



MENTORING & YOUTH OF COLOR

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Introductions

Agreements

Circle of Trust Exercise

What Do We Know About Mentoring?

How to Set Up your Mentee for
Success

Youth Panel

Q&A



CIRCLE OF TRUST

On the left-hand column, jot down 6-10 people whom you trust the most who are not family members

*In order to create real change,
we need to understand
Unconscious Bias as a
fundamental social justice issue
that gives birth to all kinds of -
isms in our society, not some
standalone concept that is nice-
to-know.*

MICHELLE KIM

*How to Not Suck at Unconscious Bias
Training. Dec 4, 2017 | Medium*





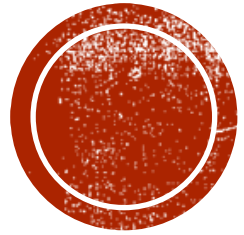
▪ im•plic•it bi•as /im `plisit `bīas/ :

The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.

Key Characteristics

1. Unconscious and automatic
2. Pervasive
3. Do not always align with explicit beliefs:
4. Have real-world effects on behavior
5. Are malleable





DISCUSS IN A GROUP

- Share instances where you found yourself being biased or when someone called you out on your bias.
- Challenge yourself and be open. What was the situation? When/How did you realized you were being biased? What did you learn from the situation?

MANAGING UNCONSCIOUS BIAS



SLOWING DOWN



PERSPECTIVE
TAKING



ASKING YOURSELF



CULTURAL
INTELLIGENCE



EXEMPLARS



EXPAND

Source: The SPACE2 model of mindful inclusion: six proven strategies for managing unconscious bias. Link:
<https://cultureplusconsulting.com/2018/10/17/six-proven-strategies-for-managing-unconscious-bias/>



ASK YOURSELF...



Does this person remind you of yourself?



Does this person remind you of anyone else? Is this positive or negative?

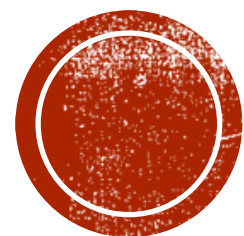


Are there things about this person that particularly influence your impression? Are they really relevant to the job?



What assessments have you already made? Are these grounded in solid information or your assumptions?





WHAT DO WE KNOW ABOUT MENTORING YOUNG PEOPLE?





Children's and adolescents' development is closely linked to the support they receive from nonparental adult figures such as mentors (Cavell, Meehan, Heffer, & Holladay, 2002; Klaw & Rhodes, 1995).



Half to more than three quarters of all American youth report having a meaningful relationship with a nonparental adult figure (Beam, Chen, & Greenberger, 2002; DuBois & Silverthorn, 2005; Zimmermann, Bingenheimer, & Notaro, 2002).



Studies suggest that this relationship serves as a protective and empowering mechanism in the lives of children and adolescents by reducing behavioral problems and promoting academic competence, well-being, and healthy behavior (Ahrens, Dubois, Richardson, Fan, & Lozano, 2008; DuBois & Silverthorn, 2005).

LITERATURE



SOCIAL JUSTICE AS A LENS

There is a need for critical reflection on the ways in which youth mentoring interventions may serve to reproduce rather than reduce inequality (Colley, 2003).

- In most cases, youth and their mentors differ across a host of demographic factors including class, race, and ethnicity. The prototypical mentor is a White, middle class adult and the prototypical protege is an economically disadvantaged youth of color (Freedman, 1993; Liang & West, 2007).
- Given that the success of youth mentoring interventions is largely dependent on the ability of proteges and mentors to build a meaningful relationship—which so often occurs across difference—attention to issues of power, privilege, and difference in youth mentoring is warranted.



NEED FOR SELF-REFLECTION & TRAINING

- Putting youth “in context” for mentors through education
- Cultural competency and guided self-reflection (i.e., examining personal biases and stereotypes)
- Collaborative learning opportunities for mentor-protégé dyads beyond initial match



PRACTICAL TIPS



- Dress Code Conversations
- Expectations of “Professionalism”
- Welcome Tours
- Weekly Check-ins
- Scheduled Professional Development & Skill-building Opportunities
- Networking within Organization





Victoria Borunda, graduate of
ACE Leadership High School



Jessica Devora, former X3
mentee at Presbyterian
Healthcare Services



Tania Perez, student at Health
Leadership High School

**LISTEN
TO
YOUTH!**



**THANK YOU FOR
THOSE WHO
BELIEVE IN ME,
INSPIRE ME, AND
PUSH ME TO
STEP INTO MY
POWER**





QUESTIONS?

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THANK YOU!

