



**OCEAN
DISCOVERY
INSTITUTE**
young lives transformed through science

CAMP MENTEE TRAINING

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TODAY'S GOAL

Mentees will:

- Know what it takes to be a great mentee.
- Understand communication etiquette and expectations.

WHAT TO EXPECT

A key part of being an Ocean Leader includes having mentors – an older Ocean Leader, ODI staff, and scientists – as well as being a mentor to younger Ocean Leaders.

This training will cover the following topics:

- Aligning Expectations
- Equity and Inclusion
- Building Self-Efficacy



STARTING ON THE RIGHT FOOT

Getting the most out of your ODI experience



ALIGNING EXPECTATIONS

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



ACTIVITY – LAUNCHING THE MENTOR RELATION-SHIP

Instructions: The Mentor Relation-Ship worksheet displays a list of characteristics that a mentor might possess, and assigns a value to each. You can only bring 200 lbs. of cargo with you on the mentoring journey and you have to decide what things are really important to you.



<p><i>Each of these items weighs 30 lbs:</i></p> <ul style="list-style-type: none"> ■ Listens to me ■ Good sense of humor ■ Friendly and outgoing ■ I feel safe around them ■ Likes to do fun activities ■ Cares about me ■ Other _____ 	<p><i>Each of these items weighs 25 lbs:</i></p> <ul style="list-style-type: none"> ■ Dependable ■ Honest ■ Smart ■ Considerate ■ Enthusiastic ■ Other _____
<p><i>Each of these items weighs 20 lbs:</i></p> <ul style="list-style-type: none"> ■ Helps me with homework ■ Has the same hobbies I do ■ Has an interesting job ■ Is open to new ideas ■ Can explain things well ■ Nonjudgmental ■ Takes me fun places ■ Other _____ 	<p><i>Each of these items weighs 15 lbs:</i></p> <ul style="list-style-type: none"> ■ Likes sports ■ Likes the same music I do ■ Likes going to the movies ■ Likes video games ■ Thinks religion is important ■ Likes trying new things ■ Other _____
<p><i>Each of these items weighs 10 lbs:</i></p> <ul style="list-style-type: none"> ■ Has a car ■ Has lots of money ■ Grew up in my neighborhood ■ Is a good athlete ■ Has cool clothes ■ Other _____ 	<p><i>Each of these items weighs 5 lbs:</i></p> <ul style="list-style-type: none"> ■ Likes to shop ■ Tells funny stories ■ Likes cartoons ■ Has tattoos ■ Likes pizza ■ Other _____

EXAMPLES OF MENTOR EXPECTATIONS

1. To be on time and prepared for programs
2. To work hard and give his/her best effort
3. To manage his/her time well when working
4. To make every effort to understand on his/her own what the mentor does
5. To ask questions when he/she does not understand
6. To listen carefully, take notes, and follow instructions when learning something new
7. To follow all safety procedures
8. To regularly communicate about the project and goals
9. To be creative and attentive
10. 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



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

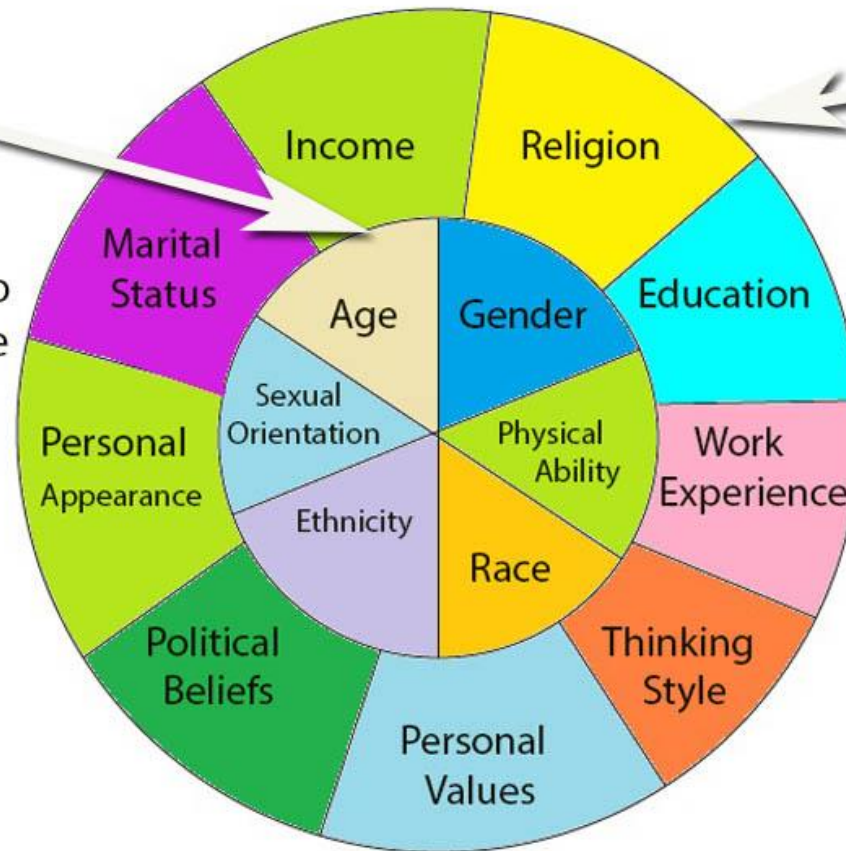


WHAT IS DIVERSITY?

