Latina Mentorship & Networking: Tips and Strategies

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Citrus College - Adjunct Professor

Workshop Session 1, April 20, 2018 – 10:10 am to 11:00 am
As a result of participating in this session:

- Describe and discuss **key mentoring approaches**, 
- Learn the **G-R-O-W-T-H model (2014)** and **the Medrano Mentoring Model (2017)** as two ways to bridge the relationships established from the mentoring process,
- Discuss **key tips and pointers** on mentoring and being mentored, especially **the Latina Recipe**, 
- Describe the importance and integration of **mentoring for ourselves** and our mentees as **critical networking efforts** for Latinas in Higher Education,
- Engage in a short Q & A
- Takeaways (beginning your **Latina Recipe**)

Overview
Starting at the beginning...
The DATA…

- **55,400,000**
  Hispanics in the United States in 2014

- **29%**
  Representation of the population by 2050

- **86%**
  Population growth from 2015 to 2050
### Degrees Awarded to Latinas

<table>
<thead>
<tr>
<th>Academic years</th>
<th>Percent of degrees conferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor’s</td>
</tr>
<tr>
<td>2003–2004</td>
<td>7.3%</td>
</tr>
<tr>
<td>2013–2014</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

Opening Discussion

Connect and discuss with a partner:

- What are the true benefits of mentoring or being mentored as Latinas?
- What could be some challenges that could be present in participating as a mentor/mentee?
- How could we engage our Latina/Latino community (Staff, faculty, peers, students, alumni, community, business professionals)?
Mentoring Defined

Mentoring is a relationship with a defined purpose to help mentees successfully acquire the professional abilities in their careers, drawing up the knowledge and experience of the Mentor (Bland et al., 2009)
Mentoring Defined

- Kaye & Scheef (2000), define mentoring as a “powerful, dynamic process – for both employees and organizations; to share wisdom and to share life experience” (p. 1).

- Harvard Business School Essentials (2004), defines mentoring as “the offering of advice, information, or guidance by a person with useful experience, skills or expertise for another individual’s personal and professional development” (p. 76).

- A positive and supportive relationship, involving the sharing of experience, that enables a mentee to attain meaningful life and career goals” (Bill Treasurer, ASTD Webcast, February 27, 2018).

Retrieved and adapted from Baartman & De Long @PIRHA.org June 17, 2014
Key Mentoring Approaches

- Traditional Mentoring
- Team Mentoring
- E-Mentoring
- Peer Mentoring
- Mentoring Circles
## Formal versus Informal Mentoring

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sponsored by organization</td>
<td>▪ Spontaneous/Casual</td>
</tr>
<tr>
<td>• Goal oriented/Formal in nature</td>
<td>▪ Unconstrained relationship</td>
</tr>
<tr>
<td>• Strategic/Planned</td>
<td>▪ Self-Initiated/Self-managed</td>
</tr>
<tr>
<td>• Defined Roles/Agenda</td>
<td>▪ Unstructured</td>
</tr>
<tr>
<td>• Negotiated agreements</td>
<td>▪ Voluntary commitment</td>
</tr>
<tr>
<td>• Specific/Measurable goals</td>
<td>▪ Broad goals</td>
</tr>
<tr>
<td>• Content: prescribed/structured</td>
<td>▪ Content: flexible</td>
</tr>
<tr>
<td>• Visible for the organization</td>
<td>▪ Unknown to the organization</td>
</tr>
<tr>
<td>• Limited time frame</td>
<td>▪ Interactions vary in length</td>
</tr>
</tbody>
</table>
### Phases of Mentoring

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing</td>
<td>Phase where both mentor and mentee gain knowledge about one another. It is the phase where the “team” envisions the match will align and thus be able to work together.</td>
</tr>
<tr>
<td>Negotiating</td>
<td>Phase where the mentor and mentee set up goals/objectives and make these specific, definable and create the ground rules. This is a critical phase for establishing the trust factor and setting up the action items of what will be done, by when and how it will be accomplished.</td>
</tr>
<tr>
<td>Enabling</td>
<td>Phase where the mentor and mentee interact regularly. A great deal of engagement, sponsorship, training, challenge etc. takes place.</td>
</tr>
<tr>
<td>Closing</td>
<td>Phase once all the specifically defined goals are completed. Next the mentor and mentee either end this relationship or begin again.</td>
</tr>
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(Adapted from Zachary, 2000, pp. 50-53; Bland, et al, 2009, p. 66)
What can Mentoring do?

