) indicated that they joined TPP between the ages of 14-15, 31.1% indicated that they were age 16 when they joined, and 20% indicated that they were 17.

### *Grade*

Thirty-five of the 45 respondents answered the current grade level question. High school freshmen comprised 11.4% of the total sample. Sophomores were 22.9%, juniors-25.7%, and seniors were 28.6%. The number of respondents who were college freshmen and sophomores were each 5.7%. Of the forty-three respondents to the question of “grade when you joined TPP”, 34.9% were freshmen, 32.6% were sophomores, 27.9% were juniors, and 4.7% were seniors.

### *GPA*

Thirty-five of the 45 respondents answered the G.P.A question upon program entrance question. Four students indicated a GPA below 2.0. Thirteen respondents indicated a 2.0-3.0 and 18 indicated a 3.0-4.0. All but 1 of the respondents to the GPA at graduation indicated a GPA higher than 2.0.

### *Ethnicity*

Thirty-eight of the respondents identified themselves as African-American, 2 as Caucasian, 2 as Multi-racial, and 2 as other. Two did not identify an ethnicity.

### *Chapter*

There were respondents from each of the five chapters of TPP. Seventeen from Alpha chapter, 6 from Beta Chapter, 2 from Gamma Chapter, 14 from Delta Chapter, and 4 from Epsilon Chapter. Two people did not respond to the item.

### *Highest Degree*

Of the 10 graduate respondents, 6 indicated that a GED/High School Diploma was their highest diploma/degree earned. One indicated an associate's degree, 2 a bachelor's degree, and 1 a master's degree.

### *Current Occupation*

Nineteen of the respondents indicated a current occupation. The most frequent career was student. Two respondents indicated TPP and machine operator respectively. There was a wide variety of careers listed from the remaining respondents.

### *Community Service*

Ninety percent of the respondents indicated that they were actively engaged in community service or mentoring activities. The mean number of hours per week was 9.5 hours.

### *Curriculum Description*

The researcher has been intimately involved in the development of the Theta Phi Psi Fraternity Adolescent Male Mentoring Program from its inception in 1991 (see Appendix A). Several male students approached the researcher about being the advisor to the Theta Phi Psi school club. The researcher agreed with several conditions. The first was that the students would have to complete research on and develop the fraternity name, constitution, colors, and fraternity handshake. The second condition was that the students would have to be committed to executing monthly community service projects. The third condition was that students would have to agree to academic requirements and monitoring of their academic progress. The final condition was the development of disciplinary guidelines with agreed-upon consequences. The researcher has continued to modify and improve the program over

the past 12 years. The program currently has five chapters in the Durham and Wake County Public Schools. Adult male advisors trained by the researcher lead each chapter.

#### Rites-of-Passage Component (Phase 1)

The curriculum of the mentoring program began with the Rites of Passage. This part occurred over the first 9-week period after the students had been interviewed and accepted for membership. The students were required to attend educational sessions led by the advisors and select members of the fraternity. In these sessions, they were taught:

1. Parliamentary Procedures using Robert's Rules of Order
2. Goals of Theta Phi Psi
3. History of Theta Phi Psi
4. The Constitution of Theta Phi Psi
5. The Importance of Community Service
6. Basics of "Stepping" (a unique form of rhythmic dance)
7. Basic Communication Skills
8. Basic Character Traits (respect, integrity, perseverance, honesty etc.)
9. The Importance of Goal Setting & Life Planning.

After approximately 9 weeks of training, a small ceremony was held during which the participants receive their shirts with the fraternity logo, and they are given a unique African or symbolic name that has a meaning to match the student's character revealed during the rites of passage. Food was usually served at this celebration of new members. Phase 1 was only the beginning of the journey.

### Mentoring Component (Phase 2)

Phase 2 lasted anywhere from a few months to years, depending on when a student joined Theta Phi Psi. The group met every week for 1 to 2 hours. However, the meeting schedule was modified to meet the needs of each community. The curriculum encompassed an entire semester of activities that can be repeated or modified for the second semester.

For Phase 2, students basically followed the curriculum for the program. The general format for every meeting was guided by a written agenda. The student officers conducted a business meeting according to a written agenda developed by the president and advisor(s) that lasts no longer than 30 to 45 minutes. Once the business meeting has concluded, the advisors were to teach one of the curricular units for 30 to 45 minutes, which was then followed by a Rap Session of no longer than 1 hour. The Rap Session provided a forum for the members to discuss issues that affect them. These discussions related to any topic of concern to adolescents. The following curricular topics were under development:

1. Role Model Speakers from Local Universities and Various Community Agencies
2. Big Theta Program
3. Developing Community Service Programs Based on Community Needs
4. Goal Setting
5. Study Skills
6. Spirituality
7. Leadership Development
8. Field Trips to Expose Students to Various Cultures and Experiences Foreign to their Local Community or Experience
9. Career Development

10. Course Planning and Tutoring
11. Nutrition
12. Exercise
13. Stress Management
14. Gender Identity
15. Cultural Identity
16. Self-Care
17. Character Education
18. Problem Solving and Critical Thinking Skills
19. Emotional Awareness and Coping
20. Exploration of the Cultural Arts
21. Test-taking Skills

#### Instrumentation

Data acquired from a prior survey of former members of the TPP program were used to develop a more comprehensive survey for the present study. The content of the present survey items were based on the research objectives presented at the close of Chapter I. Expert judges determined whether the items were representative of the research objectives, providing evidence of content validity. Three advisors were selected to review the survey. Each advisor was asked to match the research objectives with the various parts of the survey. The objectives were listed in random order to prevent any linear connections to the survey parts. All three advisors were able to match the research objectives with the appropriate part of the survey. A copy of the survey is in Appendix B.

## Procedure

### *Data Collection*

Current advisors were asked to collect email and mailing addresses of current and former TPP members. The investigator distributed the survey electronically or via the U.S. Mail to all current and former TPP members identified in the first step. In addition, advisors were able to administer the survey to all current members during a regularly scheduled meeting. A cover letter explaining the study provided informed consent (see Appendix C). All respondents were required to sign the informed consent form. In addition, if respondents were minors, parents were also required to sign the consent form.

The survey was mailed and emailed to current and former members a second time to increase the response rate. Due to the low return rate from graduates and that many of the students were still enrolled in college, the researcher decided to email the survey a third time to students via their student accounts at their respective universities or colleges. The low return rate among the graduates impacted the ability to fully determine the graduates' experiences in the TPP program.

### *Data Analysis*

Likert-type, rank ordering, descriptor selecting, and single sentence responses were analyzed descriptively, using percentages and means and standard deviations as appropriate for each item within clusters of like items. In addition, qualitative measures were utilized to analyze the narrative response.

Each participant's response was recorded verbatim without any corrections to grammar, sentence structure or spelling. Each response was then grouped into broader categories or themes.

## CHAPTER IV

## RESULTS

## Perceived Level of Effect of Specific Components of TPP Program

On a scale of 0% (*No Influence*) to 100% (*Very Influential*) respondents were asked to rate how influential program components were on them. Table 1 provides means, standard deviations, and sample sizes for each item in this section of the survey. The means were quite high across all items, and standard deviations indicated respondents who were either outliers or misread the directions.

Table 1

*Perceived Level of Effect of Theta Phi Psi Program on Participants*

Survey Questions	<i>M</i>	<i>SD</i>
To what extent did your experiences in Theta Phi Psi have a positive impact on you?	92.91	16.201
To what extent did your relationships with your advisor(s) have a positive impact on you?	90.91	17.588
To what extent did community service activities have a positive impact on you?	85.70	19.596
To what extent did Rites of Passage/Membership Intake have a positive impact on you?	94.00	10.090
To what extent did the relationships with your brothers have a positive impact on you?	94.44	10.347

*Note.*  $N = 45$ .

### Perceived Order of Importance of the TPP Program Components

Respondents were asked to rank order program features of the TPP Program. The ranks range from 1 (*most important*) to 10 (*least important*). Only 33 of the 45 respondents accurately completed this question. Respondents who did not follow directions were excluded from the analysis. In a few cases where respondents indicated one tie (e.g., listing a rank of “4” twice but otherwise following directions), a ranking was randomly assigned to one of the two indicated categories and subsequent ranks were adjusted. Means and standard deviations are found in Table 2.

The rankings were as follows: Rite-of-Passage, Leadership, Community Service, The Big Theta Program, Individual Meetings with Advisors, Rap Sessions, Business Meetings, Guest Speakers, and Other.

Table 2

#### *Rank Order of Importance of Theta Phi Psi Components*

Survey Questions	<i>M</i>	<i>SD</i>
Rites-of-Passage--Membership Intake	2.42	1.821
Leadership	3.09	2.052
Community service	3.30	1.551
Big Theta program-- mentoring middle, elementary or other high school students	5.06	2.249
Individual meetings with advisor(s)	5.06	2.692
Rap sessions	6.06	1.968
Guest speakers	7.03	2.023
Field trips	7.73	1.755
Other <sup>a</sup>	8.50	2.606

<sup>a</sup>*N* = 20, all others *N* = 33.

