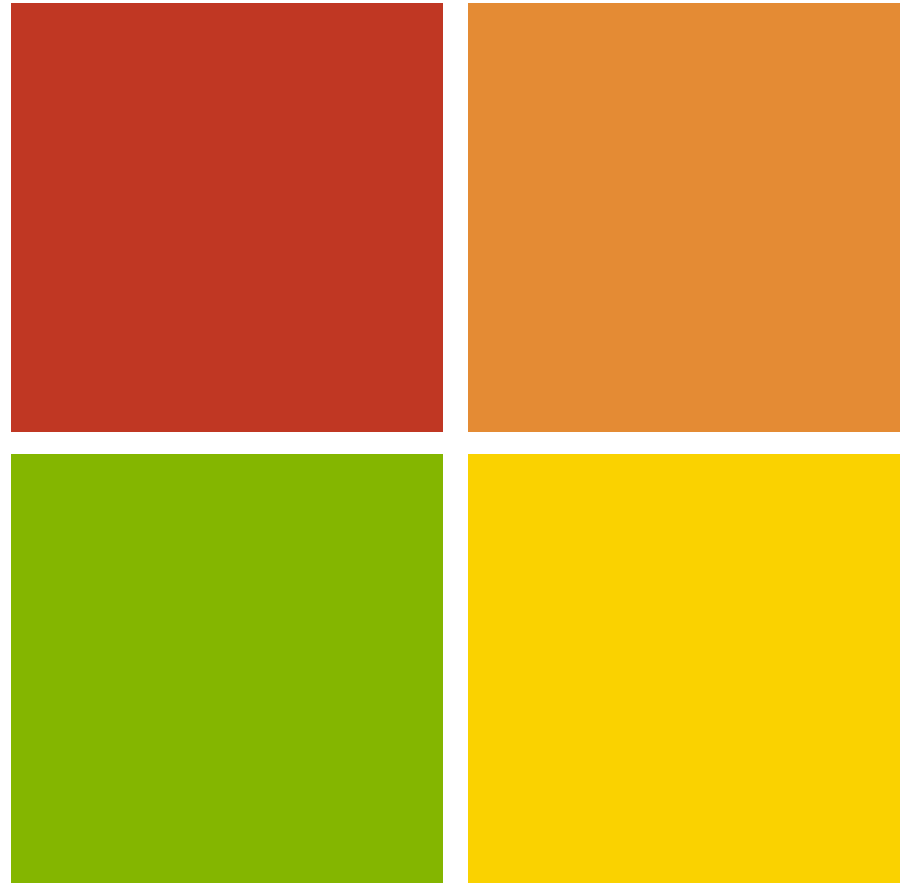


VSPA Mentoring Series



Being mentored: How to get the mentoring you need

Jailza Pauly, PhD
March 6, 2013

What is (really) mentoring?

What does good mentoring
look like?



