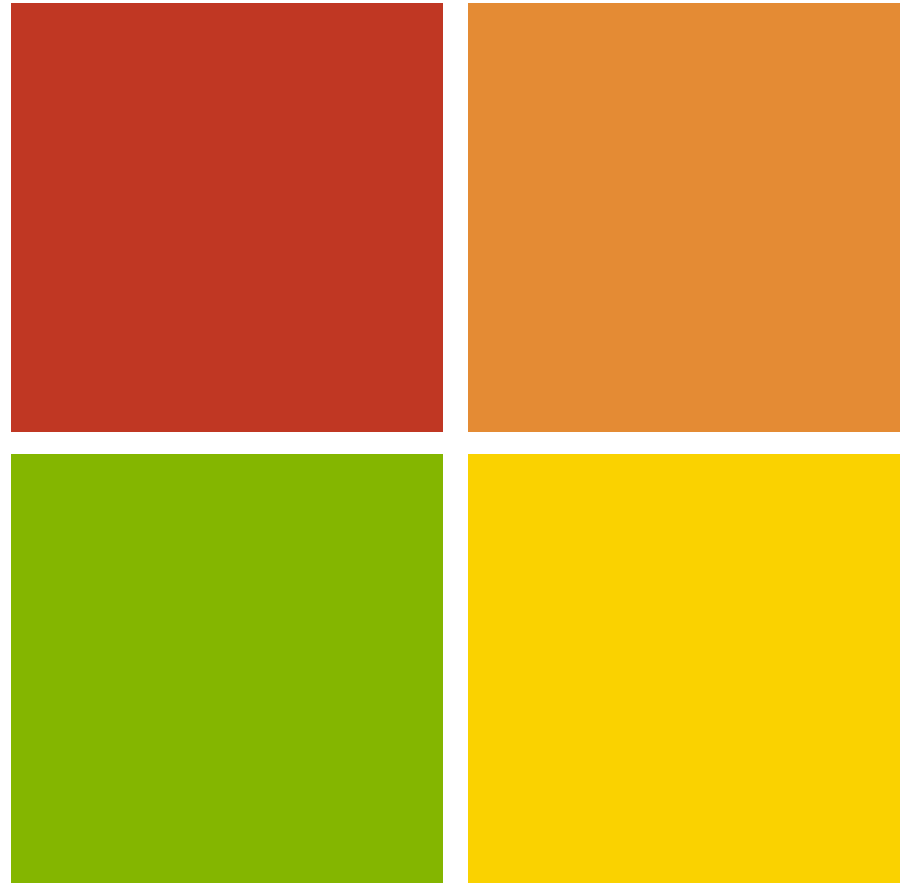


VSPA Mentoring Series



Being a mentor: How to be the mentor your protégé needs

Jailza Pauly, PhD
March 13, 2013

Mentorship

A relationship based on **mutual trust, respect, and the expectation of hard work and dedication** (*on the part of the mentee*) and a **commitment to furthering the career of the mentee** (*on the part of the mentor*).

Alpert, Gardner and Laing (2008)



