



MENTORING AND COACHING

Traditional 'top-down' mentoring

Has been recognized as contributing to:

- increased sense of competence
- self-efficacy - confidence in the ability to exert control over one's own motivation, behavior, and social environment.
- personal development
- promotion
- higher salaries
- increased mobility
- career advancement and success

Top-down mentoring is:

Usually

- Formal
- One-on-one

Provided by

- PhD Advisors
- Tenure committees
- Department leadership
- Assigned faculty colleague mentors

Forming a traditional mentor/mentee relationship is a big commitment

Tips for getting the most out of (traditional) mentoring

- Spend time with your mentor
- Articulate your goals and objectives
- Come to meetings prepared
- Give your mentor feedback
- Have your mentor observe you in action
- Ask to observe your mentor
- Ask your mentor about her goals
- Draft and agree on a written mentoring plan
- Schedule regular meetings

Mentees and mentoring plans are often neglected

No matter how great a single mentor may be, no one individual can serve all mentoring needs.

Things change - academics move on.

Top-down mentoring tends to have a specific focus - tied to a specific career goal like tenure.

**Take ownership of your
own mentoring needs**

**Create a network of
mentors**

A network of mentors

Can be tailored to what you
want to achieve and when

Starts with self-reflection

What areas of your life need mentoring?

What mentoring goals make sense for you?

- e.g. tenure or promotion, communication, teaching graduate students, managing a research lab

What in your (work) life causes you the greatest frustration?

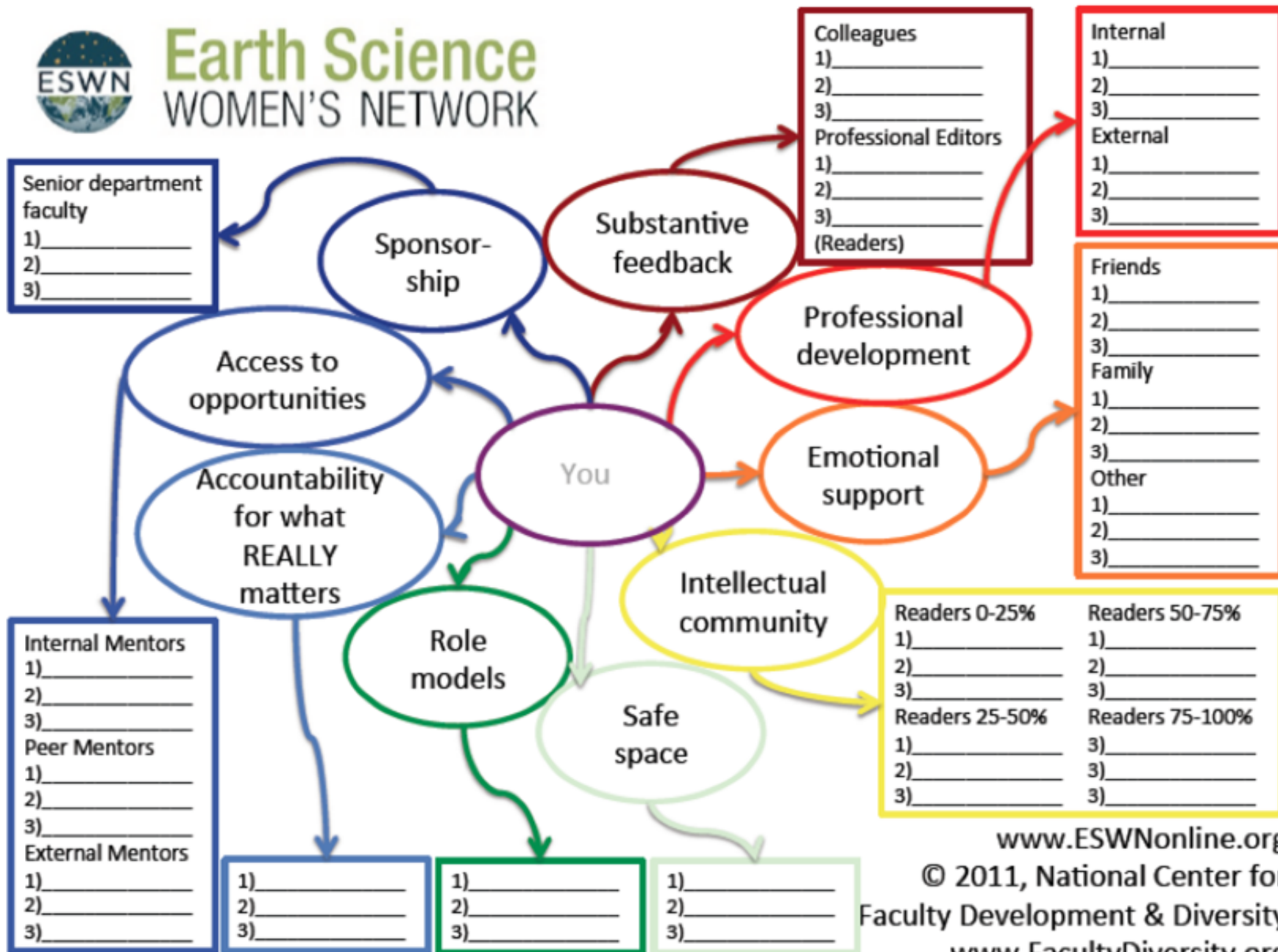
How do you define success, personally and professionally?

