Cross Institutional JINA-CEE Mentoring Program

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Agenda

- Overview of JINA-CEE Mentoring Program
- Mentoring roles
- Examples
Overview

JINA-CEE will facilitate matching mentors to mentees

- **Goals**
  - Community building
  - Career planning
  - Professional development
  - Networking

- **Mentee needs**
  - Career advice
  - Motivation, confidence building
  - Advocates
  - Resources for setting and meeting goals
Overview, con’t

- **Semi-structured**
  - Luncheon tomorrow to connect
  - Email periodic reminders to connect
  - Facilitate gatherings at meetings with a JINA contingent

- **Provide Resources**
  - Diversity best practices on web
  - Slack channel
  - Mentoring talks through online seminar
Morris Zelditch, emeritus professor of sociology at Stanford University, defined the six roles of mentors as:

- **Advisers**
  - People with career experience willing to share their knowledge

- **Supporters**
  - Give emotional and moral encouragement

- **Tutors**
  - Give specific feedback on your performance

- **Masters**
  - In the sense of employers to whom you might be apprenticed

- **Sponsors**
  - Advocates and sources of information about opportunities

- **Models of the kind of person you should be as an academic scholar**
Mentoring is multi-directional

- We think of mentoring “down” as the norm
- You can mentor “up” and “across” as well!

Mentors have more experience than their mentees in a particular area.
Types of Relationships

- Advisor
  Sends you to conference, helps revise poster/slides

- Mentor
  Asks if you have any concerns, and discusses expectations

- Sponsor/Advocate
  Introduces you to people, suggests you for an invited talk
Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering

**Summary Points**

- In a broad sense, a mentor is someone who takes a special interest in helping another develop into a successful professional.
- In science and engineering, a good mentor seeks to help a student optimize an educational experience, to assist the student's socialization into a disciplinary culture, and to aid the student in finding suitable employment.
- A fundamental difference between a mentor and an adviser is that mentoring is more than advising; mentoring is a personal as well as a professional relationship. An adviser might or might not be a mentor, depending on the quality of the relationship.
- An effective mentoring relationship is characterized by mutual trust, understanding, and empathy.
- The goal of a mentoring relationship is to advance the educational and personal growth of students.
- A good mentor is a good listener.
- Everyone benefits from having multiple mentors of diverse talents, ages, and personalities.
- A successful mentor is prepared to deal with population-diversity issues, including those peculiar to ethnicity, culture, sex, and disability.

**BUILDING TRUST**

The mentoring relationship might focus on work, but it is fundamentally a personal relationship built on trust. There are many ways to build trust and strengthen the relationship:

- Be a “wise and trusted counselor.” For many students, emotional support is crucial; a mentor is one who cares and who is there when needed. Caring can be demonstrated in such routine ways as being on time for meetings, making notes on what you talk about, and referring to those notes before the next meeting.
- Don’t try to over-direct a student. Too much help can hinder a student’s progress. Unless the student learns to do the fixing, nothing is gained.
- Look for the “real” problem. A student with a truly urgent problem might cover it with small talk. Give important issues time to emerge.
- Encourage feedback. Remind students that you have to understand their needs in order to help. Ask whether you are sufficiently—or too—involved.
- Be direct. At times, a good mentor must take steps that cause pain. You might decide that a student cannot do the work, despite the best efforts of both of you. Explain your concerns directly and recommend a change.
- Talk at a good time. If a student approaches you at an inconvenient moment, suggest an alternative time instead of listening impatiently.
- Watch for depression. Fatigue, pessimism, isolation, and difficulty in concentrating can indicate major depression, which can lead to inability to function and even suicide. Keep handy the telephone number of a counselor or resource person. Be prepared to walk the student across campus yourself if necessary.
- Remember the goal. Your objective is not to produce “another you.” It is to help a person achieve a satisfying education and professional career—and become an effective mentor to future students.
Mentoring is More Than Advising

