DECOLONIZING MENTORSHIP

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@cmonique1023 / #SP4SJ
WHAT IS MENTORING? (JOHNSON, 2002)

“Mentoring is a personal relationship in which a more experienced (usually older) faculty member or professional acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) graduate student or junior professional. A mentor provides the protégé with knowledge, advice, challenge, counsel, and support in the protégé’s pursuit of becoming a full member of a particular profession”
### PURPOSE OF MENTORING

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<th>Purpose</th>
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<td>Socialization to the academic environment and to the profession</td>
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<tr>
<td>Cultivation of professional and social networks</td>
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<tr>
<td>Acquisition of professional knowledge and skills (e.g., research)</td>
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<td>Preparation for entry into the professional workforce</td>
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MENTORING FUNCTIONS

Career/Instrumental Functions

• Help mentees “learn the ropes” and prepare for career advancement
• Coaching; Challenging Assignments; Exposure and Visibility; Protection

Psychosocial Functions

• Enhance mentees’ sense of competence, identity, and work-role effectiveness
• Role-modeling; Acceptance and Confirmation; Counseling; Friendship
STAGES OF MENTORING

Initiation
- Mentees seek individuals who would be good role models
- Mentors seek talented individuals who are “coachable”

Cultivation
- Primary stage of learning and development
- Emphasis on mentoring functions

Separation
- Many reasons why the relationship ends
- Problems arise when only one party wants to terminate the relationship

Redefinition
- May evolve into a collegial relationship or a social friendship
- Mentees may move on to mentor others
BENEFITS OF MENTORING FOR GRADUATE STUDENTS

Increased satisfaction with graduate school experience and professional career
Development of professional skills
Improved professional identity development
Access to publication and presentation opportunities
Enhanced networking
Increased access to jobs and other professional opportunities
CHALLENGES FOR RACIAL/ETHNIC MINORITIZED (REM) GRADUATE STUDENTS

Lack of role models
- Lack of visibility of REM school psychologists in practice and in academia

Stereotyping
- Feel like their racial/ethnic group is represented stereotypically or not at all (Maton et al., 2011)
- Experiences of microaggressions from peers, faculty, and supervisors (Clark et al., 2012)

Exclusion from support networks
- Less likely to perceive social support in the academic environment (Clark et al., 2012)
- Less likely to receive the same quality of advising and mentoring as their White counterparts (Lott & Rogers, 2011; Proctor & Truscott, 2012)
REM STUDENTS’ PERCEPTIONS OF WHITE MENTORS IN ACADEMIC SETTINGS (MARTINEZ-COLA, 2020)

<table>
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<tr>
<th>Collectors</th>
<th>Nightlights</th>
<th>Allies</th>
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<tr>
<td>• “Collect” REM students</td>
<td>• Understand the challenges REM students encounter</td>
<td>• Most aware of the challenges REM students encounter</td>
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<tr>
<td>• Often genuine in desire to help, but misguided and motivated by White savior complex</td>
<td>• Use their privilege to reveal the “hidden rules”</td>
<td>• Understand how to use their privilege in spaces where REM voices are not or would not be heard</td>
</tr>
<tr>
<td></td>
<td>• Situational vs. long-term relationship</td>
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REM graduate students may prefer often prefer race/ethnicity mentor matches

- Lack of racial/ethnic diversity in the profession makes that a challenge
- Responsibility of white faculty to be involved in mentoring REM graduate students
EFFORTS TO DIVERSIFY PSYCHOLOGY

Recruitment
- Getting minoritized individuals into the profession

Diversity

Retention
- Keeping minoritized individuals in the profession

Inclusion
MENTORING TO PROMOTE INCLUSION AND DIVERSIFY THE PROFESSION

REM students enter graduate programs

Receive mentoring that affirms their identities and belonging in the profession

Remain members of the profession and increase representational diversity

Increased representational diversity attracts REM individuals to the profession

Society and the profession benefit from a workforce that reflects the populations served
<table>
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<th>Characteristics of Mentoring</th>
<th>Assumptions</th>
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| A personal relationship in which a more experienced (usually older) professional acts as a guide of a less experienced (usually younger) junior professional | • Implied hierarchy in the mentor-mentee relationship  
• Flow of knowledge primarily from mentor to mentee  
• Experienced professionals have competence to be effective mentors |
| A mentor provides the mentee with knowledge, advice, challenge, counsel, and support in the mentee’s pursuit of becoming a full member of a particular profession | • Mentees must assimilate to become members of the profession  
• Values of the profession supersede mentees' values  
• Purpose of mentoring is for the mentee to become a “clone” of the mentor |
| Mentors seek mentees who are “coachable” | • Definition of “coachable” often embedded in white norms and values  
• Mentorship failures are the fault of the mentee |
MENTORSHIP AS COLONIZATION

Colonization is...