What do you need to fulfill that definition?

Use the mentoring
map to help you



Earth Science WOMEN'S NETWORK

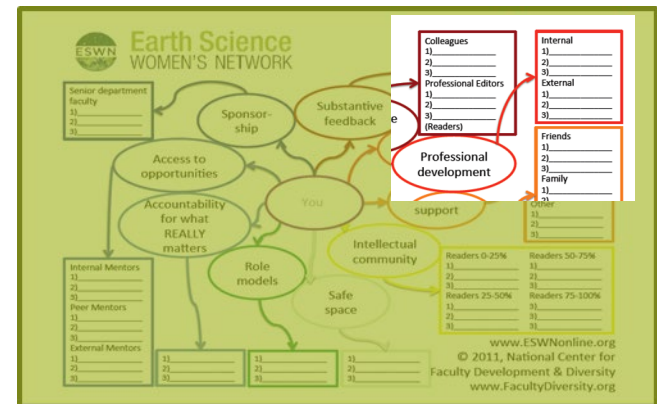


Professional development

Improve everyday skills: time management, public speaking, writing, managing a research group, or conflict resolution techniques

Many workplaces and professional organizations offer seminars or workshops addressing these needs

Consider online resources, writing groups and toastmasters

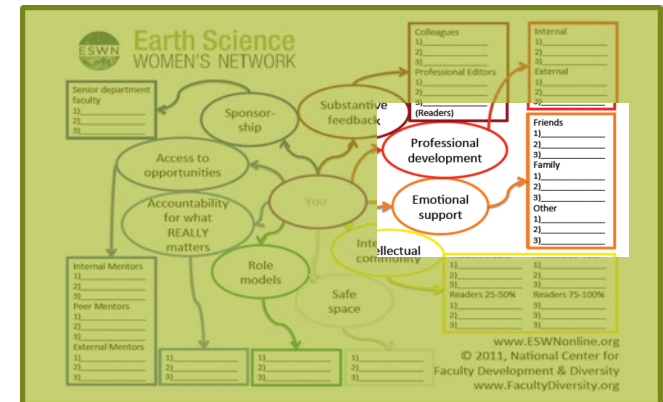


Emotional support

Find people you are comfortable sharing your emotions with, both positive and negative

Make this part of your mentoring framework from the outset, not just when crises arise.

Usually family and friends, can be trained professionals (e.g., therapists).