<table>
<thead>
<tr>
<th>Advisors</th>
<th>Mentors</th>
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<tbody>
<tr>
<td>Provide advice and direction for advisees to follow</td>
<td>Provide guidance and general wisdom</td>
</tr>
<tr>
<td>Answers specific questions</td>
<td>Value is gained through conversations</td>
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<tr>
<td>Have deep subject knowledge</td>
<td>Have relevant experience</td>
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<tr>
<td>May not account for advisees specific personal situation, needs, or passions</td>
<td>Motivate based on mentees situation, needs, and passions</td>
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<td>Are invested in the success of the project</td>
<td>Are invested in the success of the mentee</td>
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<td>Short to medium term</td>
<td>Medium to long term role models</td>
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<tr>
<td>Formal</td>
<td>Informal, evolves organically</td>
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Mentee Responsibilities

- Seek and build relationships with multiple mentors
- State expectations
- Understand mentors don’t have all of the answers, or unlimited time
- Initiate contact if you need advise, support
- Accept constructive feedback
Think, pair, share

- What could a mentor say during the first meeting to make you more comfortable?
- How could a mentee give feedback about unmet needs?
Mentoring Examples

**GOOD MENTORING: SOCIALIZATION**

You have a dozen graduate students in your busy laboratory. Most are doing well, but two are introverted and have little awareness of what goes on outside. You have no time for extensive briefings; instead, you suggest that they accompany you to a professional meeting. You also suggest they each write a proposal for travel funds. You travel with them, find opportunities to chat, and introduce them to colleagues at the meeting.

**Comment:** With a small investment of time, you have shown these students that a career in science is more than laboratory work. You have offered a glimpse of your professional world, helped them initiate their own network of colleagues, and suggested the importance of good “people skills.” And by encouraging them to raise their own travel funds, you have shown them how to take an initiative in broadening their professional horizons.

**POOR MENTORING: CULTURAL BIAS (1)**

A foreign-born engineering student is reluctant to question his adviser. As a result, the adviser thinks the student lacks a grasp of engineering. The adviser tries to draw out the student through persistent questioning, which the student finds humiliating. Only the student’s determination to succeed prevents him from quitting the program.

**Comment:** The student grew up in a country where he learned not to question or disagree with a person in authority. Had the adviser suspected that a cultural difference was at the root of the problem, he might have learned quickly why the student was reluctant to question him. When communication is poor, try to share yourself, listen patiently, and ask the students themselves for help.
Challenge:

You Don’t Know What You Don’t Know

- I didn’t know a student couldn’t find a place to get a hair cut
- I didn’t know a student couldn’t attend conferences on Saturdays
- I didn’t know some families didn’t feel comfortable approaching me to ask advice because of my race
Crowd source solutions

- Challenges you’ve faced as a mentee?
- Challenges you’ve faced as a mentor?
General Tips

- Define expectations
  - Especially important when advising, teaching

- Be open and honest
  - Provide respectful feedback

- Maintain contact
  - Connect at conferences
  - Connect at the end/beginning of semesters
Building the plane as we fly

- Goal of new mentoring program is to provide infrastructure
  - We need to know from you what you’re likely to use

- Wiki - list of potential mentors for others to join program

- Mentees will have chance to nominate mentors for new JINA-CEE award

- Periodic evaluation
  - Please share any ideas, wants, or needs
Ideas for “unconference”

- National Lab setting
- Raising a family
- Dual careers
- Teaching in a non R-1 school
- Dept politics
- Etc
Free download! https://www.nap.edu/catalog/5789/adviser-teacher-role-model-friend-on-being-a-mentor-to

https://www.sciencemag.org/careers/2002/02/advisor-versus-mentor

https://www.thoughtco.com/advisor-vs-mentor-whats-the-difference-1684878


https://www.glassdoor.com/blog/sponsors-vs-mentors/