



The Mentoring Journey

Patricia E. Carreras
SPE Business Management and
Leadership Committee

May 8th, 2020



SPE Members in Transition Event

May 8th, 2020



Patricia E. Carreras
Reservoir Engineering Consultant
Speaker, Mentor, Coach

Ms. Carreras main interests are reservoir engineering, field development planning, reservoir simulation, public speaking, mentoring and coaching. She has worked for more than 25 years for major, independent and consulting oil and gas companies. Ms. Carreras has a vast international work experience developed in Houston, Ciudad del Carmen (Mexico), and Buenos Aires. She is an active member of the Society of Petroleum Engineers, currently serving in the Business Management and Leadership Committee, and volunteering as a mentor for the eMentoring program. Ms. Carreras holds a Bachelor degree in Petroleum Engineering from the University of Buenos Aires, and a Master of Engineering degree in Petroleum Engineering from Texas A&M University.



Attendees' Introduction



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The Mentoring Journey

An aerial photograph of a winding asphalt road that curves through a dense, lush green forest. The road is dark and has white lane markings. The trees are thick and vibrant green, creating a textured background for the road. The overall scene conveys a sense of a journey through nature.

- **General Concepts**
 - Mentoring Definition
 - Informal vs. Formal Mentoring
 - Mentoring vs. Coaching
 - Mentor Skills
 - Mentee Skills
 - Mentor-Mentee Shared Skills
 - Mentoring Relationship
- **SPE eMentoring program**
 - Program Background
 - Mentees Do's and Don'ts
- **End of Journey**
- **Additional Resources**
- **References**

Mentor Quotes

A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you.

Bob Proctor

A mentor will assist and facilitate the realization of the dream.

D.J. Levinson et al., “Seasons of a Man's Life”, 1978.