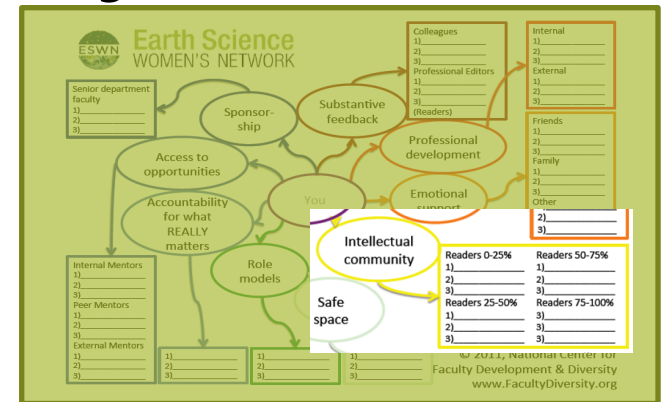
Intellectual community

A sounding board for your work, to assist with study design, data analysis, manuscript preparation

Consider different people for feedback at different stages of a project, from an initial idea to the finished product.

Don't wait until the project is almost finished – get constructive criticism early on.

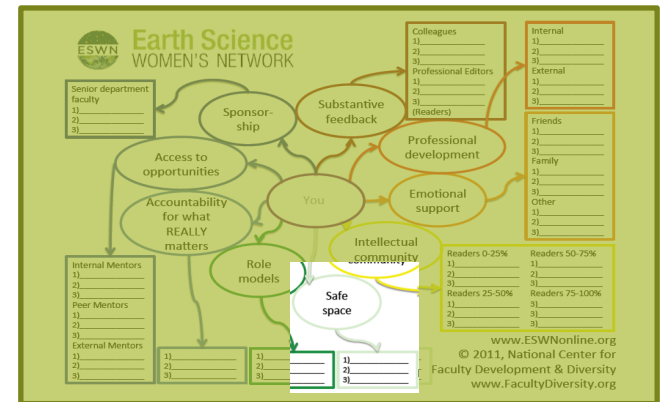
Seek honest, trusted feedback without having to fear that you will be ridiculed or that your ideas will be stolen.



Safe space

People in your life whom you trust, to whom you can express fears, concerns, and personal issues without needing to justify or explain yourself.

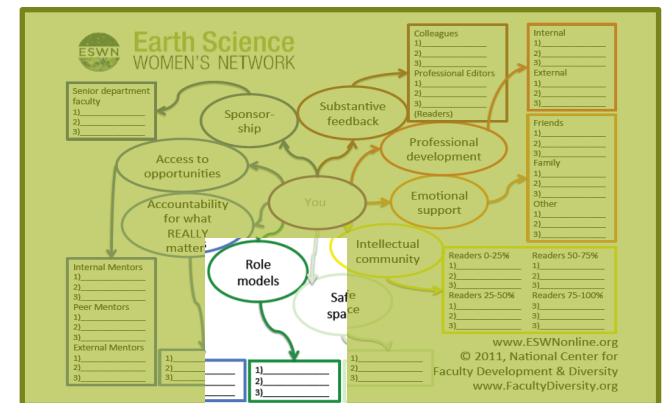
Avoid conflicts of interest. For example, if someone is in the same field or research group, sharing your frustrations with your supervisor might put both of you in difficult positions.



Role models

People whose behavior we want to emulate in different aspects of our lives, such as work-life balance, work ethics, productivity, diplomacy, and professional recognition.

No one role model has to be your ideal self; instead, you should keep in mind specific characteristics that you wish to cultivate.



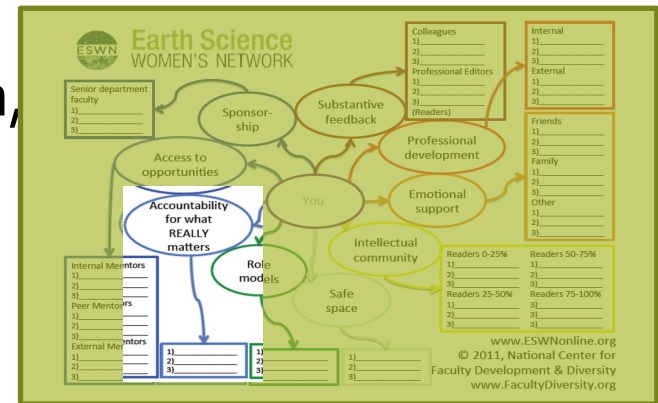
Accountability

Being held accountable by someone other than yourself can help you get things done

Find an “accountability buddy” - someone with whom you can interact on a regular basis, online or in person

This should be a reciprocal relationship, but your accountability buddy does not have to have the same goals as you.

