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DISCOVERY  
INSTITUTE**  
*young lives transformed through science*

# **CAREER ACCESS MENTOR PROGRAM MENTEE TRAINING**

Christina Contreras. October 6, 2021

# TODAY'S GOAL

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To set CAMP II participants up for success by understanding and implementing mentee “best practices.”

# AGENDA

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- Meet Your Mentor
- Mentee Training
  - Aligning Expectations
  - Equity and Inclusion
  - Building Self-Efficacy
- Pre-Work
- Wrap Up

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# MEET YOUR MENTOR

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# HOW WE PICK MENTORS

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## The matching process considers:

1. Able to commit
2. Same career field
3. Former CAMP mentor
4. Preferred:
  - Similar background
  - Personality fit
  - Local

# ACTIVITY: GET TO KNOW YOUR MENTOR

<b>Jordi</b>	<b>Maksim Pecherskiy</b> , Data Engineer at The World Bank
<b>Karla</b>	<b>Anai Novoa</b> , PhD Candidate for Marine Biology at Scripps
<b>Lily</b>	<b>Maya Murphy</b> , Former Sr. Director, Human Resources
<b>Lucia</b>	<b>Sasha Cota</b> , Mental Health Therapist at Rady Children's Hospital
<b>Paulina</b>	<b>Rosemary Kosaka</b> , Resource Economist at NOAA
<b>Phuong</b>	<b>Tram Bock</b> , Sales Manager at simpleshow
<b>Raed</b>	<b>Sebastian Bock</b> , Vice President Finance at Investment Corporation of Dubai

**Objective:** Mentee has a sense of who their mentor is prior to first meeting.

**Directions:** Visit the LinkedIn profile of your mentor, and reflect on the following questions:

- What commonalities do we have?
- What are some potential differences will we face?
- What could I learn from this person?
- How can I show my gratitude for this individual?

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# ALIGNING EXPECTATIONS

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*To be in agreement and have a shared understanding of what each person requires of the mentoring relationship*

## Goals for Aligning Expectations

- Learn to communicate reasonable goals for your experience
- Listen to and consider the expectations of your mentor
- Understand how differences influence expectations
- Define and set up your expectations with your mentor





# EXAMPLES OF MENTOR EXPECTATIONS

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- To be on time and prepared for programs
- To work hard and give his/her best effort
- To manage his/her time well when working
- To make every effort to understand on his/her own what the mentor does
- To ask questions when he/she does not understand
- To listen carefully, take notes, and follow instructions when learning something new
- To follow all safety procedures
- To regularly communicate about the project and goals
- To be creative and attentive
- And others....

# ON THE SAME PAGE: TIPS TO ALIGN EXPECTATIONS

- Be upfront about your concerns and discuss them FIRST with your mentor
- Focus on the new skills and knowledge
- If you don't know or don't understand something, ask your mentor
- Be prepared to discuss (and suggest) topics with your mentor
- When possible, ask other mentors (and mentees!) to learn more skills and gain more experience
- Be respectful, responsible, and accountable to meet your commitment in the mentoring experience



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# EQUITY & INCLUSION

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# ADDRESSING EQUITY AND INCLUSION

*Acknowledging and respecting the uniqueness, individuality, and expertise each person brings to the mentoring relationship*

## Goals for Addressing Equity and Inclusion

- Increase understanding of diversity
- Recognize the impact of assumptions and gain skills to manage them
- Understand how differences can influence mentoring
- Identify ways to learn more about diversity



# HOW MENTEES CAN ADDRESS EQUITY & INCLUSION

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- Mentees are different - from each other and from their mentors.
- Become aware of assumptions you might make based on differences.
- Be open to share your experiences with others.
- Seek out opportunities to interact with others from different backgrounds.
- Treat everyone—regardless of race, sex, or status—with respect, consideration and politeness.

# ACTIVITY: MEETING YOUR MENTOR

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Create ice breakers for the first few times you meet with your mentor

Consider:

- Questions to ask
- Activities to break the ice

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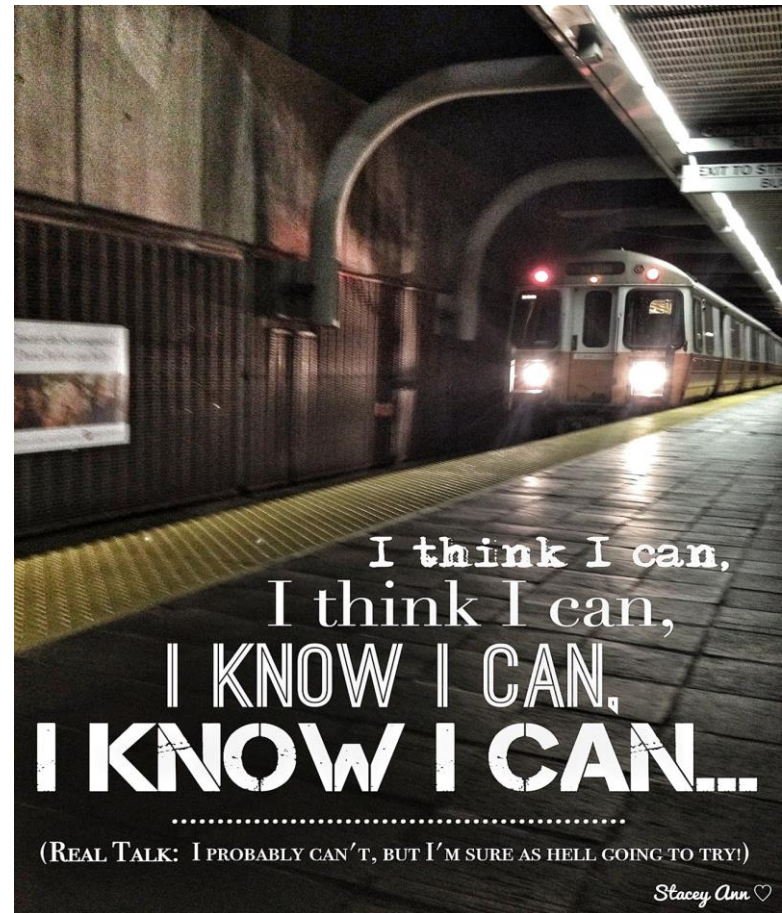
# BUILDING SELF-EFFICACY

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# SELF-EFFICACY:

*The Belief That You Can Do Something*

**Self-efficacy:** the self-confidence to succeed at a particular task or situation





# WHY IS SELF-EFFICACY SO IMPORTANT

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## Students with high self-efficacy

- Pursue challenges
- Develop stronger interests
- Are committed to achieving their goals
- Recover quickly from setbacks and disappointment

## Students with low self-efficacy

- Avoid challenges
- Believe that they cannot accomplish difficult tasks
- Focus on failures and negative outcomes
- Quickly lose confidence in their abilities

# ACTIVITY: SUCCESSFUL LEARNING EXPERIENCE

Remember a time when you felt most confident as a student and learner, such as when you:

- Passed a hard exam
- Helped a classmate
- Gave a great research presentation



# ACTIVITY: SUCCESSFUL LEARNING EXPERIENCE

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1. Write a reflection describing this moment.
  - Describe your success story in detail:
    - Start your reflection as “I remember when...” and write using the 5 W’s (Who, What, When, Where, and Why) to explain how this moment happened.
2. Share your reflection with your partner and discuss the following:
  - Why did you feel confident in this moment?
    - Did someone encourage or motivate you?
    - Were you close to giving up? What helped you to continue?

# TIPS ON BUILDING YOUR SELF-EFFICACY

- **Mastery:** Remember your past accomplishments
- **Vicarious:** Watch others to learn from their experiences
- **Social:** Accept compliments and feedback about your progress
- **Emotional:** Set small, reasonable goals and acknowledge all of your successes, even the small ones



# SMART GOALS

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**S**pecific

**M**easurable

**A**ttainable

**R**elevant

**T**imely

# MAKING THE MOST OF YOUR CAMP II EXPERIENCE

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- Talk with your mentor on a regular basis to discuss your interests, goals, and progress.
- Ask your mentor his or her expectations of you as a student and mentee.
- Share your expectations with your mentor regarding your experience, your academic & career aspirations, and goals.
- Ask lots of questions of your mentor, peers, and other scientists working around you, especially if you do not understand something.
- Don't be afraid to say "I don't know" and discuss any fears you might have about pursuing a certain academic subject or career path.
- Take opportunities to talk and write about science.
- Be open-minded and contribute positively in honest conversations about different perspectives.
- Take responsibility for your own behavior and actions.

# MENTEE TRAINING TAKEAWAYS

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# PRE-WORK

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- Complete portal activities
- Read the article “Are you mentorable?”
- Determine 1-3 goals you have for yourself in this program (not SMART goals)



# WRAP UP

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- Next: CAMP II Kickoff
  - Meet your mentor!
  - Doodle to collect your availability
- First professional development workshop
  - Informational Interviews, 10/20 @ 10:30-12:30
- Questions/Comments/Concerns?



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**THANK YOU.**

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