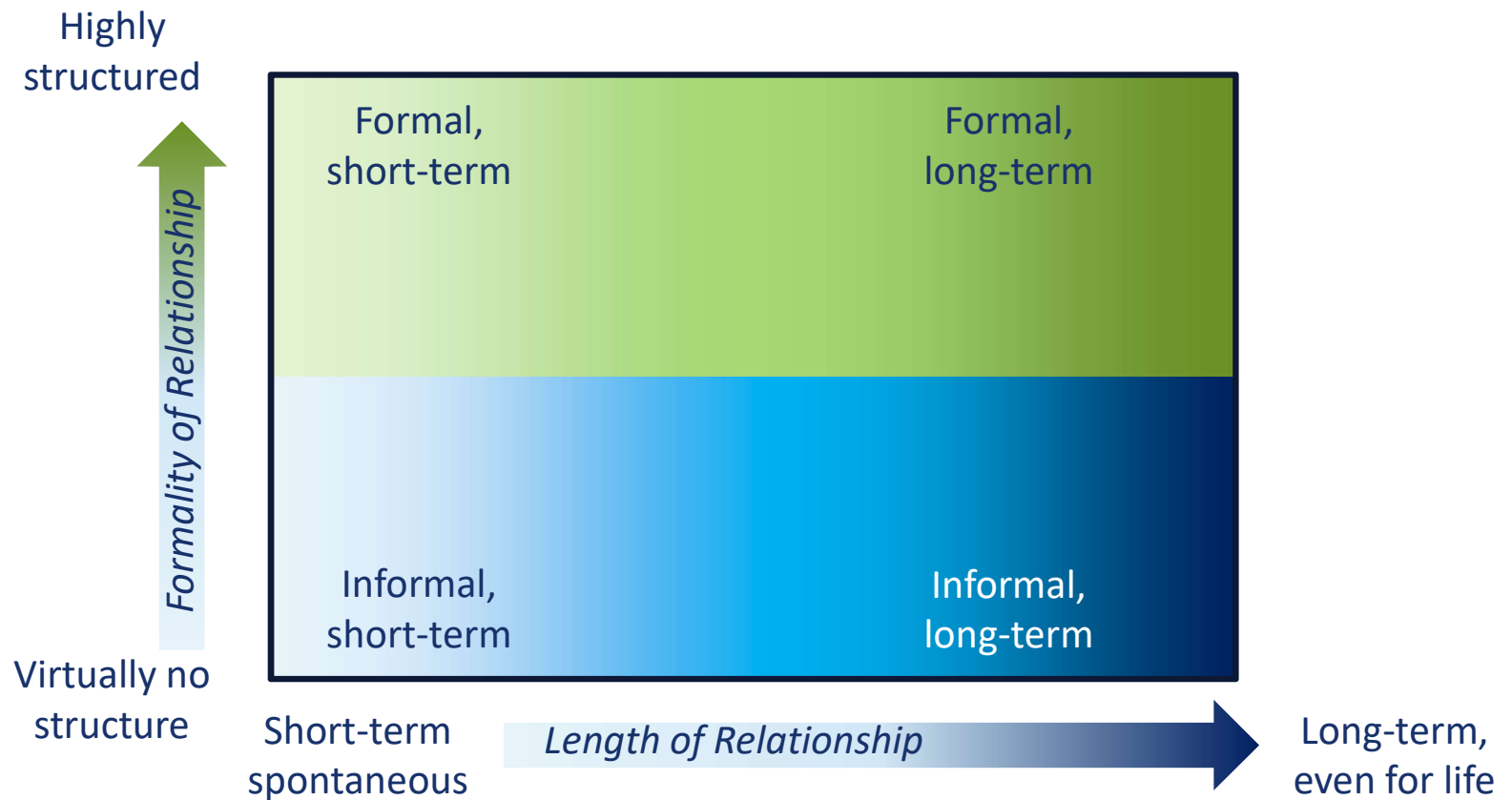


Mentoring Definition

- Collaborative learning relationship
- Clear and mutually defined learning goals
- Defined period of time
- Developmental opportunity for both mentor and mentee



Informal vs. Formal Mentoring



Mentoring vs. Coaching

Factors	Mentoring	Coaching
Mentor/Coach Role	Supports and guides.	Provides the means to meet a goal.
Initiative	Mentee is in charge of learning.	Coach directs the learning.
Focus	Development driven.	Performance driven.
Feedback	General, non-judgmental feedback and support.	Specific feedback and direction.
Interrelation	Personal involvement.	Skills-specific involvement.
Duration	Long-term.	Short-term.
Scheduling	Goals flexible, no time restrictions.	Narrow focus, time restrictions.
Supervision	Immediate supervisor indirectly involved.	Immediate supervisor critical partner.

