



THE
William Averette
Anderson **FUND**

Expanding inclusive hazard disaster planning for communities of color

Mentor Guide

Table of Contents

BAF Background.....	1
BAF Mentoring Program.....	1
Defining Mentoring.....	3
Characteristics of Effective Mentors.....	3
Key Considerations for Mentors.....	6
Next Steps.....	9
The Matching Process.....	9
Pre-Initial Meeting Checklist.....	10
Post-Initial Meeting Checklist.....	10
The Mentoring Relationship after Formal Match.....	10
Appendix A. Pre-Identified Areas Where Mentees May Desire Support.....	11

Copyright 2016 © The William Averette Anderson Fund 501(c)(3)

BAF Background

William Averette Anderson, better known as Bill, was an accomplished disaster researcher and scholar. Bill served as a mentor and role model to countless new researchers and practitioners in the field. Over the course of his career, he grew increasingly concerned about both the need to involve individuals from underrepresented groups, particularly African Americans, in hazards, disaster, and emergency management research and practice as well as the future of disaster scholarship. The William Averette Anderson Fund, fondly known as the Bill Anderson Fund (BAF), was established to address his dual concerns.

The mission of the BAF is to support members of its Student Council, who are individuals from under-represented groups pursuing a graduate degree related to hazards, disasters, emergency management or related fields, to graduation and beyond to placement in an academic or other professional position. Two programs are offered by BAF to meet this mission: 1) workshops to support students' academic and professional development and 2) a mentoring program. These programs provide support to Student Council members related to:

- Progressing through coursework and meeting graduate program benchmarks (e.g., comprehensive exams, thesis/dissertation);
- Navigating the world of manuscript development, peer review, and publishing;
- Securing funding for research projects and to attend academic/professional conferences
- Negotiating academic and professional relationships (e.g., dealing with conflict, creating and sustaining partnerships, fostering collaboration, etc.);
- Exploring the variety of settings in which one can work in this field using a hazards, disasters, or emergency management-focused degree;
- Maximizing opportunities in graduate school to prepare for post-graduation life (e.g., identifying training and internship opportunities, planning for a job search);
- Leveraging personal and/or professional networks to introduce and teach the mentee about working in the field, finding work upon completion of their program, and more; and,
- Assisting the mentee in developing an academic and professional network to provide support throughout their career.

BAF Mentoring Program

The mentoring program formally matches BAF Student Council members one-to-one with an academic or other professional mentor working in field of hazards, disasters, and/or emergency management. The pairing is based on the students' self-identified needs. These needs are related to academic progress, scholarly development, professional development, and/or job placement, the capacity and interest of a mentor to support the student in addressing those needs, and both parties indication that they would like to be formally matched with one another.

Initial matches are made on a monthly basis by a small committee of Student Council members and academics and practitioners working in the field. The committee assesses the self-identified needs of students (evidenced by student responses to prompts in a mentee application to the mentoring program) against the capacity and interest of individuals in a pool of potential mentors

(capacity and interest are also evidenced by prospective mentor responses to prompts in an application).

A student and prospective mentor are initially matched by the committee, asked to meet with one another to explore whether there exists a goodness-of-fit, and, each party is asked to subsequently indicate whether they would like to be formally matched. The process of matching is repeated for those pairs where either party indicates no goodness-of-fit. When formal matches are made, mentoring relationships fostered through the BAF mentoring program are expected to last a minimum of one year and involve at least one hour of contact each month.

It is assumed that a single mentor may not be able to fully meet all of a student's self-identified needs at the time of the match or as the student's needs evolve as they pursue their degrees and placement post-graduation. Therefore, the mentoring program provides a secondary form of support to the students associated with it by providing mentors access to a virtual Network of practitioners and scholars. Mentors may turn to the virtual Network to seek specialized support for the student with whom they are working as they discover a need they cannot meet alone (e.g., advice, connections for their mentee, resources for their mentee).

The practitioner and scholar Network members each (1) have significant academic or professional experience in hazards, disasters, and/or emergency management; (2) are committed to supporting the involvement of individuals from underrepresented groups, especially racial and ethnic minorities, in hazards, disasters, and emergency management research and practice; and (3) are willing to use their knowledge, skills, abilities, and connections to support the mission of the BAF. The Network is strong because many individuals within it desire to and are ready to mentor a student when matched. The Network is also strong because the collective of individuals represent an incredible source of support to students.