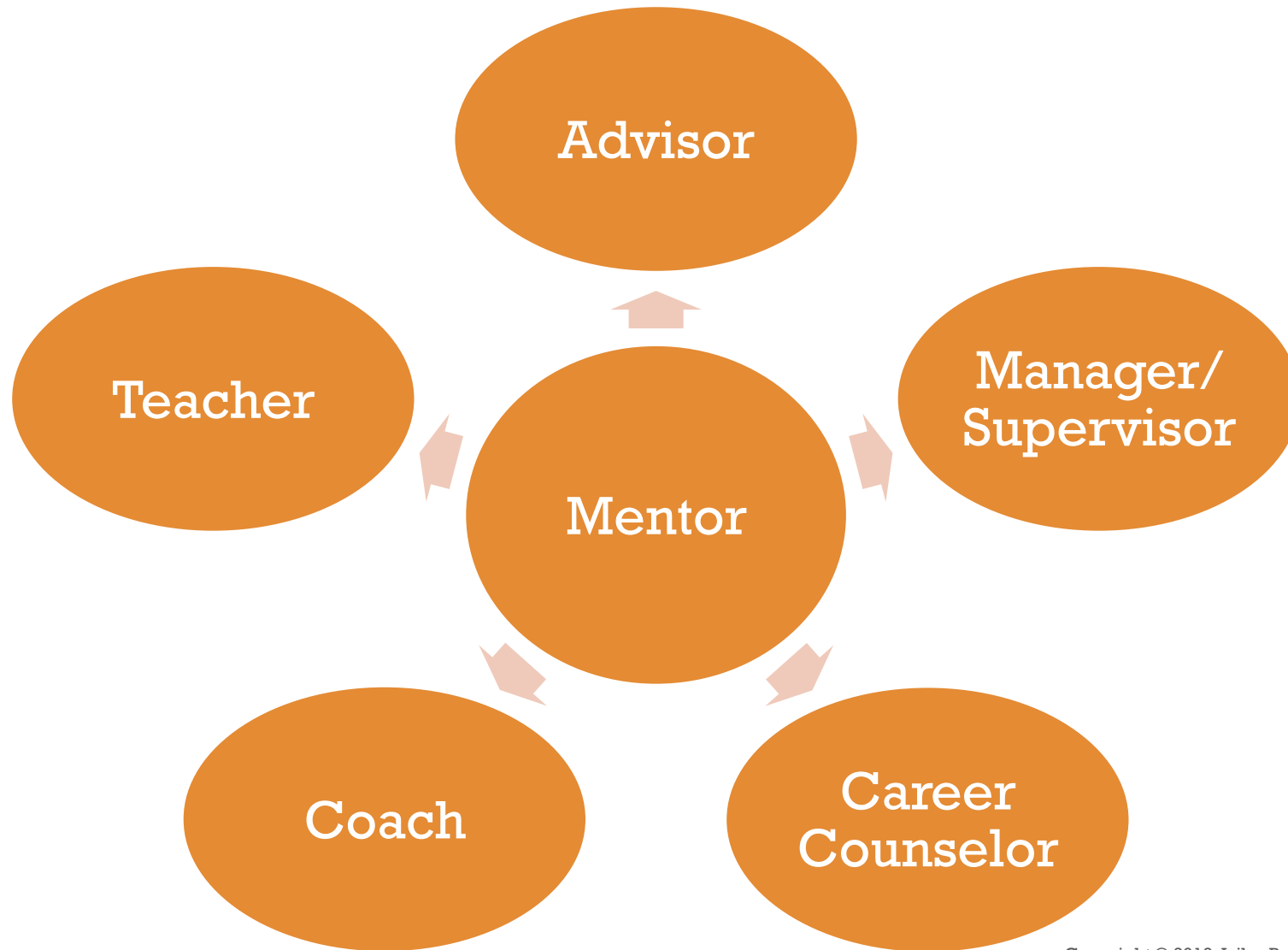
Mentorship

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)



Very different roles



Mentoring functions

Kram, 1985

Career-related support

- Sponsorship
- Exposure and visibility
- Coaching
- Protection
- Challenging assignments