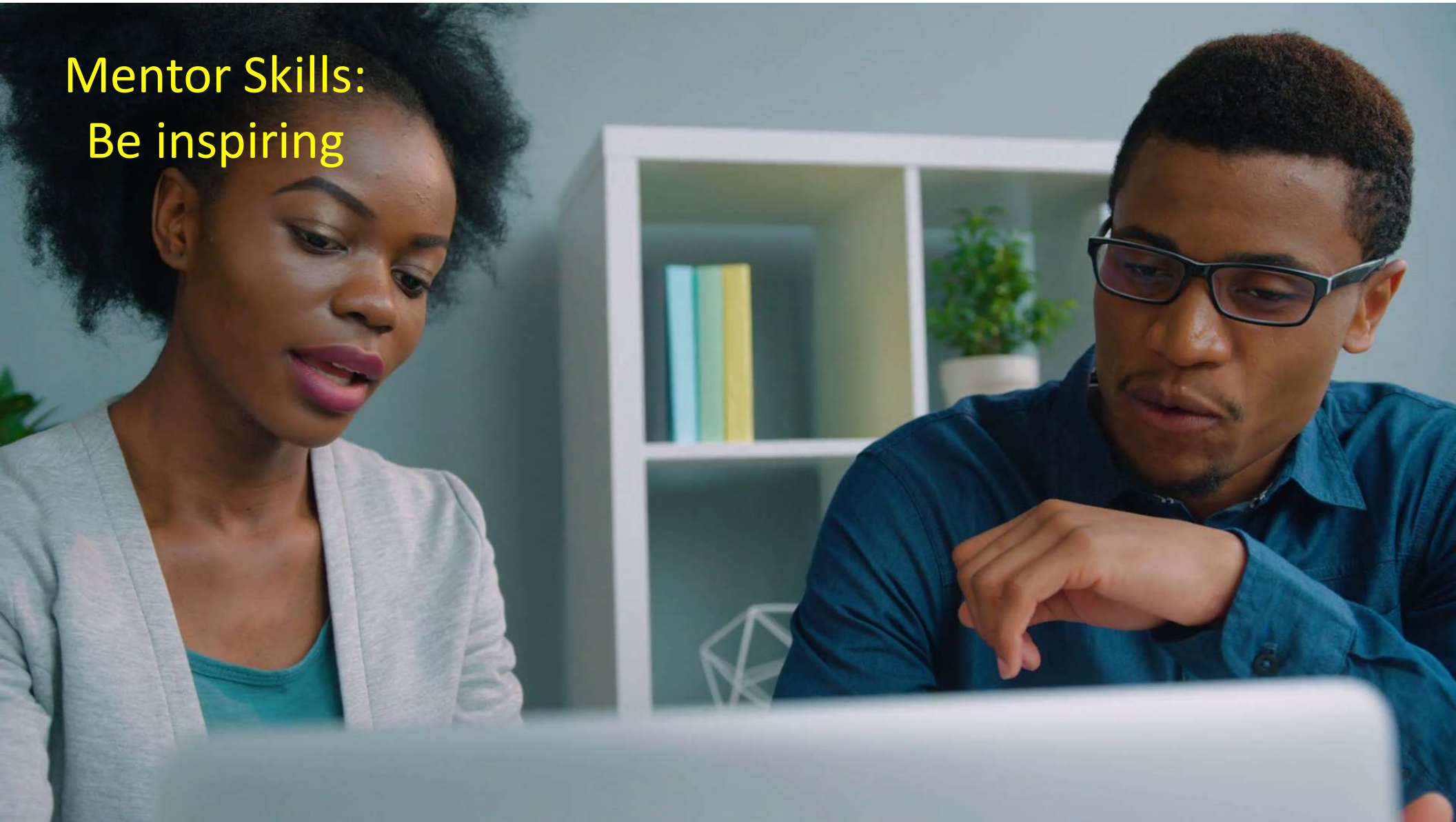


Mentor Skills

- Be knowledgeable
- Be inspiring
- Be non-judgmental
- Share experiences
- Open doors
- Encourage
- Provide feedback
- Demonstrate interest
- Emphasize strengths
- Be available
- Hold mentee accountable
- Adjust style as needed