#### Part IV Level of Agreement between Participant's Perceptions of TPP Program Outcomes and Those of Program Developer

Respondents were asked to indicate if they strongly agree, agree, neutral, disagree, or strongly disagree to 12 statements about the TPP Program as presented in Table 3. None of the 12 statements regarding program features were rated in the “disagree” or “strongly disagree” categories by the participants. The data for the purposes of this study were characterized by the percent in the strongly agree versus agree versus the neutral categories. The item receiving the highest percentage in Strongly Agree section were: “The sense of brotherhood is/was important to me”, The “Rites of Passage/Membership Intake”, “A chapter advisor who listened to me”, “Having an advisor who was accessible”, Community Service, “Learning to conduct business meetings”, “the Big Theta Program”, “Rap Sessions”, “Having an Advisor who was a school counselor”, “learning to become an officer” and “interview to join having a positive impact.”

#### Part V Reason Why Participants Joined TPP

Respondents were asked to circle words that described why they joined TPP. The descriptors and the percentage of time they were selected by respondents are listed in Table 4. Of the most important reasons, leadership was the most frequently selected reason (98%), followed closely by community service (89%). Respect was the least selected (13%) as a most important reason for joining.

Table 3

*Participant Ratings of Value of Theta Phi Psi Program Components*

Component	Strongly Agree (%)	Agree (%)	Neutral/NA (%)	Disagree (%)	Strongly Disagree (%)
The interview to join had a positive impact on me	31	44	24	0	0
The Rites-of-Passage/Membership Intake is valuable part of the Theta Phi Psi Fraternity	84	16	0	0	0
The monthly community service activities are an important part of the Theta Phi Psi Fraternity	53	38	9	0	0
Learning to be an officer is an important part of Theta Phi Psi	36	56	9	0	0
Learning to conduct business meetings is an important part of the program	49	40	11	0	0
Guest speakers are important in Theta Phi Psi	27	34	39	0	0
The RAP Session/Small-group discussions are important to Theta Phi Psi	41	46	14	0	0
Having a chapter advisor who listened to me is/was important	84	13	2	0	0
The sense of brotherhood is/was important in Theta Phi Psi	89	11	0	0	0
The Big Theta Program of helping middle/elementary or freshmen is/was important to Theta Phi Psi	49	31	20	0	0
Having an advisor who was accessible is important	60	36	4	0	0
Having an advisor who was a school counselor is important	40	38	22	0	0

*Note.* Percentages do not always sum exactly to 100 because of rounding.

Table 4

*Reasons for Joining Theta Phi Psi*

Word/Phrase	Percent
Leadership	98
Community Service	89
Mentoring	60
Honor	51
Academics	49
Popularity	47
Helping	44
Brotherhood	40
Looks good on transcript	40
Curious	36
Understanding	31
Club	24
Belonging	22
Safety	20
Respect	13

### Perceived Characteristics of an Effective Chapter Advisor

Respondents were asked to circle descriptors that described an effective chapter advisor. Counselor and caring were tied at 84% for the top characteristic of an effective advisor. Famous was rated lowest at 11%. Table 5 summarizes the findings.

Table 5

#### *Aspects of an Effective Theta Phi Psi Chapter Advisor*

Word / Phrase	Percent
Counselor	84
Caring	84
Firm	80
Male	78
Made me feel good	73
Tell the truth	69
Approachable	64
Mentor	64
Accessible	56
Listener	56
Consistent	51
Teacher	51
Leader	49
Big Brother	44
Coach	36
Athlete	27
Spent time with me	24
Father figure	24
Famous	11

## How TPP Influenced the Participants

Respondents were asked to describe in one sentence the most important impact the TPP experience had on them. Qualitative data were recorded as written (see Appendix D). Seidman (1991) discussed the importance of recording responses in the first person to ensure that the voice of the individuals is heard. The following themes were generated from the respondents: brotherhood, community service, leadership, adult support/role model, peer support, development into an adult, and confidence. Excerpts upon which the themes were based are presented in Table 6.

Table 6

### *Influence of TPP on Participants*

Theme	Response
Brotherhood	<ul style="list-style-type: none"> <li>• The Theta Phi Psi experience taught me the importance of teamwork, resiliency, mental endurance, and leadership; all of which will be necessary components for having a successful career in the future.</li> <li>• The impact TPP had on me is to be a go getter, help others in need, listen, and.</li> <li>• The most important impact that Theta Phi Psi had on me was Brotherhood that is everlasting most of all care for others. Thank you Mr. P.</li> <li>• The most impact was brotherhood. At times we did not have it, but it became more efficient at a later date with all of us.</li> <li>• Theta Phi Psi provided a bonding experience that I believe has aided thus far and quite possibly in my future endeavors.</li> <li>• Being a part of a brotherhood and being a part of my community.</li> <li>• When you feel like there was no where else to go and no sense of family in your life Theta is there.</li> <li>• Theta Phi Psi has taught me many life lessons such as brotherhood, respect, caring, responsibility, amount others.</li> <li>• It's something everyone should experience cause it teachers you about respect and responsibility most important brotherhood.</li> <li>• The most important impact the TPP experience had for me is my sense of brotherhood and friendship.</li> <li>• 12/6/05 when my line "Essien" crossed I felt we bonded and became really close. Our big brothers had an impact on me.</li> <li>• The sense of brotherhood formed between former strangers.</li> </ul>

*(table continues)*

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Theme	Response
Community service	<ul style="list-style-type: none"> <li>• The feeling of brotherhood and acceptance into a great big family.</li> <li>• TPP inspired me to do better and when I have no one to talk to I call up da bros so brotherhood has been a great experience.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>• Theta Phi Psi is a way for me to help the community and give back to those who help me.</li> <li>• Theta Phi Psi taught me to believe in myself and the impact that I can have on the world.</li> <li>• It taught me discipline and respect.</li> </ul>
Adult support / role model	<ul style="list-style-type: none"> <li>• It has taught me how to be a leader.</li> <li>• It has taught me to be a leader.</li> <li>• Theta Phi Psi had a major impact on my leadership skills.</li> </ul>
Peer support	<ul style="list-style-type: none"> <li>• I feel I can talk to my advisor about anything and trust him like a father. I'm a better person and learned to step. Great experience.</li> </ul>
Development into an adult	<ul style="list-style-type: none"> <li>• The most important impact was gaining brothers who have my back.</li> <li>• The friends I made during the intake process.</li> <li>• How much it has opened my eyes to doing a lot more than what life offers.</li> <li>• The impact it have on me is that I am making better grades that I ever made.</li> <li>• Having fun with peers.</li> <li>• All for one and one for all.</li> <li>• The thing that really kept me in Theta Phi Psi is what that it kept me off the streets and out of trouble.</li> <li>• Just having someone to talk to.</li> <li>• Intake process had an important impact on me.</li> </ul>
Confidence	<ul style="list-style-type: none"> <li>• It teaches you to become a man and become more responsible for your actions. TPP is an organization that brings boys to men.</li> <li>• As a member of Theta Phi Psi I was exposed to strong male role models in the community who were affecting change; which inspired me to replicate similar behaviors and take my place as the next generation of community leaders.</li> <li>• Not only did TPP help me grow mentally and collectively, TPP is one of the reasons why I am the father my kids need me to be.</li> <li>• It turned me from a boy into a strong, intelligent and responsible young man that I am today. Brotherhood, Love and Commitment.</li> <li>• Meeting new people that I never thought I would come in contact with. Theta also turned me from a boy to a man.</li> <li>• In intake learning what I thought I couldn't and having the brothers of TPP behind me to complete it and advisor also.</li> <li>• It helped me become more active and aware of things.</li> <li>• When you felt like there was no where else to go and no sense of family in your life Theta is there.</li> <li>• Theta helped me get a sense of brotherhood and is helping me with my grades.</li> <li>• Theta Phi Psi Fraternity has helped me have confidence and self-assurance that I did not have prior to joining.</li> <li>• Theta has given me street smarts and wisdom.</li> <li>• It gives you a sense of honor about yourself.</li> </ul>

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## CHAPTER V

### DISCUSSION

The research was designed to determine the perceived effect of an adolescent male mentoring program on participants. A researcher-designed survey was developed to answer the following research objectives: (a) to identify the perceived level of effect that specific components of the Theta Phi Psi Program had on participants, (b) to identify the perceived order of importance that components of the Theta Phi Psi Program had on participants, (c) to identify the level of agreement between participants' perceptions of Theta Phi Psi Program outcomes and those of the program developer, (d) to identify the reason why participants joined Theta Phi Psi, (e) to identify the perceived characteristics of an effective chapter advisor, and (f) to give voice to how the TPP Program influenced them. In addition, an open-ended question was utilized to add the participant's voice to research findings. After the survey questions were developed, expert judges who are current advisors to the Theta Phi Phi Program completed a content-validity item analysis. Revisions were made and the survey was distributed to currently enrolled high school members and graduates via email, mail and direct instruction via business meetings of the TPP.

Part II of the survey consisted of items to identify the perceived level of effect that components of the Theta Phi Psi program had on participants. The participant's responses to all of the questions were above average. The "extent that the relationships participants had with their brothers" received a score of 94.44%. Part IV reveals that 40% chose "brotherhood" as a reason they joined. In the context of psychosocial development, Akos (2000) described the importance of groups led by counselors (adults) in which participants

are able to learn new behaviors by modeling and observing their peers. This was evident in statements made by the participants in regards to the importance of brotherhood:

TPP inspired me to do better and when I have no one to talk to I call up da bros so brotherhood has been a great experience.

