Optimizing Research Mentoring Relationships to Promote Diversity & Research Excellence

Successfully negotiating your constellation of mentoring relationships by "Mentoring Up"

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Introductions

Name Department Why You Are Here

- Describe the role that mentees have in optimizing mentoring relationships
- Identify ways in which the process and content of mentoring varies across disciplines
- Engage in self-assessment to identify the domains of professional development in which they need mentoring
- Discuss challenges they face and strategies they utilize in relationships with their mentors.
- Learn about evidence-based practices that they may employee as they negotiate their constellations of mentoring relationships

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YOUR ADVISOR IS ON VACATION. HOW TO REACT:

Mentoring is...

A collaborative, learning relationship that proceeds through purposeful stages over time.

Primary goal—mentees acquiring essential competencies needed for success.

Using one's experience to guide another through experiences that require **personal and intellectual growth and development**.

Includes research mentoring, career coaching, peer mentoring, virtual mentoring, and advising.



Pfund et al 2016: McGee 2016

It is about the <u>relationship</u>

It is critical to keep in mind that it will be less about what a mentor "gives" to you and more about how the <u>two of you can collaborate</u> to meet each each other's needs and grow the intellectual enterprise.





MICHIGAN STATE

"Mentoring Up" is ...

- Based upon the concept of "Managing Up" (Gabarro & Kotter, Harvard Business Review, 1980)
- Helps move toward shared purpose while making sure you get what you need
- Requires continually learning to proactively engage with your advisor or mentor
 - That relationship changes over time
- Requires an understanding of yourself and your advisor (strengths, weaknesses, styles)
- Engaging proactively while following respectfully

Mentoring up is both:

Éngaging pro-actively Act with confidence Seek to understand your mentor's expectations Communicate your goals and expectations Assess your developmental needs

Following respectively

- Practice "follow-ship"
- Actively listen
- Determine and fulfill your responsibilities
- Adapt to your mentor's needs, while advocating for your own

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Questions for our scholars:

- Describe the constellation of mentors you have had over the course of your career. How were they similar or different?
- Keeping your discipline in mind ...
 - How prevalent is collaboration vs. more autonomous work? How does that impact your relationships with mentees?
 - What form do intellectual products take in your field? What gives these products currency?
 - What is the motivation of and/or goals for mentoring?
- Describe how disciplinary (or sub-disciplinary) differences in mentoring have impacted your relationships with mentees and/or mentors?

- Describe the role that mentees have in optimizing mentoring relationships
- Identify ways in which the process and content of mentoring varies across disciplines
- Engage in self-assessment to identify the domains of professional development in which they need mentoring and develop a mentoring map
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Back to Aligning Expectations & Communication

<u>STEP 1</u>

Identify the domains of professional development you are seeking to develop (short-term & long-term)

D <u>STEP 2</u>

Determine which of these short-term needs can be met with (a) a mentor; (b) a mentoring resource

<u>STEP 3</u>

Once you identify the needs that can be best met by a mentor, revise your short-term needs list

<u>STEP 4</u>

Map your current mentoring network.



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REFLECTION:

- Identify a conversation with a mentor or advisor that had a positive outcome
- Do the same for one that did not go as well
- What elements of the conversations were responsible for the outcomes?

Strategies to Set Expectations Jointly Or Avoid Doing So

Avoidance Passive

Accommodating Passive

Competing Active

Collaborating Active

The Graduate School Michigan State University 2010





What to do after the meeting?

Self-reflection and constructive evaluation

Leads to preparing for your next meeting

Becoming an effective communicator is a <u>process</u>

Dialogue & Questions

- What specific strategies could have been used prior to the meeting?
- What specific strategies could have been used while in the meeting?
- What specific strategies could have been used after the meeting?

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What are the challenges or issues in the case? What options does the graduate student/postdoc have?

Thank You!

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