INCLUSIVE MENTORING
GOALS FOR TODAY

• Reflect on our own mentoring experiences

• Introduce resources that discuss the benefits of and best practices for mentoring relationships

• Learn strategies for building successful cross-identity mentorships
DISCUSSION GUIDELINES

• **Speak up, but also listen.** If you typically hold back in discussions, challenge yourself to ask a question or share your opinion. If you usually dominate the discussion, encourage others to participate too.

• **Speak from your own experience.** Avoid generalizations by using “I” statements and don’t expect that any one person represents an entire group.

• **Try not to make assumptions.** Sometimes we are not able to express our ideas as clearly as we want to. If you are confused by someone’s question or statement, ask for clarification.
DIVERSITY vs. INCLUSION
A robust, intentional mentoring culture can improve **diversity** by increasing **inclusion**.
PERSONAL MENTOR INVENTORY
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• Were they helpful in helping you achieve success? How?
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- Have you mentored other people?
- What kind of activities or interactions count as “mentoring” to you? Which have been most effective?
There is a lot of literature on mentoring.

- National studies link effective mentorship to successful outcomes, including:
  - degree completion (Golde, 2000; Lovitts, 2001, 2008)
  - increased self-efficacy (Paglis, Green, and Bauer, 2006)
  - educational satisfaction (Gardner, 2009; Nettles & Millet, 2006)

- Johnson & Huwe (2003): many modes of mentoring, ranging from career advice to psychosocial development and support

- de Janasz & Sullivan (2004): mentoring networks offer increased flexibility relative to traditional mentoring relationships

- Girves, Zepeda, and Gwathmey (2005): mentoring “families” are particularly beneficial for women and URMs
Mentoring is **professional development** through **shared experiences**.
FACTORS THAT INFLUENCE PERSISTENCE

**Interest**

- Interest is positively influenced by perception of relevance, usefulness in the future, personal enjoyment, and sense of challenge (Husman & Lens, 1999; Csikszentmihalyi, 2008).

- Interest is negatively influenced when people perceive their plans as unfeasible or lack a clear roadmap to their chosen career (Oyserman et al., 2004).

- Mentors can increase mentees’ interest by learning about their values and helping them engage in STEM practices that are relevant to their goals.
FACTORS THAT INFLUENCE PERSISTENCE

**Capacity**

- When students demonstrate capacity to complete STEM work, they are more likely to persist in STEM (Eccles 1994).

- Self-efficacy (confidence in one’s ability to achieve) is more predictive than actual ability (Schunk 1991).

- Mentors can increase mentees’ capacity by encouraging the development of a **growth mindset** (e.g., Dweck 1988, Dweck 2007).
FACTORS THAT INFLUENCE PERSISTENCE

Belongingness

• Belonging is based on a sense of shared identity: happens when one's own identities are valued and one can build relationships with others in the community who share similar interests (e.g., Good et al., 2012).

• People feel their group is more visible and supported when a “critical mass” is attained, typically 30% (Hagedorn et al., 2007).

• Mentors can increase mentees’ sense of belonging by inviting them to participate, recognizing their progress, and validating their experiences.
MENTORING ACROSS IDENTITIES

- Traditional mentoring initiatives (and mentoring-by-chance) tends to pair people based on perceived similarities in background and interest.

- This can mean that students with different backgrounds or identities than the majority group receive less mentoring.

- On the flipside, mentors from underrepresented groups may be asked to shoulder a larger burden than their peers.
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• What are some concerns you have (or had) about mentoring or being mentored by someone with a different identity?
MENTORING ACROSS IDENTITIES

• Identifying shared values and expectations leads to trust and understanding

• Important to provide feedback without displaying lack of confidence, which can trigger stereotype threat

• Women and URMs often seek out psychosocial support from same-gender or same-race mentors, but still need sponsorship from diverse mentors
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• What else would you add to a list of effective mentoring strategies?
Mentoring “constellations” are one strategy for improving individuals’ interest, capacity, and sense of belonging.