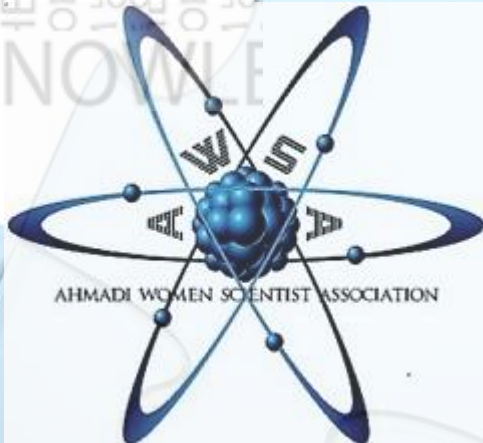


How Mentorship Can Help in a Research Career

01/23/2021



Mentoring Pointers

- Definition of Mentoring
- Types of Mentoring
- Process of Mentoring
- Mentorship and Research
- Resources



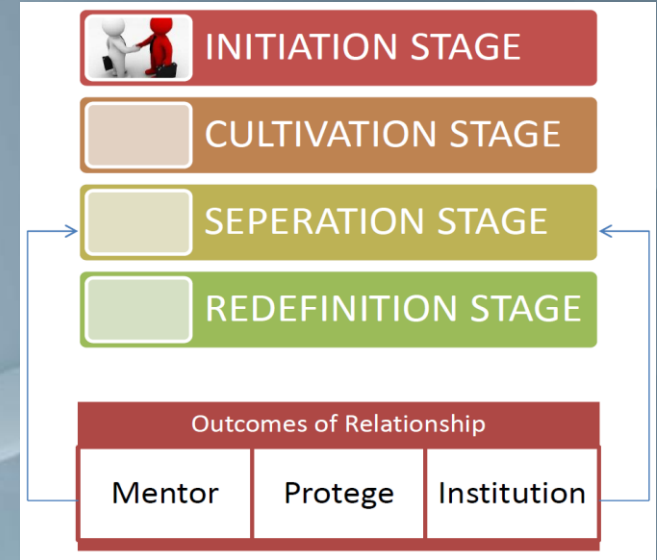
Mentor: *definition*

- ***mentor* (n.)**
- "wise adviser, intimate friend who also is a sage counselor," especially of one who is young or inexperienced,
- In **Homer's *Odyssey***, 1750, ***Greek Mentor***, friend of Odysseus and adviser of Telemachus (often referred to Athena in disguise)
- Sanskrit ***man-tar-*** "one who thinks,"
- Latin ***mon-i-tor*** "one who admonishes"), causative form of root *men- (1) "to think."



Potential Functions & Dysfunctions

Objectives and Outcomes of Mentoring



Context of Intents	Psychosocial	Career-Related
Bad intent towards other	<i>Negative Relations (bullies, enemies)</i>	<i>Sabotage (revenge, silent treatment, career damage)</i>
Good intent towards other	<i>Difficulty (conflict, binds)</i>	<i>Spoiling (betrayal, regret, mentor off fast track)</i>



Psychosocial & Career Objectives of Mentoring

Flash Mentoring i.e., session-based mentoring:

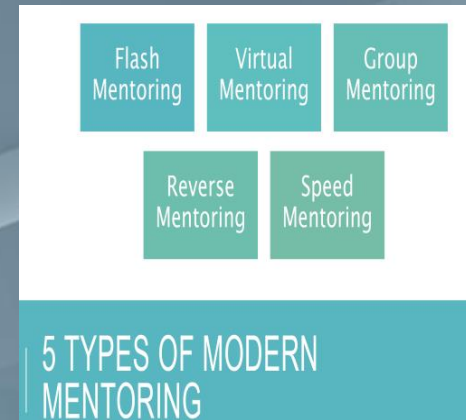
- To achieve a short-term objective
- Low-pressure environment for mentoring
- Focuses on single meetings

Virtual Mentoring i.e., distance mentoring:

- Does not take place face-to-face
- Skype, telephone, email and messaging
- Typically used for workforces that are widely dispersed or with demanding schedules

