Information for Mentors

Your Roles and Responsibilities
Your story is not everyone else’s story, so…Share. Expand. Understand.

Mentors and mentees meet for about an hour a week (preferably an in-person meeting). Meeting times and activities are arranged by the mentors and mentees. Mentorships last approximately a semester, unless both mentor and mentee wish to extend the partnership.

Your primary role is to support the student by sharing your experience and knowledge as you are comfortable, with the main focus on mentee long-term goals. You are not expected to teach or tutor specific content (for their courses; but can if that is something you are interested in doing), but can guide them to their instructors office hours or CAPS (see below) for content support.

To help provide context to, and define the dynamics of your relationship, we ask mentees about their past experience with mentoring (Mentee Questionnaire on the program website under Student Orientation Materials; “What is your experience with being mentored? AND What other mentors do you currently have and what role do they play for you?”).

Mentees are encouraged to prepare for their first meeting by completing both a SMART Goals and Mentee Questionnaire document (Student Orientation Materials). The questionnaire, in addition to the question on past experience with mentoring, also addresses what they hope to get out of the match and the program for the semester.

It is OK to assign mentees “homework” related to their goals. (See additional optional topics below.) It is also helpful if at the beginning of each meeting you reflect on what you previously discussed, and at the end of the meeting you plan for the next.

Please do not hesitate to reach out if you run out of ideas of what to work with your mentee on. We are here to provide support however you need us. It is also completely acceptable to assign your mentee homework, as long as the two of you discuss expectations surrounding the work.

Student Communication Expectations
We will make the initial introductions for you and your mentee via email, with both of you included. After that, please make an effort to reach out and personally introduce yourself to get the ball rolling, and we encourage the students to do the same.

We are all busy and can miss emails/calls/texts. So, if you do not hear from your student after you reach out, please reach out one more time. If you still do not hear back from the student, please contact me. Students know that mentors contact me if the mentor does not hear from their student after a week.

Once you let me know that your student has stopped communicating, I will get a hold of your student. My first priority is to make sure the student is okay. Then, I will work with the student to get them back on track with the mentoring program.
NEED A RESOURCE OR SUPPORT?
There are many FREE resources on campus to support students. Many of these can be found on our Survive and Thrive document on the program website, as well as https://allaccess.unm.edu/index.html

Scholarships
Here at ESS Center, Elsa Castilla (elsac@unm.edu) runs our internal and external scholarships for the School of Engineering. Non-SoE students can reach out to https://scholarship.unm.edu/ or their individual departments.

Career Related Issues
We have many guides available on the program website.

Here at ESS Center, Nada Abdel Hack (nabelha@unm.edu) helps students find internship opportunities.

Additionally, at UNM, we have an Office of Career Services that helps students explore majors, write resumes, job search, practice Interviewing, or work on anything else related to "what do I want to do with my life". More info at https://career.unm.edu.

Academic Performance
Here at ESS Center, we have tutors available for most of the course’s students will encounter. More information is on our website: https://ess.unm.edu/services/tutoring/index.html

Additionally, UNM’s Center for Academic Program Support (CAPS) offers support for students with coursework including in-person and online tutoring, mastering learning strategies, writing, etc. More info at https://caps.unm.edu.

Additional Resources
We also have various student resource centers and counseling centers on campus: El Centro de la Raza, African American Student Services, American Indian Student Services, Women's Resource Center, Veterans Resource Center, LGBTQ Resource Center, Men of Color Initiative, Dream Team, Accessibility Resource Center, Student Health and Counseling, etc.

If your student needs a particular resource, please encourage them to reach out to me so that I can connect them to the appropriate people/places. You can also call or email me to brainstorm about your particular student. A survive and thrive handout is available under Student Orientation Materials on the program website: https://ess.unm.edu/programs/current-students/semester-long-programs/stem-mentoring-program/documents.html

HOW TO GO FROM SMALL TALK TO MEANINGFUL CONVERSATION…in a comfortable and natural way. Follow your curiosity. Think of dialog as exponential, break past the barrier of “boxes” within 3 layers deep. Don’t bounce from topic to topic, but dive deeper within a single topic. The topic of conversation does not matter, it should be focused on the process of the conversation. And, listen (intentionally)! Not just to words, but actions. Reflect on what others share. And, with this, it is ok to stretch outside your comfort zone.
NEED MEETING TOPIC SUGGESTIONS?
One of our mentors, Brandon Carrasco from Unirac, Inc. has graciously provided a timeline he and his mentee created for the semester. We thought this may be helpful for those of you who would like a bit more guidance.