The most important impact the TPP experience had for me is my sense of brotherhood and friendship.

The most important impact was gaining brothers who have my back.

The friends I made during the intake process.

With regard to cognitive development, adolescents operate within the stage of formal operations. This period of being able to reason and view things from different standpoints was also evident in participants' responses. One said, "The impact TPP had on me is to be a go getter, help others in need, listen, and . . . ." Another stated, "The most important impact that Theta Phi Psi had on me was Brotherhood that is everlasting most of all care for others. Thank you Mr. P."

The "extent that the "Rites-of-Passage/Membership Intake" had on participants" received a mean score of 94.00%. Part III of the survey looked at the perceived order of importance (1 = *highest*) yields a similarly high rank given to the rites-of-passage/membership intake at a mean rank of 2.42. Part IV, which looked at the perceived level of agreement between participants perceptions and outcomes of the developer, provides further evidence that students perceive the rites-of-passage/membership intake as a valuable part of the program with a strongly agree percentage of 84%. Research in the area of Rite-of-Passage indicated that it is an effective tool in assisting adolescent transitions. Students

participating in such programs are believed to cope more effectively with the challenges of adulthood (Bird et al.). The logic seems to be supported by participant statements:

The Theta Phi Psi experience taught me the importance of teamwork, resiliency, mental endurance, and leadership; all of which will be necessary components for having a successful career in the future.

It turned me from a boy into a strong, intelligent and responsible young man that I am today. Brotherhood, Love and Commitment.

The extent that experiences had a positive impact on participants received a mean score of 92.91%. Lerner (1999) indicated that individuals can change relatively easily through appropriate deliberate interventions. He believed that one's life could be improved through education and therapy. In addition to this concept, I believe that one's life can be improved through a purposeful program that is designed with the adolescent male in mind. The comments of the participants underscored this concept and the impact that TPP had on them:

It turned me from a boy into a strong, intelligent and responsible young man that I am today. Brotherhood, Love and Commitment.

It helped me become more active and aware of thing.

Meeting new people that I never thought I would come in contact with. Theta also turned me from a boy to a man.

The extent that relationships with one's advisor had a positive impact received a mean score of 90.91%. Part III of the survey reveals a mean ranking of 5.06 to the importance of individual meeting with the advisor. Part IV of the survey indicates an 84% strongly agree rate for having a chapter advisor who listened to them and a 60% strongly

agree rate to advisors who were accessible. Part IV also revealed that 60% chose “mentoring” as one of the reasons that they joined. Part III also indicated that the Big Theta program of mentoring other students had a mean rank of 5.06. Research indicated that mentoring is a successful intervention (Freedman, 1993). Peace (1995) developed a model to train counselor mentors that is grounded in cognitive developmental theory. In addition, mentor training has been shown to be effective if there is a standardized curriculum promoting growth for adolescent males and an interdisciplinary pairing of mentors. One participant statement indicated the importance of having a trained advisor: “I feel I can talk to my advisor about anything and trust him like a father. I’m a better person and learned to step. Great experience.” Advisor– Advisee research also indicated the importance of adults developing caring relationships with students (Burkhardt, 1999).

Although community service was rated lower than other items the mean is still quite high at 85.70%. Part III indicates that community service received a 3.30 mean rank in the perceived order of importance of program components. Advisor–Advisee research underscores the importance of service learning and community service for effective programs (Burkhardt, 1999), which is supported by the following participant comments:

Theta Phi Psi is a way for me to help the community and give back to those who help me.

Theta Phi Psi taught me to believe in myself and the impact that I can have on the world.

Part III of the survey consisted of items to identify the perceived order of importance that components of the TPP program had on participants. The participants gave the rites-of-passage/membership intake the highest rank of 2.42. Leadership (3.09), community service

(3.30), Big Theta program (5.06), individual meetings with advisors (5.06), rap sessions (6.06), business meetings (6.12) guest speakers (7.03), and field trips (7.73) reveal the perceived order of importance that components of TPP had on program participants.

The Adolescent Development Pathways Paradigm (ADPP) made connections between developmental, ecological and ethnic identity development of youth. Preparation is utilized in the TPP program in the information session and interview stage of the program. This begins the participants' education regarding their old roles and the awareness of how it plays into their development over the lifespan. This provided further support as to why participants see the rite-of-passage components as the most important component.

The preparation stage in the ADPP model is characterized in this study by the initial interview and information session. Phase I of TPP reflects the Separation stage in ADPP. The TPP intake process consisted of removing the participants from their old role and transitioning into a new identity and new environment. The participant may experience feeling of fear, uncertainty and anxiety. This period of disequilibria has promoted growth as evidenced by counselor mentor and teacher mentor research (Peace 1995, Sprinthall & Thies-Sprinthall 1983). Phase II of the TPP program in some sense may be considered an extension of the separation period and movement toward the final stages of transition and reincorporation. The ADPP model acknowledges the racial identity development stage of moratorium fitting into this stage. In addition, the influence of the cognitive development constructs from the counselor mentor model is evident as well.

This period allows for the continuity needed for development to occur. The role-taking components were addressed by the participants taking on new roles as officers, members and even mentors to other students. The reflection needed occurs through the rap

sessions and most recently through the addition of journaling. Support and challenge occur when participants met with advisors individually and when confronted by their peers.

Statements from the students revealed this development in the following examples:

It teaches you to become more responsible for your actions. TPP is an organization that brings boys to men.

As a member of Theta Phi Psi I was exposed to strong male role models in the community who were affecting change; which inspire me to replicate similar behaviors and take my place as the next generation of community leaders.

Theta Phi Psi taught me to believe in myself and the impact that I can have on the world.

Part IV of the survey consisted of items to identify the level of agreement between participants' perceptions of TPP program outcomes and those of the program developer. It is important to note that none of the participants disagreed with any of the program features as being important. Brotherhood received the highest *strongly agree* rating of 89% with the rites-of-passage and a chapter advisor who listened to me following at 84%. The remaining items are selected in order of their having the highest *strongly agree* and *agree* percentages. "Having an accessible advisor" was strongly rated at 60% and *agree* at 36%, while "community service" fell at 53% and 38% *agree*. "Learning to be an officer" (36% & 56%), "conducting a business meeting" (49% & 40%), "rap sessions" (41% & 46%), "Big Theta" (49% & 31%), "advisor who was a school counselor" (40% & 38%), "interview" (31% & 44%), and "guest speakers" (27% & 34%) are the remaining findings in numerical order.

Part V and VII of the survey consisted of items to identify the reason why participants joined TPP. Participants chose the following words at a rate of 51% or higher: leadership (98%), community service (89%), mentoring (60%), and honor (51%). Although brotherhood has been a consistent theme from the participants, it was selected as a reason for joining only by 40% of participants. This at first would appear to be odd. However, it would appear that brotherhood was a concept that was solidified after the rites-of-passage component. The student voice provides a peek into this line of thinking with the following comments:

The most impact was brotherhood. At times we did not have it, but it became more efficient at a later date with all of us.

12/6/05 when my line “Essien” crossed I felt we bonded and became really close. Our big brothers had an impact on me.

Part VII of the survey provides additional evidence from the student perspective of reasons they joined TPP in their own voice. The one-sentence responses from the students were grouped by theme. The following themes were developed: brotherhood, community service, leadership, adult support/role model, peer support, development into an adult, and confidence. It is evident from the sentences written that participants place a high value on brotherhood, which had 14 responses, the largest of any category: “Theta Phi Psi provided a bonding experience that I believe has aided thus far and quite possibly in my future endeavors”; “The most important impact the TPP experience had for me is my sense of brotherhood and friendship.” Examples like this underscore the importance participants placed on brotherhood.

Community service as mentioned in the advisor–advisee literature may be a focus and/or practical outcome of advisor–advisee programs. Participants cited community service as an important component: “Theta Phi Psi is a way for me to help the community and give back to those who helped me.”

Leadership was mentioned in several areas of the study as being important. Leadership development is also a potential outgrowth of structured advisor–advisee groups. Participants indicated that leadership as a necessary part of the program: “It taught me to be a leader.”

Peer support was another major theme from the students. Students indicated that: “All for one and one for all,” “The thing that really kept me in Theta Phi Psi is that it kept me off the streets and out of trouble,” and “The most important impact was gaining brothers who have my back.” Pollack (1998) indicated the importance of hearing the voice of adolescents as to what is important to them. Taking a mesosystem view of this implies that the participants are making linkages between one or more persons that they value and feel are influential in their development.

Development into an adult and confidence can be viewed through an adolescent developmental view. During the identity versus confusion stage individuals begin to be introspective. They develop their belief systems and quantify a personal identity (Eggen & Kauchak, 1999). Students state: “Not only did Theta help me grow mentally and collectively, TPP is one of the reasons why I am the father my kids need me to be.” In addition, statements like, “It helped me to become more active and aware of things” and “Theta Phi Psi Fraternity has helped me have confidence and self assurance that I did not have prior to

joining” underscore the reality that students are immersed in this stage and determining their personal identity.

Part VI consisted of items to identify the perceived characteristics of an effective TPP chapter advisor. Participants identified the following words at a rate of 50% or higher to describe an effective chapter advisor: counselor (84%), caring (84%), firm (80%), male (78%), made me feel good (73%), tell the truth (69%), approachable (64%), mentor (64%), accessible (56%), listener (56%), consistent (51%) and teacher (51%). The advisor–advisee research supports these findings. Participants benefit from being known very well by at least one person in the school. Participants develop positive self-esteem, increased self-understanding and more connected relationships to adults (Burkhardt, 1999).