Group Mentoring

- Sharing information in a group setting
- One mentor and several mentees or one mentee and several mentors
- Solves the issue of not having enough qualified participants to make mentoring matches



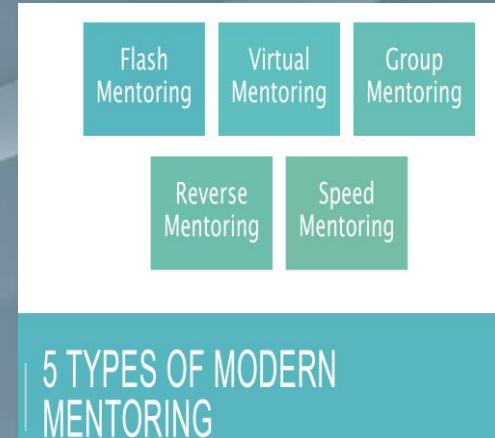
Psychosocial & Career Objectives of Mentoring

Reverse Mentoring

- Traditional mentoring roles are reversed
- First popularized by former GE Chairman Jack Welch
- A junior team member enters a "professional friendship" with someone more senior, and they exchange skills, knowledge and understanding.
- Developed a decade ago, but becoming more popular nowadays.

Speed Mentoring

- Series of short, focused conversations about specific questions
- One-to-one interaction
- Mentee rotates to several mentors, especially in conferences, etc.
- Method is often compared to speed socializing/sessions.



Importance of SMART Goals



Name	Description	Key Question(s)
(S) Specific	Your goal is clearly identified.	What specifically do you want?
(M) Measurable	Your goal has a quantifiable metric to track performance.	How will you know when you've reached it?
(A) Achievable	Your goal is challenging, but you have the resources (skills, time, money, etc.) to achieve it.	Is it high enough? Is it still within your power to achieve?
(R) Relevant	Your goal is meaningful and motivating to you, but also considers others.	How does it impact you? How does it impact others?
(T) Time-bound	Your goal has a finish date.	When will it be accomplished?

Examples of **SMART** Goals

- Research faculty and IT staff will pilot and evaluate two new analytical technologies targeted towards graduate students resulting in a 25% increase in industry and 25% academia placement for the ABC University's graduating class, by December 2021.
- By the end of the school year, district health educators will have delivered lessons on assertive communication skills to 90% of youth participants in the middle school HIV- prevention curriculum





Mentoring Goals

Mentor and Mentee Common Tasks

Goals	Correction with Dialogue	Support and Guidance
Initiatives	Mentor & Mentee	Mentor & Mentee
Focus	Dynamic Situation	Long-term
Roles	Mutual Listening	Deliverable Outcomes
Techniques	Force Field Analysis	TED Talks



The Mentoring Process

Mentorship refers to a personal developmental relationship that enables synergetic purposeful conversation to reflect on experiences, make informed decisions and act upon ideas generated



Understanding Mentorship



Step 1 = explore
and discover more

Step 2 – Learn
how to recognise
and appreciate
differences

Step 3 – Learn
how to adapt and
interact more
effectively

Step 4 Take action
and put your
learning into
practice

Mentorship Process



Advantages of Mentoring

◆ *Advantages for the mentee:*

- Career advancement
- Salary
- Organizational/professional identification

◆ *Advantages for the mentor:*

- Career enhancement
- “Passing the torch to a new generation”
- Learning from mentee – new technologies, new developments, important features of next generation



Disadvantages of Mentoring

◆ *Disadvantages for the mentee:*

- Overdependence on the mentor
- Micro-management from the mentor
- Negative halo from mentor who fails

◆ *Disadvantages for the mentor:*

- Mentee dependence on mentor
- Time, energy commitment to mentee
- Negative halo from mentee who fails



Common Mentoring Problems

◆ *Dysfunctional mentoring:*

When the relationship does not work for one or more parties.

