Being mentored: How to get the mentoring you need

Jailza Pauly, PhD
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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

Mentor

Advisor

Manager/Supervisor

Career Counselor

Coach

Teacher
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

Mentoring Episodes
Informal Mentoring Relationship
Formal Mentoring Relationship
True Mentoring Relationship
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

Scientific Knowledge

Communication Skills

Professionalism

Competencies needed for Career Success in the 21st Century

Management and Leadership Skills

Responsible Conduct of Research

Research Skill Development

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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:

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

Submit

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Preparing yourself to be mentored

<table>
<thead>
<tr>
<th>Mentoring Needs</th>
<th>How can a mentor help?</th>
<th>Who will mentor me on this?</th>
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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

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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*

<table>
<thead>
<tr>
<th>Minor relational problems</th>
<th>Taxing relational problems</th>
<th>Serious relational problems</th>
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<tbody>
<tr>
<td>- Personal &amp; professional growth minimized</td>
<td>Personal &amp; professional growth negated</td>
<td>Personal and professional growth undermined</td>
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<tr>
<td>- Superficial interactions</td>
<td>- Uncomfortable interactions</td>
<td>- Hostile interactions</td>
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<tr>
<td>- Below average engagement</td>
<td>- Minimal engagement</td>
<td>- Disengagement</td>
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<tr>
<td>- Unmet expectations</td>
<td>- Disappointment and regret</td>
<td>- Career &amp; personal damage</td>
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<tr>
<td></td>
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<td>- Violated expectations</td>
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**Frequency**

- **Low Severity**
- **Moderate Severity**
- **High Severity**
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](http://dgsomdiversity.ucla.edu/workfiles/lectures/Making%20the%20Most%20of%20Mentors.pdf)

• **Getting the mentoring you need**

• **Getting the most out of your mentoring relationships: A handbook for women in STEM**
  Dean D. (2010)

• **Mentoring and being mentored**

• **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/](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](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
References

• Dean D (2010). *Getting the most out of your mentoring relationships: A handbook for women in STEM.* NY, Springer.