### Summary

Ghandi once said that “Whatever you do will be insignificant but it is very important that you do it”. Even though this study was limited to a specific program for adolescent males with a small number of members, it was important to determine its effectiveness from the student’s perspective. In this age of accountability, it is important for practitioners to evaluate the program they put together for students in the name of guidance, support groups and counseling. Having the data to support your programs goes a long way with principals, teachers, other counselors, parents, and school boards.

In regards to the research objectives, the survey instrument was successful in capturing the information needed. It was evident that participants were able to identify the perceived level of effect that specific components of the TPP had on them. They rated all of the listed components in the above average range (see Table 1). Participants successfully indicated which program feature had the most impact on them by ranking them. The major

emphasis being on the rite-of-passage/membership intake portion of the program (see Table 2). It was evident from the participants that they consider all of the features important to them. This coincided with the author's desire to create a program that students would find beneficial (see Table 3). Participants were able to identify the reasons why they joined TPP with leadership being the highest selected reason (see Table 4). Participants were also successful at determining the characteristics of an effective advisor with the world of counselor and caring being selected most frequently (see Table 5). Participants were able to provide reasons they joined in their own voice through sentences of their own creation (see Table 6). This provided some interesting themes that even went outside of the survey instrument. Concepts of brotherhood, community service, and leadership peer support were included in the researcher's instrument. However, items like "developing into an adult," "peer support" and "confidence" were value-added information that might not have arisen without the open-ended question.

I was surprised that there were not more comments about the advisor relationship. I even anticipated that students would cite that more often than not. In addition, there were some features like role-model speakers that I thought would have had more impact than the students cited them.

#### Limitations

There were limitations to this study. First, the study was limited to students who were a part of the TPP program. While there is considerable information regarding members who are currently in high school, there were only 10 graduates who responded to the survey. Because graduates did not respond in larger numbers, one cannot compare and contrast graduates versus high school students. The low return rate and inadequate sample size is a

common difficulty (Heppner, Kivlighan, & Wampold, 1999). Students suggested that a higher return rate may have been achieved if surveys had been completed during high school homecoming football games when graduates were most likely to be in attendance.

A review of the survey items and directions would be helpful. Utilizing the students as experts to evaluate the survey instrument would have been helpful. This would allow for a thorough examination of directions to be sure that participants understood them. For example, a couple of data sets had to be statistically modified to correct for mistakes in ranking (e.g., a student giving the same rank to two items).

One survey did not provide enough information for more than a superficial analysis of TPP. A follow-up study with a larger percentage of respondents would be helpful. In addition, a qualitative study to determine what specifically about program features had an effect would be beneficial.

#### Implications for Practice

The goal of the study was to study the perceived effects of an adolescent male mentoring program on participants. The findings revealed that participants placed importance on all program features. However, the features, which clearly ranked higher and to a higher agreement level, were brotherhood, rites-of-passage, leadership, community service, mentoring other students, and relationship with advisors.

As one participant stated, “As a member of Theta Phi Psi I was exposed to strong male role models in the community who were affecting change; which inspired me to replicate similar behaviors and take my place as the next generation of community leaders.” It seems that TPP is seen by the participants as a valuable experience and have made some meaning in their lives. The program whether through modeling, relationship building,

improving self confidence and taking an active role in one's learning has provided skill sets that the participants deemed as important and crucial to their development.

In summary, this study does provide data as to what features of the TPP program that students find effective. The study also underscores the need for counselors/mentors to develop programs with direct connections to theoretical concepts. In addition, the need for advisor training is underscored based on the importance which participants place on advisors listening and being available.

#### Implications for Further Research

Confucius stated that “When you know a thing, to hold to that you know it, and when you do not know a thing to allow that you do not know it—this is knowledge. There were a couple of broad areas that merit further investigation. One was a further qualitative investigation of how students made meaning of program components, which, they have deemed important parts of the program based on the survey data. According to this study's results, participants found the program components important and valuable.

The other area would be the context of the advisor and advisee relationship. What specifically does the advisor say or do that creates the perception of a good advisor? Are there characteristics that one needs to exhibit in order to be perceived as a trustworthy advisor to the young men.

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## APPENDICES

APPENDIX A

Theta Phi Psi Fraternity Student Curriculum

# **Theta Phi Psi Fraternity**

## **Student Standard Curriculum**

*Developed by Marrius L. Pettiford*

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*Outline*

**Phase One - Interest Meetings & Educational Sessions**

I. Interest Meeting

- Introductions
- Purpose of Theta Phi Psi
- Brief History
- Meaning of Brotherhood
- The Positive Image of Theta
- What we are not
- Questions
- Applications

II. Interviews

**Theta Educational Sessions**

- History
- Greek Alphabet
- Invictus & Prose
- Basics of Stepping

Rites-of-Passage Program

Phase Two

Needs Assessment

Parliamentary Procedure

- Facilitating a Meeting
- Sample Agenda

Constitution

- Roles and Responsibilities
- Grievance Procedure

Community Service

- Mentoring and Tutoring Programs

**Role Model Speakers**

Rap Sessions

District Joint Council Meetings

Awards Banquet

Field Trips

Summer Leadership Institute

Parent Workshops

***Lesson Plans & Other Resources***

- |  |                            |
|--|----------------------------|
| A. Goal Setting & Life Planning          | R. Additional Lesson Plans |
| B. Leadership Training                   | S. Additional Lesson Plans |
| C. Study Skills                          | T. Additional Lesson Plans |
| D. Test Taking Skills                    | U. Additional Lesson Plans |
| E. Career Development                    | V. Additional Lesson Plans |
| F. Interviewing Skills                   | W. Additional Lesson Plans |
| G. Course Planning                       | X. Additional Lesson Plans |
| H. Post-secondary Testing                | Y. Additional Lesson Plans |
| I. Post-secondary Opportunities          | Z. Additional Lesson Plans |
| J. Stress Management                     |                            |
| K. Cultural Identity                     |                            |
| L. Gender Identity                       |                            |
| M. Self-Care                             |                            |
| N. Emotional Awareness and Coping Skills |                            |
| O. Exercise                              |                            |
| P. Cultural Arts Exploration             |                            |
| Q. Helpful Websites                      |                            |

## **PURPOSE**

- Provide standardized curriculum for mentors or advisors to follow in working with adolescent males
- Provide a theoretical framework for assisting adolescent males
- Provide a guide for the practical application of the curriculum
- Foster a better understanding of the needs of adolescent males
- Provide a framework for program evaluation
- Provide on-going consultation and support for mentees or advisees
- Address any questions, concerns, and suggestions
- Address the issue of data collection (pre-test, post-test)

## INTRODUCTIONS

**Objective:** Getting acquainted

**Method:**

1. Facilitator introduces self: name, title, years of experience, employer, how and why I became involved in Theta Phi Psi, and etc.
2. Facilitator has each participant introduce himself and state why he is participating in the training.

**Learning Outcomes:**

Students will demonstrate their ability to verbally demonstrate their commitment to Theta Phi Psi.

**Materials Needed:**

None

## **ICEBREAKER ACTIVITY**

**Objective:** To get the participants to start reflecting on their past experiences of being mentored and what meaning they made from the experience.

**Method:** Personal reflections

**Activity:**

1. Have each participant take out a sheet of paper and a pen and place it in front of him.
2. Have participants close their eyes and think about people in their lives:
  - i. Who had an impact on their lives?
  - ii. What made the relationship a positive experience?
  - iii. How did the person treat you?
  - iv. How much time did the person spend with you?
  - v. How did they communicate with you? Give examples.
3. Group members should share their responses.

(Facilitator should actively listen and respond to each participant's response)

**Learning Outcomes:**

- Participants will learn how to write a one-page reflection.
- Participants will learn how to articulate their existing framework for developing a positive relationship in at least a paragraph.

**Materials Needed:**

Paper  
Pens

Theoretical Connection (s): Counselor Mentor Model

## I. INTEREST MEETING

**Objective:** Familiarize potential students with the goals and objectives of Theta Phi Psi.

**Method:** Advisor(s) meet with advisees prior to interest meeting to discuss the format of the meeting. Advisor(s) solicit student members to discuss each of the following topics (suggestions are given in parenthesis)

- Introduction of officers and members (*Chapter President*)
- Purpose of Theta Phi Psi (*Chapter President*)
- Brief history of Theta Phi Psi (*Historian*)
- Brief history of the chapter conducting the interest session (*Historian*)
- Community service (*Chapter Vice-President*)
- Meaning of Brotherhood
- The positive image of Theta Phi Psi
- What we are not
- Facilitate questions from the aspirants (*Advisors*)
- Distribute applications and announce deadlines (*Advisors*)
- Close the meeting (*usually the chapter President*)

**Activity:** Officers and Members are expected to greet each aspirant and shake hands with him and thank him for attending the interest meeting. Refreshments may be provided if the chapter desires.

### **Learning Outcomes:**

Members will demonstrate presentation skills.