■ *Problems develop when:*

- ◆ Interests of the parties change
- ◆ Differences in judgment between parties
- ◆ Intrusion/over-involvement in another's personal problems
- ◆ Triangulation problem with others (mentor/mentee/supervisor)
- ◆ Destructive tone of relationship (e.g., envy/jealousy; dependency/suffocation; support/exploitation)



Some Dos & Don'ts

Mentee Dos	Mentee Don'ts
Do set specific goals and expectations for the mentoring relationship. Clearly communicate what you want from the relationship. Maintain distinct boundaries and understand what the mentor expects.	Don't expect the mentor to make decisions for you. Learn to resolve problems and issues independently of the mentor.
Do be proactive. It is the mentee's responsibility to maintain contact with the mentor and schedule future interactions.	Don't take advantage of the mentor. Respect the mentor's time and help.
Do treat the mentor professionally and in an ethical fashion. Be thoughtful and sensitive about the mentor's feelings and time.	Don't gossip about the mentor.
	Don't take rejection of a mentoring request personally.



Role of Mentorship in Research Career

- The ultimate goal of the **mentor** is to establish the **mentee** or trainee as an independent researcher.
- Mentoring responsibilities include research sharing knowledge, skills, and overseeing the mentee's work.
- Helping to make contact with other researchers and assisting with career counseling.



Formal Mentoring Programs

- ◆ Program length is specified e.g., 12 months.
- ◆ Purpose of program is to help early career researchers establish and develop their careers
- ◆ Program participation is voluntary
- ◆ Matching of mentors and mentees uses input from participants
 - Interest areas in research
 - Demographics
 - Experiences
 - Education

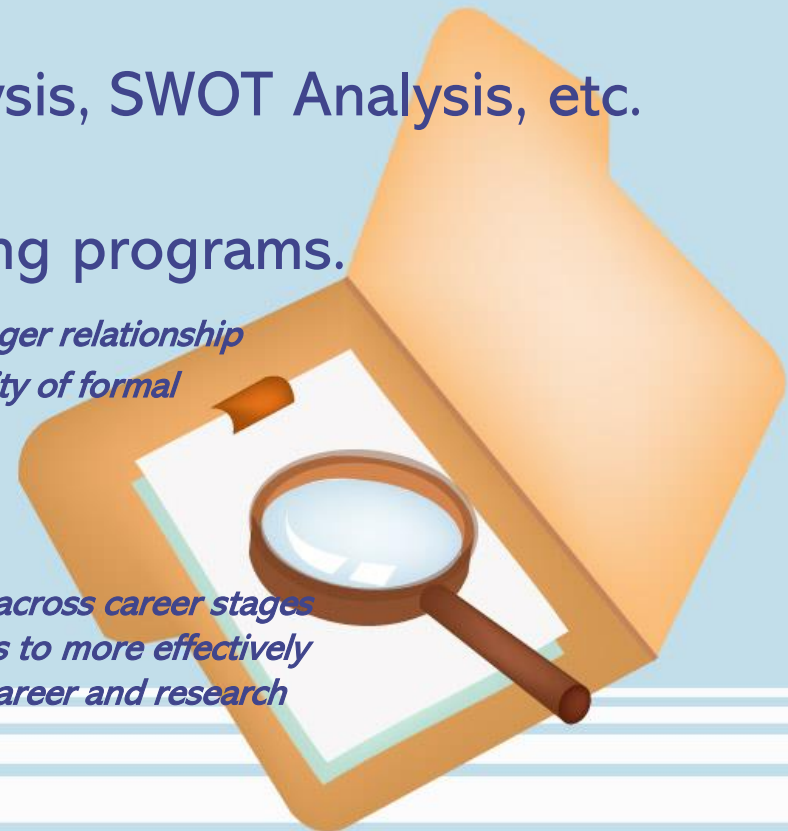


Formal Mentoring Programs

- ◆ Advocate developmental networks, formidable research, authorship, professional conferences.
- ◆ Monitoring program: Relationships should end as soon as they become dysfunctional
- ◆ Evaluation of program, Gap Analysis, SWOT Analysis, etc.
- ◆ Little research on formal mentoring programs.

