MENTORING

WANT TO GET AHEAD? GET A MENTOR!

You gain strength, courage, and confidence by every experience in which you really stop to look fear in the face. Do the thing you think you cannot do.

-Eleanor Roosevelt

Carolyn Broccardo, RICRO
Brad Woods, RICRO
Kimberly Cox-York, FSHN
Cat Bens, RICRO
Batman Begins (2005)

https://youtu.be/If-tv9HPSvc
WE ALL NEED A MENTOR!

MENTOR

Undergraduate Student

Graduate Student

Late Career

Mid Career

Postdoc

Early Career
LET’S CLEAR THIS UP...

• Advisor – mandatory (part of the job)
• Mentor – voluntary and exceptional
FIND A (TOR)MENTOR!

A mentor is someone with professional expertise and credentials, who is willing to set aside their own interests to help you.

When looking for a mentor think about...

• Level of mentor expertise in relation to mentee’s goals
• Conflict of interest
• Availability in relation to frequency and duration of communication needed
• Language barriers
• Time zone compatibility
• Communication style and preferences
KNOW THYSELF… WHAT DO YOU NEED?

• Challenger (healthy push; ask tough questions)
• Cheerleader (you can do this!)
• Educator (identify knowledge gaps)
• Ideator (dream big)
• Connector (it’s who you know)

Let’s Talk…

HOW TO ASK

1. Be nice
   Face-to-face is best

2. Tell them why (them)

3. Be specific
   What are you looking for?

4. Make it easy for them
   Meet them on their terms on their schedule

AND...

Let them think about your request!

I’VE GOT A MENTOR...NOW WHAT?

- Ask for a copy of your mentor’s CV
- Draft your own CV
- Ask your mentor to review it
- Think about both style and substance: where are you weak/strong?

This is the hard part...
WHAT SHOULD YOU BE ASKING?

• Do I need additional training or courses?
  • Document those in your CV

• How are my (grant) writing skills?

• What are the (ethical) norms & acceptable practices in my field?
  • Data exclusion & statistical analyses

• How should I manage my projects?
  • Should I learn more about lab and project management?
WHAT SHOULD YOU BE ASKING?

• What conferences should I present at?
• What professional societies should I join?
• What journals should I publish in?
• Can I help review submitted manuscripts?
• What am I good at?
  • This is where you will naturally excel
• What are my weaknesses?
  • “please help me!!!”

If you think a strength can be turned into a weakness, I hate to tell you this, but that’s another weakness.

Jack Handy
SEE YOURSELF THROUGH OTHERS’ EYES

• Are we reflecting who we feel like we are?

• Is there a disconnect between our inner self and our actions?

• Reflect on this with your MENTOR

MC Escher Reflecting Sphere
TOP 10 DEEP THOUGHT QUESTIONS FOR YOUR MENTOR….

1. How do you spend most of your time?
2. What would you do if you were me?
3. How can I help you?
4. Is this where you thought you would end up?
5. What used to be your biggest weaknesses?
6. Who else would you recommend I connect with?
7. What are you most proud of?
8. What professional organizations are you associated with and in what ways?
9. Anything FORM (family, occupation, recreations, and motivation—build rapport)
10. If a specific question comes up, can I follow up with you?

http://www.forbes.com/sites/theyec/2014/02/28/10-killer-questions-to-make-the-most-of-your-mentor-meeting/#2da442c07023
WORK LIFE BALANCE—WHAT DOES SUCCESS LOOK LIKE FOR ME?
WHEN THERE ARE PROBLEMS

• Try to **communicate** the nature of the issue
• Be **discrete** about the perceived problems
• Be **respectful** of the mentor’s experience
• Be **tolerant** of mentor’s shortcomings
• Be **persistent** when things get hard
BE PROACTIVE

• Nurture mentors! You need them your whole professional career
• Communicate with them regularly
• Continue after you leave CSU or get a new position
• Provide CV and relevant info when asked for letter of reference
MUTUAL MENTORING NETWORK

Peers
Near Peers
Seniors Faculty
Administrators
Professionals
Students
Staff
MUTUAL MENTORING NETWORK

