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Westcoast Women in Engineering, Science & Technology

### **Practical Mentorship**

June 1, 2015 Whitehorse, Yukon

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a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



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NSERC Chair for Women in Science and Engineering BC and Yukon Region



Westcoast Women in Engineering, Science & Technology

Our mission is to advance engineering and science as welcoming careers that serve our world through holistic understanding and creative, appropriate and sustainable solutions.

www.wwest.ca

Connecting People

> Pilot programs

Policy contributions

> Opening lines of communication

Providing trusted information

Research on gender diversity in SET



- Washrooms
- Emergency Exit
- Fire Procedure
- Confidentiality & safe space



### Think

Pair

Share

Record

When did a mentor make a difference for you?

When could you have used the support of the mentor?

#### Instrumental

- Career / promotion
- Knowledge transfer
- Institutional need
- "Sage on Stage"

### Developmental

- Broader development
- Guiding / supporting
- Mentee need
- "Guide on the Side"

Figure adapted from "Mentoring for Change" prepared for UAEW by Dr. Jennifer de Vries



- Myrick (1987) has asserted that six conditions must be met to create a relationship in which a person feels comfortable to self-disclose.
- In developmental mentorship, this relationship is reciprocal

Caring Understanding Acceptance

Respect Friendliness Trustworthiness



Value them as a person

Personal commitment to process

Personally care about their well-being

Caring



**Empathy** 

Perceive and acknowledge their experiences

Understanding



Respect the personal worth and dignity of a person

## Accept who they are

\* Does not require you agree with their ideas

Acceptance



Right to express their own ideas and feelings

Right to shape their own lives

Respect



Sharing mutual interests

Genuine warmth

Genuine sense of comfort and support

Friendliness



Confidentiality and security in relationship

Honesty

Trustworth-iness



- How you respond affects how they respond
- Choosing a response is context and relationship (facilitative conditions) dependent
- Wittmer & Myrick (1980) ranked the responses:

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting



- Advising = what you should do or feel
- Evaluating = judges what you do or feel

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

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- Trying to explain behaviours or feelings
- Responses may imply what they should think or do

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

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- Intent is to indicate a belief in their ability to solve the problem
- May dismiss the client's feelings (negative)
- Imposteritis

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting



Seeks information and furthers discussion

Person-centred questions
Open questions

\*Why questions (be careful to not make it intimidating)

Questions that completely change the focus

Binding questions – not really questions

Questions that solicit agreement

Forced choice questions

"No good answer" questions

Yes/No questions

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

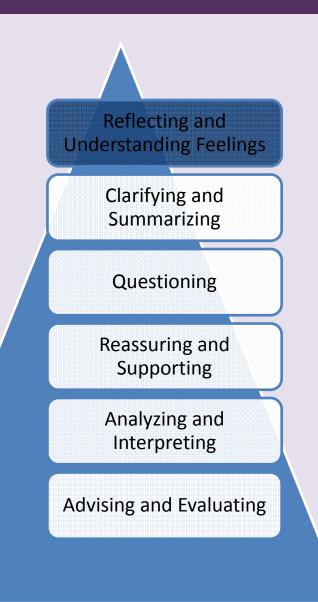


- Clarifying indicates a desire to be accurate in communication
- Summarizing helps focus the discussion and indicates you have accurately heard and understood

Reflecting and **Understanding Feelings** Clarifying and **Summarizing** Questioning Reassuring and Supporting Analyzing and Interpreting Advising and Evaluating



 Conveys you have heard and understood their emotional experience





Pair & Practice

What was your most frustrating mentoring experience?