### **Materials Needed:**

Applications, pens or pencils, paper, overhead projector, or PowerPoint

**Theoretical Connection (s): Communication Skills**

## II. INTERVIEWS

**Objective:** Observe applicant's oral communication skills, written expression, and assess areas that need improvement

**Method:** *Pre-Interview*

Advisor(s) meets with membership prior to interviews to set parameters and behavioral expectations. The essay and teacher recommendation portions of the application are made available to the membership. Academic information, such as GPA, is kept confidential by the advisors. Advisors remind membership that the goal of the interview is to assess the aspirant's oral communication skills.

### *Interview*

Each applicant is asked the same questions. Follow-up questions are allowed to clear up any confusion or conflicting information found in the application versus what is orally communicated.

**Activity:** *Interview*

- Aspirant is asked to enter the interview room and sits in a chair in front of the membership.
  - Only the members selected at the pre-interview meeting are able to ask questions.
  - After applicant has completed the interview, the membership critiques the interviewee and his application.
  - After all applicants are interviewed, the membership votes on whether to accept or deny the candidate.
  - The applicants are informed that some of them have made it; others have not. Applicants are asked if they would continue without the other interviewees. Those who indicate they would continue without the others are asked to leave. The applicants are called back in the room immediately and informed that they all made the first cut, and this is their first lesson in togetherness. They are given the date of the first educational session and are asked to wear Khaki pants, white shirt, and dark tie to school on that day. They are also informed to exchange phone numbers and to check in with their advisors each day during their lunch period.

**Learning Outcome:** Members will demonstrate the ability to critique applications and evaluate applicants' interviewing skill.

**Materials Needed:** Conference room with separate waiting area.

**Theoretical Connection (s):** Rites of Passage

### **III. THETA EDUCATIONAL SESSIONS (6-8 SESSIONS)**

**Objective:** Familiarize aspirants with the history of Theta Phi Psi and the history of their particular chapter, Greek Alphabet, *Invictus*, and other poetry.

**Method:** Dean of Admissions teaches the aspirants the history of Theta Phi Psi Written and Oral

**Activity:**

- Applicants copy history, alphabet, and poems from the board
- Applicants recite information
- Applicants learn kinesthetic movements to some history (stepping and greetings)

**Learning Outcomes:**

- Participants will practice teaching history, alphabet, poetry, and stepping
- Aspirants will recite information one line or paragraph at a time.
- Aspirants will perform the basics of kinesthetic movements one movement at a time.

**Materials Needed:**

Small black-pocket notebooks, Theta Educational Sheets and Pencils.

### **THEORETICAL CONNECTION (S): RITES OF PASSAGE**

*rites of passage ceremony (1 session)*

**Objective:** Familiarize aspirants with the history of Theta Phi Psi and the history of their particular chapter, Greek Alphabet, *Invictus*, and other poetry.

**Method:** Dean of Admissions and Membership conduct written and oral exams on information presented during educational sessions.

**Activity:**

- Applicants complete written and oral exams on information presented
- Applicants complete a “private” ceremony of positive affirmations
- Applicants are presented with their shirts
- Applicants are invited to dinner in their honor

**Learning Outcomes:**

- Participants will write and recite history, alphabet, and poems with 90% accuracy
- Participants will have an awareness of how all the things they have learned are related to the goals and objectives of Theta Phi Psi.

**Materials Needed:**

Theta exams, oral exam questions, candles, shirts, fraternity shield, chairs, tables, and food

*Theoretical Connection (s): Rites-of-Passage*

**Phase Two-Membership**

## NEEDS ASSESSMENT

**Objective:** Familiarize aspirants with self-assessment, program planning, and goal-setting skills

**Method:** Advisor(s) facilitate a discussion with members regarding the goals and objectives for the school year. Advisor(s) determine what role model speakers, field trips, and other resources are needed.

**Activity:** Applicants complete written reports according to their respective offices. Applicants engage in active event planning.

**Learning Outcomes:**

- Participants will write and recite reports that pertain to their leadership role with 100% accuracy.
- Participants will have be able to list all the things that they have learned are its relationship to the goals and objectives of Theta Phi Psi with 100% accuracy.

**Materials Needed:**

Paper, pens, charting paper

*Theoretical Connection (s): Theta Phi Psi Program*

## PARLIAMENTARY PROCEDURE

- Facilitating a Meeting
- Sample Agenda

**Objective:** Members to be aware of the process of conducting a meeting

**Method:** Advisor(s) instruct students to complete the role-play activity on the worksheet

**Activity:**

- Members complete the worksheet
- Members follow-up with a role play
- Students reflect on their learning

**Learning Outcomes:**

- Participants will familiarize themselves with one method of conducting a meeting (Baldrige? Covey?)
- Participants will be able to develop a meeting agenda

**Materials Needed:**

Robert's Rules of Order Worksheet, Sample Agenda

**Theoretical Connection (s): Parliamentary Procedure**

**CONSTITUTION**

- Roles & Responsibilities
- Grievance Procedure

**Objective:** Members to be aware of the Theta Phi Psi Constitution and Grievance Procedure

**Method:** Advisor(s) facilitate discussion of the constitution and grievance procedure

**Activity:**

- Members read the entire constitution
- Members read the entire grievance procedure

**Learning Outcomes:**

- Participants will familiarize themselves with the Theta Phi Psi Constitution.
- Participants will be able to articulate their roles and responsibilities.

**Materials Needed:**

Copy of Grievance Procedure and Constitution, pen, paper

**Theoretical Connection (s): Theta Phi Psi Program**

COMMUNITY SERVICE  
BIG THETA PROGRAM (MENTORING/TUTORING)

**Objective:** Members will develop a sense of personal responsibility for their community and environment.

**Method:** Students develop monthly community service projects

- Mentoring/Tutoring elementary school students
- Mentoring/Tutoring middle school students
- Mentoring/Tutoring ninth-grade students
- Thanksgiving-/Christmas-giving programs
- Volunteering for civic programs
- Sponsoring Teacher Appreciation programs
- Volunteering at local hospitals, clinics
- Volunteering at a homeless shelter
- AIDS Walk Program
- Drug Awareness Programs

**Learning Outcomes:**

- Members will select, plan, and market community service projects
- Members will gain an awareness of the needs in their community
- Members will reflect on their experiences

**Materials Needed:**

Develop a guide of community agencies in the area that need volunteers

**Theoretical Connection (s): service-learning**

**IX. ROLE MODEL SPEAKERS**

**Objective:** Expose students to other role models in your school or local community

**Method:** Invite local community leaders, law enforcement, administrators, and former members to discuss their life experiences

**Activity:** Individual presentations or panel discussions

**Learning Outcomes:**

- Members will gain an awareness of skills needed for life outside of high school
- Members will reflect on the activity and experience

**Materials Needed:** Classroom

Theoretical Connection (s): Adolescent Development

**X. RAP SESSIONS**

**Objective:** Allow members to discuss concerns experienced in their environment

**Method:**

- Occur at the end of each meeting as needed
- Rules of Confidentiality are reinforced

**Activity:** Group counseling activity

**Learning Outcomes:**

- Members gain awareness of how to navigate their environment
- Members are able to appropriately express their feelings

**Materials Needed:** Classroom

**Theoretical Connection (s):** small-group theory

**XI. DISTRICT JOINT COUNCIL MEETINGS****Objective:**

- Allow the leadership of each chapter to interact with each other
- Provides continuity between the chapters
- Reinforce the non-negotiables of the fraternity

**Method:**

- Business Meeting
- Breakout Sessions (Officers from each chapter meet with their counterparts)

**Activity:**

- District Director or Executive Director facilitates the meeting
- Meeting agenda is followed

**Learning Outcomes:**

- Members enhance their presentation skills
- Members share ideas and strategies

**Materials Needed:**

Classroom, agenda, dinner

**Theoretical Connection (s): Theta Phi Psi Program**

## **XII. AWARDS BANQUET**

**Objective:** Celebrate the accomplishments of the chapter and individual members

**Method:**

- Formal Awards Banquet
- Program
- Dinner

**Activity:**

- Awards for Leadership, Community Service, Spirit and, Most Outstanding Member
- Awards for Academics and Most Improved

**Learning Outcomes:**

- Members learn how to celebrate their accomplishments
- Members learn how to plan and implement a banquet

**Materials Needed:**

Banquet facility, food, decorations, awards, membership certificates, paper

**Theoretical Connection (s): Theta Phi Psi Program**

**XIII. FIELD TRIPS**

**Objective:** Develop new experiences

**Method:** End-of-year trip

- Cultural experiences
- Amusement activities

Field trips during the school year if feasible

- CIAA High School Day
- College Fair/Receptions/Open Houses
- High school, college and professional sporting events
- Theater
- Movies
- Dinner together
- Step shows

**Learning Outcomes:**

- Students gain an awareness of the diversity in the world
- Members are exposed to new experiences and environments

**Materials Needed:** Money for transportation and lodging

**Theoretical Connection (s):** Theta Phi Psi Program

**XIV. SUMMER LEADERSHIP INSTITUTE**

**Objective:** Provide a forum for program planning, goal setting and financial planning

**Method:**

- Officers meet for a 2-day period during the summer
- Breakout sessions for officers to discuss their respective areas
- Former officers assist in the transition of the new officers

**Activity:** General body meeting and breakout sessions

**Learning Outcomes:**

- Members learn how to plan for the upcoming school year by preparing a calendar and budget for the entire school year
- Members learn how to set goals and evaluate the previous year's goals

