

Academic Leadership and Management Institute

Mentoring Skills and Challenges

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At End: Key Takeaways

- ✓ _____
- ✓ _____
- ✓ _____

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2x3 Points

checking in:

Three areas in which you feel confident:

1. _____
2. _____
3. _____

Three areas where you'd like to improve or build skills, concepts:

1. _____
2. _____
3. _____

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What is mentoring?

Mentoring:
Promoting the professional growth of another.

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**Your two sides:
mentor and mentee
*at the same time.***

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Different goals, different people require different approaches:

<p>Dimensions of mentoring</p> <ul style="list-style-type: none">  Guide  Teacher  Role Model  Colleague  Evaluator 	<p>Dimensions of being mentored</p> <ol style="list-style-type: none"> 1. Professional development 2. Emotional support 3. Intellectual community 4. Role model 5. Psychologically safe space 6. Accountability for what really matters 7. Sponsorship 8. Access to opportunities 9. Substantive feedback
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Rockquemore, Kerry Ann (2013) A New Model of Mentoring. Inside Higher Ed. <https://www.insidehighered.com/digital-learning/articles/2013/07/22/essays-calling-senior-faculty-embrace-benefits-mentoring>

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<p>MENTORING SKILLS</p> <ul style="list-style-type: none"> ➔ Listening, understanding ➔ Guiding, advising ➔ Mentoring philosophy and boundaries 	<p>EFFECTIVE MENTORING</p> <ul style="list-style-type: none"> ✓ Seek to understand the goals of your mentee ✓ Know which parts of your own experience may (not) provide relevant guidance ✓ Choose roles purposefully for different needs
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Center for the Improvement of Mentored Experiences in Research <http://www.mentors.org/>

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Short Case

You have an ambitious project underway involving two graduate students and a postdoc that is funded by your first major grant and that you see as central to your tenure prospects.

As the project progresses, you worry that the goals are too lofty for the current timeline and resources. You are seeing signs of frustration and burnout in your lab. Compounding the stress, a key piece of essential equipment breaks down, causing further delays and budget concerns.

One of your advanced graduate students has several times expressed concerns—ones that are escalating— about how project delays will affect their graduation timelines and job search.

*What are the mentoring challenges in this situation?
How will you meet them?*

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Personal Scripts

Words you have prepared, in advance, and practiced.



Constructing Personal Scripts—Difficult Feedback

- 1 Soft opening: set tone
- 2 Leave time and conversational opening for response
- 3 Leave room for a misunderstanding
- 4 Use low-key language
- 5 Stay factual
- 6 Use "I" not "you" messages
- 7 Ask questions, ask questions, ask questions! (listen to answers)

Individuals perform best when they are respected, valued, trusted by someone who genuinely cares for their well-being.

Knowing something about your mentee's interests is central to success.

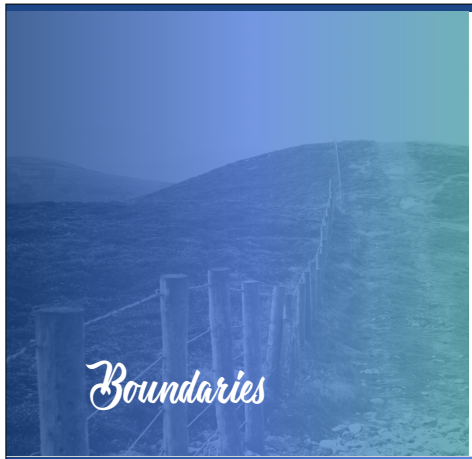


One of your graduate students is struggling with their research, falling behind on deadlines, and increasingly disengaged.

The student has shared that personal (mental) issues outside of work are detracting from their focus and motivation. The student perceives a lack of support and understanding from other lab members, contributing to a feeling of isolation. This is your only current student of color and you know that the student is considering leaving the graduate program, overwhelmed by the pressures and unsure if academia is the right path.

You are concerned about the impact on the student's progress and the lab's morale.

Apply the DMF. Discuss how you would work with this student as well as the larger research group.



Boundaries

Considering Your Boundaries as a Mentor


Reflecting on your personal and professional lives, consider how you might best support your mentee. Think about your own strengths, your values, and the needs and preferences of your mentee. Having boundaries in place can be beneficial.

