Mentorship Topics

Introductions: Name one pre grad. school person you consider a mentor and one important thing they did for you

Major advisor roles

Small group discussion: scenarios

Building a mentoring team

Formalizing mentoring relationships with mentorship agreements

Student-Advisor Relationships

What are the roles of your advisor?

- Help you develop into an independent scientist
- Intellectual guidance
  - project development
  - experimental design/troubleshooting
  - finding funding
  - internship selection
  - course selection
- Feedback on written work
  - grants
  - manuscripts
  - dissertation/thesis
  - job applications
- Talk about big picture/career plans
- Help you identify opportunities/make connections
- Write letters of recommendation

Student-Advisor Scenarios

Scenarios: Interaction patterns

A: “I’m not doing enough”
B: “It’s going great” (but that’s not what I feel)
C: Boundaries
D: I don’t understand

Guiding Questions for Discussion

1. What might the advisor’s intent be in this situation?
2. How is the advisor impacting their advisee? What aspects of their impact might the advisor be unaware of?
3. What would you recommend that your friend say directly to their advisor?
4. If direct communication doesn’t work, who else could your friend enlist to help (either to talk through the problem or to help solve it)?

Student-Advisor Scenarios

Scenarios: Feedback on writing

E: Difficulty seeking feedback
F: Too much feedback
G: Advisor is slow to respond

Guiding Questions for Discussion

1. What might the advisor's intent be in this situation?
2. What aspects of their impact might the advisor be unaware of?
3. What would you recommend that your friend say directly to their advisor?
4. Would you recommend doing anything differently in the future when your friend shares written work?

Student-Advisor Scenarios

Scenarios: Collaboration and authorship

H: Authorship: Helping a labmate

I: Authorship: Shared authorship

J: Ownership of ideas

Guiding Questions for Discussion (H & I)

1. Has the mentee earned (first) authorship? If so, why? If not, why not?
2. If you could turn the clock back, what would you recommend doing differently?
3. How would you recommend talking to the advisor now?
4. If direct communication doesn't work, what else could you do?

Guiding Questions for Discussion (J)

1. What might the advisor's intent be in this situation?
2. What aspects of their impact might the advisor be unaware of?
3. What outcomes do you think are acceptable? What would you recommend that your friend say directly to their advisor in this case?

Building a Mentoring Team

Major advisor
Near-peer mentor
(lab mates)

Consider different areas where you would like mentoring:

- Task/instrumental support (research skills, knowledge, professional skills)
- Psychosocial support
- Networking support

Conduct a self assessment

Think about what the gaps are: what would you benefit from that isn't alreaddy reflected in your mentoring team?

Self Assessment: what are your needs?

Ask yourself:

- What were/are my objectives in entering graduate school?
- What type of training do I desire?
- What are my strengths?
- What skills do I need to develop?
- What kinds of research or creative projects will engage me?
- What type of careers might I want to pursue?

From U. Michigan Graduate School

Nature's Guide for mentors:
http://www.nature.com/nature/journal/v447/n7146/full/447791a.html

To be a good mentor:

- Be accessible—have an open door policy
- Be positive—it will rub off
- Give guidance, but not too much
- Ask questions and listen
- Read a lot and be open to new ideas
- Start people off on a project with some success guaranteed
- Recognize and support life outside of science*
- Celebrate achievements

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Personal traits:

- Enthusiastic
- Sensitive
- Recognizes/appreciates individual differences
- Respectful/inspires confidence
- Unselfish/shares
- Support extends to many—not just those in the lab

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Build a community
- intellectual community & social community

Promote networking
- connect your mentees to people and opportunities

Emphasize skill development
- Critical reflection
- Writing
- Science communication

Table 1. Self-assessment: how good a mentor are you?.

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Activity/Strategy	Question/Task
Appreciating individual differences	Give an example of an incident that illustrates your acknowledgement of individual difference
Availability	Give an example of the strategy you use to be available to your students/staff
Self-direction	What was your rating on the scale on page 793?
Questioning	Describe how you last used active questioning to lead a mentee towards a solution
Celebration	When did you last celebrate a student/staff member's achievement? How did you celebrate?
Building a scientific community	Describe a deliberate strategy you use to build a scientific community in your group
Building a social community	Describe a deliberate strategy you use to build your group as a social community
Skill development	Describe steps you take to develop the critical, writing and presentation skills of you students/staff
Networking	Describe one example of how you have introduced each of your students/staff into the scientific network of your research area
Mentor for life	How many of your past students/staff are you in contact with?
What one thing will you do differently after reading the description of the mentoring behaviour of the *Nature* mentors?	

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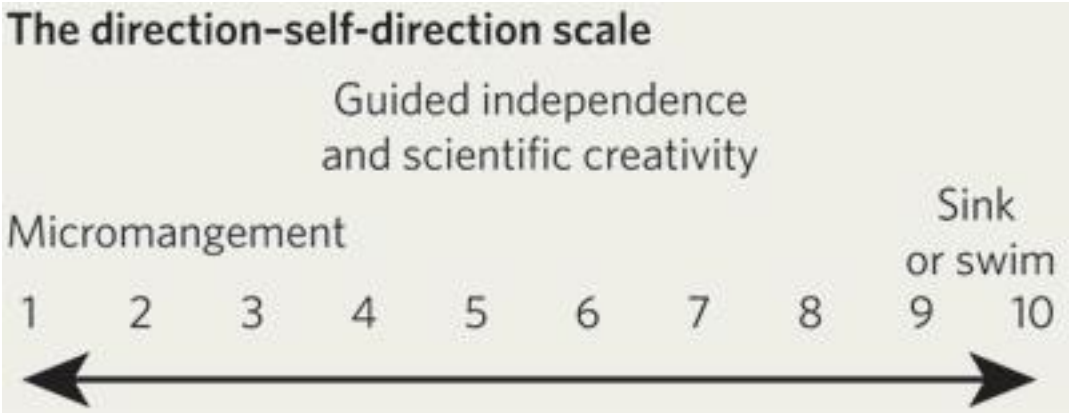

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Discussion Questions

1) Name one pre grad. school person you consider a mentor and one important thing they did for you

2) What characteristics are shared by good mentors?

3) What can your mentors do for you?

4) What are your responsibilities in the mentoring relationship? When should you seek your mentors out?

5) Think about establishing a mentoring team
   - Your advisor
   - Who else?

6) Serving as a mentor-how much undergraduate mentoring should you do?