Available research supports informal mentoring as a stronger relationship with better outcomes. No current research examining quality of formal mentoring programs and their outcomes.
(Wanberg, Welsh, & Hezlett, 2003)

The goals of these programs are to: 1) match and link mentees across career stages to mentors and coaches; 2) train mentors, coaches, and mentees to more effectively navigate and maximize their relationships; 3) refer mentees to career and research resources; and 4) promote the value of career mentoring.
(Sorkness, et al., 2017).



Advice to Potential Mentees

- ◆ Get mentors! Internal mentors help with current organizational/institutional educational research policies, opportunities, and perspectives. External mentors help with larger career issues and future organizational moves.
- ◆ One mentor is unlikely to fulfill all developmental needs.
- ◆ Be proactive.
- ◆ Adopt a learning orientation.
- ◆ Set SMART developmental goals
 - *Specific*
 - *Measurable*
 - *Attainable*
 - *Relevant*
 - *Time-bound*



Role of Mentees

- ◆ Seek counsel and advice, not a supervisor who directs actions.
- ◆ Be aware of potential pitfalls: Overbearing mentor, mentor exploitation of mentee's work.
- ◆ Be sensitive to the difference between asking for help/advice from your mentor, and demanding favors from your mentor.
- ◆ Synthesize lessons learned from all mentors – become your own person.
- ◆ Recognize dynamics of relationship.



Advice to Potential Mentors

- ◆ Recognize that mentee may be uncomfortable asking for help – break ice by sharing some of your career experiences.
- ◆ Stay in your zone of expertise/experience
- ◆ Be clear that mentee sets pace of relationship
- ◆ Advise, do not manage
- ◆ Extend mentee's developmental network – suggest additional mentors to address unique needs



Role of Mentors

- ◆ Offer advice that helps mentee develop – role is NOT to make decisions for mentee or micromanage.
- ◆ Train to be efficient. Guidance and advice for one mentee may also be appropriate for another.
- ◆ Be aware of potential pitfalls: overdependence of mentee, mentee exploitation of mentor's influence. *Be sensitive to difference between developing a mentee and using a mentee.*
- ◆ Be aware of dynamics of relationship: Developmental needs may change.



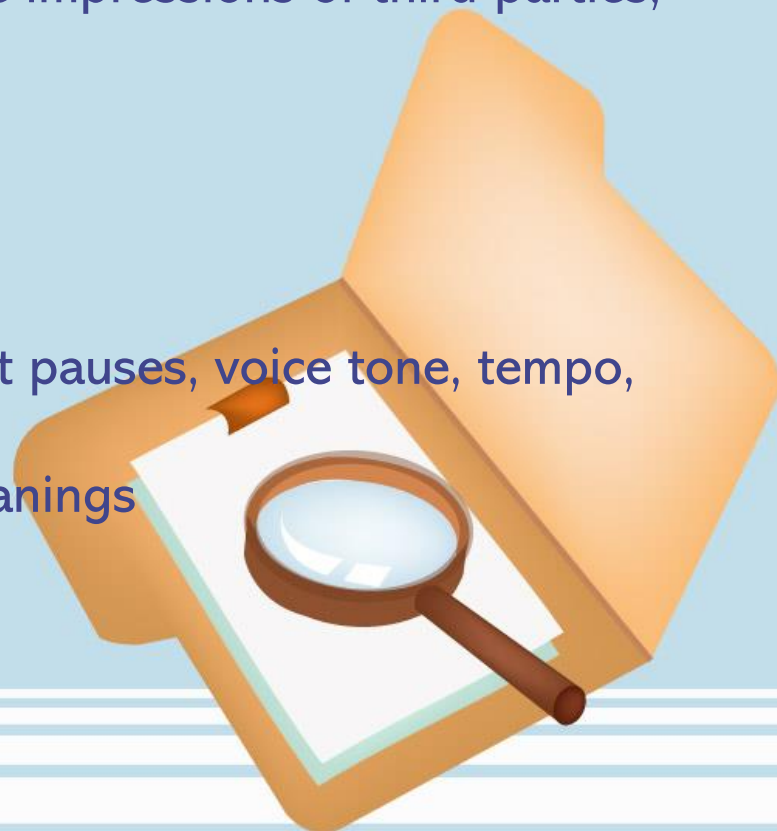
Distance Mentoring

◆ *How to use e-mail*

- Use e-mail to set up meetings (face-to-face or phone), clarify plans/goals, pose non-time urgent questions, review plans, maintain contact.
- Don't use e-mail to give critical or complex feedback, provide impressions of other's behavior, provide impressions of third parties, exchange sensitive information.