- Pick a "no" for an action you would be uncomfortable taking
- Pick a "yes" for an action you would be comfortable taking
- Pick a "maybe" for an action you would be comfortable taking

Write down for yourself about each topic and be prepared to discuss your thoughts with your mentee.


... recognizing that saying "no" doesn't mean you are rejecting your mentee	... asking your mentee about their needs and wants to be realistic
... being clear about your boundaries	... talking with another faculty member in the department
... being consistent about setting personal boundaries	... talking with a mentor about health challenges
... being clear about your boundaries for calls and text messages	... asking about a mentee's academic or career goals
... recognizing that saying "no" doesn't mean you are rejecting your mentee	... asking that mentee about their health challenges
... recognizing that saying "no" doesn't mean you are rejecting your mentee	... asking that mentee about their health challenges

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What are your mentoring goals?






KEY



Do you know your mentee's goals? *(personal goals? career goals?)*

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Foundational Skills: Mentoring


-  **Appropriate Boundaries**
-  **Effective Listening**
-  **Asking Good Questions**
-  **Aligning in Problem Solving**
-  **Having, Using Good Personal Scripts**

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Asking Good Questions

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Questions

<p>Humble or Pure Inquiry</p> <p>(access your own ignorance)</p> <p><i>What is the current situation? Can you give me an example?</i></p>	<p>Diagnostic Inquiry</p> <p>(understand the other person)</p> <p><i>How did you feel about that? How would you do that differently?</i></p>
<p>Process-oriented Inquiry</p> <p>(focus on the conversation at hand)</p> <p><i>What is happening right here, right now, between us? What are the next steps you consider taking?</i></p>	<p>Confrontational Inquiry</p> <p>(insert your ideas in the form of a question)</p> <p><i>Did that make you angry? Why didn't you say that in our meeting?</i></p>

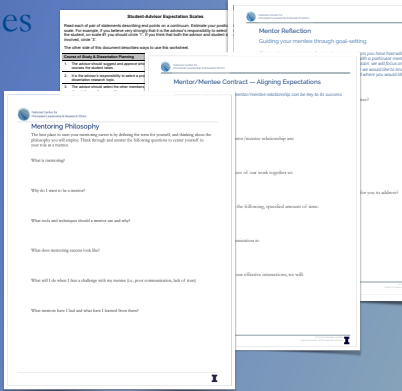
Ed Schein *Helping and Humble Inquiry*

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Resources


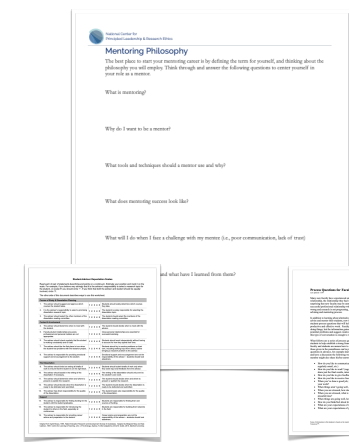



Cohort Resources




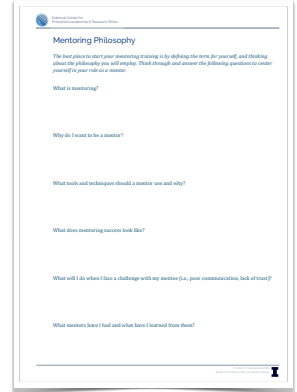
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Articulate Your Mentoring Philosophy & Align Expectations Between Mentor and Mentee






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Mentoring Philosophy

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Align Expectations

Mentor/Mentee Contract — Aligning Expectations
 Shared expectations for your mentor/mentee relationship can be key to its success.

Mentor name:
 Mentee name:

The primary goals for our mentor/mentee relationship are:


We collectively define the success of our work together as:

We agree to work together for the following, specified amount of time:

Our preferred form of communication is:

If one of us faces a barrier in our effective interactions, we will:

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Set Goals

Mentor Reflection
 Guiding your mentee through goal-setting

Please take a moment to reflect on the conversations you have had with your mentee. Specifically, share about conversations with your mentee that have presented the most challenges. In today's session, we will focus on helping you to overcome specific challenges, and therefore we would like to know more about the goals you have set with your mentee and where you would like the most support.

1. What goals have you established with your mentee?
2. Which of these goals are the most challenging for you to address?