- mentoring partnerships that include a wide variety of individuals—peers, near peers, tenured faculty, chairs, administrators, librarians, students, and others;
- mentoring approaches that accommodate the partners’ personal, cultural, and professional preferences for contact (e.g., one-on-one, small group, team, and/or online);
- partnerships that focus on specific areas of experience and expertise, rather than generalized, “one-size-fits-all” knowledge;
- a reciprocity of benefits between the person traditionally known as the “protégé” and the person traditionally known as the “mentor;” and
- perhaps most importantly, new and under-represented faculty members who are not seen or treated solely as the recipients of mentoring, but as the primary agents of their own career development.

http://www.nea.org/home/33677.htm
NOW, LET’S DISCUSS COMMON NODES OF THAT MUTUAL MENTORING NETWORK

Academic mentor

Professional mentor
THE ACADEMIC MENTOR

Kimberly Cox-York, PhD
Research Scholar
Food Science and Human Nutrition
Kimberly.cox-york@colostate.edu
YOU COME FROM A LONG LINE OF MENTORS

Access to years of experience as mentees become mentors.

THIS IS BOTH A BENEFIT AND A CURSE

Positive mentorship = great success

Negative mentorship = great heartache
CHOOSING AN ACADEMIC MENTOR

ACADEMIC QUALIFICATIONS

• Active publication record in high-quality, peer-reviewed journals.
• Extramural financial support base: competitiveness and continuity of support.
• National recognition: meeting and seminar invitations, invited presentations, consultantships, and honors.
• Rank, tenure status, and proximity to retirement age.
• Current positions of individuals who have completed training over the past 5 to 10 years.
CHOOSING AN ACADEMIC MENTOR

MANAGEMENT STYLE

• Recognition for trainee accomplishments (e.g., co-authorship practices).

• Organizational structure of the laboratory and **direct observation of the laboratory in operation.**

• Mentor-to-Mentee Ratio: will the mentor be able to give you adequate time?
ALSO CONSIDER...

PERSONAL CHARACTERISTICS

• Approachable and accessible
• Empathetic and encouraging
• Patient
• A good listener
• Constructively critical, including providing regular evaluation of performance
• Willing to share knowledge

• An exemplar of honesty and ethical standards
• Appreciative of trainee contributions
• Attentive to career development and career counseling, including introducing trainees to scientific colleagues to catalyze networking
• Appreciative of diversity and inclusivity
• Respectful of matters involving trainee confidentiality
MENTOR-MENTEE CONTRACT
WHAT IS IT?

• Acts as a contract between the mentee and mentor
• Provides a concrete foundation for what each wishes to accomplish through the mentoring relationship.
• Helps you both manage relational expectations and clearly define your commitments.
• Provides the framework for the scope of the relationship
MENTOR-MENTEE CONTRACT
WHAT IS IN IT?

• The mentee’s learning needs and development goals.
• Ways the mentee will be held accountable for his/her development (both by himself/herself and the mentor).
• Areas of the relationship that the mentee and/or mentor want to remain confidential.
• An ideal schedule for meeting.
• Ways for both the mentee and mentor to monitor progress.
Above all, the mentor-mentee relationship is built on open communication and trust.

The contract is merely a vehicle for keeping those lines open and providing a means of accountability for both partners.
PROFESSIONAL MENTORING

AN EXAMPLE FROM...

THE SOCIETY OF QUALITY ASSURANCE MENTORING PROGRAM

CAT BENS, PRESIDENT SQA
HOW IT WORKS!
PROGRAM TOOLS

Key Definitions

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<th>Mentor</th>
<th>Mentee</th>
<th>Mentorship</th>
<th>Peer</th>
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<td>Peer Partnership</td>
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**Mentor**
A person with specified experience that serves as a teacher, a wise and trusted guide and an advisor. In this program, a mentor will impart enriching experiences to their mentee based on their QA experience, will give personal feedback and encouragement in specific situations, and will help the mentee acquire new technical knowledge and skills by guiding the mentee through educational materials and toward training opportunities.

**More Information**

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<th>FAQ</th>
<th>Flow Chart</th>
<th>Brochure</th>
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<td>Mentoring Program FAQs</td>
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Visit this page for answers to questions that prospective and current participants commonly have.