**Materials Needed:**

Classrooms, agenda, lunch, dinner

**Theoretical Connection (s): Theta Phi Psi Program**

**XV. PARENT WORKSHOPS**

**Objective:** To provide parents with an overview of the program

**Method:** Monthly or quarterly meetings

**Activity:** Dinner meetings with informative workshops

**Learning Outcomes:**

- Parents develop a connection to the program's goals
- Parents learn skills that help them with their adolescent student's development

**Materials Needed:**

Program, handouts, dinner

**Theoretical Connection (s): Rites of Passage/Adolescent Development**

## **XVI. Additional Lesson Plans and Other Resources**

### **A. Goal Setting and Life Planning**

#### **Objective:**

- To help members complete a plan for determining possible future career goals
- To help members demonstrate an awareness of the steps and training needed to achieve their goals

**Method:** Members will determine a goal and write a plan for how they will achieve the goal

#### **Activity:**

- Advisors will lead a discussion regarding how they achieved their own personal goals
- Advisors will discuss the importance of writing down the goal and reflecting on it

#### **Learning Outcomes:**

- Members will be able to complete a plan for determining possible future career goals
- Members will demonstrate an awareness of the steps and training needed for their goals

#### **Materials Needed:**

Journal

#### **Theoretical Connection (s):**

**Developed by:** Lesson developed by M. Pettiford

**B. Career Development**

**Objective:** To make members aware of their career readiness

**Method:** Mini lecture and assisting members with navigating web site

**Activity:**

- Members will log onto a computer and navigate to the Bridges site.
- Members will complete the Career Interest Inventory and review their results.

**Learning Outcomes:**

Members will complete a career interest inventory  
Members will three career options to investigate further

**Materials Needed:**

Journal, computer access: [www.bridges.com](http://www.bridges.com), career development coordinator or school counselor

**Theoretical Connection (s):**

- **ASCA National Model**
- Academic Development Domain, Standard B
- Career Development Domain, Standard A
- Career Development Domain, Standard B

**Lesson Plan developed by:**

Southeast Raleigh Magnet High Counseling & Student Services Dept.

C. Post Secondary Opportunities

**Objective:** To begin the post secondary search

**Method:** Mini lecture

**Activity:** Computer lab session

**Learning Outcomes:**

Members will create a College Foundation Account to search for post-secondary opportunities

**Materials Needed:** Journal, computer access: [www.cfnc.org](http://www.cfnc.org)

**Theoretical Connection (s):**

- ASCA National Model
- Academic Development Domain, Standard B
- Career Development Domain, Standard A
- Career Development Domain, Standard B

**Lesson Plan developed by:**

Southeast Raleigh Magnet High Counseling & Student Services Dept.

**D. Course Planning**

**Objective:** Familiarize members with NC Course of Study, Career Pathways, and 4-year plans

**Method:** Mini lecture

**Activity:**

- Advisors or counselor will explain the NC Course of Study
- Members will develop a graduation plan

**Learning Outcomes:**

Members will be able to demonstrate an understanding of the NC Course of Study and pathways by developing a 4-year plan

**Materials Needed:** Journal, digital graduation plan, school counselor

**Theoretical Connection (s):**

- ASCA National Model
- Academic Development Domain, Standard B

**Lesson Plan developed by:**

Marrius Pettiford and Southeast Raleigh Magnet High Counseling and Student Services Dept.

## E. Post-secondary Testing

### **Objective:**

- Familiarize members with ACT, SAT, and SAT II, which are tests for college admissions
- Familiarize members with ASVAB test for military service
- Familiarize members with ASSET Test for Community College Admissions

### **Method:**

- Members listen to panel of experts discuss post-secondary-testing
  - Members are encouraged to ask questions
- Members are encouraged to participate in seeking out opportunities to obtain test-taking skills in their school through the counseling office or a class

**Activity:** Panel discussion

### **Learning Outcomes:**

Members will be able identify and list the post-secondary test that best fits their individual goal and post-secondary plan

### **Materials Needed:**

Journal, school counselor, military recruiter, community college representative

### **Theoretical Connection (s):**

- ASCA National Model
- Academic Development Domain, Standard B

**F. Test-taking Skills**

**Objective:** To provide members with an awareness of test-taking strategies

**Method:** Panel discussion

**Activity:**

- Panel discusses basic test-taking strategies
- Enrollment in a course or online opportunity

**Learning Outcomes:** Members will develop an understanding of test-taking strategies

**Materials Needed:**

Journal, school counselor, classroom teacher, teacher of SAT Verbal and Math class, online resources

**Theoretical Connection (s):**

- ASCA National Model
- Academic Development Domain, Standard B

**G. Study Skills**

**Objective:** Expose members to several study skills strategies

**Method:** Mini lecture

**Activity:** Members participate in several lessons on developing study skills

**Learning Outcomes:**

Members will be able to identify several study skills strategies they can utilize

**Materials Needed:** Journal, school counselor, selected study skills program

**Theoretical Connection (s):**

- ASCA National Model
- Academic Development Domain, Standard B

## **H. Leadership and Team Building (Ropes Course)**

### **Objective:**

- To expose members to low elements of a ropes course
- To expose members to a high ropes course

### **Method:**

- Participation in elements of a ropes course
- Participation in elements of a low ropes course
- Participation in elements of a high ropes course

**Activity:** Trained ropes facilitator teaches some elements of team building

### **Learning Outcomes:**

Students will demonstrate team building by participating in the ropes elements

**Materials Needed:** Get Vertical Ropes Facilitator

**Theoretical Connection (s):**

## **I. Interviewing Skills**

**Objective:** To allow members to gain an awareness of their interviewing skills

**Method:** Discussion

**Activity:**

- Members will videotape themselves in a mock interview
- Members will critique themselves
- Advisors or instructor will critique the video
- Members will retape the interview, implementing the identified areas that need improvement from the critiques

**Learning Outcomes:**

Members will develop an awareness of their interviewing strengths and areas that need improvement

**Materials Needed:**

Journal, video camera and tape, interviewers (HR personnel are good resources)

**Theoretical Connection (s):**

- ASCA National Model
- Career Development Domain, Standard A
- Career Development Domain, Standard B

**Lesson developed by:**

Marrius Pettiford and Linda Quarles, Career Development Coordinator  
Southeast Raleigh Magnet High School

**J. Emotional Awareness**

**Objective:** To make students aware of coping strategies for emotional wellness

**Method:** Mini lecture

**Activity:** Small-group discussion

**Learning Outcomes:**

- Members will be able to demonstrate an understanding of coping skills
- Members will be able to identify individual strategies they can utilize in their own emotional wellness

**Materials Needed:** Journal, school counselor or psychologist, videotapes

**Theoretical Connection (s):**

- ASCA National Model
- Group Counseling

**K. Stress Management**

**Objective:** To make members aware of stress management techniques

**Method:** Mini lecture

**Activity:**

- Small-group discussion
- Role-play

**Learning Outcomes:**

Members will identify stress management techniques they may utilize

**Materials Needed:** Journal, school counselor or psychologist

**Theoretical Connection (s):**

- ASCA National Model
- Group Counseling
- Wheel of Wellness

**L. Self-Care**

**Objective:** To make members aware of self-care issues

**Method:** Panel discussion or mini lecture

**Activity:** Small-group discussion regarding health, wellness, and STDs

**Learning Outcomes:**

Members will develop a one-page plan to focus on improving their health

**Materials Needed:** Journal, health educator, school nurse, school counselor

**Theoretical Connection (s):** Wheel of Wellness

**M. Exercise**

**Objective:** To make members aware of the importance of exercise and healthy eating habits

**Method:** Mini lecture or panel discussion

**Activity:** Small-group discussion

**Learning Outcomes:** Members will identify a plan for healthy eating and exercise

**Materials Needed:** physical education teacher, nutritionist, school nurse

**Theoretical Connection (s):** Wheel of Wellness

**N. Cultural Arts**

**Objective:** To expose members to cultural events in the area or abroad

**Method:**

- Mini lecture
- Video

**Activity:** Visiting a variety of cultural events, centers, fairs etc.

**Learning Outcomes:**

Members will identify cultural events in the area of which they are unfamiliar and make plans to attend as a group

**Materials Needed:**

Foreign language teachers, choral teacher, band teacher, drama teacher, dance teacher

**Theoretical Connection (s): Racial Identity Theory**

**O. Cultural Identity**

**Objective:** To make members aware of cultural identity theory

**Method:** Mini lecture

**Activity:** Small-group discussion

**Learning Outcomes:**

- Members will be able to list the stages of cultural identity development
- Members will be able to discuss their impressions of the theory

**Materials Needed:** school counselor, counselor educator

**Theoretical Connection (s):** Racial identity theory

**P. Gender Identity**

**Objective:** To make members aware of basic gender issues

**Method:** Mini lecture

**Activity:** Small-group discussion

**Learning Outcomes:**

- Members will be able to identify gender issues
- Members will reflect on gender issues in their journal

**Materials Needed:** journal, school counselor, counselor education

**Theoretical Connection (s):** gender issues theory

## Q. Helpful Websites

### College Planning

[www.cfnc.org](http://www.cfnc.org)

[www.sacac.org](http://www.sacac.org)

[www.collegeview.com](http://www.collegeview.com)

[www.ncaa.org](http://www.ncaa.org)

