Virtual session 1 – Thursday June 22, 2:15 PM PT:

Building Strong Mentoring Relationships and Finding Your Mentoring Team

Courtney Roberts, Ph.D., Assistant Professor, University of Minnesota
Jillian Dempsey, Ph.D., Professor, University of North Carolina Chapel Hill
Elizabeth Young, Ph.D., Assistant Professor, Lehigh University
Brandi Cossairt, Ph.D., Professor, University of Washington

In this workshop the Chemistry Women Mentorship Network (ChemWMN) will lead a discussion on the teams that chemists assemble to create pathways to success. We will focus on mentorship and the role that mentors can play in academic success. Strategies for identifying mentors and cultivating mentoring relationships will be highlighted. Empowering mentees to find their mentors and be proactive in developing these relationships to meet their needs will be a focus. The workshop will include group and individual activities, including charting your mentoring network, and workshopping effective "asks" in mentoring relationships.

Stereotype Threat: Creating Inclusive and Equitable Research Communities

Margaret Gerthoffer, Penn State University

The psychological phenomenon "stereotype threat" describes the additional mental barrier an individual must overcome when acting against a negative stereotype of their identity (gender, sex, sexuality, race, etc.).[1] In the sciences, multiple stereotypes persist of scientists themselves (workaholics, uncreative, anti-social, masculine, etc.) that have a direct effect on how we communicate to the public, perform scientific outreach with youth, and publish our research designs.[2] Moreover, the threat of negating countless harmful stereotypes facing women and underrepresented minorities in the sciences, such as poor math/visualization/test-taking skills, authoritative leadership styles, etc., adds mental strain on individuals pursuing such careers, exacerbating the current gap in STEM representation.[3,4] This workshop aims to educate the organic community on the existence of stereotype threat and encourage empathy between community members' individual experiences. Most importantly, the workshop will encourage participants to brainstorm actionable items our community members can implement within research organizations, led with direct examples of trust building, abolishing "advantage engineering", and scientific stewardship.

Make Giving *Actionable* Feedback Easy

Susan Morris, M.Ed, CPCC, ACC. Susan Morris Coaching

The goal of this workshop is to define feedback, identify reluctance factors and spotlight poor feedback business examples. To make giving feedback repeatable and actionable, attendees review a proven model: the SBI+F model (adapted from the Center for Creative Leadership). This four-step model asks those who are giving feedback to describe the specific situation where the action occurred. Second, describe the positive or sub-optimal behaviors observed. Third, describe the impact of the observed action on self and others. The last step turns the feedback conversation from letting go of the past to a more positive outlook: what can be done differently or continued in the future. By providing this model, attendees have a structured format to give feedback that will improve individual performance, motivate

peers and team members while retaining talent. Attendees complete a hand-out to apply the four-step SBI+F model to a common business situation. The workshop concludes with a summary quiz to check for learning.