Mentoring Oceanographers
LuAnne Thompson
School of Oceanography, University of Washington

• Thanks to:
  • Graduate students and post-docs, past and present, in the School of Oceanography and Program on Climate Change
  • Kathie Kelly (UW/APL retired)
  • MPOWIR Mentors and Mentees
  • The women of physical oceanography
Mentoring/advising experience

3 MPOWIR Mentor groups
9 PhD students
11 post-docs
3 current students
~100 graduate student committee
~two dozen climate communication capstones
A Mentoring model

What should a mentee expect?
What should a mentor expect?
A traditional mentoring model

<table>
<thead>
<tr>
<th>The mentor:</th>
<th>The mentee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is the expert</td>
<td>• seeks out the mentor.</td>
</tr>
<tr>
<td>• is purely altruistic</td>
<td>• shares their goals and fears</td>
</tr>
<tr>
<td>• waits before giving advice.</td>
<td>• does not expect the mentor to solve short-term problems or do the work for them.</td>
</tr>
<tr>
<td>• leads by example</td>
<td>• does not expect specific advice.</td>
</tr>
<tr>
<td>• doesn’t assume anything about the mentee</td>
<td>• listens carefully and then researches and applies the guidance</td>
</tr>
<tr>
<td>• is forthcoming about mistakes they’ve made.</td>
<td>• shows that they value the mentor's support.</td>
</tr>
<tr>
<td>• celebrates their achievements.</td>
<td>• does not abuse the relationship</td>
</tr>
<tr>
<td>• seeks out classes related to skills the mentee wants to develop</td>
<td></td>
</tr>
</tbody>
</table>

Modified from [https://blog.hubspot.com/marketing/mentor-tips-positive-impact](https://blog.hubspot.com/marketing/mentor-tips-positive-impact) and [https://www.thebalance.com/a-guide-to-understanding-the-role-of-a-mentor](https://www.thebalance.com/a-guide-to-understanding-the-role-of-a-mentor)
A Mentoring model

Image:
http://www.clomedia.com/2017/03/01/need-help-developing-soft-skills-get-mentor/
An Academic mentoring model...

Images:
https://www.oxfordlearning.com/top-16-canadian-educational-websites/
An academic mentoring model

<table>
<thead>
<tr>
<th>The mentor:</th>
<th>The mentee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• is the expert</td>
<td>• is engaged in their research/education</td>
</tr>
<tr>
<td>• counts on the success of the mentee for their own success</td>
<td>• shares their goals</td>
</tr>
<tr>
<td>• leads by example</td>
<td>• works with mentor to solve problems</td>
</tr>
<tr>
<td>• gets to know the mentee as a person</td>
<td>• expects specific advice</td>
</tr>
<tr>
<td>• shares past failures and successes</td>
<td>• discusses research with mentor and comes to joint solutions</td>
</tr>
<tr>
<td>• celebrates both personal and joint achievements</td>
<td>• respects the mentor.</td>
</tr>
<tr>
<td>• teaches skills</td>
<td>• expects advocacy by mentor.</td>
</tr>
</tbody>
</table>
Values based mentoring

- Honesty
- Integrity
- Compassion
- Respect
- Humbleness
- Trust

An academic mentoring model

The mentor:

- be committed to the mentee’s success
- focuses on success of mentee
- focuses on individual needs
- supports mentee’s goals
- determines how the mentee best works towards goals
- is open to exploring new research areas
- is the expert - until she is not
- learns new skills along side the mentee
- celebrates successes of mentee
- is also mentored by the mentee
Bring your truest self to mentoring
Great benefits come from allowing mentees to lead: scientifically, professionally and personally