Interested individuals can get involved with the mentoring program as network members or potential mentors at any time.

Individuals who express their interest in serving within the Network complete an application to participate in the BAF Network (Found at: <http://goo.gl/forms/QQ1gdJ8cpo>) after reviewing this guide and short videos (Found at: <http://billandersonfund.org/programs/>) about what is involved in being a mentor with the BAF and/or being a member of the broader network. Individuals who are interested in being a part of the network after completion of these tasks will be given access to the virtual network platform, and, those interested in being a mentor will be contacted regarding initiating a mentoring relationship with a prospective match once one has been identified.

This guide is intended to be reviewed by individuals who are considering involvement in the mentoring program as mentors. It is organized into three sections. The first section provides guidance as to what characterizes effectiveness in a mentoring relationship and the second suggests key issues that ought to be considered in advance of, and throughout, a mentoring relationship. The third section discusses what comes next in the process if you are interested in becoming a mentor in the BAF's mentoring program.

Defining Mentoring

A mentor is someone who takes an interest in and engages in a relationship with another (or others) with the purpose of leveraging their personal skills, knowledge, and experience to support the academic, professional, and/or personal success of the other(s). The relationship between a mentor and mentee is not one way. While mentors may provide knowledge and guidance to their mentees, the relationship is best when it is both interpersonal and professional. It is best when the mentor-mentee relationship is based on mutual respect and understanding. It is also best when mentors are open to and learn from the skills, knowledge, and experiences of those they mentor.

Mentee relationships with mentors are qualitatively different from the relationships they might enjoy with others who provide support such as academic advisors or supervisors. While the roles of academic advisors and supervisors vary from person-to-person and organizational setting-to-organizational setting. Advisors can generally be understood to be those who provide students advice related to completing a degree program. Issues such as curriculum requirements, course schedules, timing and other requirements related to program benchmarks, registering for courses, navigating the academic organization where the student is seeking the degree, and directing thesis and dissertation work are commonly addressed by advisors. According to BusinessDictionary.com, supervisors can be generally understood to be, “Person[s] in the first-line management who monitors and regulates employees in their performance of assigned or delegated tasks. Supervisors are usually authorized to recommend and/or affect hiring, disciplining, promoting, punishing, rewarding, and other associated activities regarding the employees in their departments.”

Characteristics of Effective Mentors

Effective Mentors are committed, available, approachable, and communicative.

An effective mentor is one that is committed, available, approachable, and communicative. The mentor must be sincerely committed to the mentoring process and help the mentee graduate and find placement. Honoring this commitment requires mentors to view the mentoring process as a long-term relationship requiring a significant investment of time and energy to ensure that the mentee accomplishes their goals related to graduation and placement afterward. It is also critical for the mentor to be reliable and available to the mentee when needed. In fact, it is a good practice to set-up routine meetings with the mentee to discuss their progress and guide them as they move towards achieving their goals. The best mentors also foster an environment of trust wherein the mentee feels comfortable asking questions, seeking advice, or requesting honest feedback. These mentors not only communicate openly and honestly, but also listen excellently and encourage their mentee to share their own perspectives, opinions, and concerns.

Effective mentors are energetic and enthusiastic.

An effective mentor is one that is both energetic and enthusiastic. A good mentor is, therefore, an individual who is highly motivated and passionate about their work. Remaining enthusiastic and having a positive attitude is often contagious, and is an important quality of an effective mentor.

Effective mentors are emotionally intelligent.

An effective mentor is one that possesses a high degree of emotional intelligence, and is more specifically, strong in the dimensions of self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness refers to the mentor's ability to recognize their attitudes and emotions and the effect they might have on their mentee. Self-regulation is the ability for a mentor to manage their negative impulses and turn them into constructive feedback. Motivation refers to the degree to which the mentor is intrinsically driven to achieve a goal. Mentors who are empathetic attempt to understand the mentees' emotional makeup and connect with their mentee by sharing their own personal setbacks. Finally, mentors should possess strong social skills and apply them as they engage in building and managing relationships with their mentee.

Effective mentors operate with integrity.