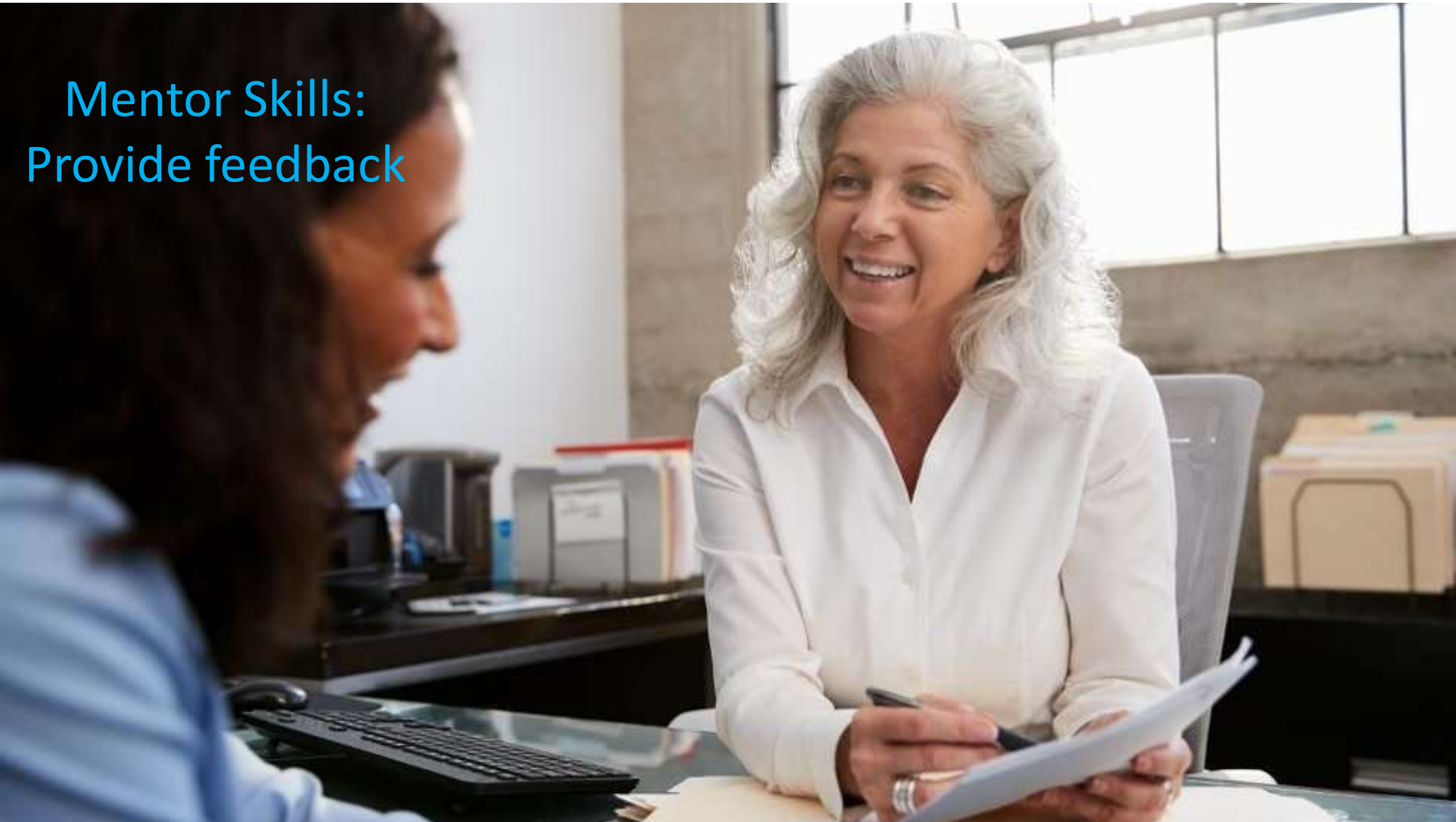
Mentor Skills:
Be inspiring



Mentor Skills:
Open doors



Mentor Skills:
Provide feedback



Mentor Feedback email 1

I have included some edits for grammar and clarity in the document. The proposal needs substantial work before I see it again. You have cited a lot of prior research in the introduction and literature review, but it is disorganized and difficult to follow. The method and expected results sections are okay, but I am not convinced of the importance of this research based on this draft. I will take another look once this proposal has been drastically improved.

*What are your initial reactions to this feedback?
If you were the mentee, how would you feel?*



Mentor Feedback email 2

This is a good first draft of the research proposal. I have included some edits for grammar and clarity in the document. I can tell that you have put in a lot of time and effort into reviewing the literature. The methods and expected results are clearly articulated and explained. The implications section needs some work, particularly where you are trying to explain the importance of this study. I can provide you with some good examples if they would be helpful. I would like to review the proposal again once you have addressed these comments. I know writing can sometime be stressful but I have every confidence that you can get this draft to where it needs to be.

What are your initial reactions to this feedback?

If you were the mentee, how would you feel?



Mentor Role Play

You agreed to be a mentor in your organization's new mentoring program. After a lengthy matching process, you were paired with a person who is extremely shy. You're very outgoing, so this has proved a challenge for you. Your mentee is very diligent, shows up for all your meetings, does mentoring homework, and frequently expresses appreciation to you. You notice that when you and this person are talking she almost never makes eye contact with you. Most of the people in your organization value eye contact.

