Mentoring Up

A Workshop for

16:125:603

BME 122

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Co-Facilitators

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Agenda

- Introductions
- Workshop Objectives
- How we will work together
- Mentoring and Mentoring Up defined
- Case Study Work
- Common Themes
- Commit to one mentoring up activity
- Evaluation
- Support going forward

INTRODUCTIONS

Facilitators

At the tables: Make a Table Tent
- Name
- Year
- Building where you spend most of your time
- Describe what you do in 5 words or less

WORKSHOP OBJECTIVE

By the end of this workshop, you will be able to put "mentoring up" into action and be able to describe factors that can lead to productive mentee-mentor relationship

HOW WE WILL WORK TOGETHER

Respectful listening

Everyone gets a chance to participate

What is said in the room, stays in the room

What else?

MENTORING: WHAT IS IT?

Think-Write-Pair-Share

Think of one of your mentors

What made them a good mentor?

Acknowledgements

Mentoring up is **NOT**

- **Manipulating your mentor**

- **False-flattery**
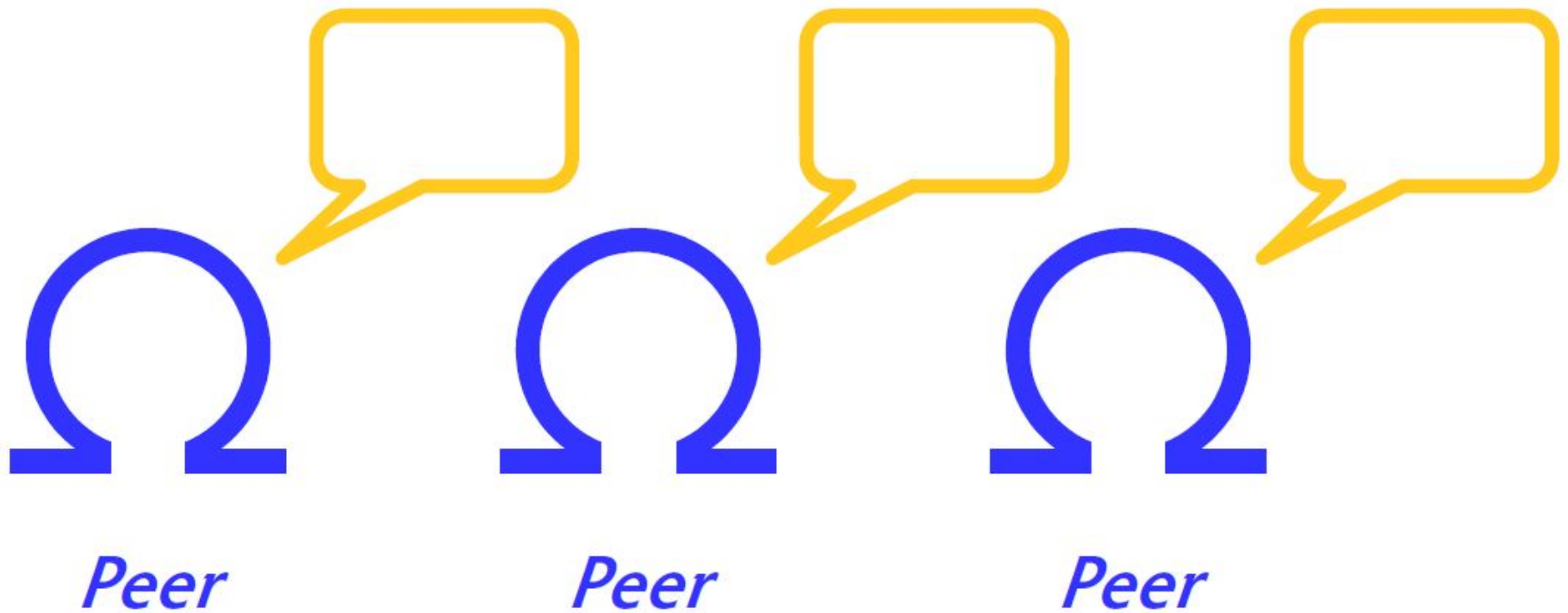
MENTORING UP: WHAT IS IT?