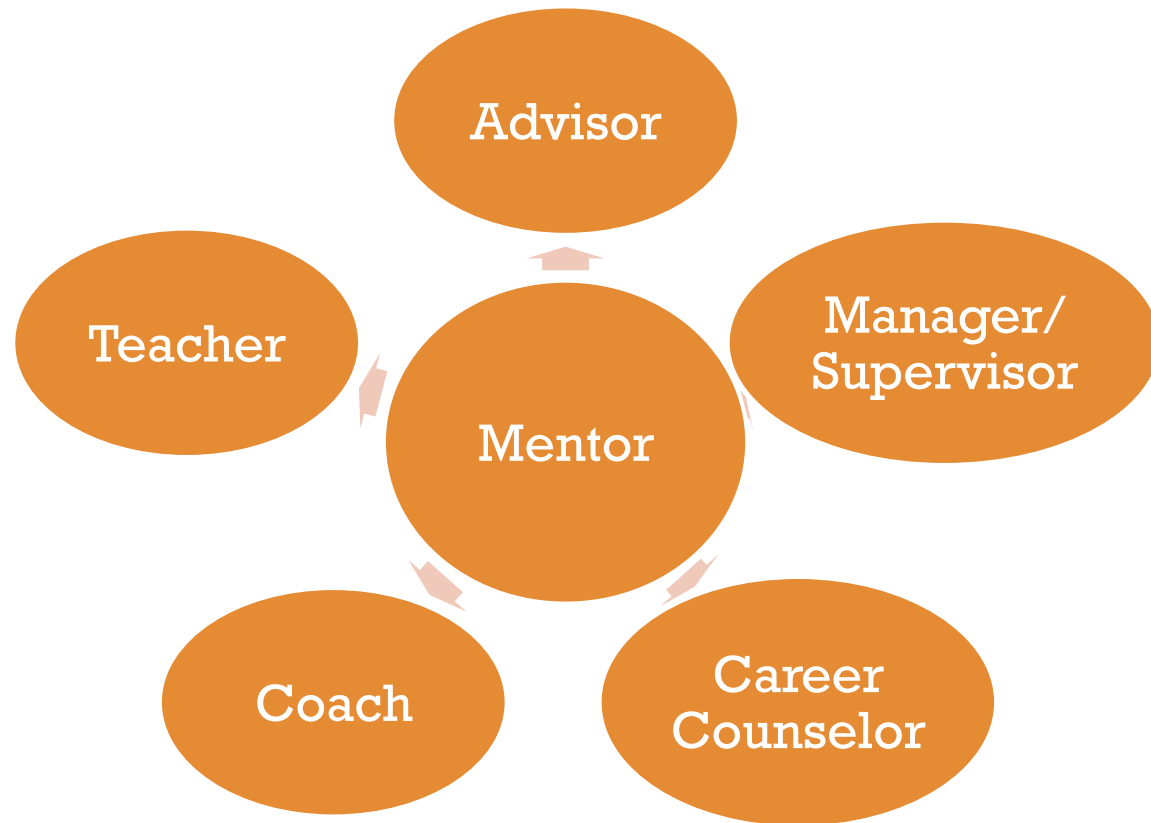
What do mentors do?

Rackham Graduate School, UM, 2009

- Socialize into the culture of discipline/
career
- Model professional responsibility
- Demystify career development stages
- Oversee professional development
- Assist with finding other mentors