Dimensions of Diversity

Inner Embedded Sphere

Which we have no control over as we are born with these aspects of diversity.



Outer Sphere

Which we have some control over and which may or may not change over time.

ACTIVITY – RECOGNIZING AND MANAGING UNCONSCIOUS ASSUMPTIONS

Instructions:

Quickly read through the list and write down three words that come to mind to describe each person. They can be anything: Age, gender, ethnicity, weight, sexual orientation, educational level, language, disability, etc.

	Word 1	Word 2	Word 3
Cook			
Pilot			
Mountain climber			
Caretaker			
Politician			
Clinical researcher			
Engineer			

ACTIVITY – PAIR-SHARE



1. What identities do you think you'd most relate to with a mentor? least relate to?
2. How *can* those similarities and differences influence the mentoring relationship?
3. What are more ways we can learn more about diversity in order to achieve equity and inclusion?

HOW MENTEES CAN ADDRESS EQUITY AND INCLUSION

- 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.

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

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

SELF EFFICACY: 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



SELF EFFICACY: SUCCESSFUL LEARNING EXPERIENCE

1. Write a letter to yourself describing this moment.
 - Describe your success story in detail:
 - Start your letter 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 letter with your neighbor 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 IN 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



EMAIL COMMUNICATION

EMAIL TIPS

- Make checking your email a part of your regular routine/schedule.
 - Colleges communicate through email
 - CAMP notifications and calls to action come through email
- Email addresses should be professional, and create a new email address just for your college work if needed or helpful.
- It is courteous and respectful to return an email 24-48 hours from the time you received it.
- We recommend that you “cc” Ocean Discovery in your email communications with your mentor.

ACTIVITY - PUTTING IT ALL TOGETHER

Send an email to your Mentor

Hello!

My name is INSERT NAME and I'm excited to work with you as my college access mentor this year! I wanted to share a few things about myself as we get ready to work together.

Some of my interests include INSERT INTERESTS YOU HAVE IN AND OUT OF SCHOOL, SUCH AS FAVORITE SUBJECT, CLUBS, SPORTS, HOBBIES, TALENTS, ETC. As I think about college, some schools I'd like to look into more are INSERT POTENTIAL SCHOOLS YOU ARE CONSIDERING.

(Aligning Expectations) Some qualities that I look for in a mentor include INSERT WHAT YOU ARE LOOKING FOR IN A MENTOR. What I hope to gain from a mentoring relationship is INSWER WHAT YOU HOPE TO GAIN. Some concerns that I have about working with a mentor one-on-one toward my higher education goals are INSERT YOUR CONCERNS.

(Equity and Inclusion) Some things that are important to me that I'd like you to know are INSERT DETAILS OF YOUR LIFE THAT YOU'RE READY TO SHARE AND YOU THINK ARE IMPORTANT FOR YOUR MENTOR TO KNOW, SUCH AS YOUR BACKGROUND, FAMILY, VALUES, PRIORITIES, TENDENCIES, WHAT IT'S LIKE TO BE YOU.

(Building Self-Efficacy) Some things that I am proud of are INSERT SOME OF YOUR ACCOMPLISHMENTS.

I just wanted to share these things so you can start to get to know me. I look forward to meeting you in person soon.

Thank you so much,

INSERT NAME

WRAP UP

MAKING THE MOST OF YOUR ODI EXPERIENCE

- 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.

ACKNOWLEDGMENTS AND RESOURCES

We thank Dr. Kelly Diggs-Andrews, Dr. Christine Pfund, Leah Nell Adams and the team from the Center for the Improvement of Mentored Experiences in Research (CIMER) for contributions to this orientation presentation.

We thank the leadership from Ocean Discovery Institute for leading this effort and contributing to the creation of this presentation.

For additional resources for mentees, see:

www.cimerproject.org

www.nrmnet.net

www.nationalmentoringresourcecenter.org

www.manymentors.org



SESSION EVALUATION

Complete your letter to your mentor before starting the evaluation.

NEXT STEPS

- Email letter to Isabel (to send to mentors)
- Parent Permission Slip
- CAMP Kickoff – Wednesday, August 24 @ 5:00-7:00 pm
 - Meet your mentors!
- First Workshop – Thursday, September 8 @ 4:00-6:00pm
 - College Fit Workshop
- Second Workshop – Thursday, September 29 @ 4:00-6:00pm
 - Personal Statement Workshop

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ADDITIONAL REFERENCES

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