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Short Case

You have taken over mentoring a highly independent international postdoc, who prefers to work on projects without much oversight. Complicating factors are that he really doesn't like working for a woman—and makes it clear he thinks he's a better researcher than you are. The postdoc travels a lot for his consulting and presenting his PhD research at conferences.

The postdoc's research direction is diverging significantly from your lab's core focus, risking the cohesion of the lab's research agenda and potentially impacting funding opportunities.

Your lab is in the running for a significant NSF grant that requires demonstrating a cohesive research agenda, and the postdoc's work could either bolster or detract from the application.

*How can you work with the postdoc to realign lab's focus?
 What kinds of questions will be most helpful?*

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Refine Your Toolkit

Align expectations

Set mentoring goals

Develop your mentoring philosophy

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You As Mentee

🏆 What has been most successful about your mentoring relationships?

🧩 What challenges are you currently facing with one or more of your mentors?

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Mentoring Networks

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Start Your Own Mentoring Map

My Personal Mentors		My Professional Mentors	
Personal Accountability	1, 2, 3	Career Development	1, 2, 3
Emotional Support	1, 2, 3	Teamwork	1, 2, 3
Role Models	1, 2, 3	Grants, Publications & Writing	1, 2, 3
Time Management	1, 2, 3	Journals & Conferences	1, 2, 3
My External Mentors			
Career Development	1, 2, 3	Service Commitments	1, 2, 3
Professional References	1, 2, 3	Mentoring Others	1, 2, 3
Research Partners	1, 2, 3	How to get things done	1, 2, 3
Professional Community	1, 2, 3	Culture, Expectations, Priorities	1, 2, 3

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Conflicting Desires in Receiving Feedback

people want to learn and do better

↔

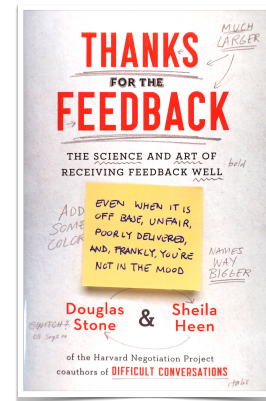
we want to be accepted and respected as we are

Growth Mindset **Fixed Mindset**

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You Are the Recipient

- ★ Be prepared: how do I usually react? (Control it!)
- ✂ Separate two key aspects:
 - feelings or the "story" (what are you thinking?)
 - what is the actual feedback?
- 💬 Prepare and practice personal scripts



- 🌱 Growth Mindset vs. Fixed Mindset
- ⚠ Is this feedback reliable and useful?
- ⚙ Is it helpful?
- 🔍 Is it about the *work*? Or is it about...?

Scripts for Receiving Feedback

it's correct

"I really appreciate you taking the time and effort to tell me. Thank you."

"Thank you for the feedback; I appreciate that you shared it. For a range of reasons, this is not a direction I will be going."

it's inaccurate or uninformed

it's not helping; seeking coaching, not evaluation

"How can I do Y better? Telling me that X isn't going well doesn't advance the goal of improving on Y."

"That must have taken some courage for you to share. I appreciate that you were willing to do that."

it's hard to hear and did take courage (right or wrong)


Figure out how to say "No" and do it; & Establish an "N-Committee"

Your Goals

"I'm not the best person for this, why don't you ask ___."


"That sounds like a great opportunity, but I can't take on any additional commitments at this time. I am in the middle of X,Y, and Z, and if I hope to get tenure, I'm unable to take on any additional service."

"If you can find a way to eliminate one of my existing service obligations, I will consider your request"



Know Yourself

- ☑ What are the most challenging aspects for you of being a mentor?
- ☑ What are the most challenging aspects for you of being a mentee?
- ☑ What is your plan for addressing those challenges?

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Key takeaways?

Questions or concerns?

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See you next time!

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Thank You

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Some Useful Scripts for Giving Feedback

coaching

"...before I provide feedback, share with me how you think this went/ what you think about [the document]..."

"What do you think is most holding you back in being effective with your difficult [student/colleague]? You have talked about two elements we might explore."

coaching

appreciation

"The effort you've put into most recent draft is really paying off: it is significantly improved. Well done. "

"At our next meeting, we can talk about things that are working well. Today, I would like to review the area/s of your teaching/service that could use some attention."

evaluation



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