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

# Barrett Horne



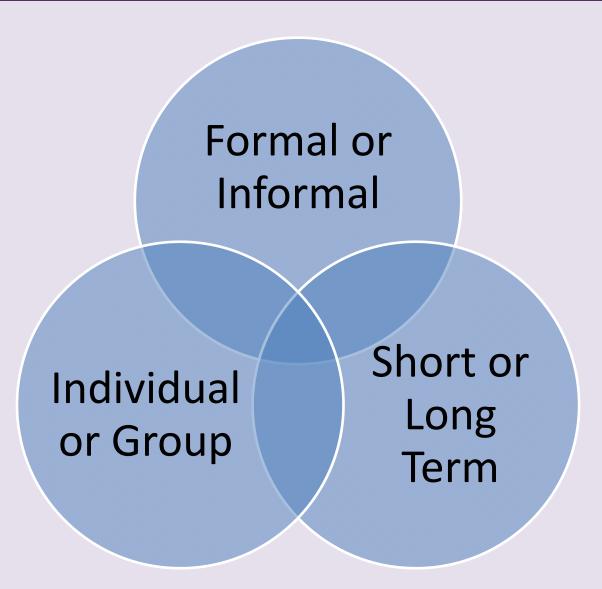
### **BREAK**



# Margaret Dumkee



### West Types of Mentoring Relationships





#### **Formal**

- Often arranged by a workplace or organization
- Has pre-articulated expectations for mentors and mentees
- Often has events such as launches, wrap-ups, or socials to normalize expectations
- Lower "threat" barrier to become involved
- Higher "threat" barrier of time commitment and visibility of involvement

#### Informal

- Often arranged by individuals
- Expectations may or may not be pre-determined; often casual or focused on a specific need
- Expectations need to be set by the mentor and mentee
- Lower "threat" barrier of time commitment (flexible) and visibility of involvement (can avoid others knowing)
- Higher "threat" barrier to become involved (difficulty of establishing connection)

## Short or Long Term

#### **Short Term**

- Project- or experiencespecific mentors
- Speed-mentoring
- Shadowing
- Group activity "buddies" or event mentors
- Transition mentors
- Some mentoring programs

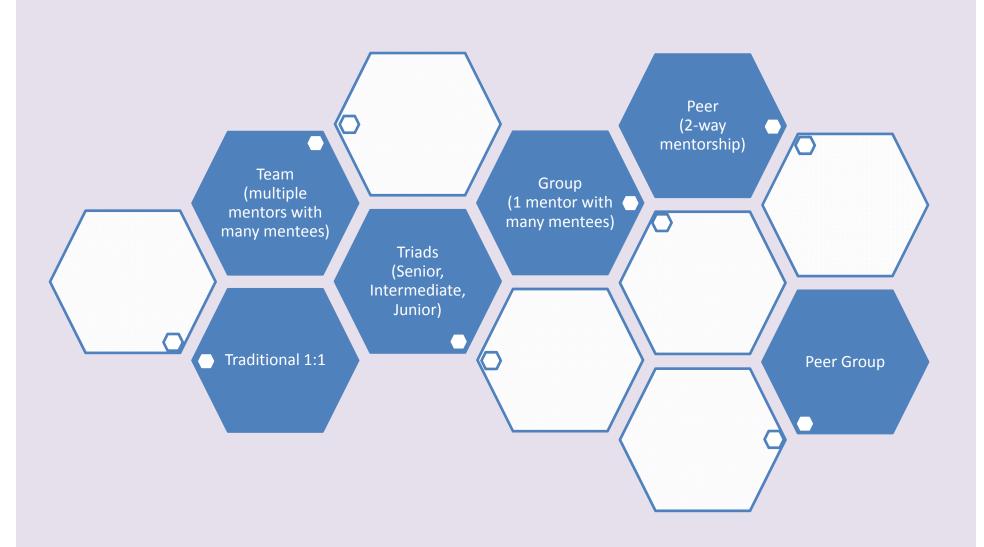
#### **Long Term**

- Ongoing mentoring with regular meetings
- Ongoing mentoring "as needed"
- Context-dependent "as needed" mentor
- Peer mentor
- Most mentoring programs

### Online mentoring



## Mest Individual and Group



# Why?











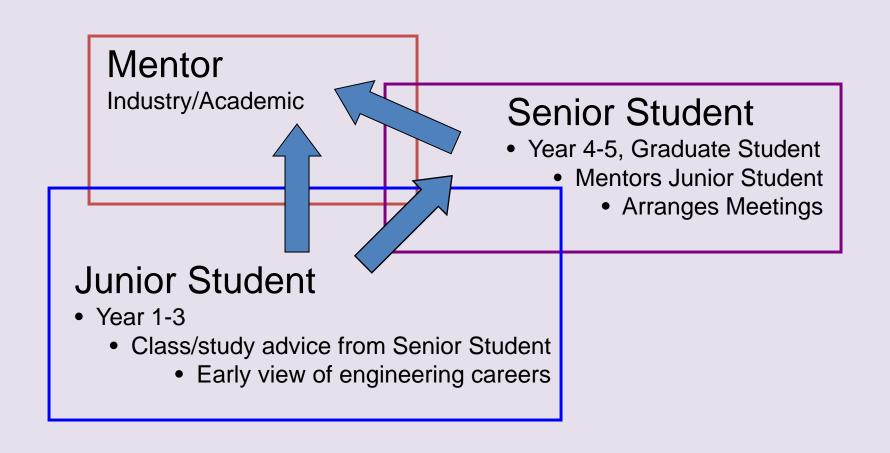
# **UBC Engineering Tri-Mentoring Program**