- Aid in retention and inclusivity
- Inspire degree attainment efforts
- Help Latinas advance their careers
The “GROWTH” Model

- The acronym “G-R-O-W-T-H” provides a model on how to approach the mentor/mentee relationship(s).
- Use “G-R-O-W-T-H” as a formula to guide your progress and do collaborative work.

(De Long, 2014)
The “GROWTH” Model

<table>
<thead>
<tr>
<th>G</th>
<th>Guide</th>
<th>With Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Respect</td>
<td>Focus on what matters to Mentee</td>
</tr>
<tr>
<td>O</td>
<td>Opportunity</td>
<td>Share what’s possible</td>
</tr>
<tr>
<td>W</td>
<td>Work</td>
<td>Serve your Mentee’s needs</td>
</tr>
<tr>
<td>T</td>
<td>Transfer</td>
<td>Knowledge and your experiences to the mentee</td>
</tr>
<tr>
<td>H</td>
<td>Honesty</td>
<td>Support the mentee with critical feedback</td>
</tr>
</tbody>
</table>

(De Long, 2014)
The Medrano Study
by Dr. Vivian A. Medrano

Dissertation Title:
Exploring the effect of mentoring in the degree attainment and career paths of first generation Mexican American women employed in senior administrative leadership roles at Hispanic-serving institutions.

(Medrano, 2017)
About the Study

- Interviewed 10 women
  - Assistant Deans to Presidents
  - Master or Doctoral degrees

- Mentoring helped women overcome various academic and career-related barriers

(Medrano, 2017)
# Impact Mentors had on Academic Careers

<table>
<thead>
<tr>
<th>Themes</th>
<th>Descriptors</th>
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</thead>
<tbody>
<tr>
<td>Gave encouragement to keep persisting</td>
<td><strong>Felt empowered to continue pursuing degree</strong></td>
</tr>
<tr>
<td></td>
<td>Mentor showed care and concern</td>
</tr>
<tr>
<td></td>
<td>Mentor was compassionate and took interest</td>
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<tr>
<td></td>
<td>Mentor was a role model that participant could emulate</td>
</tr>
<tr>
<td></td>
<td>Guided her and heard her problems</td>
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<tr>
<td></td>
<td>Encouraged her to continue education with higher degrees</td>
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<tr>
<td></td>
<td><strong>Helped her navigate the academic system</strong></td>
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<tr>
<td></td>
<td><strong>Helped her acclimate to college environment</strong></td>
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<tr>
<td></td>
<td><strong>Helped her acclimate to the culture</strong></td>
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<tr>
<td></td>
<td><strong>Gave academic counseling and pointed her to tutoring resources</strong></td>
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<td></td>
<td><strong>Made class recommendations</strong></td>
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<tr>
<td></td>
<td><strong>Gave doctoral dissertation guidance</strong></td>
</tr>
<tr>
<td>Gave practical guidance</td>
<td><strong>Required her to go to writing labs, get tutors, set up internships</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Helped her find roommates and figure out where to live</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Let her know about fellowship opportunities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Let her know employer would pay for education</strong></td>
</tr>
<tr>
<td>Shared knowledge about resources</td>
<td><strong>Helped her secure a student worker position</strong></td>
</tr>
<tr>
<td>Expanded professional experience and future career opportunities</td>
<td><strong>Helped her discover career opportunities</strong></td>
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<tr>
<td></td>
<td><strong>Used promotions as incentives for completing degrees</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Connected her to specific job opportunities</strong></td>
</tr>
</tbody>
</table>