Mentoring functions

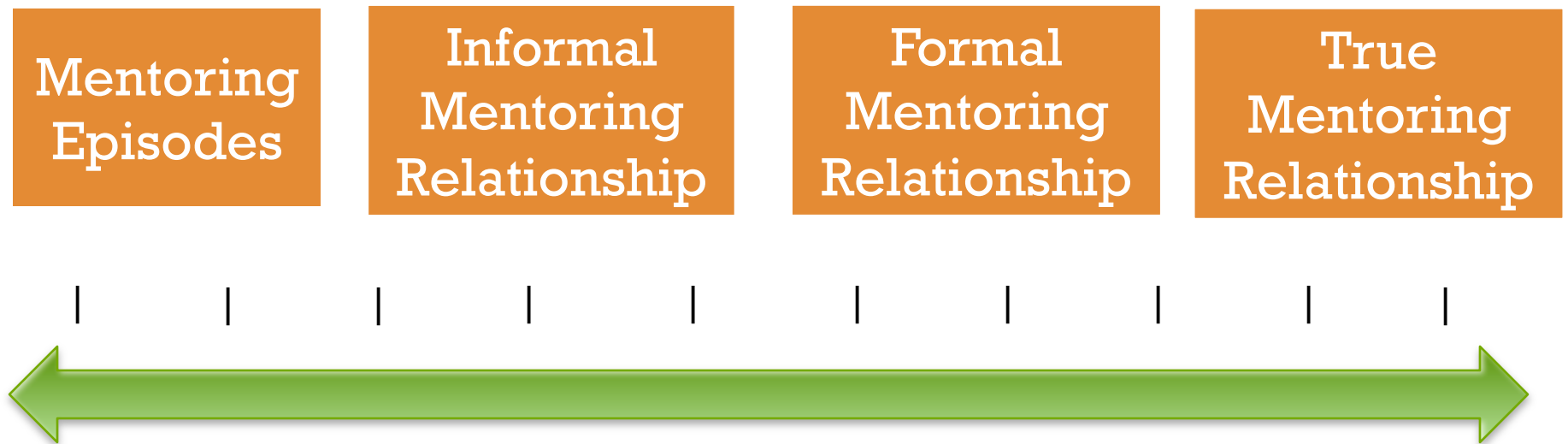
Kram, 1985

Psychosocial support

- Role modeling
- Acceptance and confirmation
- Counseling
- Friendship



Spectrum of mentoring interactions



Benefits of mentoring

Allen et al., 2004

Objective Outcomes

- Career Mobility
- Promotion Rate
- Compensation
(salary level)
- Employee Retention
(minority and female)

Subjective Outcomes

- Career and Job Satisfaction
- Career Commitment
- Turnover Intentions





Preparing yourself to be mentored



What are your mentoring needs?

- Clarify your values and interests
- Identify your work style and habits
- Identify knowledge and skill gaps*
- List specific development opportunities of interest
- Outline specific goals



