

Creating (and sustaining) a Mentoring Network

June 13 2018

“A lot of people have gone further than they thought they could because someone else thought they could” Unknown

“Many moments of personal success and fulfillment in an individual’s life come about through encouragement from someone else” George Matthew Adams

Outline

- Increase awareness of mentoring
- Finding mentors (internal and external), maintaining a mentoring relationship over time
- Where and how to meet people
- How to approach them
- Creating a local network (Salt Lake-based network)

What is Mentoring

- No single definition
- Term used to describe a wide variety of relationships and activities depending on the institution or organization
- Some distinctive components:
 - Reciprocal relationships
 - Providing assistance to help people to achieve
 - Supportive
 - Role models

Traditional Mentoring

“A dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the development of both”

Healy, Educational Research, 1990

19: 17-21

Mentoring

- Most usually associated with:
 - Helping mentees to navigate the institution
 - Being professional development focused
 - Potentially long term and future focused
 - Facilitating promotion and retention

Some Considerations for Mentees

- Know yourself
- Reflect on what you need now and the most effective and efficient means to get what you need
- Define your goals and be clear about your expectations
 - SMART (Specific, measurable, achievable, realistic, time sensitive)
- Take time to extend your network of support
 - Peer mentors, friends, communities of interest (personal and professional) professional development opportunities

National Postdoctoral Association (NPA) Core Competencies Self-Assessment Checklist											
Rate your current level of development in each of the following, with 1 being "Needs attention" and 9 being "extremely competent." For more information on these competencies, please visit www.nationalpostdoc.org/competencies .											
		1	2	3	4	5	6	7	8	9	n/a
1	Discipline-Specific Conceptual Knowledge										
	Analytical Approach to Defining Scientific Questions										
	Design of Scientifically Testable Hypotheses										
	Broad-Based Knowledge Acquisition										
	Interpretation and Analysis of Data										
2	Professional/Research Skill Development										
	Literature Search Strategies and Effective Interpretation										
	Experimental Design										
	Statistical Analysis										
	Data Analysis and Interpretation										
	Laboratory Techniques and Safety										
	Principles of the Peer Review Process										
3	Communication Skills										
	Writing										
	Speaking										
	Teaching										
	Interpersonal										
	Special Situations										
4	Professionalism										
	Workplace										
	Institutional										
	Collegial										
	Universal										
5	Leadership & Management Skills										
	Leadership-Strategic Vision										
	Leadership-Motivating and Inspiring Others										
	Management-Project Management										
	Management-Data and Resource Management										
	Management-Research Staff Management										
6	Responsible Conduct of Research										
	Conflicts of Interest										
	Data Ownership and Sharing										
	Publication Practices and Responsible Authorship										
	Identifying and Mitigating Research Misconduct										
	Research with Human Subjects (when applicable)										
	Research Involving Animals (when applicable)										

Finding a Mentor

- Be clear why you want a mentor
- Self awareness
- Look for someone who inspires you and whom you respect
- Sample before you commit
- Cast the net wide when looking for a mentor and remember you can have more than one
- Remember that mentoring can take many forms
- If the person you ask refuses, don't get derailed – ask for a referral and remember to say “Thank you”
- Think in advance how you might recognize the help your mentor offers
- Reflect on what you are learning from your mentor

Where To Find Mentors

- Lab/department/center/college
 - Consider asking your PI for suggested contacts
- Internal events
 - Visiting speakers
 - Symposiums
- Conferences and professional meetings
 - Poster sessions
 - Meet and greet sessions
 - Conference sessions
- Communities of interest
 - Professional and personal
 - UPDA
- Linked In Groups

Starting the Conversation

- Standard questions
 - So which institution are you in?
 - What do you do?
- Research suggests that we tend to prefer relationships where there is more than one context for connecting with the other person
- Multiplex ties that go across specialty and other associated areas

Ref: Networking for Actual Human Beings by David Burkus

April 19, 2018 (<https://www.wsj.com/articles/networking-for-real-people-1524150876>)

Some Conversational Questions

- Questions asked will be dependent on the person and the context:
 - What do you enjoy doing most?
 - What are you most looking forward to in the next year?
 - What is the best thing that has happened to you this year?
 - What brought you to (insert name of the institution)?
 - What led you to your research interest?
 - What do you like to do when you are not working?

NIH Suggestions

← → https://www.training.n... Mentoring Guidelines - Offic... ×

File Edit View Favorites Tools Help

PRINTER FRIENDLY FONT SIZE: A- A+ LOG IN

Office of Intramural
TRAINING & EDUCATION
build your career, shape the future

NATIONAL INSTITUTES OF HEALTH | U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

home training programs events career services about OITE for NIH staff

THOUGHTS ON CHOOSING A RESEARCH MENTOR

Before you begin, you may want to [watch a \(15 minute\) YouTube video](#) on this topic.

There are three major factors to consider when selecting a research group:

- The research program
- The personality and mentoring style of the Principal Investigator (PI)
- The research environment

These factors vary in importance depending on your own personality and your level of training. For instance, undergraduates and summer students can be flexible in their choice of research projects but often prefer mentors who will provide substantial guidance. In contrast, graduate students and postdoctoral fellows may choose a mentor based largely on the science and publication record. While it's appropriate for the research program to be a primary consideration for advanced trainees, you must select a research group where you expect to feel comfortable and where the PI meets your individual needs.

Finding the right research mentor is critical to a successful and enjoyable research experience. Here are some tips to help as you navigate the process of searching out labs, evaluating research programs, and reflecting on your own mentoring needs.