Very different roles may come together

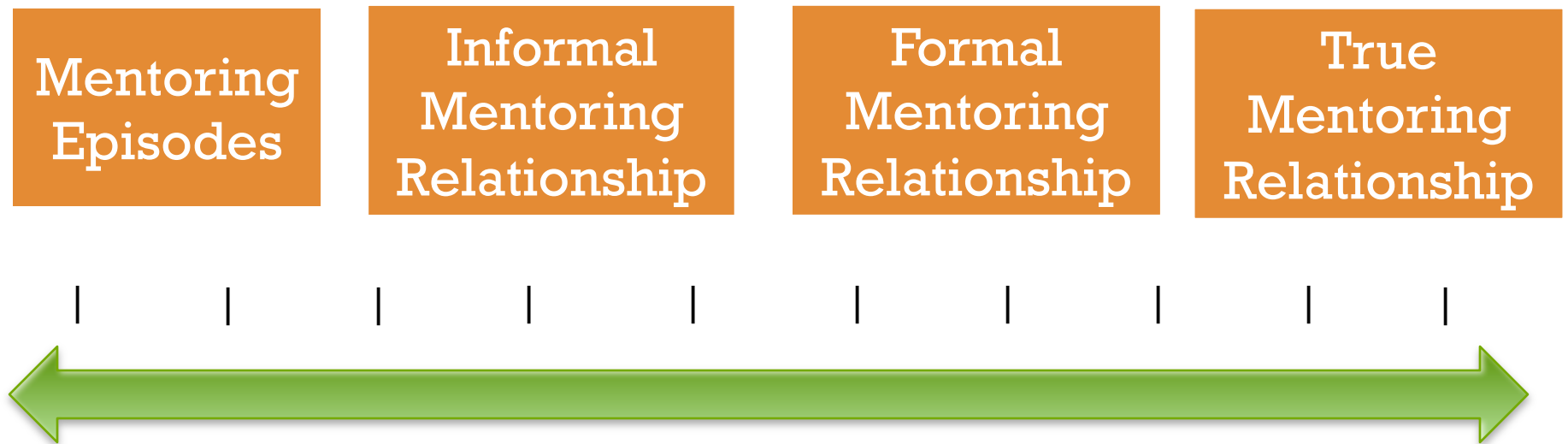


Mentors' roles are centered on a commitment to advancing the mentee's career through an interpersonal engagement that facilitates sharing guidance, experience and expertise.

Rackham Graduate School, UM, 2009



Spectrum of mentoring interactions



**Mentoring undergraduate
students**

vs.

Mentoring graduate students



Mentoring undergraduate students

- Course work advising and support identifying academic goals
- Research involvement *
- Support with career/graduate school decisions
- Support with skill development



* Undergraduate students research involvement

DOs

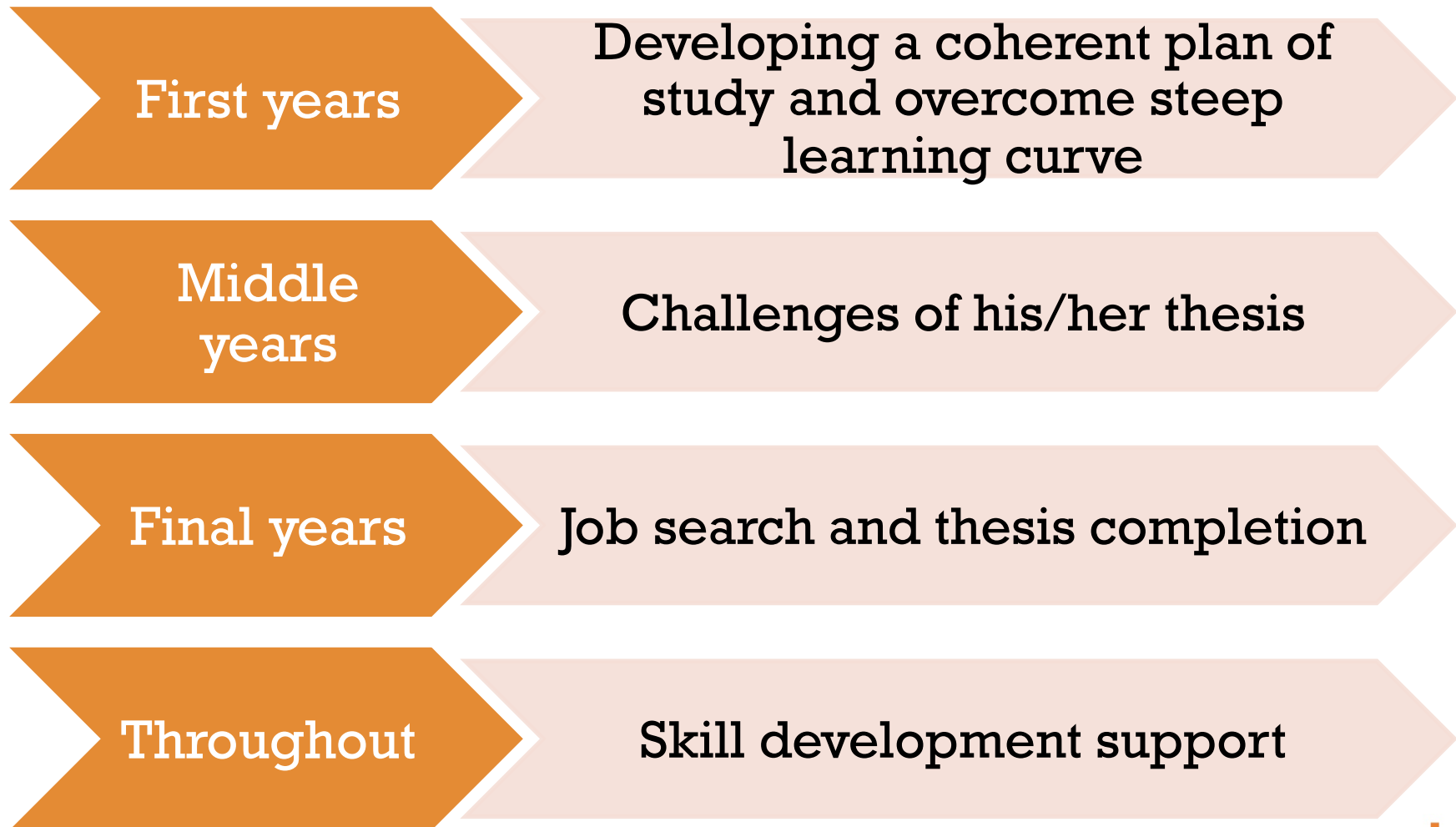
- Set up a clear time line for project completion
- Set specific, measurable, and realistic goals
- Define yours and their responsibilities
- Interpret at the level of knowledge