**Tools for Participants**

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<th>Partnership Plan</th>
<th>Contact Log</th>
<th>Evaluations</th>
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<td>Mentor Guidance</td>
<td>Mentee/Peer Guidance</td>
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**Mentee/Peer Partnership Guidance Document**

This document was created as a general guide to being a mentee or forming a peer partnership. It includes topics such as interacting with your mentor to ensure you achieve the goals you outlined in your mentee application, documents that you will need to file or may use on behalf of the partnership, such as the Partnership Plan, Contact Log and final Evaluation, and tips for a successful partnership or how to terminate an unsuccessful one. Go to this file if you have recently become a Mentee or if you are thinking of becoming a mentor and would like a better understanding of mentee responsibilities and expectations.
**PARTNERSHIP PLAN FORM**

**FORM PURPOSE:** Required after first contact to confirm Mentor-Mentee or Peer Partnership

**DIRECTIONS:** Completion of the attached form is required after the initial contact between mentor and mentee or peer partners. It confirms that the potential partners have been in contact, discussed their needs and objectives, and established both expectations of the partnership and a potential structure for achieving those goals and objectives. Complete the form and submit to mentor@sqap.org by the date specified in the current partnership cycle timeline.

Mentor or Peer Partner 1:
Mentee or Peer Partner 2:
Date(s) of First Contact:

Preliminary Goals/Objectives and Mechanisms to achieve these goals:

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<th>#</th>
<th>GOALS/OBJECTIVES</th>
<th>MECHANISM TO ACHIEVE</th>
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<td>e.g. Improve inspection report writing skills</td>
<td>Mentee will review regulatory requirement and discuss with mentor. Mentor will provide helpful hints and will assist in finding training programs and other resources that will provide detailed information.</td>
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Future Contact Structure and Expectations (e.g., frequency of contact, time commitments, method of contact):

☐ Both partners listed above have collaborated on creating this Plan and agree to the details above.

Mentor/Submitting Peer Partner Name ___________ Date ___________

Please bear in mind that when you completed your application, you agreed to the following statements:

- I agree to keep the content of our conversations confidential during and after program completion.
- I commit to devoting the necessary time to make this mentoring experience successful.
- I commit to using active listening skills in order to look at issues from a broader perspective (MENTEE/PEER PARTNER). OR I commit to using active listening skills and asking open-ended questions rather than giving direct advice to my mentee (MENTOR/PEER PARTNER).
- I commit to providing direct, respectful, and honest feedback to my partner in this mentoring experience.
- I am open to and expect to receive direct, respectful and honest feedback from my partner in this mentoring experience.
- I commit to sharing my disappointments and challenges as well as my successes with my partner in this mentoring experience in order to present myself as a whole human being.
- I understand that the mentor-peer partner in this partnership is not a “sponsor” or a consultant, and I agree to hold the mentee-peer partner in this partnership accountable for his/her own career development.

C: Mentor, Mentee, SQA Mentoring Program (mentor@sqap.org).
LOOK FOR OTHER PROFESSIONAL RESOURCES
CASE STUDY

Laura is a promising young graduate student who is well on her way toward completing her degree requirements. Her advisor, Doc Jones, has been supportive of Laura in permitting her to write manuscripts throughout her graduate career. As part of her assistantship, Doc Jones asks Laura to supervise a research project involving many other graduate students. Among the tasks of the other graduate students is collection of primary data across several U.S. states. At the conclusion of the data collection, Laura is asked to compile and analyze the data and then draft a manuscript for review and possible publication in a highly refereed journal.

Despite his generosity in allowing Laura to lead the project, Doc Jones has not provided much guidance in terms of “who does what” and other incidentals, such as authorship.

As the months pass, the work has been completed as expected. A fellow graduate student approaches Laura about the newly submitted manuscript and asks Laura, “where was my name listed among the authors?” Laura is unprepared to provide her colleague with a response.

Discuss
RESOURCES FOR BECOMING A BETTER MENTOR:

Discover Your Mentoring Mosaic: A Guide to Enhanced Mentoring, Lu Ann W. Darling

Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering (1997), National Academy of Sciences, National Academy of Engineering, Institute of Medicine
http://www.nap.edu/openbook.php?record_id=5789

Entering Mentoring, Jo Handelsman (HHMI Professor)
CONTACTS

• Dr. Carolyn Broccardo, RCR Coordinator
  • Carolyn.Broccardo@ColoState.edu

• Dr. Brad Woods, Associate Director RICRO
  • Brad.Woods@ColoState.edu

• Cat Bens, QA Manager
  • Cat.Bens@ColoState.edu

• Dr. Kim Cox-York, FSHN
  • Kimberly.Cox-York@ColoState.edu
THANK YOU