[www.ncaa.org](http://www.ncaa.org)

[www.campustours.com](http://www.campustours.com)

[www.commonapp.org](http://www.commonapp.org)

[www.wiredscholar.com](http://www.wiredscholar.com)

[www.collegeboard.org](http://www.collegeboard.org)

[www.collegeparents.org](http://www.collegeparents.org)

[www.collegeview.com](http://www.collegeview.com)

[www.eiworldwide.com](http://www.eiworldwide.com)

[www.gocollege.com](http://www.gocollege.com)

[www.Kaplan.com](http://www.Kaplan.com)

[www.nasfaa.org](http://www.nasfaa.org)

[www.Petersons.com](http://www.Petersons.com)

[www.weapply.com](http://www.weapply.com)

[www.studentrewards.com](http://www.studentrewards.com)

[www.mapping-your-future.org](http://www.mapping-your-future.org)

[www.collegeparents.com](http://www.collegeparents.com)

[www.nces.ed.gov/ipeds/cool](http://www.nces.ed.gov/ipeds/cool)

[www.clas.ufl.edu/clas/American-universities.html](http://www.clas.ufl.edu/clas/American-universities.html)

### Financial Aid

[www.uncf.org](http://www.uncf.org)

[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

[www.fastweb.com](http://www.fastweb.com)

[www.hispanicfund.org](http://www.hispanicfund.org)

[www.salliemae.com](http://www.salliemae.com)

[www.finaid.org](http://www.finaid.org)

[www.blackexcel.org](http://www.blackexcel.org)

[www.cfnc.org](http://www.cfnc.org)

[www.collegeedge.com](http://www.collegeedge.com)

[www.ncasfaa.org](http://www.ncasfaa.org)

[www.commonapp.org](http://www.commonapp.org)

[www.embark.com](http://www.embark.com)

[www.hsf.net](http://www.hsf.net)

[www.naicu.edu](http://www.naicu.edu)

[www.navyjobs.net](http://www.navyjobs.net)

[www.review.com](http://www.review.com)

### Admissions Testing

[www.act.org](http://www.act.org)

[www.collegeboard.org](http://www.collegeboard.org)

[www.embark.com](http://www.embark.com)

**Additional Lesson Plans**

**Objective:**

**Method:**

**Activity:**

**Learning Outcomes:**

**Materials Needed:**

**Theoretical Connection (s):**

APPENDIX B

Survey of Theta Phi Psi Fraternity Members

**Survey of Theta Phi Psi Fraternity Members**

**Part I**

Please answer the following information:

- 1. Current age\_\_\_\_\_
- 2. Age when you joined\_\_\_\_\_
- 3. Current grade (if applicable)\_\_\_\_\_
- 4. Grade when you joined\_\_\_\_\_
- 5. GPA when you joined TPP\_\_\_\_\_
- 6. GPA when you graduated\_\_\_\_\_
- 7. Ethnicity: (Circle one) African American Native American Caucasian  
Hispanic Multi racial Other\_\_\_\_\_
- 8. Chapter you joined\_\_\_\_\_
- 9. Highest degree received\_\_\_\_\_
- 10. Current Occupation\_\_\_\_\_
- 11. Are you currently involved in community service or mentoring activities? If yes, please estimate the number of hours per week in which you are currently involved.\_\_\_\_\_

*Part II*

Please write in the percentage next to each item that corresponds to how well that item affected you:

Little or No Influence Very Influential  
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- \_\_\_\_\_ Did your experiences in Theta Phi Psi have a positive impact on you?
- \_\_\_\_\_ Did your relationships with your advisor(s) have a positive impact on you?
- \_\_\_\_\_ Did community service activities have a positive impact on you?
- \_\_\_\_\_ Did Rites of Passage/Membership Intake have a positive impact on you?
- \_\_\_\_\_ Did the relationships with your brothers have a positive impact on you?

*Part III*

Please rank each item in order of importance to you. A rank of 1= most important.

<b>Rank</b>	<b>Activity</b>
	Rites-of-Passage--Membership Intake
	Community service
	Leadership
	Big Theta Program--mentoring middle, elementary or other high school students
	Guest speakers
	Rap sessions
	Field trips
	Business meetings
	Individual meetings with advisor(s)
	Other (Please list)

**Part IV**

Please read each statement below and place a check in the box that best matches your response. Fill in only one box for each statement.

Strongly Agree	Agree	Neutral/NA	Disagree	Strongly Disagree	Statement
					The interview to join had a positive impact on me.
					The Rites-of-Passage/Membership Intake is a valuable part of the Theta Phi Psi Fraternity.
					The monthly community service activities are an important part of Theta Phi Psi Fraternity.
					Learning to be an officer is an important part of Theta Phi Psi
					Learning to conduct business meetings is an important part of the program.
					Guest speakers are important in Theta Phi Psi.
					The RAP Session/Small-group discussions are important to Theta Phi Psi.
					Having a chapter advisor who listened to me is/was important.
					The sense of brotherhood is/was important in Theta Phi Psi.
					The Big Theta Program of helping middle/elementary or freshmen is/was important to Theta Phi Psi.
					Having an advisor who was accessible is important.
					Having an advisor who was a school counselor is important

***Part V***

Listed below are some words that may describe why you joined Theta Phi Psi. Circle the words that you feel are the most important to you.

Brotherhood	Leadership	Community Service	Mentoring	Looks good on transcript
Helping Safety	Club	Belonging	Understanding	
Academics	Honor	Popularity	Respect	Curious

***Part VI***

Listed below are some words and phrases that may describe an effective chapter advisor. Circle the words or phrases that you feel are the most important.

Mentor	Counselor	Teacher Leader	Listener	
Caring	Firm	Consistent	Approachable	Male
Coach	Athlete	Famous	Spent time with me	Accessible
Tell the truth	Made me feel good		Father figure	Big Brother

**Part VII**

Please write your responses below each question:

In one sentence describe the most important impact the Theta Phi Psi experience had for you.

APPENDIX C  
Recruitment Forms

## Consent Letter-email

January 20, 2006

Dear Theta Phi Psi Member,

You are invited to participate in research study that will study the perceived effects of the Theta Phi Psi Fraternity Mentoring Program. The purpose of the study is to understand which features of the program had an impact on you. This study will help to improve Theta Phi Psi Fraternity for current and future members. Marrius Pettiford and Dr. Stanley B. Baker conduct the study. Your participation should take about 15-20 minutes. You may email this survey to [Mpettiford@wcpss.net](mailto:Mpettiford@wcpss.net). Please respond within 10 days of receiving this email.

The information you submit will be confidential. Data will be collected and coded without reference to your identity and stored securely. No reference will be made in oral or written reports in regards to your identity. There should be no risks to you from the survey. While there is no direct benefit to you, we may learn more about what makes Theta Phi Psi successful.

Your participation in this study is voluntary and you may decline to participate by not completing the survey without any penalty. You will be asked to complete a consent form before completing the survey. If you are under 18, you will need to have the attached parental consent form signed in order to complete this survey.

If you have any questions at any time, you may contact the investigator, Marrius Pettiford at 1251-C Trillium Circle Raleigh, NC 27606, (919) 856-2863 or [Marrius\\_p@yahoo.com](mailto:Marrius_p@yahoo.com) or Dr. Stanley Baker 520 Poe Hall, Box 7801, North Carolina State University, Raleigh, NC 27698-7801, (919) 515-2244, [Stanley\\_baker@ncsu.edu](mailto:Stanley_baker@ncsu.edu). If you feel that you have been treated inappropriately or that your rights have been violated during the course of this project, you may contact the Chairperson of the NCSU Human Subjects Committee, Matthew Zingraff Box 8101, North Carolina State University, Raleigh, NC 27695-8101 or call (919) 513-1834. In addition, you may contact Matthew Ronning Box 7514, North Carolina State University, Raleigh, NC 27695-7514 or call (919) 513-2148.

Thank you for your time. Your input may lead to ways to improve Theta Phi Psi.

Sincerely,

Marrius Pettiford, M.S, NCC  
PhD Degree Candidate

Stanley Baker, PhD., NCC, LPC  
Professor Counselor Education and Supervision

## Consent Letter -Mail

January 20, 2006

Dear Theta Phi Psi Member,

You are invited to participate in research study that will study the perceived effects of the Theta Phi Psi Fraternity Mentoring Program. The purpose of the study is to understand which features of the program had an impact on you. This study will help to improve Theta Phi Psi Fraternity for current and future members. Marrius Pettiford and Dr. Stanley B. Baker conduct the study. Your participation should take about 15-20 minutes. A stamped return envelope is enclosed. Please respond within 10 days of receiving this letter.

The information you submit will be confidential. Data will be collected and coded without reference to your identity and stored securely. No reference will be made in oral or written reports in regards to your identity. There should be no risks to you from the survey. While there is no direct benefit to you, we may learn more about what makes Theta Phi Psi successful.

Your participation in this study is voluntary and you may decline to participate by not completing the survey without any penalty. You will be asked to complete a consent form before completing the survey. If you are under 18, you will need to have the attached parental consent form signed in addition to your signature in order to complete this survey.

