

DECOLONIZING MENTORSHIP

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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

Socialization to the academic environment and to the profession

Cultivation of professional and social networks

Acquisition of professional knowledge and skills (e.g., research)

Preparation for entry into the professional workforce

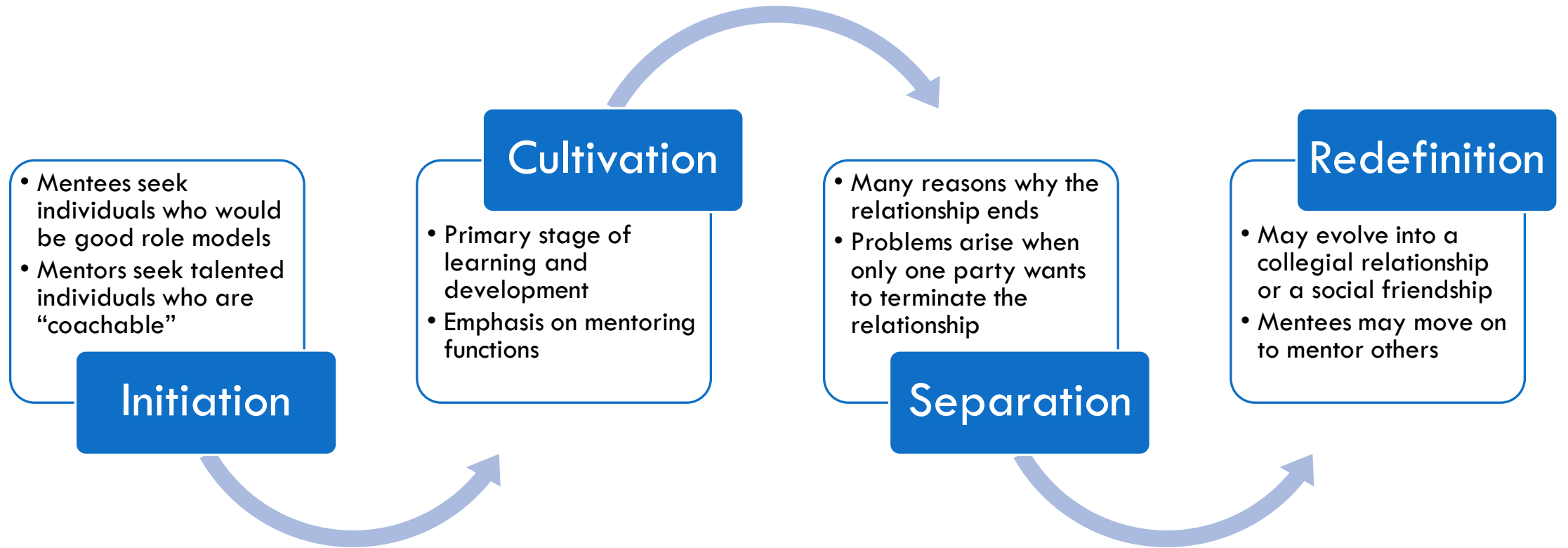
MENTORING FUNCTIONS

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

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

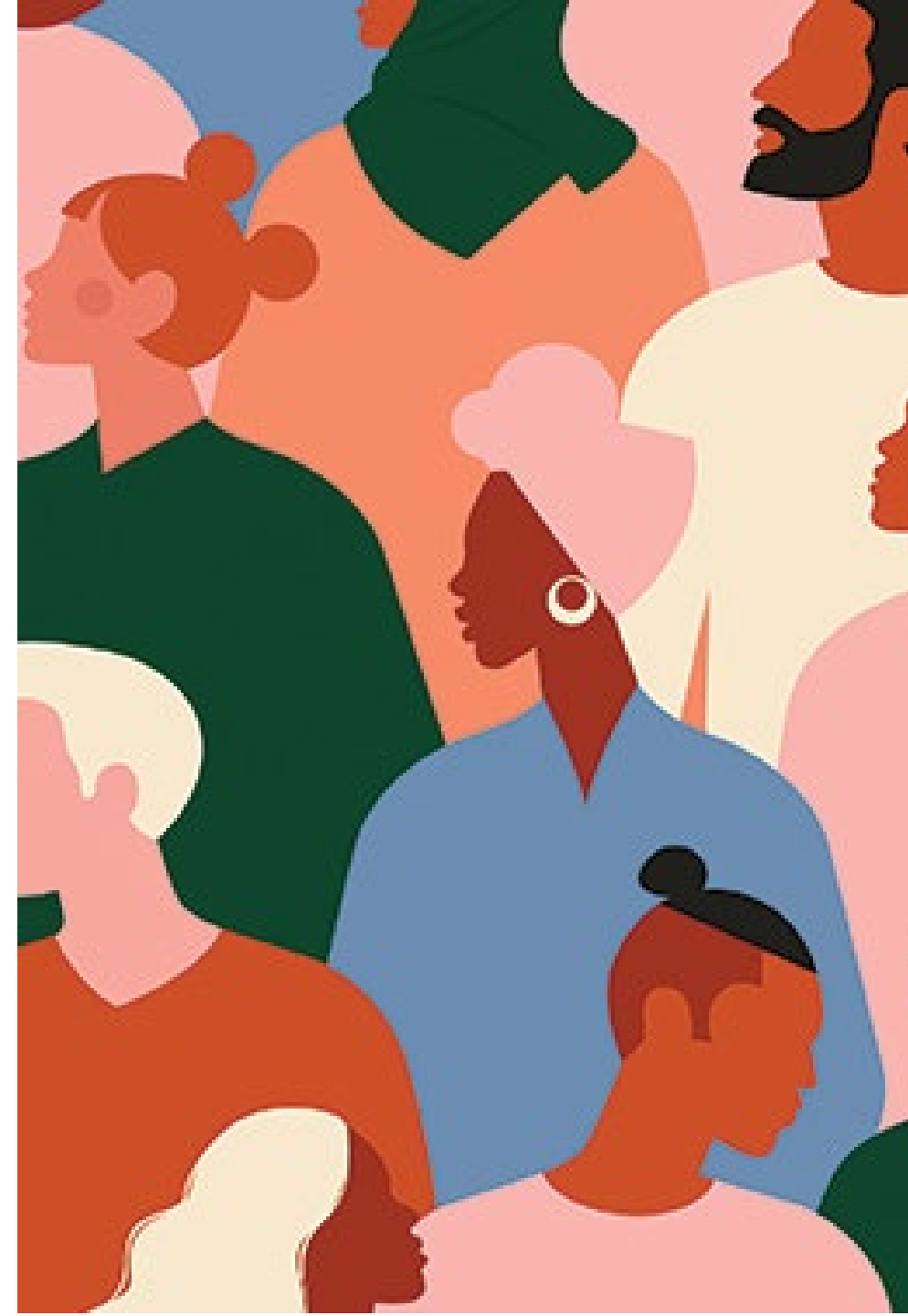
- Lack of visibility of REM school psychologists in practice and in academia