Because developing close working relationships with mentors is a key aspect of training for students, it is important that mentors model high levels of integrity. A high level of integrity is crucial in all aspects of a mentor's work whatever their roles—practitioner, teacher, and/or researcher. One of the critical issues involving integrity that the best mentors are mindful of is the power disparity between themselves and their mentee. Mentors volunteer or are asked to mentor because they have skills, knowledge, experience, and/or networks that may benefit another—they have something(s) the mentee does not. This reality results in a power differential of which effective mentors are aware. Effective mentors also ensure the power disparity between them does not result in harm to the student. Power differential can at times be used to coerce, exploit, and/or threaten to give or withhold benefits in mentoring relationships, and effective mentors ensure they do not use their power in these ways intended or not. Acting with integrity encompasses many other things, including personally avoiding conflicts of interest, establishment of roles and boundaries, using ethical research practices, etc. and helping mentees understand how to recognize and negotiate these issues.

Effective mentors are sensitive to and appreciate diversity.

Mentees from underrepresented groups may have an especially difficult time finding a mentor. They may experience difficulties finding someone who has a similar cultural, ethnic, or racial background and/or someone who has had similar experiences to their own. Research on mentoring relationships involving minorities suggests that when mentees are matched with a mentor from a similar background they find the mentoring relationship develops more quickly and is more psychologically and personally fulfilling. Nevertheless, mentorship comes in many forms, and backgrounds do not need to be similar to be successful. In fact, research suggests that mentoring relationships where the mentor represents the majority and the mentee a minority often result in as much, if not more, professional benefits than minority to minority mentoring relationships. The most effective mentors will be sensitive to these issues, approachable and willing to listen to their mentees' perspective and vantage point, and tailor their mentoring style and content to the individual, including adjustments due to differences in culture, ethnicity, gender, and so on while always focused on supporting the mentee's academic/professional development to the best of their ability.

Helpful resources to guide effective mentorship include:

- Clutterbuck, D., & Ragins, B. (2002). *Mentoring and Diversity*. Boston: Butterworth-Heinemann.
- Fries-Britt, S., & Snider, J. (2015). Mentoring outside the line: The importance of authenticity, transparency, and vulnerability in effective mentoring relationships. *New Directions for Higher Education*, 2015(171), 3-11.
- Landefeld, T. (2009). *Mentoring and diversity: Tips for students and professionals for developing and maintaining a diverse scientific community*. New York: Springer.
- Leon, D. 1993. *Mentoring minorities in higher education: Passing the torch*. Washington DC: National Education Association.
- Murrell, A., Crosby, F., Ely, R. (2009). *Mentoring Dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Redmond, S. (1990). Mentoring and cultural diversity in academic settings. *American Behavioral Scientist*, 34(2), 210-222.

Effective mentors recognize mentee strengths.

The best mentors do work with their mentees based on their understanding of the needs or weaknesses of their mentees, self-identified or otherwise. Therefore, the most effective mentors take the time to get to know their mentees, what their mentees know, and their mentees academic and professional experience and skills. The most effective mentors work with their mentees on the basis of this understanding and how mentees might leverage their own knowledge, experience, and skills to address their own needs or weaknesses, graduate, and attain a position upon graduation.

Effective mentors share their knowledge, expertise, and insights.

An effective mentor is one that shares their knowledge, expertise, and insights with their mentee—particularly as relates to study related to and/or working in the field of hazards, disasters, and/emergency management. For example, mentors should be willing to not simply guide their mentee but teach them as well. Many students are working on a thesis or dissertation related to hazards, disasters, and/or emergency management but are located in a department whose faculty do not share their topical focus or who do not have the interdisciplinary background that would most benefit the student in their work. Many students are also not connected with faculty in their programs of study or practitioners working in the field who can share with them the range of employment options available to them and how to best prepare and position themselves for employment post-graduation. The most effective mentors will be able to help fill this gap where it exists by virtue of their knowledge and expertise. Beyond being able and willing to address potential gaps, the most effective mentors will share their own story—why they entered the field, the specific steps they took to get to their current position, and their own successes, challenges, and failures along the way. By sharing these perspectives, the mentee will have a more realistic expectation of the struggles they will face in their own attempts to achieve their goals than they would have had otherwise.

Effective mentors rely on clear goals and expectations.