DONT's

- Place student in projects without evaluating their fitness and motivation
- Assign pilot programs or untested methods



Mentoring graduate students



Some areas to cover in the initial meeting with your protégé-to-be

Adapted from Rackham Graduate School, UM, 2009

- Student's previous educational experiences, reasons for major choice/attending graduate school, plans after degree completion
- Roles and responsibilities
 - Goals
 - Meetings
 - Feedback
 - Drafts
 - Publishing and presenting
 - Intellectual property



General guidelines for mentors

Adapted from Rackham Graduate School, UM, 2009

- Be partial to the student but impartial about the student's work
- Clarity sets the foundation for the relationship
- Share your time wisely
- Provide timely, clear and concrete feedback
- Track progress, set milestones and acknowledge accomplishments
- Nurture self-sufficiency
- Provide support in times of discouragement as well as in times of success
- Be open and approachable
- Share your experience as a scholar and member of a profession



Benefits of being a mentor

Lockwood et al., 2007; Ragins & Scandura, 1999

- Satisfaction and fulfillment from fostering the protégé's development
- Work-related information received from protégés
- Productive use of accumulated skills and wisdom
- Recognition from protégés, peers and superiors





Building your mentoring reputation through mentoring episodes



Adding to your current challenges as a “mentor”

- Poorly defined context boundaries
- Unclear roles in professional interactions with under/graduate students



Mentors' negative mentoring experiences

Eby et al., 2008


- Interpersonal problems
- Destructive relationship patterns
- Performance problems **



Benefits of maximizing your current opportunities to mentor students

- Experience managing through influence
- Safe learning environment to practice
- A professional network that can speak about your mentoring reputation
- Satisfaction and fulfillment
- Experience handling challenging interactions with students



