

Mentoring: A Career-Long Process of Rewarding Engagement

Bag Lunch: *"Managing Labs and Mentoring Grad Students"*

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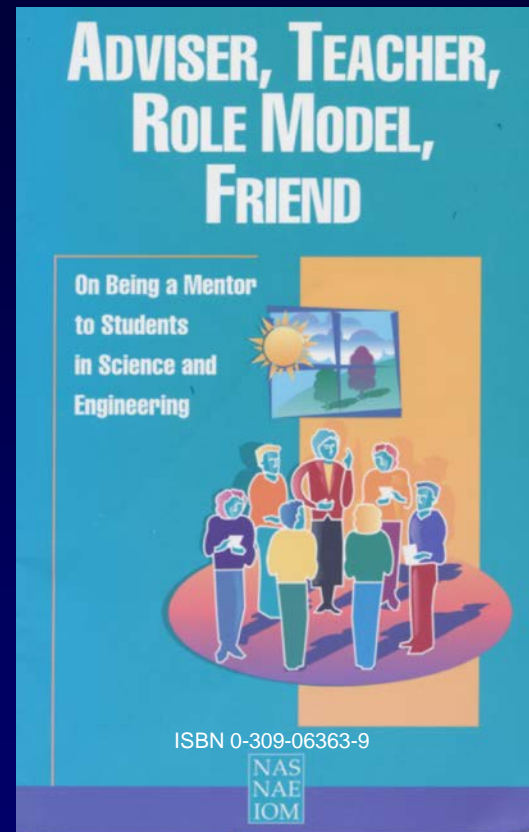
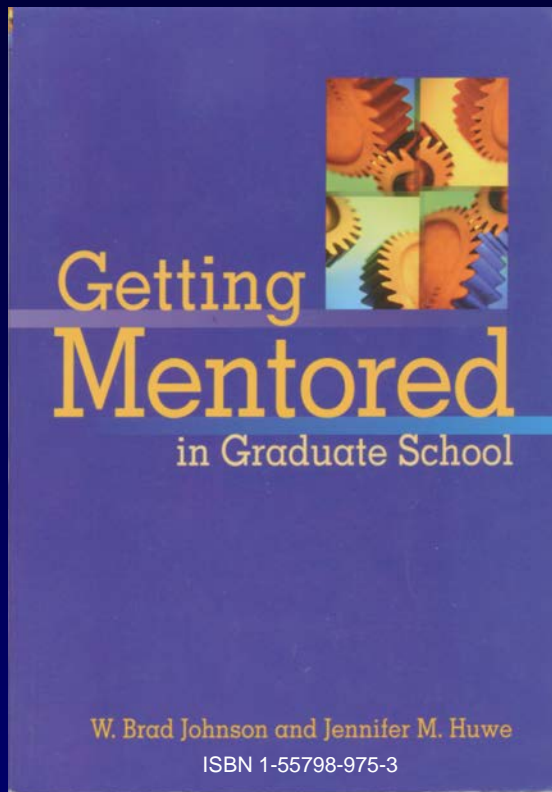


Today:

- Mini-Lecture (much shortened)
- Scenarios
- Role playing

BMI 209

Source Materials



onlinethics.org (Case Western University)

grad.ucdavis.edu/professional-development/gradpathways (UC Davis)

On Being an Excellent Protégé: What Graduate Students Need to Know
Huwe JM and Johnson WB (2003) *J Coll Stud Psychother* 17: 41 - 57

Mentoring

What you see(k) is what you get

Key relationships:



Where can you turn for advice?

Key relationships:



Where can you turn for or give advice?

Mentoring and Advising

What's the difference?

Advice: Don't eat yellow snow

(Zappa)



Mentoring and Advising

What's the difference?

Mentoring:

- An ancient concept – Homer, “a wise and trusted counselor”
- In academics - A special relationship to help another develop into a successful professional
 - Help a protégé optimize an educational/career opportunity
 - Assist in a transition into/through a disciplinary culture
 - Help in attaining/advancing suitable employment

Mentoring and Advising

Mentoring:

Johnson & Huwe: Mentoring is a personal relationship in which a more experienced (usually older) faculty member acts as a guide, role model, teacher, and sponsor of a less experienced (usually younger) graduate student. A mentor provides the protégé with knowledge, advice, challenge, counsel, and support in the protégé's pursuit of becoming a full member of a particular profession.