The most effective mentors have a direct conversation with their mentees about their respective roles in the mentoring relationship and their goals and expectations related to the relationship from the outset of their relationship. When this is not done, frustration, confusion, and a negative experience can result for the mentor and/or mentee. Beyond addressing these issues related to the mentoring relationship, effective mentors also encourage their mentee to identify their own goals related to graduation and placement post-graduation and help them to develop a professional development plan. Such plans allow the mentee to conduct a realistic self-assessment of their performance and skills *vis-a-vis* their goals, identify specific steps to improve their performance and skills, and what is needed otherwise to achieve their goals. The plan developed by the mentee may also be a useful means for the mentor to monitor and support their mentees progress.

Effective mentors actively leverage their networks.

The most effective mentors are those who actively leverage their network to support their mentee to graduation and beyond to placement. In the case of the BAF mentor program, mentors will have access to not only their personal network but also the virtual BAF network referred to previously. The best mentors will not hesitate to call upon their personal network or that associated with the BAF to address needs of their mentee that they cannot meet alone or those needs that are not best met by he/she alone. It is critical that mentors recognizes the strengths they do and do not bring to a mentoring relationship and try not to address alone the things that are not their strengths.

Key Considerations for Mentors

It is important that prospective mentors spend time considering a variety of topics prior to deciding to apply to be a BAF mentor. The time potential mentors invest in working through these issues prior to applying will support the development of a strong foundation upon which to build a mentor relationship. It is recommended that prospective mentors reflect and take notes as they read through the considerations identified in the following pages.

Benefits to you.

Prospective mentors should consider how the mentoring process might be beneficial to themselves prior to deciding to apply to be a mentor. Benefits could include engaging in meaningful service, helping to fulfill the BAF mission, working with individuals passionate about hazards, disasters, and/emergency management, developing mentoring skills like giving constructive feedback, or others. It may be a negative experience for the mentor if he/she does not feel they are getting anything out of the relationship.

Questions to Consider:

- How might I benefit from a relationship with a mentee?
- What benefits do I need to experience to feel that the time I invest is well spent?

Areas of Strength and Limitations.

Every prospective mentor will bring strengths with respect to academic issues, professional development, and practice in hazards, disasters, and/or emergency management, or other areas to the mentoring relationship. These areas may also be where mentees may desire support. See Appendix A for a list of pre-identified areas in which BAF mentees are anticipated to desire

support. Exploring areas of strength prior to engaging in a mentoring relationship can be useful, but so too can exploring ones limitations.

Questions to Consider:

- What are my areas of greatest strength that might be leveraged to benefit a mentee?
- Are there other areas not listed that I may be able to leverage for the benefit of the mentee?
- Am I willing to seek support in my personal network as well as the BAF network to help my mentee address the areas where I may not be in the best position to assist?
- How will I deliver feedback honestly and constructively and in a manner in which a mentee would receive it well?

Impacts of diversity on the mentee and mentoring relationship.

When the background of a mentor and mentee differ, mentors ought to consider how diversity, not only in terms age, race, gender, and ethnicity, but also in perspectives, learning styles, and norms, may influence the mentoring relationship as well as how diversity may enhance or undermine mentee efforts to achieve their academic and/or professional goals.

Questions to Consider:

- How may differences between my mentee and I influence our mentoring relationship?
- How might issues stemming from being a member of an underrepresented group enhance or undermine a mentee's academic goals? A mentee's professional goals? How will I broach this topic with my mentee to learn his or her experience in these regards?
- How might my experiences and background have differed from my mentee's?
- How might I anticipate potentially tailoring my mentoring style and content in recognition of cultural, racial, ethnic, etc. differences between my mentee and I?

Time issues.

Prospective mentors should consider how much time they can and should allocate to the mentoring process. Indeed, exemplifying the characteristics of effective mentors discussed above requires mentors to not just allot time to direct contact with their mentee but also a significant amount of time to prepare for mentoring sessions, monitor the mentees' performance, offer constructive feedback, and then identify practical steps for the mentee to improve their performance. Prior to initiating a mentoring relationship, the mentor should critically evaluate their ability to put forth the adequate amount of time and effort to the mentoring relationship.