* Knowledge and skill gap domains

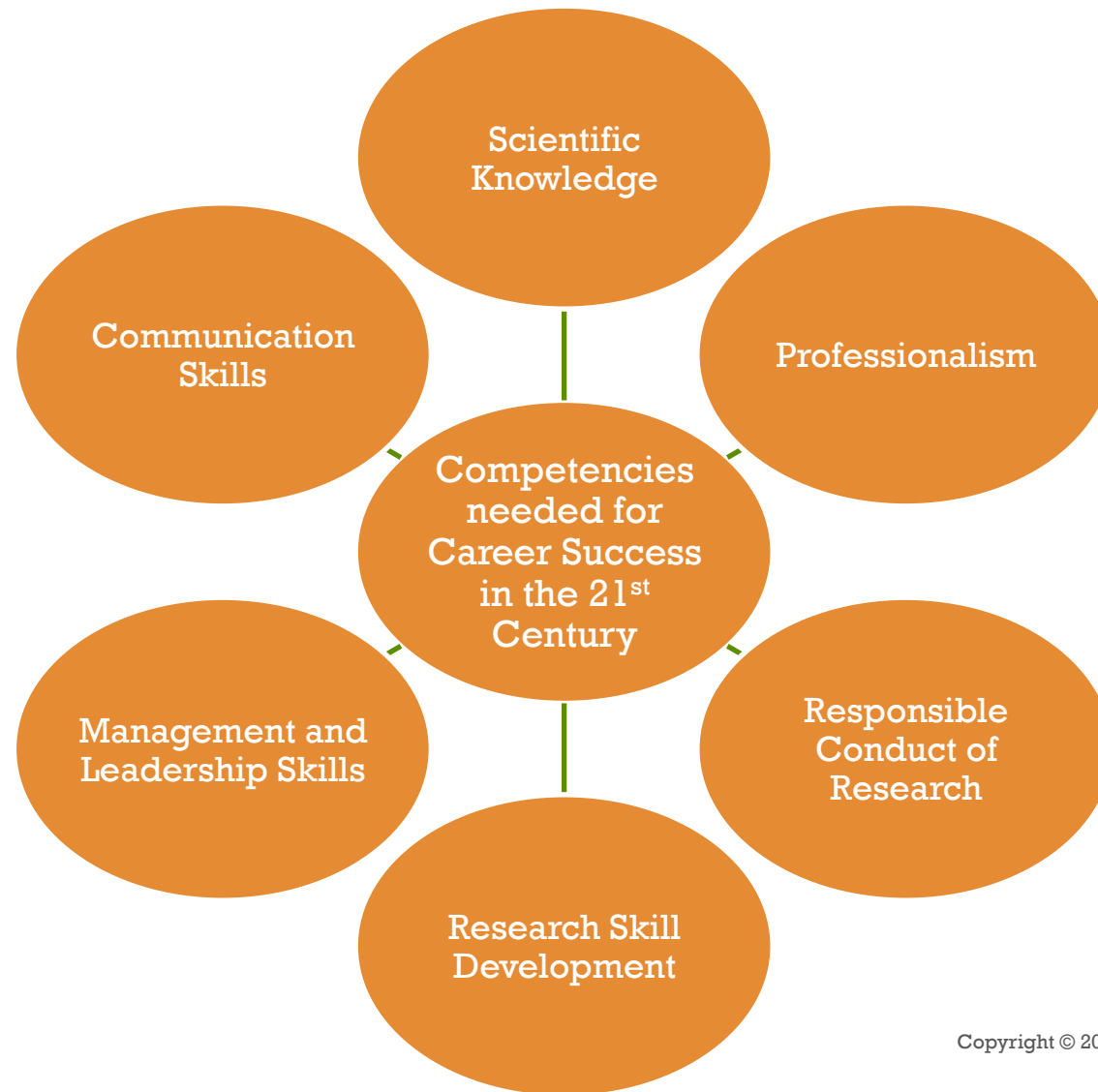
adapted from Zerzan et al., 2009

- **Personal**
 - Create work-life balance, build confidence, learn to navigate new culture, manage life transitions
- **Professional development**
 - Networking, establish professional goals, choose fellowship/grant sources, identify jobs
- **Skill development**
 - Presentation, time management, clinical skills, managing others, project management, setting up a lab, forming a team
- **Academic guidance**
 - Understand the tenure process, department values and politics, teaching, mentoring, more deeply/broadly understand discipline
- **Research**
 - Collaboration, method development, draft manuscripts, grant writing




The NPA Postdoctoral Core Competencies

<http://www.nationalpostdoc.org/competencies>



Individual Development Plan for Postdoctoral Fellows

<http://www.faseb.org/portals/0/pdfs/opa/idp.pdf>

LOG C

Overview

- Overview Summary
- Personal Information

Assessment

- Skills Assessment
- Interests Assessment
- Values Assessment

Career Exploration

- Consider Career Fit
- Read About Careers
- Attend Events
- Talk to People
- Choose a Career Path

