MENTORING THAT WORKS

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www.awis.org
- connect to a community that encourages, sustains, and supports you in your career

- work with students to foster a more supportive and favorable climate for all
Tools that Can Help Us

- Self Analysis
- Networking
- Mentoring
- Coaching
MENTORING THAT WORKS

• Mentoring is NOT cloning!

• Is it a glass ceiling or a sticky floor?

• “Culture eats strategy for lunch.” (Mark Bard)
Concepts

• Acquiring the requisite credentials
• Recognizing opportunities
• Learning from mistakes and missteps
• Dealing with own biases and misconceptions
• Developing a sense of one’s career directions and timing
Concepts

• Selecting appropriate role models
• Meshing one’s values with the workplace
• Balancing the pieces of one’s life
• Creating opportunities for others
• Knowing when to move on
• Calculated risk-taking
Discussion

1. What are the distinctive differences in successful mentoring in the liberal arts context as compared to research intensive universities?

2. How can one deal with conflicts of commitment/interest for a thesis advisor and/or teacher-supervisor in mentoring her own students/laboratory workers?

3. How can mentoring override negative atmospheres that may exist in academic environments/departments?
Discussion

4. What are some mentoring approaches to help junior faculty and/or graduate students/postdocs in their time and stress management for work/personal life issues?

5. How have positive and negative aspects of your past mentoring experiences changed how you approach mentoring?

6. How does one mentor individuals who do not plan to follow your own career path?