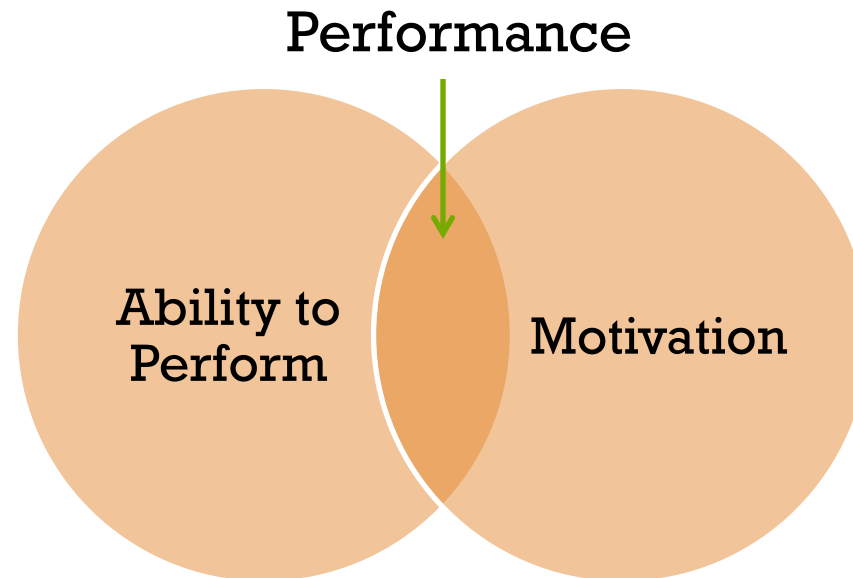


Addressing work performance problems and motivating your protégés



Diagnosing work performance problems

Whetten & Cameron, 2011

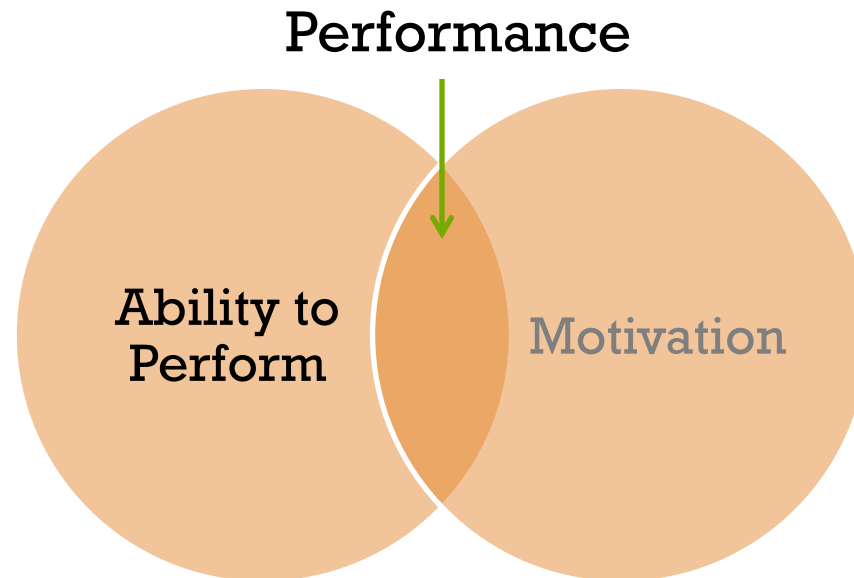


$$\text{Performance} = \text{Ability} \times \text{Motivation}$$



Performance inhibited by lack of ability

Whetten & Cameron, 2011

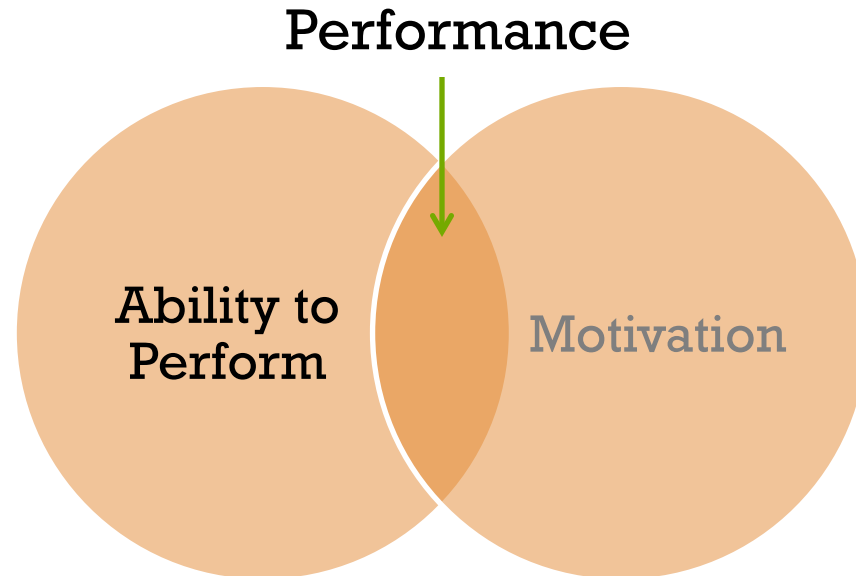


- Aptitude
- Training
- Resources



Overcoming poor performance due to lack of ability

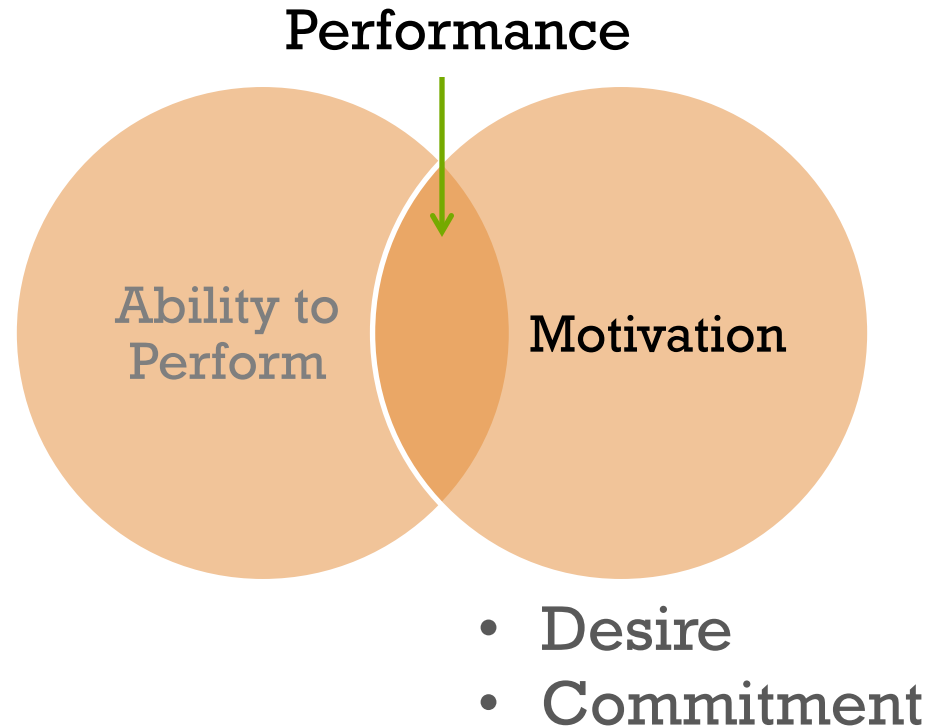