What would you do?



Mentor Role Play – Reactions

Most of the people in your organization value eye contact.

What would you do?

- A. Not saying anything and adapting your own style.**
- B. Using conditioning.**
- C. Writing a note and asking for the change.**
- D. Gently bring up the topic and share your ideas and seek hers.**

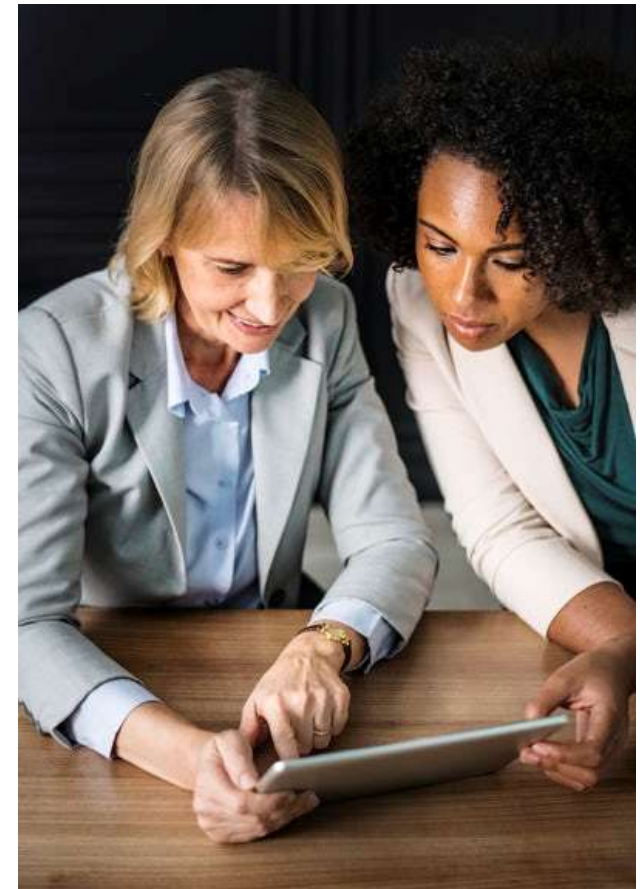


Mentee Skills

- Set goals
- Seek challenges
- Take initiative
- Show eagerness to learn
- Accept personal responsibility
- Manage the relationship



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Mentee Skills:
Take Initiative

Show eagerness to learn
Manage the relationship

Mentee Role Play

After an exhausting day you checked the messages that you have received and are shocked to hear an irritated message from your formal mentor:

“I’m pretty tired of this. I’ve put more than enough work into trying to mentor you and, quite frankly, I’ve had it! More than a week and no contact from your part. As far as I’m concerned, we’re finished.”

Your mind races as you try to determine what you did (or didn’t do.)

In fact, you thought the relationship was going well, and you’ve certainly received a lot from your sessions.

It’s Friday night and you’ve never asked if you could call your mentor on the weekend.

What would you do?



Mentee Role Play – Reactions

It's Friday night and you've never asked if you could call your mentor on the weekend.