Tri-Mentoring offers an education beyond traditional university engineering curriculum

Donna Dykeman, Erin Young, Elizabeth Croft University of British Columbia

## Whitest UBC Tri-Mentoring Model



 Sustaining Advantage: students return as mentors after at least 1 year of working experience

### West Program Structure

- 10 hours of volunteer time (Oct. Mar.)
  - 3 Face-to-face meetings with mentor
  - Orientation
  - Kickoff Event
  - Closing Dinner
- Students
  - Additional information session
  - More involved orientation
  - Future Mapping with Career Services



Organizer "Pro tip" – Invite your bosses' boss and make sure you take his/her picture!



# Successful mentoring is a values based activity

It starts from WHY.







Think

Pair

Share

How does mentoring reflect your values?

How does this affect your mentoring relationships?





- New relationships
- Diverse people and perspectives
- Culture clashes

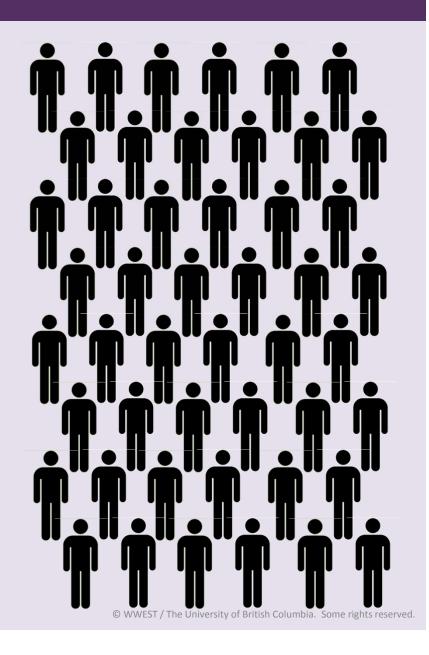
- Preconceptions
- STEM Culture





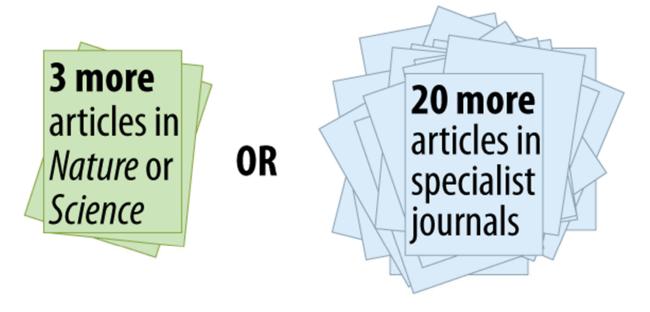


- Who do you mentor? Who are your protégés?
  - Organizations are typically self-replicating.
  - We choose ourselves.
- Implicit Bias
  - Unconscious bias, that intrinsically affects our everyday decision making processes.



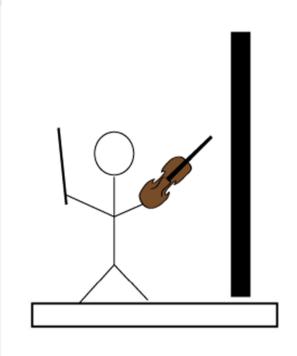
## Whitest Unconscious (Implicit) Bias

To be seen as equally "competent" by reviewers, female researchers need to publish:



than male applicants when applying for a medical fellowship.<sup>5</sup>

#### Whitest Unconscious (Implicit) Bias



Women are **50**% more likely to advance in an orchestra audition if they **can't be seen**.<sup>3</sup>

## Whitest Unconscious (Implicit) Bias

"We would have to see her job talk"

"I would need to see evidence that she had gotten these grants and publications on her own"

Psychology professors reviewing identical CVs were **4x** more likely to write **cautionary comments** for female applicants.

## Whitest Implicit Bias Affects Outcomes

A 2012 study sent out one of two resumes to science faculty in the US, and asked them to evaluate the candidate for a lab manager position. One resume was for a candidate with a traditionally female name, and one for a candidate with a traditionally male name.

Their evaluations said that the male-name candidate was:

- Significantly more competent and hireable
- More desirable as a mentee
- Worthy of a higher starting salary

When compared to the **female**-name candidate.

