



**OCEAN
DISCOVERY
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young lives transformed through science

CAREER ACCESS MENTOR PROGRAM MENTEE TRAINING

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TODAY'S GOAL

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

AGENDA

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

MEET YOUR MENTOR

HOW WE PICK MENTORS

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

Adamari	Sonya Vargas (OL alum) Senior Biologist at Environmental Science Associates
Alana	Sasha Cota Mental Health Therapist at Rady Children’s Hospital
Amy	Rosary Stephen Research Scientist at Genomatica
Delia	Oscar Martinez Rodriguez Sr. Research Associate II at Genomatica
Ernesto	Claudia Rodriguez (OL alum) student support services
Phu	Rosemary Kosaka Resource Economist at NOAA
Ryan	Melvin Alvarez Grant Program Associate at 11th Hour Racing
Jair	Zach Quinlan PhD Candidate studying biogeochemistry of coral reefs at UCSD/SDSU

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?

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

- 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



EQUITY & INCLUSION

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

- 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

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

Consider:

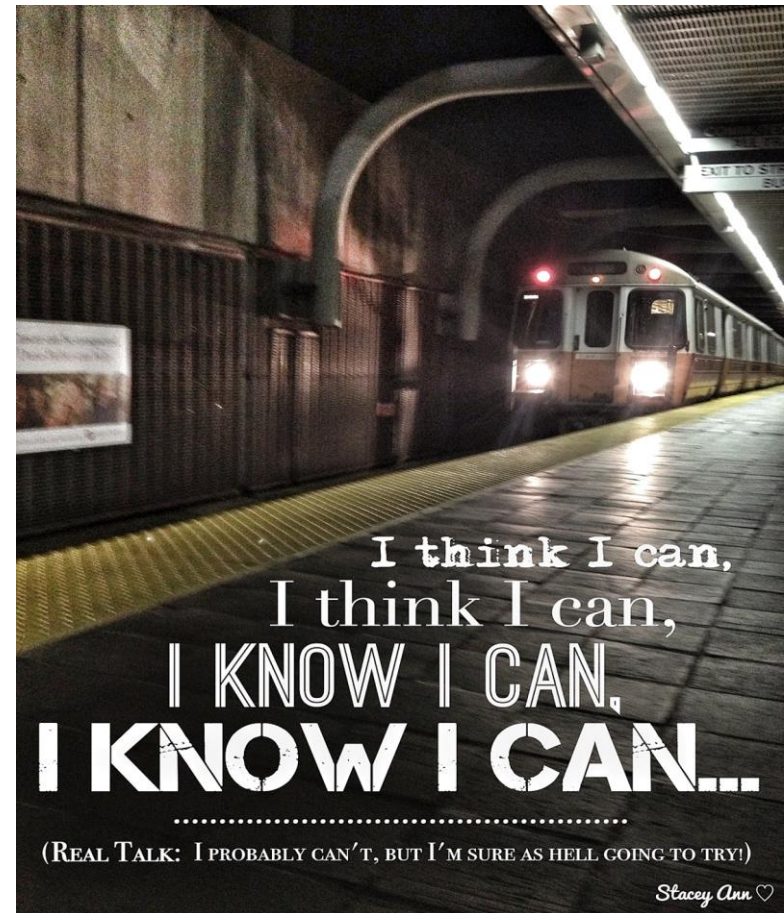
- Questions to ask
- Activities to break the ice
- Keep in mind all the ways we express our diversity

BUILDING SELF-EFFICACY

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

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

Remember a time when you achieved a goal.

1. Write a reflection describing this moment.

- Describe your success story in detail, such as using the 5 W's (Who, What, When, Where, and Why) to explain how accomplished your goal.

2. Share your reflection with your partner and discuss the following:

- 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

Specific

Measurable

Attainable

Relevant

Timely

MAKING THE MOST OF YOUR CAMP II 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.

MENTEE TRAINING TAKEAWAYS

WRAP UP

EVALUATION

NEXT STEPS

- **Pre-Work**
 - Finish and submit SMART goal
 - Fill out Adult Member Application
 - Read the article “Are you mentorable?”
 - Fill out CAMP II Interest Form
 - Complete portal activities
- **Next Meeting: CAMP II Kickoff**
 - Friday, October 14 @ 5-7pm [TENTATIVE]
 - Meet your mentor!
- **First Professional Development**
 - Power Management Workshop, October 19 @ 10am-12pm
- **Questions/Comments/Concerns?**



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THANK YOU.

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