The BAF seeks prospective mentors who will commit to a mentoring relationship for a minimum of one year even while the ideal mentoring relationship would last from the time of match until the mentee attains either an academic or professional position in the field of hazards, disasters, or emergency management following graduation from their degree program (e.g., 2-5 years). The strongest mentoring relationships—like those that Bill fostered—often continue for long periods of time and are mutually beneficial. All relationships are different, however, and the strength and duration of each mentoring match will likely vary somewhat. The BAF also seeks prospective mentors who will commit to contact with their mentor/mentee a minimum of one hour per month even while mentors and mentees may choose to meet more frequently depending on the availability of both parties and the needs of the mentee.

Questions to Consider:

- Given my professional/academic commitments, am I in a position to commit to a mentoring relationship for as long as it would benefit the mentee?
- Can I commit to contact with a mentee for a minimum of one time per month?
- Am I in a position to meet with a mentee more frequently should they have the desire/need? If so, how much more frequently?
- Can I commit to the time required outside of direct contact with my mentee wherein I would seek to adequately prepare for meetings, monitor mentee progress, and offer sound advice and constructive feedback?

Methods and Priority of Contact.

Although there may be some exceptions, it is anticipated that mentors and mentees will not live close to one another and that the relationship will be conducted long-distance. Thus, most mentors and mentees will stay in contact through email exchange, phone calls, Skype/FaceTime appointments, and meetings at conferences over the course of the mentoring relationship. The BAF seeks prospective mentors who will prioritize their mentoring relationship, ensure that sufficient and regular time is dedicated to the relationship overall (i.e., one hour per month minimum), and demonstrate responsiveness to each individual contact.

Questions to Consider:

- What are my preferred methods of communication (e.g. text, email, phone, Skype/FaceTime/Google Hangout)?
- Am I willing to share my personal home or cellphone number? And, if so, under what conditions would I be comfortable with my mentee using those numbers?
- What are the times of day and days of the week that would work best for direct contact with my mentee?
- Am I able to commit to prioritizing response to my mentee all of the time? Are there certain periods where I will be unable to do so? Am I comfortable communicating this reality to my mentee?

The Role of Personality in the Relationship.

Every person's personality varies by how open they are to new experiences, how spontaneous they are, how extroverted they are, how agreeable they are, and how optimistic/carefree they are, among other traits. Every person's personality is reflected, intentionally or not, in their attitudes, behaviors, and actions. And, each person's personality can be experienced positively or negatively by others. Some people are more compatible than others based on their personalities. Thus, personalities and compatibility are important considerations in mentoring relationships.

Questions to Consider:

- What characterizes my personality?
- How might my personality positively or negatively impact a mentee? What might I do to mitigate the negative impacts my personality might have on a mentee?
- What kinds of personalities do I respond to best? Worst?
- How will I recognize a compatible personality in a prospective mentee?

Clarity about Role and Expectations.

Prospective mentors should be aware of their own initial goals and expectations prior to applying to be a mentor. Certainly, goals and expectations will evolve through dialogue with one's mentee, but being clear about what you expect and the role you are prepared to fulfill initially will not only be helpful in the matching process, but also in the initial meeting with a prospective match. Each mentor enters a mentoring relationship with expectations of their mentee—spoken or not. It is worth considering what one would expect of a mentee prior to pursuing a mentoring relationship. Beyond expectations, each mentor might fulfill any number of roles based on their comfort level and skill. For instance, mentors could fill the role of teacher, role model, cheerleader, leader, advisor, agent, networker, sponsor, friend, counselor, confidant, and mentee, to name a few. Furthermore, each individual has varying willingness to share of themselves, interest in having a personal relationship, and boundaries. By clearly establishing goals and discussing the expectations of the mentoring relationship, there is a far lesser chance that conflict will arise due to a lack of mutual understanding. In addition, this allows for greater accountability on both the mentor and mentee as they will be fully aware of their expectations and the role they play in the mentoring relationship. Finally, such goals and expectations can be used as a measure to evaluate the effectiveness of the mentoring relationship.

Questions to Consider:

- What would my initial goals be in a mentoring relationship?
- What would I expect of a mentee?
- What roles would I feel comfortable fulfilling and what roles would I not?
- Are there topics or issues I would be uncomfortable exploring with a mentee?
- What would hold me back?
- What would have to happen so I would be comfortable? What may I be called upon to do?