Mentoring and Advising

Mentoring:



Mentoring and Advising

Mentoring:

- A mentor has multiple roles
 - **Advisor**, career experience willing to share this knowledge
 - **Supporter**, gives emotional and moral encouragement
 - **Tutor**, gives specific feedback on performance
 - **Sponsor**, assists in identifying and obtaining opportunities
 - **Role model** for those being apprenticed

Mentoring and Advising

Mentoring:

- The mentoring relationship is characterized by
 - Mutual respect
 - Trust
 - Understanding
 - Empathy

Mentoring and Advising

Mentoring:

- No mentor can know everything a given student may need to know
- Everyone benefits from multiple mentors of diverse talents, backgrounds, ages and personalities

Mentor-Student Expectations

Clarify:

- Working hours
- What constitutes satisfactory progress
- Type of supervision preferred (by each party)
 - Who pilots the ship ?
- Communication style
- How to deal with conflict (disagreements)

Other Expectations

- How often do you want/need to meet?
- Who keeps track of progress?
- What kind of career guidance would be valuable
- What kind of funding is expected
 - Stipend
 - Tuition
 - Travel

Mentoring Can Be Good or Bad

A white male professor is approached by a black female graduate student about working in his lab. She is highly motivated, but she worries about academic weaknesses, tells him she is the first member of her family to attend college, and asks for his help. He introduces her to a black male colleague, and a white female graduate student in a related field who offers to supplement his advice on course work, planning, and study habits. He also seeks information about fellowships and training programs and forwards this information to the student.

This student already has an essential quality for academic success - motivation. By taking a few early well-planned steps, an alert mentor can help a motivated student initiate a network of contacts, build self-esteem, and fill academic gaps.

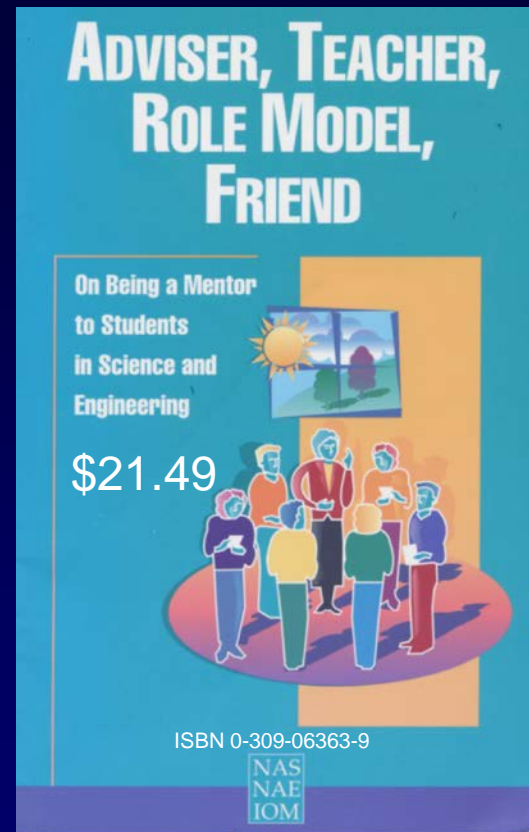
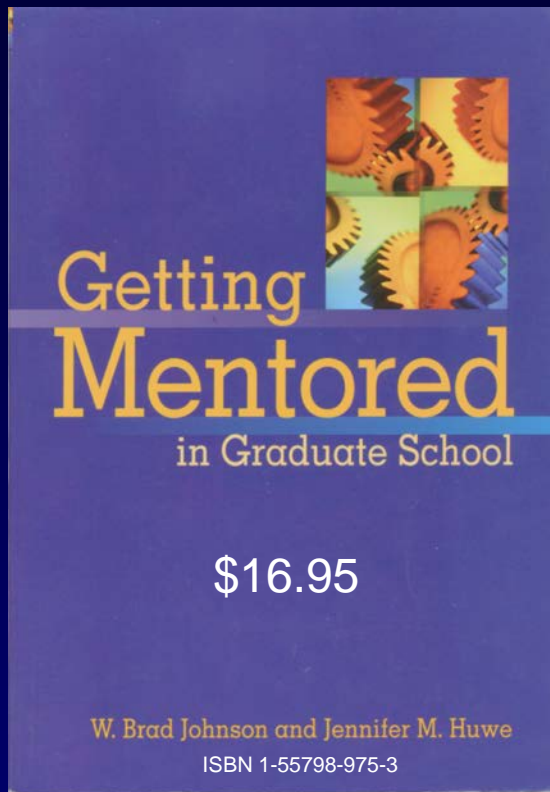
Mentoring Can Be Good or Bad

A foreign-born engineering student is reluctant to question his adviser. As a result, the adviser thinks the student lacks a grasp of engineering. The adviser tries (in earnest) to draw out the student through repeated, persistent questioning, but the student finds this process humiliating. Only the student's determination to succeed prevents him from quitting the program.

The student grew up in a country where (s)he learned not to question or disagree with a person in authority. Had the adviser suspected and identified that a cultural difference was at the root of the problem, it would be clear that the student was reluctant to question authority.

When communication is poor, try to share yourself, listen patiently, and ask for help in understanding.

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Grad Pathways

grad.ucdavis.edu/professional-development/gradpathways

Eight Core Competencies

- Success and Socialization in Your Graduate Program
- Writing and Publishing
- Presentation Skills
- Teaching and Mentoring
- Leadership and Management
- Scholarly Integrity and Professionalism
- Career Exploration, Job Searching and Networking
- Wellness and Life Balance

*** Four Tiers of Programming Inside Each Competency ***

Grad Pathways Contacts:

Teresa Dillinger Ph.D.