- The action or process of settling among and establishing control over the Indigenous people of an area
- The action of appropriating a place or domain for one's own use

- Oxford English Dictionary
**Decolonizing Mentoring Through Multicultural, Feminist Approaches**  
(Benishek et al., 2004; Fassinger, 1997)

<table>
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<tr>
<th>Component</th>
<th>Description</th>
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<tr>
<td>Re-thinking of power</td>
<td>- Examination of privilege within the relationship and the environment</td>
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<tr>
<td>Emphasis on relational</td>
<td>- Creating the space for discussion of multicultural issues</td>
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<tr>
<td>Valuing of collaboration</td>
<td>- Diverse perspectives encouraged and valued</td>
</tr>
<tr>
<td>Integration of dichotomies</td>
<td>- Reconciliation of personal and professional identities</td>
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</table>
| Incorporation of political analysis | - Acknowledgement that education, science, work, and life are not value-free  
- Challenging oppressive structures within academic institutions |
MULTICULTURAL, ECOLOGICAL, AND RELATIONAL MODEL OF MENTORING (CHAN ET AL., 2015)

Predicts that successful mentoring of REM students occurs when mentors

• Provide career support customized for REM students
• Attend to cross-cultural relationship matters
• Recognize the contexts of their mentees’ lives
• Are cognizant of the interconnectedness of contexts
• Are aware of the multidirectionality of interactions between contexts

Figure 1. Multicultural, ecological, and relational model of mentoring. The concentric circles illustrate the multiple contexts surrounding the mentor and protégé. The dotted lines of the concentric circles represent the interconnectedness of the contexts. The dashed arrows within the circles depict the dynamic ecological and multidirectional interactions of the contexts. The bottom gray arrow connecting the two sets of concentric circles represents the reciprocal relationship between mentor and protégé. The block arrows between the two sets of concentric circles outline the dimensions and functions of mentoring.
## Multicultural, Ecological, and Relational Model of Mentoring (Chan et al., 2015)

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<tr>
<th>Individual</th>
<th>Relationship</th>
<th>Institutional, Professional, Societal</th>
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<tbody>
<tr>
<td>• Discussing possible careers, goals, and dreams</td>
<td>• Talking about cultural differences</td>
<td>• Protecting when issues of race, discrimination, and racism occur</td>
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<tr>
<td>• Providing quality feedback on work</td>
<td>• Having a holistic understanding of mentees’ that includes their racial/ethnic/cultural identities</td>
<td>• Empowering mentees and changing negative beliefs about their capabilities</td>
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<tr>
<td>• Affirming and building mentees’ confidence</td>
<td>• Acknowledging limitations and mistakes</td>
<td>• Introducing mentees to influential people to build community/family</td>
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Cultural humility goes beyond the concept of cultural competence to include:

A personal lifelong commitment to self-evaluation and self-critique

Recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others

Institutional accountability
ADDITIONAL RECOMMENDATIONS FOR MENTORS

(ALVAREZ ET AL., 2009; HINSDALE & PETERS, 2016; TALAPATRA ET AL., 2020)

- Use social capital to interrogate institutional norms
- Teach mentees how to navigate relationships with faculty, supervisors, and peers
- Integrate discussions of personal and professional identity
- Support mentees in navigating two worlds
- Recognize the role of racial identity and racial awareness in the mentor-mentee relationship
- Create space for diverse perspectives and marginalized students’ intellectual contributions
- Reflect on power and privilege held
- Self-disclosure to disrupt academic social norms
- Listen for silencing moments
- Share power
- Use social capital to interrogate institutional norms
- Teach mentees how to navigate relationships with faculty, supervisors, and peers
- Recognize the role of racial identity and racial awareness in the mentor-mentee relationship
- Create space for diverse perspectives and marginalized students’ intellectual contributions

Self-Reflection and Listening

Signal Openness

Stay Connected

Share Power

Self-Reflection and Listening

Signal Openness

Stay Connected

Share Power
RECOMMENDATIONS FOR MENTEES  

1. Be proactive in seeking out mentoring to meet professional and personal needs
2. Research other departments for potential mentors
3. Be open to mentors who are not of your race, ethnicity, or gender
4. Find peer mentors within the graduate program/institution
5. Engage with minority graduate student associations, civic groups, and community organizations
6. Seek out multiple mentors to address different needs


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