<table>
<thead>
<tr>
<th>Week (Tues)</th>
<th>Focus Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/24/2019</td>
<td>Becoming a Professional, Personality Types</td>
</tr>
<tr>
<td>10/1/2019</td>
<td>Discuss Questions, Engineering Career Paths</td>
</tr>
<tr>
<td>10/8/2019</td>
<td>Visit Unirac</td>
</tr>
<tr>
<td>10/15/2019</td>
<td>Resume and LinkedIn Plan</td>
</tr>
<tr>
<td>10/22/2019</td>
<td>Resume Review, Interview Skills, Elevator Speech</td>
</tr>
<tr>
<td>10/29/2019</td>
<td>LinkedIn Review, Interview Practice</td>
</tr>
<tr>
<td>11/5/2019</td>
<td>Cover Letter, Apply For Jobs</td>
</tr>
<tr>
<td>11/12/2019</td>
<td>Work/School Strategies</td>
</tr>
<tr>
<td>11/19/2019</td>
<td>Networking Strategies</td>
</tr>
<tr>
<td>11/26/2019</td>
<td>Thanksgiving Week, <strong>No Meeting</strong></td>
</tr>
<tr>
<td>12/3/2019</td>
<td>Last Meeting, Work Life Balance, Long Term Goals</td>
</tr>
<tr>
<td>12/10/2019</td>
<td>Finals Week, <strong>No Meeting</strong></td>
</tr>
</tbody>
</table>

Some other topics that previous pairs have addressed are:

- Applying for work/internships
- Balance time and priorities
- Building rapport with difficult people
- Career goals
- Career paths
- College experience
- Communication skills (interpersonal, as well as professional posters and presentations)
- Coping with challenges
- Effective presentations
- Gain skills for presenting self as a valuable candidate to companies
- How does base knowledge help success in the field
- How does UG compare to the working world as far as use of knowledge
- How to do better in classes and what opportunities should be taken advantage of
- How to look for opportunities (grad school, internships, etc)
- How to write a proposal
- Improve resume – tailoring it
- Interviewing skills
- Learn about their mentors journey to where they are
- Networking.
- Online professional presence (ie LinkedIn)
- Professional societies
- Reading scientific papers
- Research opportunities
- Research project – Sr. Thesis and how to accomplish it
- Shadowing/facilities tour
- Study challenges/absorbing information/processing information
- Timeline of goals – short term/immediate vs down the line/long term
- What can you get from a job besides a paycheck
- What is it really like to do work in the field/types of jobs in the field/daily experience – specifically in NM
- Why are each of you in the program – this can help identify specific needs or goals
- Working in a lab/group

**A FEW OTHER THINGS THAT MAY HELP FACILITATE A GOOD RELATIONSHIP:**

**Fall 2020 STEM Mentoring Conference Notes**  
[https://mentor.unm.edu/conference](https://mentor.unm.edu/conference)

**VIRTUAL MEETINGS**
- Rename yourself to something about you. For example, where you are from, what you want to be, etc.
- Show an image of a map, enable annotate, and have people mark where they are from.
- Have attendees grab something that represents something they know well, a strength, something meaningful, etc.
- Put one word in the chat in CAPS that…you choose the question or topic. Make it relevant to the content and connecting.
- Some things to help those with ADD/ADHD:
  - Pin the speaker
  - Hide your own image
  - Minimize the chat function to decrease distractions
- To help with isolation – find ways to connect and build routine and an official “work space.”
- Have an “unofficial start.” These can be questions or prompts with a purposeful engagement that connects us to each other, but try to have it tied to the purpose of the meeting. Connection before content.

**TO INCREASE VIRTUAL ENGAGEMENT**
- Have an “unofficial start.” (see [weand.me/ideas](https://weand.me/ideas) for more info)
- Have a “hook.” Share your intention and needs of others. “In the session, I will…” and make sure to follow through.
- Connection before content
  - To each other
  - To the purpose
  - Create a choice
    - Ex. Ask for a story related to the content. “What is a story about…”
    - You can go in to “podcast” mode – have video off for 60 seconds of silence to be in the here and now.
- Content: Make it experiential, not words.
- Closing: with purpose.
  - Ask the audience to put quotes in the chat that encapsulates what we have shared together.
  - End with a saying or line – be quotable.
- Every 20 minutes, look at something 20 feet away, to reset your vision.
- Don’t label silence, make it productive.
Present a prompt to have response in the chat and then ask somebody to share out loud.
If you get silence, work with it. “My intent is to be helpful and purposeful, so I don’t
know how to interpret your silence. Can someone share in the chat what’s going on?”

**EMBRACING DIFFERENCES**
- Connect BECAUSE of differences. Approach differences with curiosity not judgement.
- Career success is 10% performance, 30% your image from others, and 60% exposure to
resources, people, and opportunities (Harvey Coleman, Empowering Yourself, the Organizational
Game Revealed).
- Build comfort by reflecting on your own attitudes and the world around you.
- Reflect on your own identity and culture so you can be aware and understanding about
differences.
- Prepare connection before goals.
  - Conversations (MOU) to invite conversation into goals.
    - What is the need?
    - Specific vs diffuse conversations, boundaries, etc.
    - Perceived power imbalance. Address it with elements of your identity and your
      own struggles to humanize each other.
  - Curiosity can lead to good conversation.

**FIVE LEVELS OF CONVERSATION**
1. Monologue/Lecture. No growth or quality.
3. Interaction. Back and forth with some follow-up, but minimal depth.

- What is your role in supporting deeper conversation?
  - Check on your own biases and position.
  - Focus on support and vision.
  - Challenge each other to facilitate the relationship.
- To help shift your perspective, ask yourself:
  - What lens am I looking through?
  - How might someone else see it? Not just within the pair engaging in the relationship.
  - What consequences do you foresee?
  - How is it different from your experience?
  - What am I or we missing?
- Bring up the uncomfortable. Encourage it. But, remain respectful and productive.