THE BASICS

The PI as your primary mentor

Although many members of the research group may guide experiments, offer advice, and give feedback on your projects, the PI or head of the research group will serve as your primary mentor. Thus it is critical to ensure that the PI you choose will provide the type

Mentoring Models



Traditional
Boss
Reverse
e-mentor
Group
Informal (in-the-
moment)

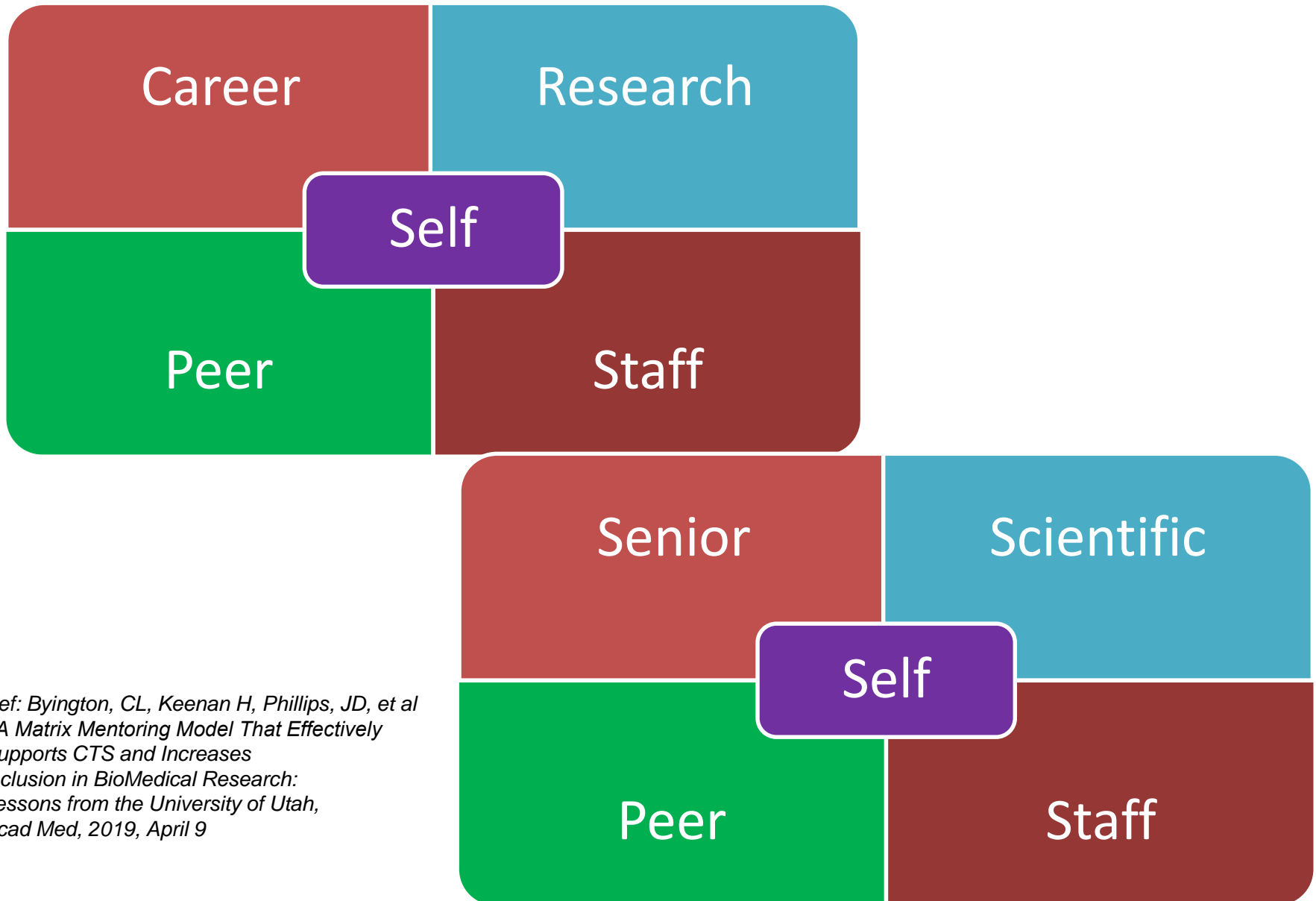
For hire
Virtual
Inspirational
Family member
Barrier busting
Peer to peer
Step ahead

Power Mentoring

- Power Mentoring is defined as:

“a network approach to mentoring that provides those involved with mutually beneficial outcomes related to career growth and development”

Matrix Mentoring Model



*Ref: Byington, CL, Keenan H, Phillips, JD, et al
"A Matrix Mentoring Model That Effectively
Supports CTS and Increases
Inclusion in BioMedical Research:
Lessons from the University of Utah,
Acad Med, 2019, April 9*

Mentoring Skills

Mentees	Mentors
Active listening Accountability Application of learning Communication Receiving feedback Relationship management Goal setting Building trust Valuing differences Articulating professional needs Reflection	Active listening Accountability Asking the “right” questions Communication Giving feedback Relationship management Goal setting Building trust Valuing differences Encouragement Know your limitations Facilitation

National Postdoctoral Association

Mentoring Suggestions

- Make time to meet regularly with your mentor(s)
- Learn to ask for help or feedback
- Be willing to listen and learn
- Take advantages of opportunities presented
- Be proactive about your needs
- Be a problem solver
- Be an active partner in your mentoring relationships