



Inclusive Community of Practice meeting, October 25th

"Mindful Mentoring"

In this session, we discussed the scenarios included [in this document](#). Each breakout room took a different scenario and answered questions about the mentoring relationship.

To add more ideas, please send to becca.ciancanelli@colorado.edu

Everything's Clear scenario

- What are the disconnects that you see between the mentee's experiences & perspectives of the mentor **and** mentor's experiences and perspective of the mentee? Can you see where the next meeting might go badly?
 - *There is a disconnect between what is causing the "annoyance".*
 - *Student fears to admit a lack of competency, and the Professor is frustrated that the student isn't communicating a lack of understanding*
 - *The student wasn't ready for the learning, but the Professor didn't inquire before teaching*
 - *Scenario feels very transactional -- doesn't provide space for vulnerability*
- What does vulnerability look like for the mentee in this next meeting, given that it is in an academic space?
 - *Mentee 'protecting' mentor with excuses*
 - *Needing to name if they are ready to talk/learn*
 - *Having to discuss learning environment that works best for them*
- What does vulnerability look like for the mentor in this next meeting, given that it is in an academic space?
 - *Need to initiate the mentoring space - norm setting, definition of relationship, communication style/strategy, conflict resolution framing*
- What can they both do to make the meeting a safe space for vulnerability to show up?
 - *Seek to set ground rules*
 - *What helps to learn best?*
 - *How can we communicate well?*
 - *Checking in about how ground rules are being followed*



Race & Culture Shock scenario

- What are the disconnects that you see between the mentee's experiences & perspectives of the mentor **and** mentor's experiences and perspective of the mentee? Can you see where the next meeting might go badly?
 - *Don't have a similar perspective, and the mentor truly doesn't understand the situation or mentee experience.*
 - *Potential whiteness prevent comfort in discussing race and campus culture because they do not need to interact*
- What does vulnerability look like for the mentee in this next meeting, given that it is in an academic space?
 - *Being honest about his social experience and specifically on dating which he talked on heavily. Shame interacting with his mentor is a barrier to making progress and highlighting where he can grow.*
 - *Being honest about the effect on his academics, not necessarily immediately but in regards to his retention.*
- What does vulnerability look like for the mentor in this next meeting, given that it is in an academic space?
 - *Overcoming his whiteness to be able to have a comfortable and honest conversation.*
- What can they both do to make the meeting a safe space for vulnerability to show up?
 - *Candidness and openness, being vulnerable and asking questions on being open to listening. Although the mentor has to take the initiative.*

Quitting scenario

- What are the disconnects that you see between the mentee's experiences & perspectives of the mentor **and** mentor's experiences and perspective of the mentee? Can you see where the next meeting might go badly?
 - *Mentor acknowledges loneliness (individual is the focus), mentee describes isolation (environment is the focus).*
 - *Meeting may go badly due to misalignment of experiencing loneliness vs isolation*
 - *Mentor's metrics reinforce individualism, mentee's metrics focus on collective*
 - *Mentor could approach with curiosity instead of assumptions about problems*



(desire to fix rather than understand)

- *White supremacy culture, even with non-white identities, people still adapt to the cultural norms*
- What does vulnerability look like for the mentee in this next meeting, given that it is in an academic space?
 - *Expressing discomfort in a culture that doesn't make space for it*
- What does vulnerability look like for the mentor in this next meeting, given that it is in an academic space?
 - *It is vulnerable to admit you don't know in academic spaces*
 - *"What if what I'm about to hear is true?" and "What if I can't fix it?"*
 - *What can they both do to make the meeting a safe space for vulnerability to show up?*
 - *Look for newness instead of grasping for familiarity*

Gender Bias scenario

- What are the disconnects that you see between the mentee's experiences & perspectives of the mentor **and** mentor's experiences and perspective of the mentee? Can you see where the next meeting might go badly?
 - Miscommunication/intercultural communication; Misperceptions of reputability
 - Breakdown of trust; Lots of assumptions being made
 - Power dynamic that prohibits clear communication; Assumption of shared experience
- What does vulnerability look like for the mentee in this next meeting, given that it is in an academic space?
 - Vulnerability + healthy boundaries; Reclaim their narrative to define what is ok and not ok for them
 - Vulnerability = speak truth; Conversation has to happen in a safe space
 - Self-advocacy; Shouldn't have to manage up
- What does vulnerability look like for the mentor in this next meeting, given that it is in an academic space?
 - Humility: Tell student that this is a safe space, Stay curious; Open to receiving feedback from the student; Not getting defensive; Growth mindset
 - Willingness to have been wrong; Ask more questions than giving answers or talking; Gentleness; Check assumptions that they made about the student and the situation



- What can they both do to make the meeting a safe space for vulnerability to show up?
 - Clarify space space and what that means before the meeting; Confidentiality