Set Goals

- Career Advancement Goals
- Skill Goals
- Project Goals

Implement Plan

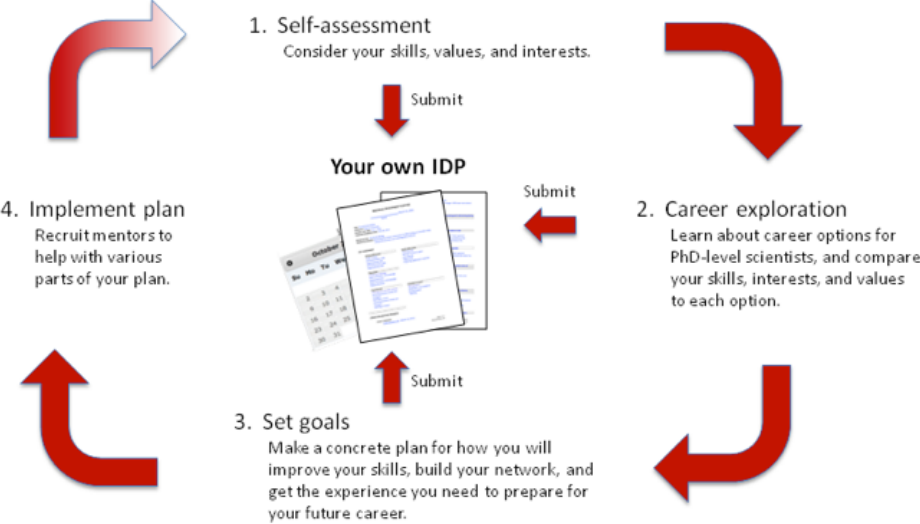
- Mentoring Team
- myIDP Summary

Individual Development Plan Overview

An Individual Development Plan (IDP) is a structured planning tool designed to help you:

- identify **long-term career goals** that fit with your unique skills, interests, and values,
- make a plan for **improving your skills**,
- set goals for the coming year to **improve efficiency and productivity**, and
- structure productive **conversations with your mentor(s)** about your career plans and development.

This module will guide you through the process of creating an IDP:



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graph TD; S1[1. Self-assessment] -- Submit --> IDP[Your own IDP]; S2[2. Career exploration] -- Submit --> IDP; S3[3. Set goals] -- Submit --> IDP; S4[4. Implement plan] -- Submit --> IDP; IDP --> S1; IDP --> S2; IDP --> S3; IDP --> S4;
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- 1. Self-assessment**
Consider your skills, values, and interests.
- 2. Career exploration**
Learn about career options for PhD-level scientists, and compare your skills, interests, and values to each option.
- 3. Set goals**
Make a concrete plan for how you will improve your skills, build your network, and get the experience you need to prepare for your future career.
- 4. Implement plan**
Recruit mentors to help with various parts of your plan.

Your own IDP



Preparing yourself to be mentored

Mentoring Needs	How can a mentor help?	Who will mentor me on this?
▪	▪ ▪ ▪	▪ ▪ ▪
▪	▪ ▪ ▪	▪ ▪ ▪
▪	▪ ▪ ▪	▪ ▪ ▪



Establishing mentoring relationships



What do you need from your mentor(s)?

Mentor qualities

- Connected to your values, work style and habits, personality, and personal preferences
- Connected to your academic/professional development goals, career stage and plans



What protégés want

Dean, 2010

Mentors who ...

- Encourage and help us to consider ALL opportunities based on life goals
- Can help us with career and life issues
- Are supportive of our academic, career and personal achievements
- Challenge us to think outside the box
- Introduce us to other professionals in industry or academia to further career or knowledge about area of concentrations
- Are consistent
- Are like-minded
- Help us to become great mentors
- Are honest and trustworthy



What protégés do not want

Dean, 2010

Mentors who ...

- Give advice based on what interests them vs. what interests the protégé
- Cannot help us consider all options when making a major decision
- Lack interest in areas we choose to study
- Are not supportive of major accomplishments
- Do not provide ways to help advance careers in STEM fields
- Are not available to provide assistance
- Deter us from set life-long goals
- Have a negative impact on our life
- Do not bring out our full potential
- Are biased toward (or against) women and minorities



Finding mentors

- Broaden your options
- Learn about your mentor(s)-to-be
- Build a mentoring team rather than finding only one mentor
- Relationship driven by the mentee
- Prepare for the first meeting like you would prepare for an informational interview



Areas to consider and discuss with your mentor-to-be

- Mutual interests
- Your goals
- Your skills and strengths
- The project
- Availability
- Expectations for the relationship
- Potential financial/resource support
- Publishing and presenting agreements
- Commitments
- Appropriate conduct
- Boundaries



Some questions to ask in the initial meeting with your mentor-to-be

- What do you expect of your protégés?
- What feedback do you receive from your previous/current protégés?
- How would you describe your approach to mentoring? Your mentoring style?
- What would you consider an effective mentoring relationship?