Mentoring up is:

the mentee learning to pro-actively manage their mentoring relationship
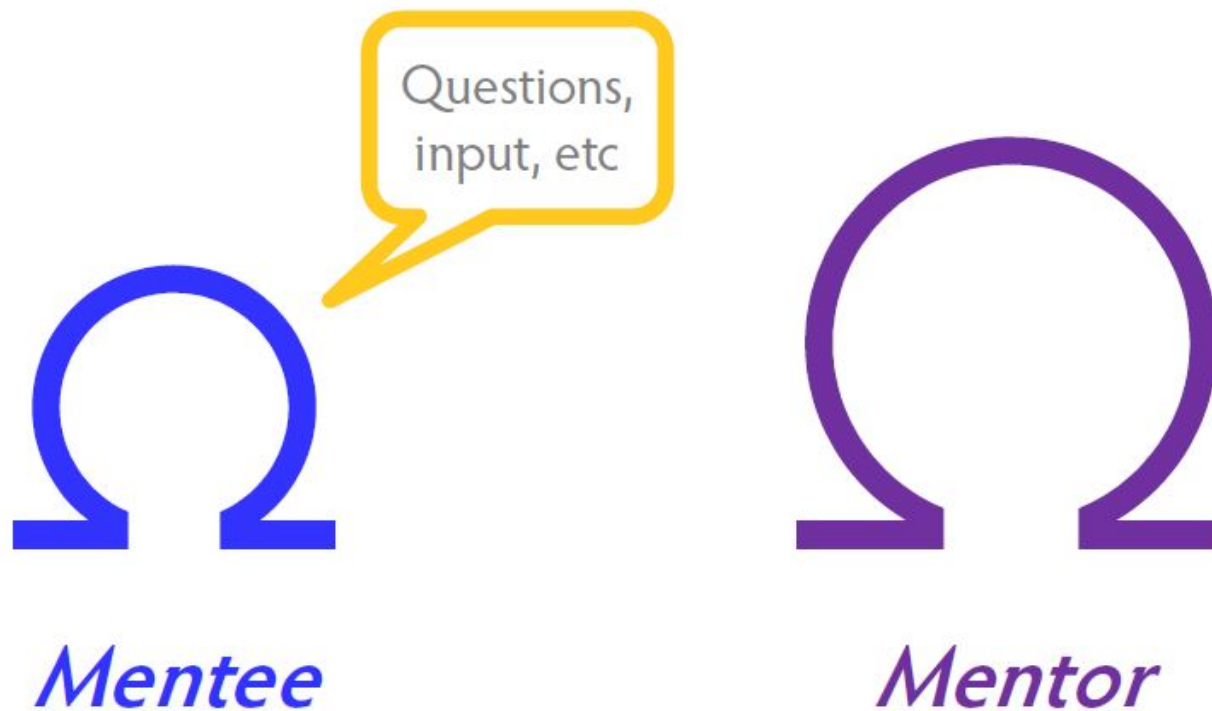
What principles are important in mentoring relationships?

Handelsman, Pfund, Branchaw, etc at U of WI
Entering Mentoring and *Entering Research*

- Communication
- Aligning expectations
- Assessing understanding
- Ethics

- Addressing equity and inclusion
- Fostering independence
- Promoting professional development

CASE STUDIES

In your handouts:

Case 1: Tables 1 & 4

Case 2: Tables 2 & 5

Case 3: Tables 3 & 6

Each table has been assigned a case study– you will focus on ONE case study

CASE STUDIES: ROLES

- Case study reader
- Moderator to lead the discussion (use questions) and ensures everyone participates
- Scribe
- Reporting out

CASE STUDIES: REPORTING OUT

READ CASE STUDY

Table 1 Report out

Table 2 Report out

CASE STUDIES: COMMON THEMES

Strategies for Mentoring Up

Aligning Expectations

One critical element of an effective mentor-mentee relationship is a shared understanding of what each person expects from the relationship. Problems between mentors and mentees often arise from misunderstandings about expectations. Importantly, expectations change over time, so frequent reflection and clear communication about expectations are needed on a regular basis.

- Develop and communicate clear goals for the mentoring relationship
- Listen to and consider the expectations of your mentor in the mentoring relationship
- Consider how differences in culture and identity may affect the relationship

Strategies for Mentoring Up

Maintaining Effective Communication

Good communication is a key element of any relationship and a mentoring relationship is no exception. As mentees, it is not enough to say that we know good communication when we see it. Rather it is critical that mentees and mentors seek to understand their own and the other's communication styles, and take time to practice communication skills.