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)



ESSENTIAL ELEMENTS IN MENTORING RACIAL/ETHNIC MINORITIZED STUDENTS *(ALVAREZ ET AL., 2009)*

Culture and
academia

Shared/assumed
existential
posture

Racial
discrimination

Racial and ethnic
self-awareness

Relationship and
process

REM STUDENTS' PERCEPTIONS OF WHITE MENTORS IN ACADEMIC SETTINGS *(MARTINEZ-COLA, 2020)*

Collectors

- “Collect” REM students
- Often genuine in desire to help, but misguided and motivated by White savior complex

Nightlights

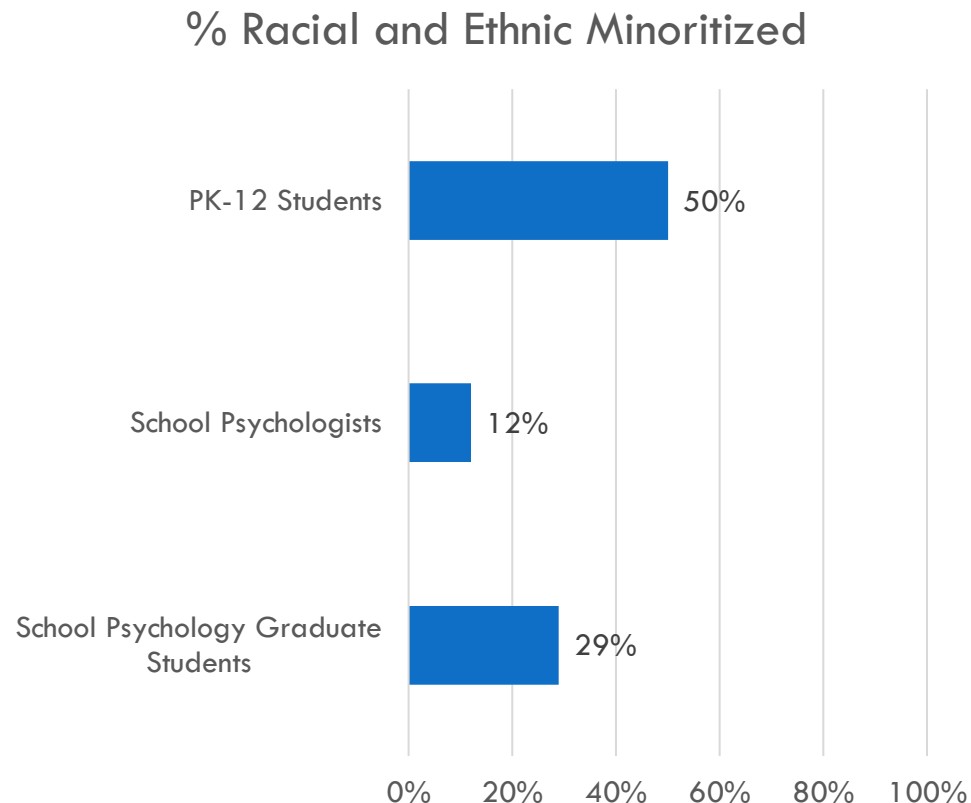
- Understand the challenges REM students encounter
- Use their privilege to reveal the “hidden rules”
- Situational vs. long-term relationship