Cultivating mentoring relationships



What are your responsibilities as a mentee?

- Develop and periodically update the work plan
- Plan and set the meeting agendas
- Participate in professional development activities
- Prepare portfolio
- Manage up



Checklist for managing up

adapted from Gabarro & Kotter, 2005

Understand your mentor and his/her context

- Goals and objectives
- Pressures
- Strengths, weaknesses, blind spots
- Preferred work style

Understand yourself and your own needs

- Strengths, weaknesses and blind spots
- Personal style
- Previous experiences with authority figures and typical patterns of behavioral responses



A productive and effective managed up relationship

adapted from Gabarro & Kotter, 2005

- Fits both your needs and styles
- Is characterized by mutual expectations
- Keeps you both informed
- Is based on dependability and honesty
- Selectively uses your mentor's time and resources



Negative mentoring experiences

Eby & Allen, 2002

Poor Dyadic Fit

- Mismatched values, personality, work styles
- Lack of expertise (technical and/or interpersonal)
- Bad attitude
- Personal problems

Distancing/Manipulative Behavior

- Intentional Exclusion
- Neglect
- Self-absorption
- Inappropriate delegation
- General abuse of power
- Credit taking
- Sabotage
- Overt deceit



Continuum of relational problems

Eby, 2007



Minor relational problems	Taxing relational problems	Serious relational problems
- Personal & professional growth minimized	Personal & professional growth negated	Personal and professional growth undermined
- Superficial interactions - Below average engagement - Unmet expectations	- Uncomfortable interactions - Minimal engagement - Disappointment and regret	- Hostile interactions - Disengagement - Career & personal damage - Violated expectations



Maintaining productive and effective mentoring relationships

- Prepare for meetings
- Follow up on commitments
- Check and re-negotiate expectations
- Nurture the relationship



Ending/Redefining the mentoring relationship

- Review mentoring goals and accomplishments
- Address the transition to a different type of relationship
- Exchange ideas about future mentoring needs and potential future mentors
- Follow up if you commit to keeping the former mentor informed about your progress



Three ideas from our time together

1. You benefit from having mentors – plural!
2. Good mentoring meets your professional and personal development needs
3. Managing up helps you nurture productive mentoring relationships



Questions?

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Resources

- **Making the most of mentors: A Guide for mentees**
<http://dgsomdiversity.ucla.edu/workfiles/lectures/Making%20the%20Most%20of%20Mentors.pdf>
- **Getting the mentoring you need**
Clifford C., Fuhrmann B, Lindstaedt J, Hobin (2012). *ScienceCareers.org*.
<http://images.sciencecareers.org/img/myIDP/myIDP-Article-Mentoring.pdf>
- **Getting the most out of your mentoring relationships: A handbook for women in STEM**
Dean D. (2010)
<http://www.springer.com/new+&+forthcoming+titles+%28default%29/book/978-0-387-92408-3>
- **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*, Second Edition
http://www.hhmi.org/resources/labmanagement/downloads/moves2_ch5.pdf
- **How to get the mentoring you want: A guide for graduate students**
Rackham Graduate School - The University of Michigan (2010).
<http://www.rackham.umich.edu/>
- **Mentoring advice and discussion forum**
American Physiological Association Career Mentoring Program
<http://www.the-aps.org/mm/hp/Audiences/APS-Committees/wic/Mentoring-Forum>



UC Berkeley Resources

- UC Berkeley Graduate Division and Graduate Student Assembly
<http://www.grad.berkeley.edu/>
- Faculty Mentor Award
<https://ga.berkeley.edu/fma>
- Mentoring best practices
<http://grad.berkeley.edu/policies/guides/appendix-11-best-practices-for-faculty-mentoring-of-graduate-students-approved-by-the-graduate-council-march-6-2006/>
- Ombuds Office for Students and Postdoctoral Appointees
<http://sa.berkeley.edu/ombuds>



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