- Foster open communication with your mentor

- Address how difference in communication styles, background, position of power, etc. can alter the intent and the perception of what is said and heard

- Use multiple strategies for improving communication

Strategies for Mentoring Up

Developing Independence

An important goal in any mentoring relationship is helping the mentee become independent; yet defining what an independent mentee knows and can do is not often articulated by either the mentor or the mentee. Identifying milestones towards independence and setting goals are key strategies to fostering independence in a mentoring relationship.

- Define independence, its core elements, and how those elements change over the course of a mentoring relationship

- Employ various strategies to build confidence, establish trust, and demonstrate independence

- Identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research objectives

Strategies for Mentoring Up

Promoting Professional Development

The ultimate goal of most mentoring situations is to enable the mentee to identify and achieve some academic and professional outcomes after the training period. It is the responsibility of both the mentor and mentee to identify and articulate these goals and to strive towards them together.

- Identify the roles that mentors play in your overall professional development

- Develop a written plan for guiding professional development (e.g. IDP)

- Initiate and sustain periodic conversations with mentors on professional goals and career development objectives and strategies

- Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees, e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.

Mentoring up includes:

Acting with confidence & Treating with respect

- actively engage with your mentor

- seek to understand your mentor's expectations

- communicate your goals and expectations

- actively listen

- practice "follow-ship"

- determine and fulfill your responsibilities

- adapt to your mentor's needs
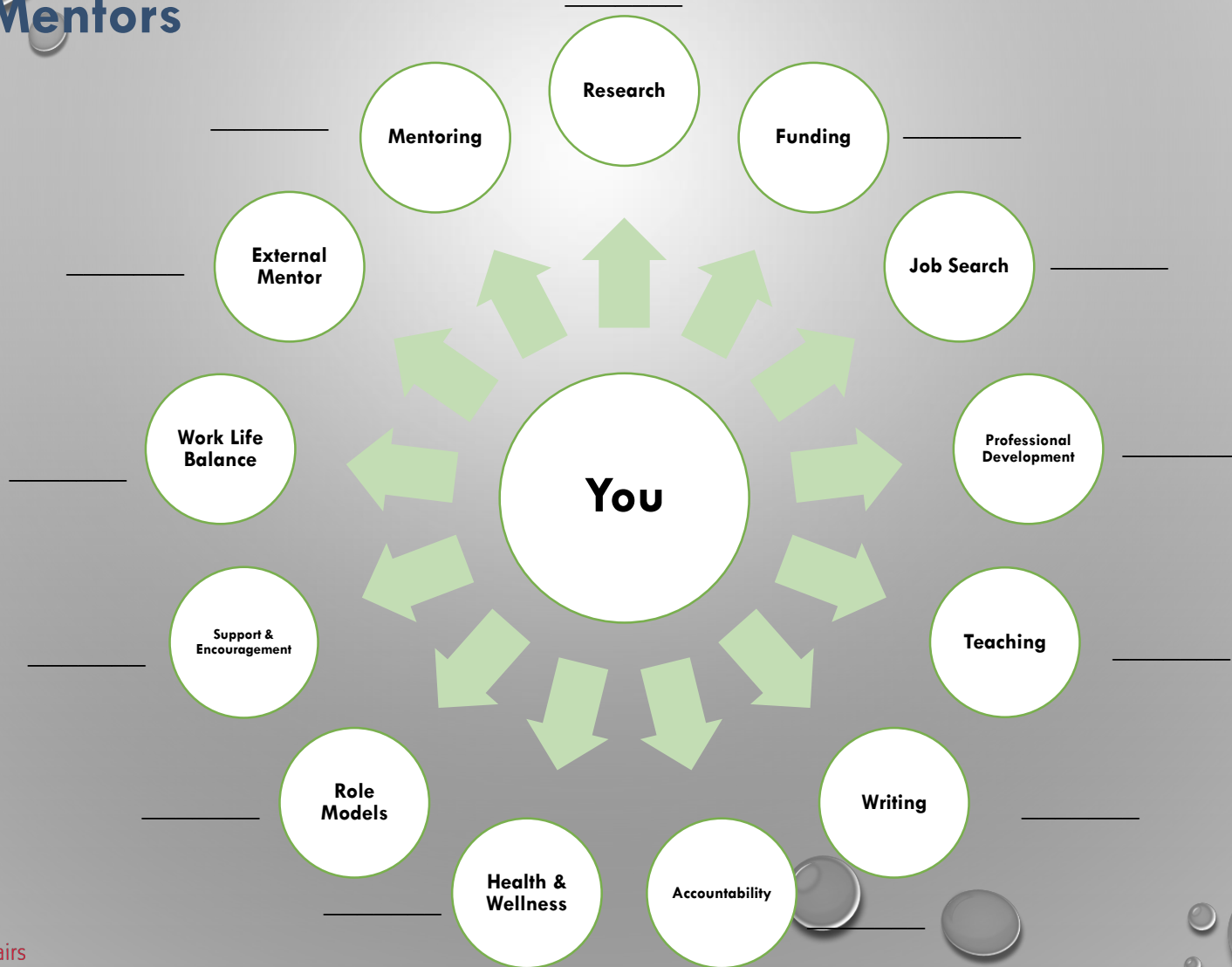
COMMIT TO ONE MENTORING UP ACTIVITY