Allies

- Most aware of the challenges REM students encounter
- Understand how to use their privilege in spaces where REM voices are not or would not be heard

EXAMINING DIVERSITY IN SCHOOL PSYCHOLOGY

(BLAKE ET AL., 2016)



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

Characteristics of Mentoring	Assumptions
A personal relationship in which a more experienced (usually older) professional acts as a guide of a less experienced (usually younger) junior professional	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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"	<ul style="list-style-type: none"> • Definition of "coachable" often embedded in white norms and values • Mentorship failures are the fault of the mentee

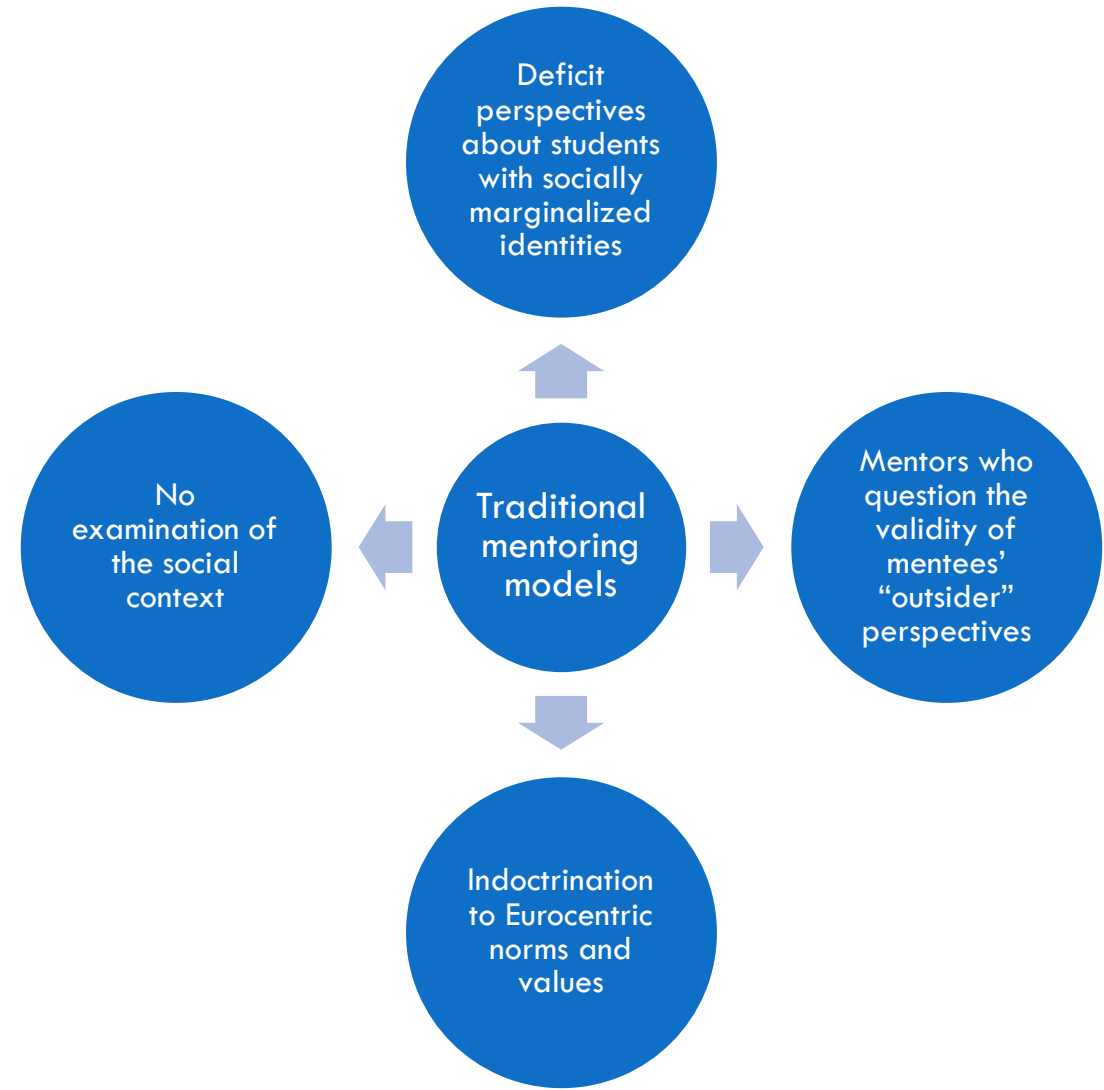
UNCOVERING THE HIDDEN ASSUMPTIONS OF MENTORING