(Medrano, 2017)
# Impact Mentors Had on Career Paths

<table>
<thead>
<tr>
<th>Themes</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave encouragement in career path</td>
<td>Had a connection with her&lt;br&gt;Taught her how to be or how not to be&lt;br&gt;Served as inspiration for her&lt;br&gt;Served as her friends and confidants</td>
</tr>
<tr>
<td>Gave practical guidance</td>
<td>Prepared her for and talked about interview skills&lt;br&gt;Invested time to improve her skills&lt;br&gt;Helped her navigate through workplace politics&lt;br&gt;Had honest conversations with her; was available&lt;br&gt;Listened to her and gave her feedback&lt;br&gt;Taught her how to think critically&lt;br&gt;Taught her how to be diplomatic&lt;br&gt;Understood her culture&lt;br&gt;Shared their professional experiences</td>
</tr>
<tr>
<td>Shared knowledge about resources</td>
<td>Helped her network&lt;br&gt;Shared experiences with her and traveled together&lt;br&gt;Made her aware of programs she could benefit from&lt;br&gt;Made her aware that employer would pay for education</td>
</tr>
<tr>
<td>Expanded career opportunities</td>
<td>Helped her transition into a new career&lt;br&gt;Gave her promotions based on completing education&lt;br&gt;Made her aware of career opportunities/ possibilities</td>
</tr>
</tbody>
</table>

(Medrano, 2017)
Key Findings from the Study

- Formal vs. informal mentoring
  - Informal valued the most by the participants

- Top 5 lessons learned through formal mentoring:
  1. Preparation
  2. Networking
  3. Position insights
  4. Paying it forward
  5. Finding a mentor in different areas

(Medrano, 2017)
Mentor Crossover

- Mentors cross over between academic and career paths.
- Academic mentors become career path mentors or vice versa.
- Mentors follow protégés from one realm to another.
- Need for multiple mentors throughout academic/career.

(Medrano, 2017)
The Medrano Mentoring Model

Mentoring Network

Formal
- Academic
- Career
- Crossover

Informal
- Academic
- Career
- Crossover

Relationships

G-R-O-W-T-H

(Medrano, 2017)
The Medrano Mentoring Model (2017) and Key Strategies for Growth

**Relationships**
Most important element; can be through formal or informal mentoring

**Crossover Effect**
Mentoring can occur simultaneously from different segments of life

G-R-O-W-T-H MODEL

(Medrano, 2017)
Building Cohesive Relationships

“Everyone has a transferable commodity - knowledge. Sharing your unique expertise and making introductions for someone creates a lasting legacy.”

Marsha Blackburn
Latina Recipe Model

Six Key Ingredients

- Resilience
- Patience
- Networking
- Keep Developing Yourself
- Faith/Spiritual
- Relationships

(De Long, 2014)
What does it take for you to remain resilient?

- Strengthen of character, also known as “personalismo” (Bordas, 2013).
- Commitment to yourself
- Courage
What are strategies you use today to keep you calm, focused and on track?

- ______________________
- ______________________

Dialogue a short discussion with a partner.
Keep Developing Yourself

- Identify three key ways you continue in your own growth and development.
- What are challenges you face in building your development muscle?
- Whom do you need to partner with in order to keep this development effort focused and moving forward?
- Reflect on this on your Latina Recipe.
Networking

- the exchange of information or services among individuals, groups, or institutions;

  *specifically:* the cultivation of productive relationships for employment or business

(http://www.merriam-webster.com/dictionary/networking)
Faith/Spirituality

❖ Bordas (2013) discusses:

❖ “Faith engenders hope, humility, courage, gratitude and celebration — all spiritual qualities that enrich Leadership”

❖ “optimism is esperanza (hope) – an essential Latino(a) quality (p. 198)

❖ Three Spiritual Virtues:

☐ Humility
☐ Courage
☐ Forgiveness (p. 203)
“Connecting creates a sense of well-being for all of us in every phase of life” (Leider and Webber, 2013, p. 65)

- Do not go it alone.
- Establish your own “Board of Directors” or “Sounding Board” (p. 74).
Relationships

- What are important relationships you can sustain along your journey, especially when you envision transition?
- Who are the wise “OWLS” you can go to for inspiration?
- Who can guide you with HONEST feedback?
- Who cares about you (is genuinely interested in you)?
What is Your Latina Recipe? (De Long, 2014)
Question and Discussion

- What strategies are you using at your college?
- How can mentoring strengthen Latinas?
- Where should we be going in the future with mentoring in our Latino communities?
- How can we use creativity and out-of-the-box thinking about how to drive our reverse/reciprocal mentoring efforts?
Contact Information

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Business Department

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“Tell me, I’ll forget, Show me, and I’ll remember, Involve me, and I’ll understand”

Old Chinese Proverb
References


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