Handout:

Spend a few minutes filing out the handout

Share with someone at the table

Immediate Action Plan for One Mentoring-Up Activity
(within the next 2 weeks)

What will you do?

_____

_____

_____

How will you do it?

_____

Case Study #4: *Navigating Between Two Mentors*

Heather is a new grad student and has recently joined a research group with Professor Roman as her primary mentor. She was given multiple projects, including one started by Steve, a postdoctoral scholar in the group. She assumed that Steve would help her with the project, serving as an informal mentor. Heather began working in the lab by following instructions that were written by Steve, but noticed problems with the results. When she asked Steve to confirm the instructions, he brushed her off with quick answers, and said that he didn't follow the written instructions exactly and that the instructions contained errors. Heather was confused by his behavior, and began to suspect that the project had been taken from him and that he resented her work on it.

To better understand her project and resolve problems with her results, she asked for a joint meeting with both of her mentors: Professor Roman and Steve. In the joint meeting, she made sure that Steve was given an opportunity to speak openly and confirm that he approved handing the project over to Heather. However, after the meeting Heather continued to have problems with the instructions, and Steve continued to brush her off with quick and cryptic responses. Heather still suspected that the postdoc only agreed to hand over the project to her because he was afraid to disagree with Professor Roman. Heather is frustrated, because her progress depends on the past work and experiments that were started by Steve, so she is unable to proceed at a sufficient pace. Steve has not been helpful and seems to behave passive - aggressively towards her questions and requests for help.

Furthermore, Steve has asked that he be given first authorship if a paper were to be published, which Heather believes is acceptable since he started the project. But he has also started insisting that he be given first authorship on a second paper, even though Heather would have done most of the experimental work and writing of the paper.

1. Could Heather have communicated more clearly or been more proactive in her actions?

2. What ethical considerations about authorship are involved in this case study?

3. What should Heather do now? How might Heather's ultimate decision impact her own professional development needs?

Mentoring is a Continuous Process

Ongoing Support:

➢ Ann and Maish

➢ School of Graduate Studies

➢ Graduate Program Directors

Handout: Nature Article

COLUMN

The care and maintenance of your adviser

Graduate students bear as much responsibility as their mentors for ensuring that they are well guided through their degrees, say **Hugh Kearns** and **Maria Gardiner**.

Ever since the advent of graduate school, students have complained about their advisers. It is almost an article of faith. The adviser is never available or is too available; gives too much feedback or not enough; is too critical or isn't providing enough direction; and so on. Exchanging horror stories with other students is a great way to bond. But advising goes both ways — and if, after careful reflection on their own studies and progress, students determine that they are not getting the guidance they require, they must address the deficiencies.

candidate does this, the better. If you're not getting feedback, clear direction or the necessary resources, then you must do something about it. What does this mean in practice? Let us take some examples.

MEETINGS

A comment we often hear at our workshops is, "My adviser is lovely but he/she is just so busy that we never get to talk about my thesis". And our response is, "Yes, your adviser is busy. All advisers are busy and will continue to be busy.

do in the next two weeks; the next meeting.

This all sounds very straightforward. But if more students followed these steps, many adviser–student issues could be resolved.

FEEDBACK

Again, in an ideal world, your adviser would be skilled at providing supportive comments, delicate in pointing out areas for improvement and deft at intuitively knowing the level of feedback you seek. But this is a fantasy. One student described her feedback experi-

Evaluation

- The CIMER Assessment Platform is used for data collection

- Data will be used to advance NRMN, mentoring at Rutgers, and the Biotech Training Program NIH T32 grant application

- Expect an email from evaluation@med.wisc.edu

- Participants will need to create a CIMER profile using the username and password provided in the email

- Survey will take ~10 minutes to complete