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)

Re-thinking of power

- Examination of privilege within the relationship and the environment

Emphasis on relational

- Creating the space for discussion of multicultural issues

Valuing of collaboration

- Diverse perspectives encouraged and valued

Integration of dichotomies

- Reconciliation of personal and professional identities

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

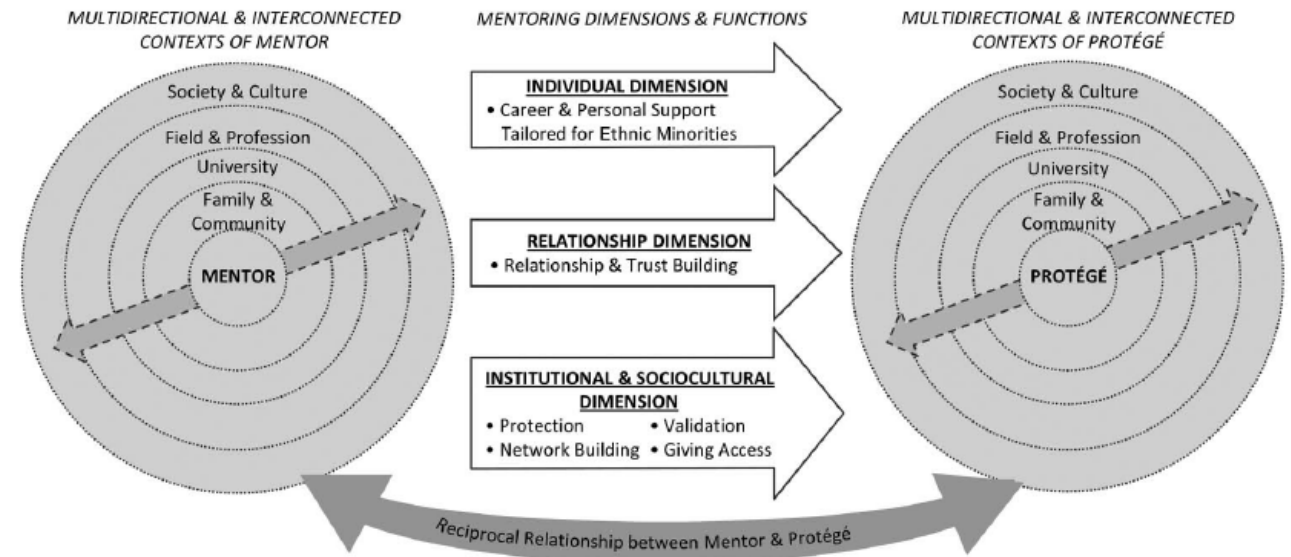


Figure 1. Multicultural, ecological, and relational model of mentoring. The concentric circles illustrate the multiple contexts surrounding the mentor and protégé. The dotted lines of the concentric circles represent the interconnectedness of the contexts. The dashed arrows within the circles depict 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)*

Individual

- Discussing possible careers, goals, and dreams
- Providing quality feedback on work
- Affirming and building mentees' confidence

Relationship

- Talking about cultural differences
- Having a holistic understanding of mentees' that includes their racial/ethnic/cultural identities
- Acknowledging limitations and mistakes

Institutional, Professional, Societal

- Protecting when issues of race, discrimination, and racism occur
- Empowering mentees and changing negative beliefs about their capabilities
- Introducing mentees to influential people to build community/family

RECOMMENDATIONS FOR MENTORS: DEVELOPING CULTURAL HUMILITY

Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

GAINING CULTURAL KNOWLEDGE

What are other cultures like, and what strengths do they have?