A writing support group, a friend who helps you evaluate your five-year plan, a recreational circle



Access to opportunities

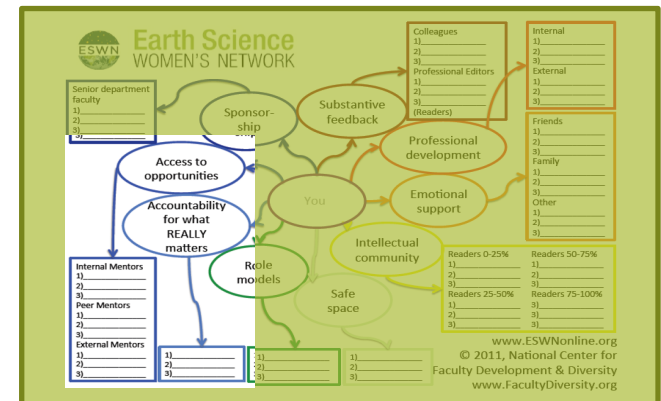
Increase your access to opportunities, workshops, summer schools, field opportunities, grant calls, job openings, speaking opportunities, media contacts, or research collaborations

Promote yourself so that others will let you know about upcoming opportunities.

Senior people are often well positioned to provide access to opportunities but they need to be aware of you

- Being vocal about what your goals are and visible in what you are doing increases the likelihood that they will think of you when an opportunity comes across their desk

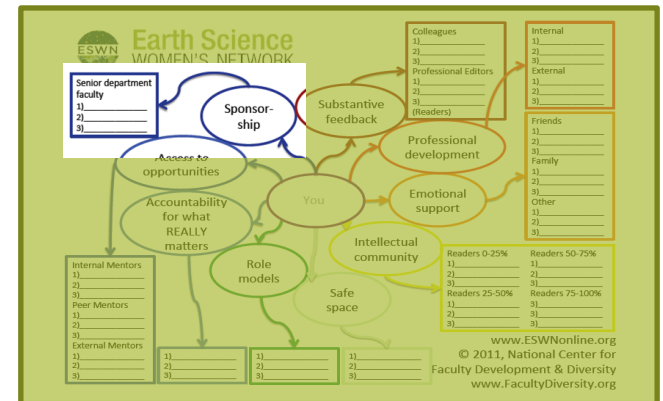
Share opportunities - if not relevant to you, pass information on to others. This helps to create a feed back loop, others will do the same for you.



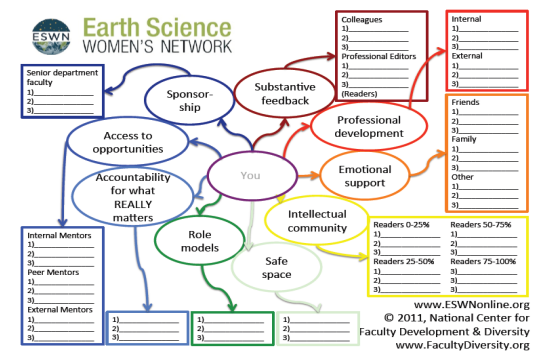
Sponsorship

People who lobby for you behind closed doors, mention your name for promotions, suggest you be given more responsibility in a project, or nominate you for an award

Provide these people with the information they need to lobby for you - keep them informed of the great things you are doing and let them recognize that you could use their support



How to build your network



- Approach volunteer mentors with the goal of them contributing to a single category on your mentoring map
 - ◆ Rather than asking someone to be your mentor, be specific
- Ask for help with a specific issue relevant to that mentoring need
- Join a variety of associations, networks, and working groups and prove your value to those networks
- Build your network based on shared connections and not perceived similarities
- Be clear about defined goals and expectations

Mentoring network is dynamic

- review your mentoring goals periodically
- update your network as needs, goals, career trajectories change

Now, fill out your mentoring map!