based on Whetten & Cameron, 2011



- Modify the job supports
- Provide training
- Change the work
- Transfer to another job/project
- Terminate

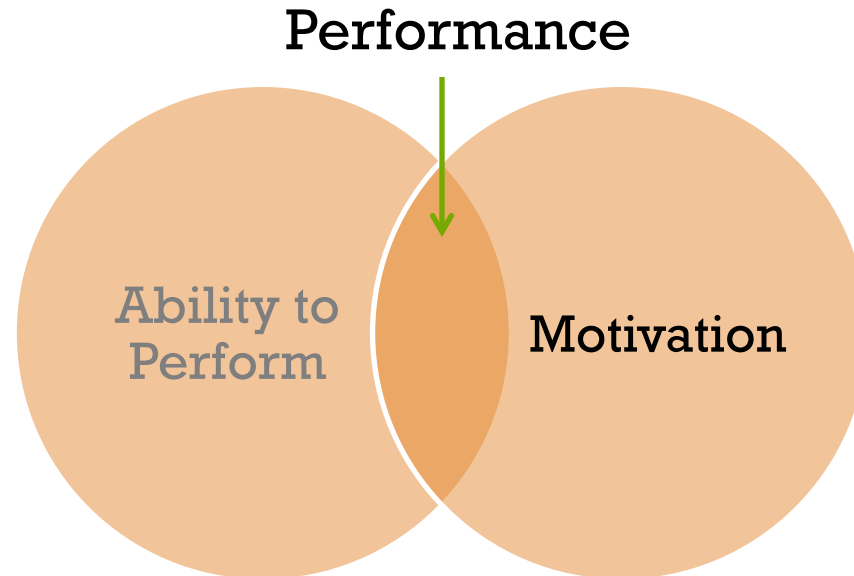
Performance inhibited by lack of motivation

Whetten & Cameron, 2011



Overcoming poor performance due to low motivation

based on Whetten & Cameron, 2011



- Clarify performance expectations
- Remove obstacles to performance
- Reinforce performance-enhancing behaviors
- Provide salient incentives
- Recognize learning, progress and results
- Provide feedback