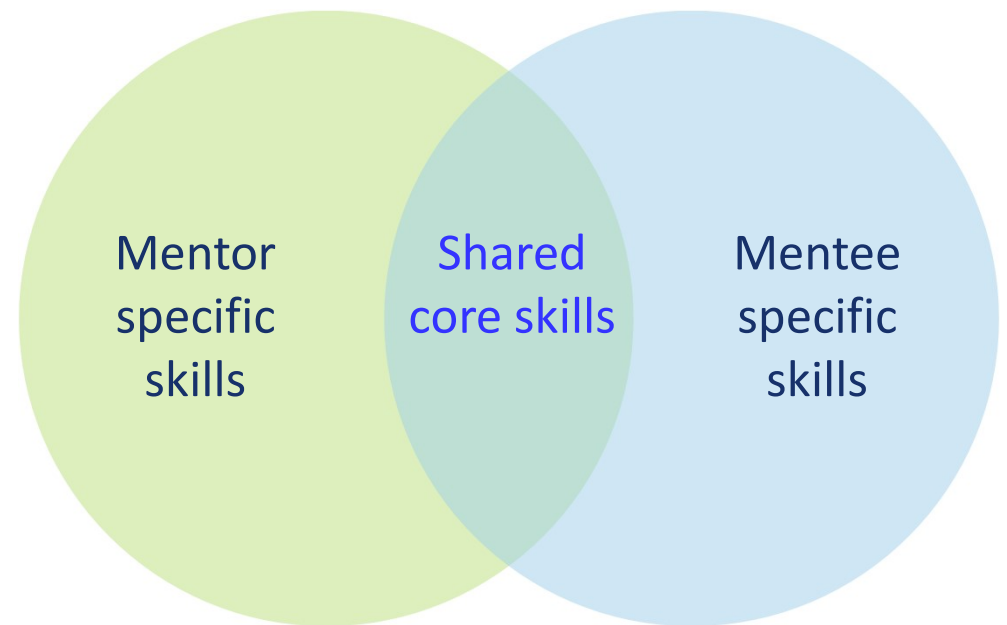
What would you do?

- A. Waiting, thinking, and checking with the mentoring program's coordinator.**
- B. Practicing, then calling the mentor.**
- C. Pretending all is well.**
- D. Letting this end the relationship.**



Mentor-Mentee Shared Skills

- Trust
- Respect
- Rapport
- Active listener
- Keep in contact
- Articulate
- Prepare for meeting



Mentor-Mentee Shared Skills:

Trust

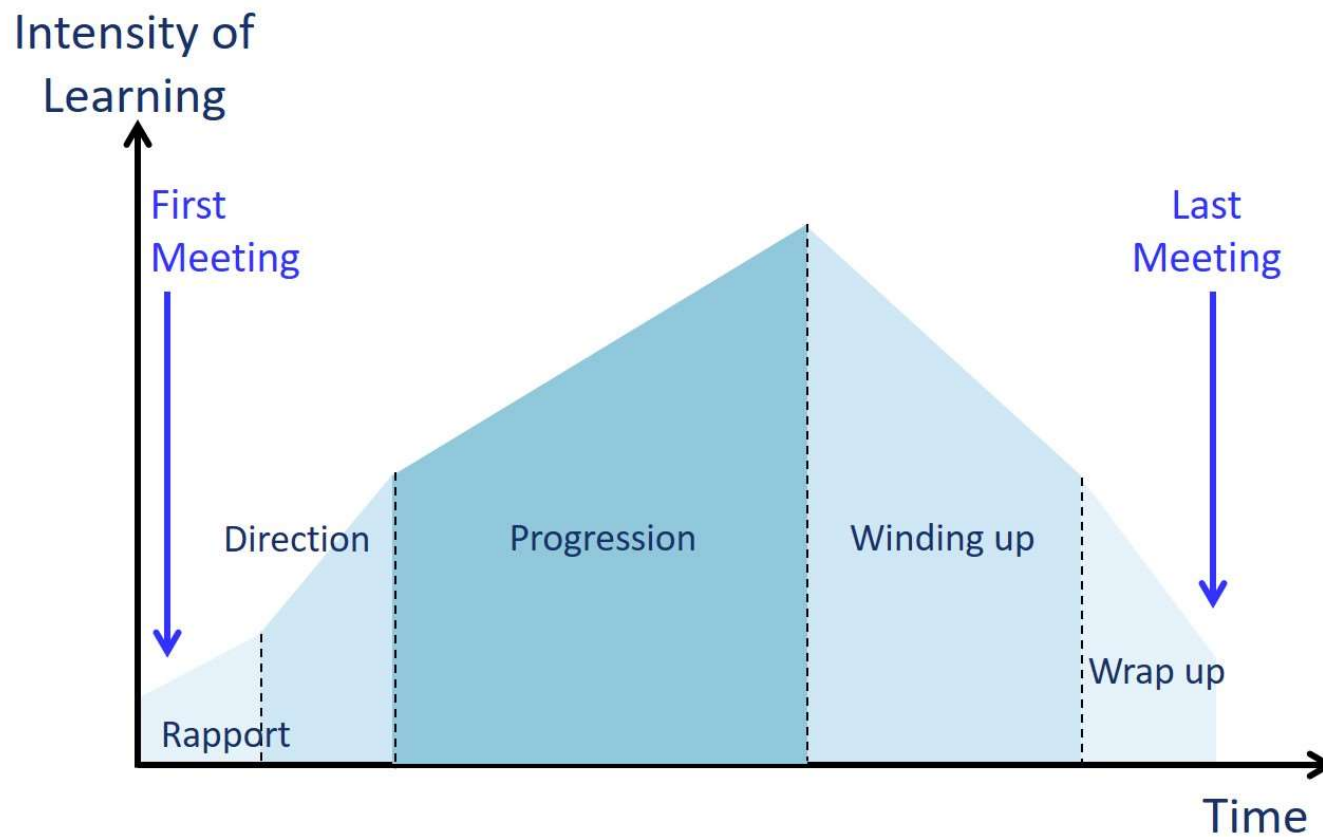
Rapport

Active listener

Prepare for meeting



Mentoring Relationship



Mentoring First Meeting

- Goals
- Meeting's frequency
- Communication
- Duration
- Confidentiality

S Specific

M Measurable

A Achievable

R Relevant

T Time Based



Mentoring Direction

Task	July Week 1-2	July Week 3-4	Aug Week 1-2	Aug - Nov	Dec Week 1-2	Dec Week 3-4
Discuss mentee's objectives for the program.	■					
Mentee to purchase reference textbook.		■				
Enroll on SPE Connect, Technical Community.		■				
Enroll on SPE webinar or read a paper.		■	■	■	■	
Chapter 1 Study, summarize, present.			■			
Other chapters Study, summarize, present.				■	■	
Mentoring program wrap-up.						■