◆ *Communication Challenges*

- Listen for nonverbal cues (e.g., pregnant pauses, voice tone, tempo, volume)
- Push for specific information, clarify meanings
- Summarize agreements



Problems With Cross-Gender Mentoring

- ◆ Most common form of research/academic/industry mentoring:
male mentor and male mentee.
- ◆ Other forms:
 - Male mentor and female mentee (most common)
 - Female mentor and male mentee
 - Female mentor and female mentee (rare)



Advice for Same-Gender and Cross-Gender Mentoring

- ◆ Keep relationship professional
- ◆ Be sensitive to other people's reactions and potential rumors
- ◆ Avoid perception of personal relationship
 - Meet in public venues
 - Transparency of relationship



Completion of Mentorship Program

- ◆ Many relationships come to a natural end when a mentee learns enough to be independent from specific mentors.
- ◆ New mentoring relationships with others may be more beneficial than continuing an exhausted relationship



Completion of Mentorship Program

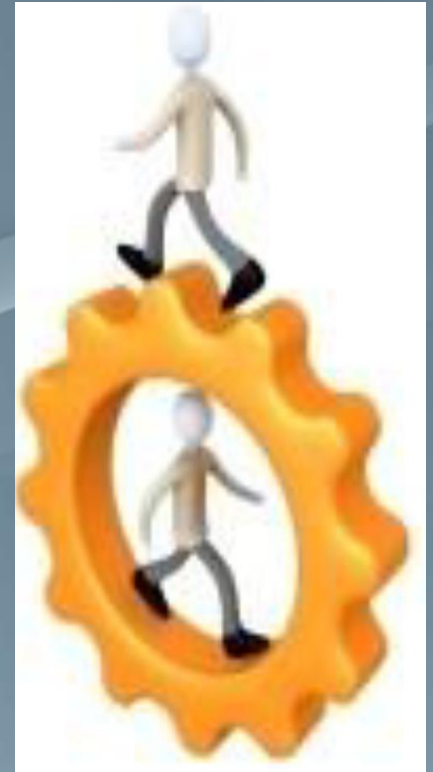
- ◆ Program end may not mean the end of the relationship – informal mentoring can continue if both parties agree.
- ◆ Pilot program will assess how mentoring met needs of both mentees and mentors.



The *Protege* Stage

The Redefining of Roles:

- The mentor and protégé roles will not exist indefinitely.
- Two professionals will become more like peers.
- This phase of the mentoring relationship aims to redefine the roles of the individuals into a new, professional relationship that may continue indefinitely.



Mentoring Resources

- National Research Mentoring Network.
<https://nrmnet.net/about-nrmn-2/>
- National Mentoring Resource Center
<https://nationalmentoringresourcecenter.org/>
- Mentoring Resources - Office of Human Resources NIH
<https://hr.nih.gov/trainingcenter/resources/mentoring-resources>
- WIRe (Women in Research) Mentorship Program
<https://www.womeninresearch.org/mentoring>



Mentoring Resources

- American Psychological Association (APA): Responsible Mentoring of Researchers
<https://www.apa.org/research/responsible/mentoring>
- Alliance for Health Policy and Systems Research
<https://www.who.int/alliance-hpsr/news/2018/publication-mentorship-meet-the-people/en/>
- LinkedIn Learning
<https://www.linkedin.com/learning/search?keywords=Mentoring>
- Educational Institutions, Universities, Professional Organizations, Conferences.
- Ahmadi Women Scientist Association (AWSA) 😊
<https://awsa-usa.org/>



Questions