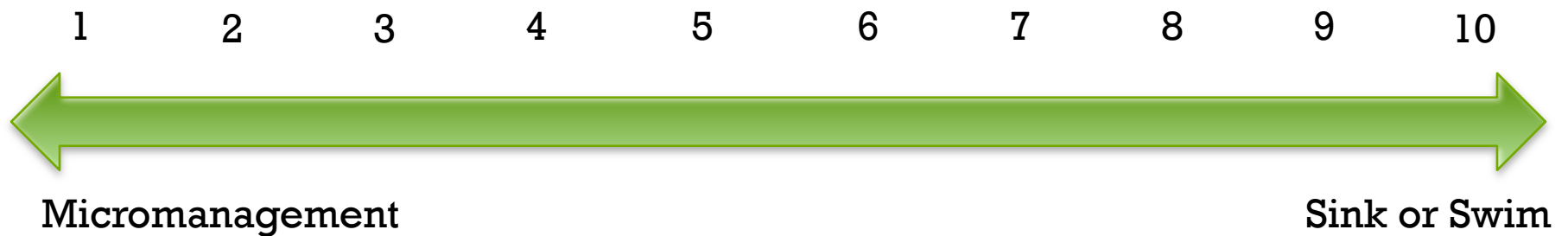


How involved are you?

Lee, Dennis & Campbell, 2007

Guided independence and scientific creativity

The direction–self-direction scale



Factors influencing management involvement

Whetten & Cameron, 2011

Contingencies	Appropriate Conditions for High Involvement	Appropriate Conditions for Low Involvement
Task structure	Low	High
Task mastery	Low	High
Report's desire for autonomy	Low	High
Report's experience	Low	High
Report's ability	Low	High
Strength of group norms	Low	High
Effectiveness of organization's controls and rewards	Low	High



Your actions as reinforcers

adapted from Whetten & Cameron, 2011

Do

- Ask open-ended questions
- Keep analysis and evaluation focused on behaviors and areas under the control of the student
- Ask for further investigation and analysis
- Ask them to return with plans after factoring in new issues

Don't

- Ask closed questions, tell
- Imply that the task is the student's total responsibility, that they hang alone if they fail
- React to on an emotional basis
- Take their planning and cross out, change, mark "no good"
- Redo their plans



Fostering a motivating work environment

Whetten & Cameron, 2011

		Emphasis on Performance	
		Low	High
Emphasis on Satisfaction	High	Indulging	Integrating
	Low	Ignoring	Imposing



How good a mentor are you?

Lee, Dennis & Campbell, 2007

- Appreciating individual differences
- Availability
- Self-direction
- Questioning
- Celebration
- Building a scientific community
- Building a social community
- Skill development
- Networking
- Mentor for life



Three ideas from our time together

1. **Clarity about your role** sets the foundation for professional relationships with under/graduate students
2. You develop your **mentoring reputation** through multiple **mentoring episodes**
3. **Learning to address work performance problems** will help you be a better mentor



Questions?

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Resources

- **Nature's guide to mentors**

Lee, Dennis & Campbell (2007). *Nature*, 447 (July), 791-797.

- **Advisor, Teacher, Role Model, Friend**

National Academy of Sciences, National Academy of Engineering, Institute of Medicine

<http://www.nap.edu/readingroom/books/mentor/>

- **Lab dynamics: Management skills for scientists**

Cohen C & Cohen S (2005). Cold Spring Harbor, NY; Cold Spring Harbor Laboratory Press.

- **Mentoring and Being Mentored**

Chapter 5 from Burroughs Wellcome Fund and the Howard Hughes Medical Institute (2006)

Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty (2nd Ed)

http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch5.pdf

- **NPA mentoring resources for graduate students and postdocs**

National Postdoc Association - www.nationalpostdoc.org/home

- **How to mentor undergraduate researchers**

Temple L, Sibley T & Orr A. (2010) http://www.cur.org/publications/how_to_series/

- **AWIS mentoring resources for women in science**

<http://www.awis.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=259>

- **Influence: The psychology of persuasion**

Cialdini R (2007)

- **Mentoring international postdocs**

<http://www.ori.hhs.gov/mentoring-international-post-docs>



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