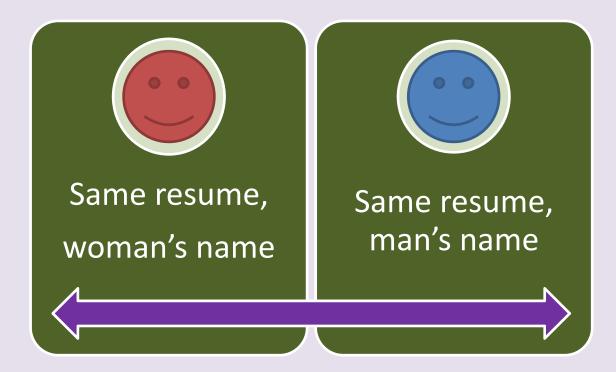
C. A. Moss-Racusin, J. F. Dovidio, V. L. Brescoll, M. J. Graham, and J. Handelsman, "Science faculty's subtle gender biases favor male students," Proceedings of the National Academy of Sciences, Sep. 2012.



#### Whitest Implicit Bias Affects Outcomes

The real catch?

Other than the name, the resumes were identical.



# Bridge Builder

- Take the Implicit Association Test. Know your own biases. We all have them.
- Be open to un-alike Mentors and Mentees.
- Do not assume the capabilities or preferences of others. This limits opportunities for learning.



Think Pair Share

Where have you seen challenges in Mentoring?

How did you overcome them?



#### Reflection in the Learning Cycle

Concrete Experience

Active Experimentation

Reflective Observation

Abstraction / Conceptualization

Kolb Cycle or "Experiential Learning Cycle"



What?

So What?

Now What?

# Spiraling Up

- Reflective learning is a spiral process
- Revisiting experiences at a later date and rereflecting leads to deeper learning
- Its not a ladder, it's a ramp
- Everyone has to go up the ramp at their own rate

## Whitest Avoid Negativity

- Negativity is not a value
- It pulls people down
- There is no upside
- Where appropriate, bring in the professionals.

#### Make it Count

- Mentoring is professional development this is good for your CV
- Encourage others to mentor and be mentored
- Make mentoring flexible
  - Formal/informal
  - Peer, Small Group, Event based
- Make it open to others

#### Some Self Mentoring Strategies

- Be strategic put your commitments where your values are
- Include time for mentoring in your "professional development plan" at work.
- Take personal time to re-energize. You can help best when you are strong.
- When you mentor, make it work for you.
- Always expect the best (but have a plan B).



#### **BREAK**



#### Whitest Institutional Supports

Brainstorm as a group

Write one idea per post-it note

Use big, legible letters

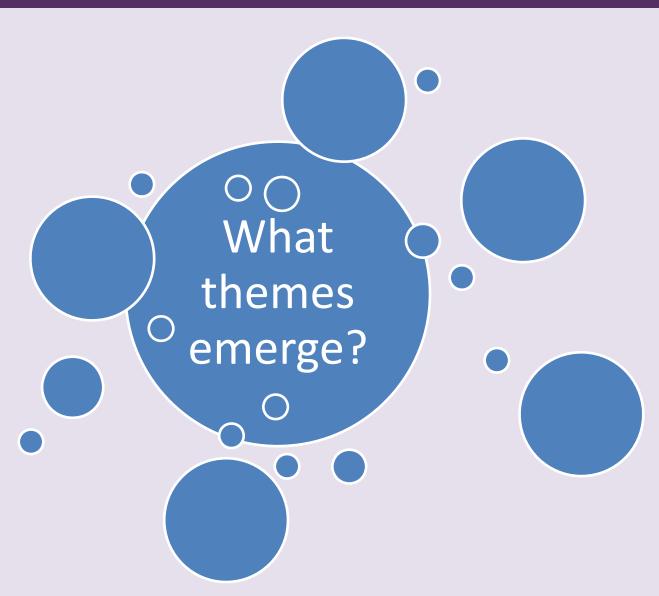


What could your organization do to make it more difficult for people to pursue mentoring?



# Share your thoughts Put your post-its on the wall and tell us about them





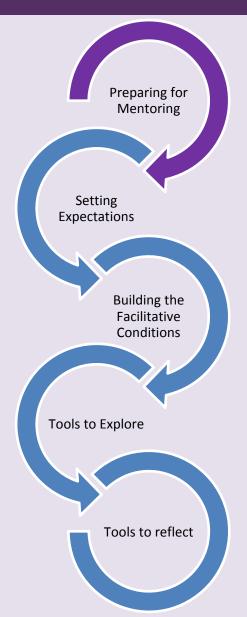




How can you plan around, mitigate, circumvent, & otherwise avoid these barriers?