Next Steps

After reviewing this guidebook, those interested in being a mentor in the BAF Mentoring Program should go on to view the BAF Mentoring Program Training for Mentors Series, and, once ready to commit to being a BAF mentor complete the [**Mentor Application**](#).

The Matching Process

The BAF intends to make initial matches carefully based on the information collected through the application process and to make formal matches based on mentor and mentee assessments of goodness-of-fit.

An initial match may be made for you within the month after you submit your application. In that case, you will receive an email from a BAF mentoring program committee member with the name and contact information for a prospective match and the request that you reach out to one another to set up an initial meeting. The email from the committee member will also request that you hold your initial meeting within a month of receipt of the email and that both parties respond to the committee member indicating whether or not each believes that there is a goodness-of-fit between them.

Pre-Initial Meeting Checklist

After receiving the email suggesting your initial match,

- ✓ Reflect on key considerations identified in the previous pages. Write down your thoughts and review your notes before you initiate contact.
- ✓ Introduce yourself by phone or email. Provide your contact information and state your preferred communication mechanisms.
- ✓ Update your resume or curriculum vitae (CV) and send to your prospective mentee (plan to provide continued updates).
- ✓ Ask your mentee for his or her resume or CV. Identify key steps in his/her career path that seem valuable. Look for transitions that seem interesting from his/her career path to discuss.
- ✓ Suggest potential topics for the first meeting based on your notes from review of your potential mentee's CV and your thoughts related to the key considerations provided in this guide (e.g., expectations of one another, frequency of meetings, personal and professional goals, goals for the relationship, topics for future meetings).
- ✓ Use email to set up an agenda for your first meeting and to agree on confidentiality. Ensure that you reserve at least one hour for this initial meeting.

Post-Initial Meeting Checklist

- ✓ After meeting with your prospective mentee, be sure to email the BAF committee member who first informed you of your initial match and inform him/her as to whether you would like to be formally matched with the person with whom you met.
- ✓ Establish a written agreement as to how frequently you will meet with your mentee, set dates and times for the first three months, and establish via which communication mechanism(s) you will meet. Also within the agreement, identify both your goals and that of your mentee in the mentoring relationship and a series of goals for the mentoring relationship. This agreement will be a useful in structuring agendas for meetings and as a reference point for evaluating the progress and effectiveness of the mentoring relationship.

The Mentoring Relationship after Formal Match

Should there be a goodness-of-fit for both parties, the mentor and mentee will be left to build their own relationship with the expectation that they meet for at least one hour per month and with the expectation that mentors will reach out to the BAF mentor network as needed to seek additional support for their mentee. Three months into the relationship a BAF mentoring program committee member will contact each party with an email requesting that they respond to a series of prompts designed to assess the extent to which the mentoring relationship is meeting their satisfaction. Based on the feedback provided, the mentoring relationship will either continue unabated or cease. Should the relationship cease, the BAF will seek to make new matches for those interested. Should the relationship go on unabated, the BAF mentoring program committee will again check in asking for responses to the same prompts at the nine month point and again every six months after the nine month point.

Appendix A. Pre-Identified Areas Where Mentees May Desire Support

Potential Academic Areas	<ul style="list-style-type: none">• Developing manuscripts• Feedback on evolving ideas and/or written work related to hazards, disasters, and/or emergency management topics• Choosing where to publish research• Negotiating the peer review process• Finding literature related to interests in hazards, disasters, and/or emergency management• Finding financial support for research including grant writing• Finding financial support for conference attendance• Negotiating academic relationships (e.g., dealing with conflict, creating and sustaining partnerships, fostering collaboration, etc.)• Learning about academic career options related to hazards, disasters, and/or emergency management• Developing a curriculum vitae
Potential Professional Areas	<ul style="list-style-type: none">• Learning about career options related to hazards, disasters, and/or emergency management• Developing a professional identity• Developing a professional network• Negotiating professional relationships (e.g., dealing with conflict, creating and sustaining partnerships, fostering collaboration, etc.)• Conducting job searches• Developing resumes• Preparing for interviews• Learning about professional certifications related to career goals• Learning about professional associations related to career goals• Learning about training needs and opportunities related to career goals
Potential Other Areas	<ul style="list-style-type: none">• Negotiating work-life balance• Managing time effectively• Managing projects effectively• Building confidence in personal abilities and skills• Accepting and using criticism