DEVELOPING CULTURAL SELF-AWARENESS

What is my culture, and how does it influence the ways I view and interact with others?

CULTURAL HUMILITY

HOLDING SYSTEMS ACCOUNTABLE

How can I work on an institutional level to ensure that the systems I'm part of move toward greater inclusion and equity?

UNDERSTANDING AND REDRESSING POWER IMBALANCES

How can I use my understanding of my own and others' cultures to identify and work to disrupt inequitable systems?

CULTURAL COMPETENCE



Cultural humility goes beyond the concept of cultural competence to include:

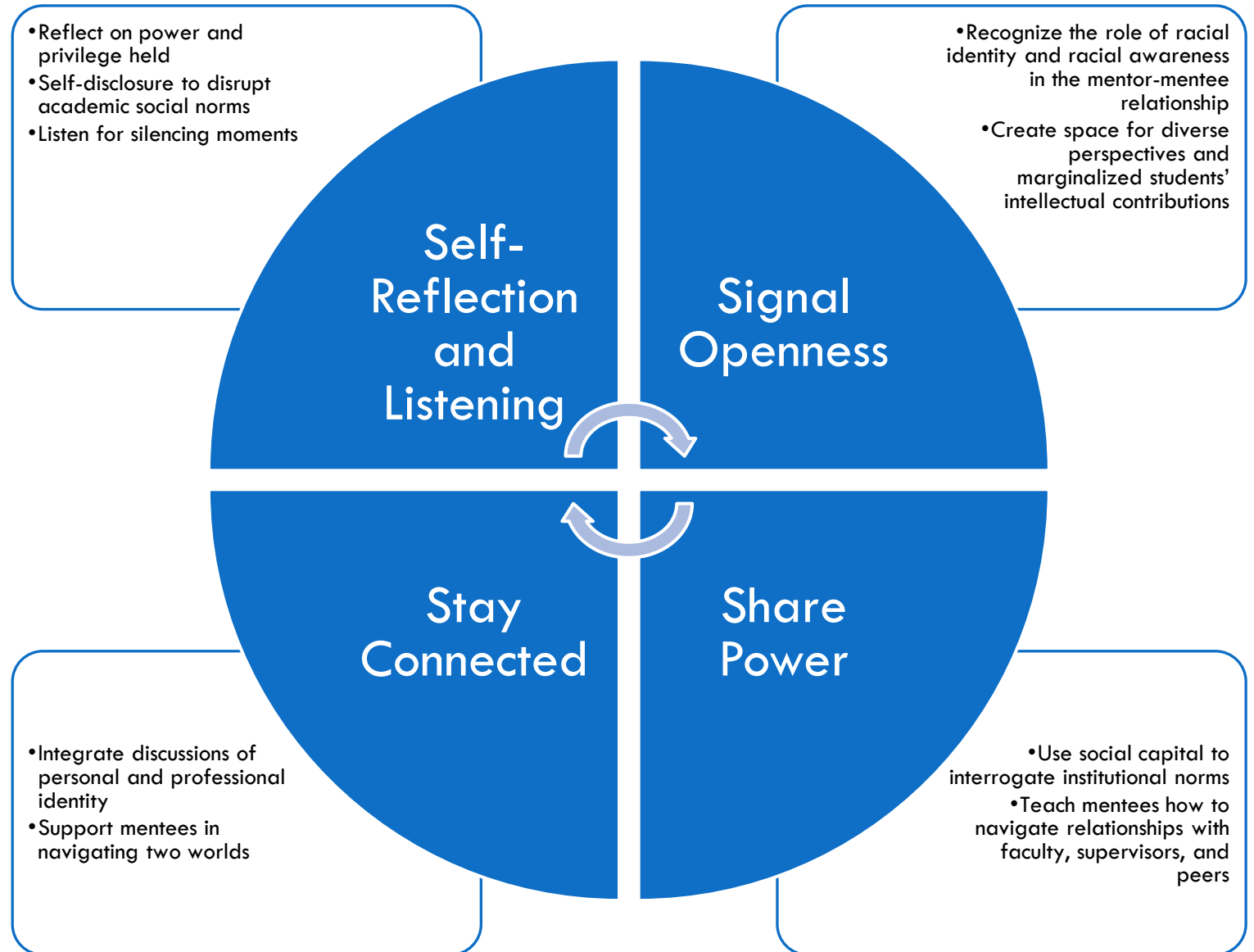
A personal lifelong commitment to self-evaluation and self-critique

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)



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

RECOMMENDATIONS FOR MENTEES *(THOMAS ET AL., 2007)*

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