Working in small breakout groups,

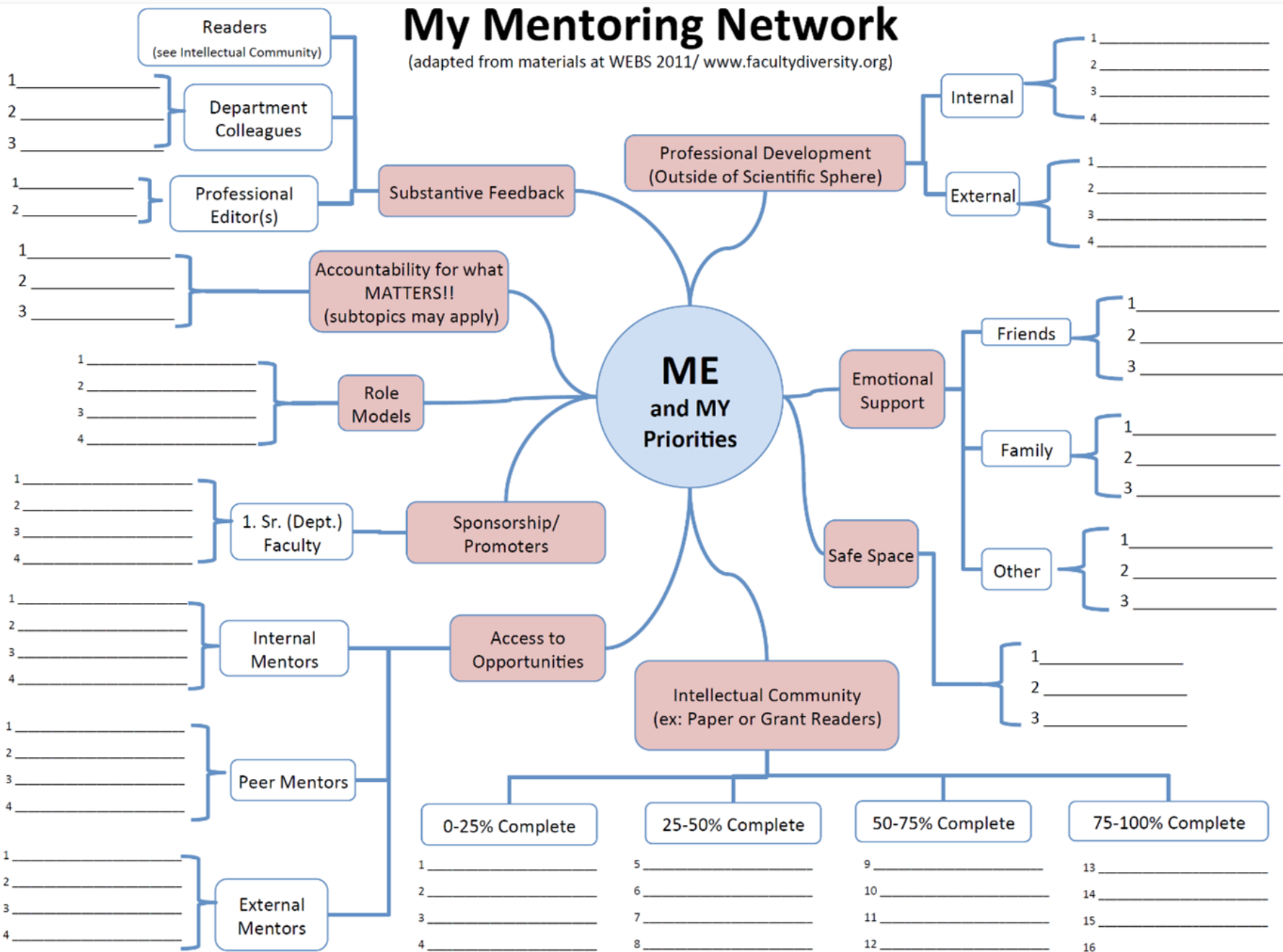
- Start with some self-reflection on possible mentoring objectives.
- share these as a group and discuss strategies for finding people you might include in each category

Along the way, consider:

- What qualities you want in your mentors, and
- How you might fulfill some of these roles for others

My Mentoring Network

(adapted from materials at WEBS 2011/ www.facultydiversity.org)



Sources

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