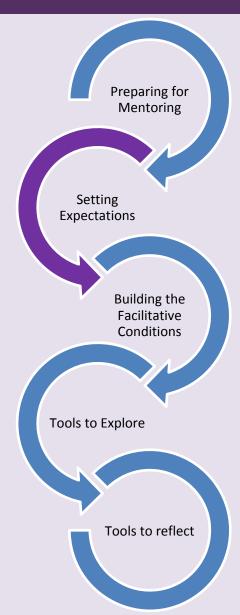
# Pawa Haiyupis





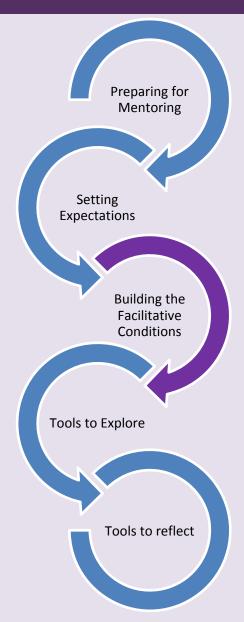
- As a mentor OR a mentee, decide what you want to get from this experience
- Determine what you can give (time, knowledge) and what you can't (things you won't discuss)
- Know your own values
- Review the facilitative responses
- Decide on three questions you want to ask





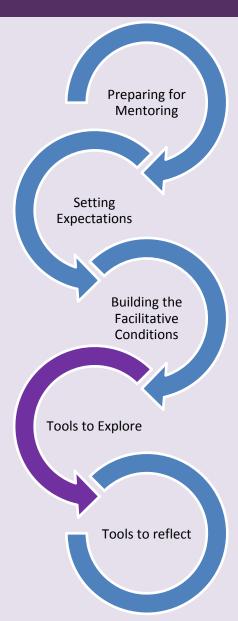
- Communicate what each of you wishes to gain from the experience
- Set expectations on the number, type, and lengths of meetings, and other forms of contact
- Set expectations on responses to contact outside the agreed structure, and talk about preferred communication formats
- Discuss any limitations, caveats, etc. to the mentoring relationship
- Discuss confidentiality
- Discuss what to do if one person wants to end the mentoring arrangement
- Write these items into a simple agreement, and ensure everyone has a copy
- Formalized organization mentoring often predefines these items





- Discuss your personal and professional interests, and find common ground
- Use open questions and positive body language
- Many mentoring groups find it helpful to leave the workplace – go for a walk, or to coffee
- Talk about why you became involved in mentoring and why you value it
- Talk about a valuable mentoring relationship you had in the past, and why you found it helpful
- Formalized mentoring programs often have launches to assist in this

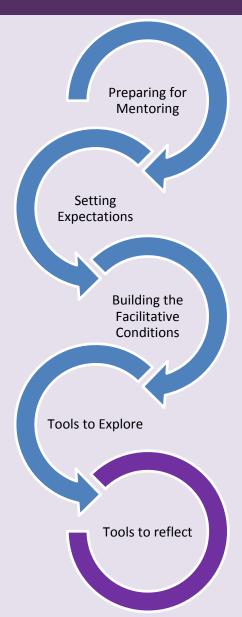
## Whitest Tools for Mentoring



- Choose a specific topic to focus on for the individual session, discussing either the mentee's present situation or a situation the mentor faced, e.g.:
  - Navigating a career obstacle
  - Making a difficult decision
  - Finding balance in a specific situation
  - Navigating politics in the workplace
- Have the mentee create a pie chart of what is important in their life. After, create a pie chart of what they spend their time on. Compare & discuss. Alternatively, create a pie chart of what their life is and what they would like their life to be.
- When considering options, draw out the possible scenarios. What do they look and feel like? What is good and bad?
- Adapt PEST analysis to look at an issue. Political what
  does it mean at work? Economic how does it affect
  your lifestyle? Social how does it affect your family and
  friends? Technology can you leverage technology to
  improve things?

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- At the end of a meeting, review the highlights of the discussions. Note what was most impactful.
- At home, take fifteen minutes for reflective writing.
   What did you learn? What was helpful? What surprised you? What do you want to discuss next time?
  - What?
  - So What?
  - Now What?
- At the end of the mentoring relationship, or yearly, reflect further on how the experience has contributed to your growth and development
- Formal mentoring programs may have wrap up events or banquets to facilitate this





#### **QUESTIONS**