Director, GradPathways

Manager, Professional Development Programs

Lynne Arcangel M.A., Coordinator, GradPathways

Grad Pathways

grad.ucdavis.edu/professional-development/gradpathways

Mentoring at Critical Transitions Program

a seminar series to enhance the preparedness of UC Davis faculty in areas affecting the mentoring, academic socialization, and overall success of our diverse graduate student population during the three critical transitions

- 1) from admission to graduate student
- 2) coursework through the qualifying examination
- 3) research and writing to professional career

Grad Pathways

grad.ucdavis.edu/professional-development/gradpathways

Stanford Biosciences **INDIVIDUAL DEVELOPMENT PLAN** Years 3-5

Stanford Biosciences **INDIVIDUAL DEVELOPMENT PLAN** Year 2

Stanford Biosciences **INDIVIDUAL DEVELOPMENT PLAN** Year 1



Student Name: _____ **Advisor Name:** _____ **Date:** _____

Graduate school is about training you to ask and address new questions and discover your passion. Having honest and open discussions with your advisor is an important part of your training.

As a grad student, you own your education. That means not only being responsible for your dissertation, but also actively getting the training you need and seeking guidance from your mentors, who will support you as partners in your training. Fill out this form and (ideally) share it with your advisor ahead of your first annual mentoring meeting, using the questions to clarify approaches to your student/mentor relationship.

HOW TO COMPLETE YOUR IDP

- 1

Step back and self-assess!
It's easy to lose sight of the bigger picture. Fill out this form, using the questions as a starting point for your mentoring relationship with your advisor.
- 2

Set your first meeting with your advisor.
You are responsible for scheduling and meeting with your advisor within 30 days of joining your thesis lab. (It's best to share your completed IDP form with your advisor before the meeting.)
- 3

Lead the discussion.
The IDP covers topics students have found helpful. If you have questions or additional objectives related to your training, these meetings are a great time to bring them up.
- 4

Complete the "Action Plan" and follow up.
The last page of the IDP encourages you to establish concrete steps in the meeting with your advisor. Keep your Action Plan accessible and check on it every couple of months.
- 5

Submit required documentation by August 1.
Record the date the meeting occurred in the form at <http://biosciences.stanford.edu/current/reporting/>. (The IDP itself remains private between you and your advisor.)

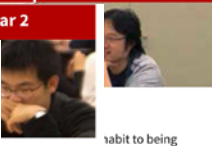
This process sparks much needed conversations between trainees and their mentors regarding career goals, skills, and interests. This kind of communication is imperative.

KEYS TO A GOOD MENTORING RELATIONSHIP

Think intentionally about your training
You will find it helpful to think through what you want to get out of your training and how your advisors and other sources of support can help you achieve your goals.

Have open and direct dialogue
Starting off with strong, supportive communication is a fundamental part of getting continual advice that will help guide you throughout your life.

Establish clear expectations/steps
The IDP covers topics that students have found essential to discuss with their mentors. If you have additional questions or objectives related to your training, these meetings are a great time to bring them up and set action steps.



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ACTION PLAN **3.1**
mcareers@stanford.edu

IN PLAN **2.1**
careers@stanford.edu

RESPONSIBILITIES

More info: <http://biosciences.stanford.edu/idp/>

TRAINING

Feedback: <http://goo.gl/CnTDfj>

SKILLS

ACTION PLAN

Questions: somcareers@stanford.edu

1.1



Thanks!

Points for further discussion ??

Mentoring Can Be Good or Bad

An American Indian student was having great difficulty in a course, despite genuine effort. A senior professor tutored the student for an entire semester, but without success. The student failed the course and left for another, less demanding university. The professor was frustrated at having devoted many hours from his/her busy schedule and gotten no result.

To another trusted individual, the student explained: "In my culture, you would never tell an older person of high authority that you did not understand what (s)he was saying. This would be very disrespectful of her/his age and wisdom. So I told her/him I understood, but really I never understood anything (s)he said." This information was sadly discovered by a third party. If the cultural tradition had been understood, the department might have tried to find a tutor closer to the student's age; the professor could have taken an oversight role to indicate his concern for the student. The student could have been helped, and the professor would have saved time.

Mentoring Can Be Good or Bad

The male advisor of a female graduate student has not seen her for several months. Passing her in the hall, he squeezes her shoulder as he describes concerns about her research. He sends her an email message, inviting her to discuss the project over dinner. She declines the invitation. He learns that she has redirected her work in a way he does not approve of, and he asks her to return to her original plan. He is astonished when she accuses him of sexual harassment, including filing a complaint with the dean's office,

In this case, the adviser erred in touching the student and extending a dinner invitation that could easily be misconstrued.

Strategies for Protégé Excellence

- Keep commitments and meet deadlines
- Do excellent work
- Communicate directly and honestly
- Accept a subordinate role
- Accept increasing responsibility
- Incorporate good self-care
- Remain mindful of the mentor's goals
- Communicate appreciation
- Admit mistakes
- Maintain a sense of humor