Mentoring Last Meeting

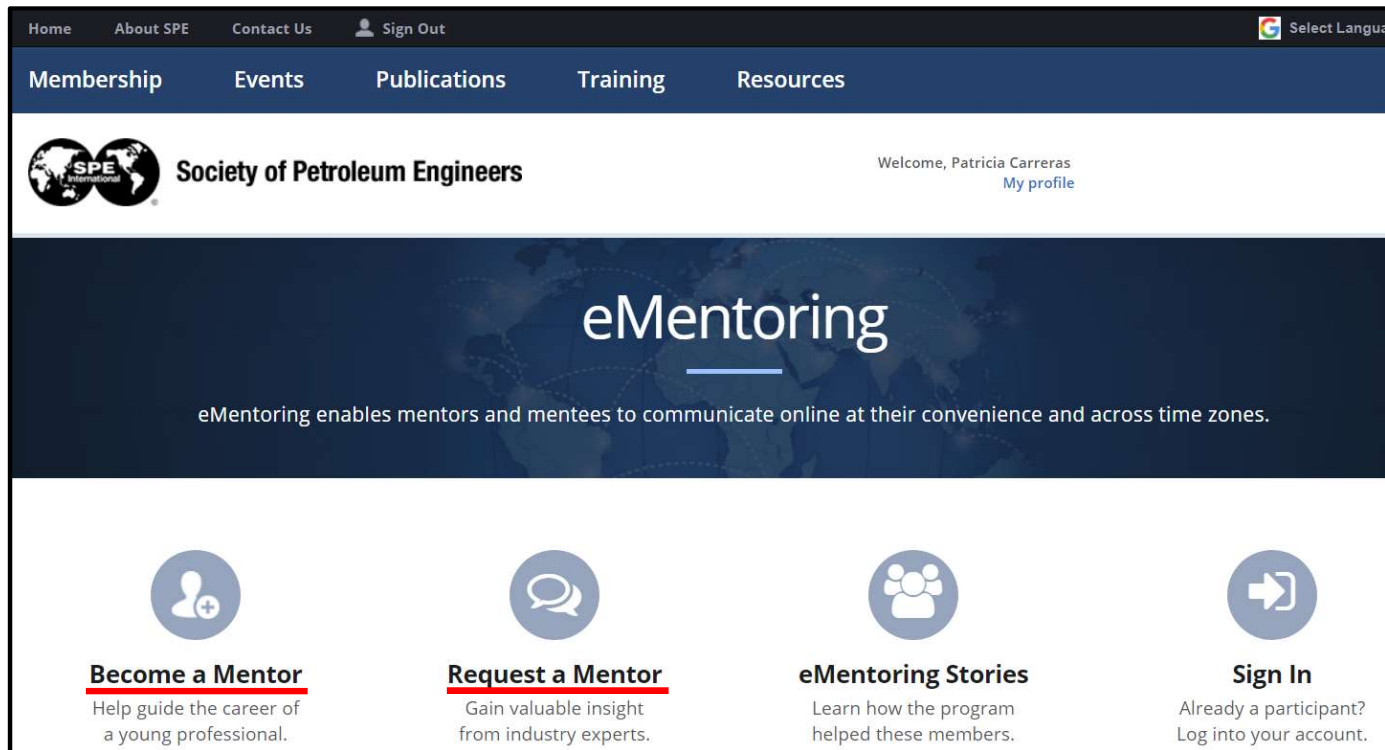
- Review
- Evaluate
- Celebrate



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SPE eMentoring Program


- Login in SPE.org, Membership, eMentoring



The screenshot displays the SPE.org website interface. At the top, there is a navigation bar with links for Home, About SPE, Contact Us, and Sign Out. Below this is a secondary navigation bar with links for Membership, Events, Publications, Training, and Resources. The main header features the SPE logo and the text "Society of Petroleum Engineers" on the left, and a welcome message "Welcome, Patricia Carreras" with a "My profile" link on the right. The central section is a dark blue banner with the word "eMentoring" in large white text, followed by the subtitle "eMentoring enables mentors and mentees to communicate online at their convenience and across time zones." Below the banner, there are four white boxes, each with a blue circular icon and text: "Become a Mentor" (with a person icon and a plus sign), "Request a Mentor" (with a speech bubble icon), "eMentoring Stories" (with a group of people icon), and "Sign In" (with a right-pointing arrow icon). Each box includes a brief description of the action.





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Membership Events Publications Training Resources

 **Society of Petroleum Engineers** Welcome, Patricia Carreras
[My profile](#)

eMentoring

eMentoring enables mentors and mentees to communicate online at their convenience and across time zones.

- 
Become a Mentor
Help guide the career of a young professional.
- 
Request a Mentor
Gain valuable insight from industry experts.
- 
eMentoring Stories
Learn how the program helped these members.
- 
Sign In
Already a participant? Log into your account.



Mentee Expectations

Do's

- Sharing of professional experience.
- Comments on industry trends.
- Explanation of a typical work week or day.
- Advice for defining and reaching goals.
- Recommendations for additional development or education.
- Job interview tips and resume reviews for students.
- Academic and career guidance for students.

Don'ts

- Supplemental tutoring with school projects, papers, and research.
- Internships or job offers.
- Technical consultancy.



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Reference: [Mentees Best Practices](#), SPE eMentoring Program.

End of the Journey

When the student is ready,
the master will appear.

Join the SPE eMentoring program!



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Additional Resources



Webinars



Online Training Courses



Educational Videos



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References

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- Linda Phillips-Jones, [The Mentoring Coordinator's Guide](#), [The Mentor's Guide](#), [The Mentee's Guide](#), 2003.
- Gordon F. Shea, [How to Develop Successful Mentor Behaviors](#), October 2001.
- Lois G. Zachary, [The Mentor's Guide](#), [The Mentee's Guide](#), 2012.
- Building Effective Mentoring Partnerships For Mentors and Mentees, <http://pcaddick.com/>.
- Introduction to Toastmasters Mentoring, Rev. 11/2016, item 8204, www.toastmasters.org.



Questions?