If you have any questions at any time, you may contact the investigator, Marrius Pettiford at 1251-C Trillium Circle Raleigh, NC 27606, (919) 856-2863 or [Marrius\\_p@yahoo.com](mailto:Marrius_p@yahoo.com) or Dr. Stanley Baker 520 Poe Hall, Box 7801, North Carolina State University, Raleigh, NC 27698-7801, (919) 515-2244, [Stanley\\_baker@ncsu.edu](mailto:Stanley_baker@ncsu.edu) If you feel that you have been treated inappropriately or that your rights have been violated during the course of this project, you may contact the Chairperson of the NCSU Human Subjects Committee, Matthew Zingraff Box 8101, North Carolina State University, Raleigh, NC 27695-8101 or call (919) 513-1834. In addition, you may contact Matthew Ronning Box 7514, North Carolina State University, Raleigh, NC 27695-7514 or call (919) 513-2148

Thank you for your time. Your input may lead to ways to improve Theta Phi Psi.

Sincerely,

Marrius Pettiford, M.S, NCC  
PhD Degree Candidate

Stanley Baker, PhD., NCC, LPC  
Professor Counselor Education and Supervision

***Consent Form-***

I have read the above information and agree to participate with the understanding that I may withdraw at any time without penalty.

\_\_\_\_\_  
Subject Signature

\_\_\_\_\_  
Date

(emailed to parents)

January 20, 2006

Dear Parent of Theta Phi Psi Member,

Your son is invited to participate in a research survey that will study the perceived effects of the Theta Phi Psi Fraternity Mentoring Program. The purpose of the study is to understand which features of the program had an impact on them. This study will help to improve Theta Phi Psi Fraternity for current and future members. Marrius Pettiford and Dr. Stanley B. Baker will conduct the study. Your son's participation should take about 15-20 minutes. You may email this survey to [Mpettiford@wcpss.net](mailto:Mpettiford@wcpss.net). Please respond within 10 days of receiving this email.

The information your son will submit is confidential. Data will be collected and coded without reference to their identity and stored securely. No reference will be made in oral or written reports in regards to their identity. There should be no risks to your student from the survey. While there is no direct benefit to you, we may learn more about what makes Theta Phi Psi successful.

Your son's participation in this study is voluntary and you may decline to have him participate by not completing the survey without any penalty. You will be asked to complete a consent form before completing the survey. If you are under 18, you will need to have the attached parental consent form signed in order to complete this survey.

If you have any questions at any time, you may contact the investigator, Marrius Pettiford at 1251-C Trillium Circle Raleigh, NC 27606, (919) 856-2863 or [Marrius\\_p@yahoo.com](mailto:Marrius_p@yahoo.com) or Dr. Stanley Baker 520 Poe Hall, Box 7801, North Carolina State University, Raleigh, NC 27698-7801, (919) 515-2244, [Stanley\\_baker@ncsu.edu](mailto:Stanley_baker@ncsu.edu). If you feel that you have been treated inappropriately or that your rights have been violated during the course of this project, you may contact the Chairperson of the NCSU Human Subjects Committee, Matthew Zingraff Box 8101, North Carolina State University, Raleigh, NC 27695-8101 or call (919) 513-1834. In addition, you may contact Matthew Ronning Box 7514, North Carolina State University, Raleigh, NC 27695-7514 or call (919) 513-2148

Thank you for your time. Your input may lead to ways to improve Theta Phi Psi.

Sincerely,

Marrius Pettiford, M.S, NCC  
PhD Degree Candidate

Stanley Baker, PhD., NCC, LPC  
Professor Counselor Education and Supervision

(Administered by mail or during a meeting)

January 20, 2006

Dear Parent of Theta Phi Psi Member,

Your son is invited to participate in a research survey that will study the perceived effects of the Theta Phi Psi Fraternity Mentoring Program. The purpose of the study is to understand which features of the program had an impact on them. This study will help to improve Theta Phi Psi Fraternity for current and future members. Marrius Pettiford and Dr. Stanley B. Baker will conduct the study. Your son's participation should take about 15-20 minutes. The survey can be completed at a regularly scheduled meeting if the student has completed the attached consent form or you may respond within 10 days of receiving the survey by mailing the consent form and the survey in the enclosed self-addressed stamped envelope.

The information your son will submit is confidential. Data will be collected and coded without reference to their identity and stored securely. No reference will be made in oral or written reports in regards to their identity. There should be no risks to your student from the survey. While there is no direct benefit to you, we may learn more about what makes Theta Phi Psi successful.

Your son's participation in this study is voluntary and you may decline to have him participate by not completing the survey without any penalty. You will be asked to complete a consent form before completing the survey. You will need to have the attached parental consent form signed in order for your son to complete this survey or mailed with the completed survey.

If you have any questions at any time, you may contact the investigator, Marrius Pettiford at 1251-C Trillium Circle Raleigh, NC 27606, (919) 856-2863 or [Marrius\\_p@yahoo.com](mailto:Marrius_p@yahoo.com) or Dr. Stanley Baker 520 Poe Hall, Box 7801, North Carolina State University, Raleigh, NC 27698-7801, (919) 515-2244, [Stanley\\_baker@ncsu.edu](mailto:Stanley_baker@ncsu.edu) If you feel that you have been treated inappropriately or that your rights have been violated during the course of this project, you may contact the Chairperson of the NCSU Human Subjects Committee, Matthew Zingraff Box 8101, North Carolina State University, Raleigh, NC 27695-8101 or call (919) 513-1834. In addition, you may contact Matthew Ronning Box 7514, North Carolina State University, Raleigh, NC 27695-7514 or call (919) 513-2148.

Thank you for your time. Your input may lead to ways to improve Theta Phi Psi.

Sincerely,

Marrius Pettiford, M.S, NCC  
PhD Degree Candidate

Stanley Baker, PhD., NCC, LPC  
Professor Counselor Education and Supervision

*Consent for Permission to complete Survey*

I / WE \_\_\_\_\_ GIVE OUR SON  
\_\_\_\_\_

Permission to complete the attached survey for dissertation research as outlined in the cover letter by Mr. Pettiford, Director of the Theta Phi Psi Fraternity Adolescent Male Mentoring Program.

I agree for my son to complete the survey as a means of showing the effectiveness of this program. I understand that the results of this study will be made available to me without identifying my son through a follow-up letter from the researcher. If I have any concern, I know that I may contact Mr. Pettiford or Dr. Stanley Baker as outlined in the cover letter.

\_\_\_\_\_  
Parent Signature & Date

\_\_\_\_\_  
Student Signature & Date

APPENDIX D  
Qualitative Responses

The Theta Phi Psi experience taught me the importance of teamwork, resiliency, mental endurance, and leadership; all of which will be necessary components for having a successful career in the future.

Theta Phi Psi taught me to believe in myself and the impact that I can have on the world.

As a member of Theta Phi Psi I was exposed to strong male role models in the community who were affecting change; which inspired me to replicate similar behaviors and take my place as the next generation of community leaders.

The impact TPP had on me is to be a go getter, help others in need, listen, and most of all care for others. Thank you Mr. P

The most important impact that Theta Phi Psi had on me was Brotherhood that is everlasting.

Not only did TPP help me grow mentally and collectively, TPP is one of the reasons why I am the father my kids need me to be

The most impact was brotherhood. At times we did not have it, but it became more efficient at a later date with all of us.

Theta Phi Psi provided a bonding experience that I believe has aided thus far and quite possibly in my future endeavors.

When you feel like there was no where else to go and no sense of family in your life Theta is there.

Theta Phi Psi has taught me many life lessons such as brotherhood, respect, caring, responsibility, amongst others.

It's something everyone should experience cause it teaches you about respect and responsibility most important brotherhood.

Theta Phi Psi is a way for me to help the community and give back to those who help me.

The thing that really kept me in Theta Phi Psi is what that it kept me off the streets and out of trouble.

It taught me discipline and respect.

It has taught me how to be a leader.

I feel I can talk to my advisor about anything and trust him like a father. I'm a better person and learned to step. Great experience.

The most important impact was gaining brothers who have my back.

It has taught me to be a leader.

The friends I made during the intake process.

How much it has opened my eyes to doing a lot more than what life offers.

Being a part of a brotherhood and being a part of my community.

The impact it have on me is that I am making better grades that I ever made.

Having fun with peers.

All for one and one for all.

It teaches you to become a man and become more responsible for your actions. TPP is an organization that brings boys to men

In intake learning what I thought I couldn't and having the brothers of TPP behind me to complete it and advisor also.

Theta Phi Psi had a major impact on my leadership skills.

It helped me become more active and aware of things.

The most important impact the TPP experience had for me is my sense of brotherhood and friendship.

12/6/05 when my line "Essien" crossed I felt we bonded and became really close. Our big brothers had an impact on me.

The sense of brotherhood formed between former strangers.

When you felt like there was no where else to go and no sense of family in your life Theta is there.

Theta helped me get a sense of brotherhood and is helping me with my grades.

Meeting new people that I never thought I would come in contact with. Theta also turned me from a boy to a man.

Theta Phi Psi Fraternity has helped me have confidence and self-assurance that I did not have prior to joining.

Just having someone to talk to.  
Intake process had an important impact on me.  
The feeling of brotherhood and acceptance into a great big family.  
TPP inspired me to do better and when I have noone to talk to I call up da bros so brotherhood has been a great experience.  
Theta has given me street smarts and wisdom.  
It gives you a sense of honor about yourself.  
It turned me from a boy into a strong, intelligent and responsible young man that I am today.  
Brotherhood, Love and Commitment.