RCR Summer Seminar Series 2022

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Agenda:

1   Program Overview

2   Mentor/Mentee Relationships

3   Learners will get an introduction to mentoring

4   Wrap-up: resources, evaluation, and RIO contact

2022 RCR Summer Seminar Series	Rigors of Peer Review
Mentor/Mentee Relationships	Data Ethics
Collaborative Research	Reproducibility & Replicability
Research Misconduct	Export Control
Avoiding Plagiarism	Safe Research Environments
Ethics of Authorship	RCR Action Plan
The Lab	NIH Data Management Policy
Research Conflicts of Interest	The Research Clinic

2022 RCR Summer Seminar Series

Mentor/Mentee Relatioships

May 26, 2022
DEPARTMENTS OF COMMUNITY DENTISTRY & BEHABIORAL SCIENCE, NEUROSCIENCE, EPIDEMIOLOGY

UF UNIVERSITY of FLORIDA

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SESSION OBJECTIVES

Mentor/Mentee Relationships

1

Define mentoring relationships and the role of mentors and mentees

2

Identify strategies for effective communication

3

Identify mutually beneficial expectations for the mentoring relationship

4

Acknowledge that diversity and inclusion impact the mentoring relationship

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What is mentoring?

A reciprocal **relationship** in which one person (the mentor) helps another (the mentee) to articulate their personal and professional goals and assists them in acquiring the resources needed to achieve them.

Why is mentoring important?

- A recognized catalyst of career success across many disciplines

- In STEMM, mentoring is an important influence on personal development, career guidance, and research productivity

What are characteristics of a **good** mentor?

- Altruistic
- Honest/trustworthy
- Active listeners
- Experienced in mentoring
- Professional experience & networks
- Accessible
- Able to identify mentees' strengths & weaknesses

(Straus, et al, 2013, Acad Med, 88: 82-89)

Actions of **<u>Effective</u>** mentors

1. Provide Career Guidance

2. Offer Emotional Support

3. Focus on Work/Life Balance

(Straus, et al, 2013, Acad Med, 88: 82-89)

What are characteristics of a good <u>**good**</u> mentee?

- Open to feedback
- Active listeners
- Pay attention to timelines
- Take responsibility for driving the relationship
- Respectful of mentor
- Prepared for meetings
- Recognize other demands on mentor's time

(Straus, et al, 2013, Acad Med, 88: 82-89)

Characteristics of a <u>successful</u> mentoring relationship

- Reciprocity
- Mutual Respect
- Clear Expectations
- Personal Connection
- Shared Values

(Straus, et al, 2013, Acad Med, 88: 82-89)

Characteristics of a <u>failed</u> mentoring relationship

- Poor Communication
- Lack of Commitment
- Personality Differences
- Perceived (or real) Competition
- Conflicts of Interest
- Lack of Experience

(Straus, et al, 2013, Acad Med, 88: 82-89)

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Effective Communication
Communication with Mentors

It is critical that mentees reflect upon and identify characteristics of effective communication and take time to practice communication skills throughout their career.

Effective Communication
Communication with Busy Mentors

Case study

Mario, a first year postdoctoral researcher, is feeling a bit overwhelmed with his research mentor, Professor Madden, and isn't sure how to improve communication with her. He is happy to be a member of her research group as she publishes regularly in high impact journals, and recently won a prestigious award for her teaching. But Mario often feels overwhelmed during his weekly individual meetings with her. She gives him so many ideas, resources and tasks to complete that he has trouble writing everything down in his notes. She often uses acronyms or other terms unfamiliar to him but he's afraid to ask too many questions because she seems so busy with her own work and as a postdoc, he doesn't want to look incompetent. He has considered seeking advice from other members of the research group, but this team has been working together for a while and as the new member, he's feeling too timid to approach the others.

Effective Communication

➢ Determine your mentor's preferred medium of communication (face-to-face, phone, or email) and acknowledge if it differs from your own personal preference.

➢ Schedule a regular time to meet or check in with your mentor.

➢ Keep track and share progress toward project and professional goals, both verbally and in writing.

Effective Communication

➢ Identify challenges and request your mentor's advice/intervention when appropriate.

➢ Prepare for meetings with your mentor by articulating specifically what you want to get out of the meeting and how you will follow up after the meeting.

➢ Develop a "benefit of the doubt" philosophy regarding communication.

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Aligning Expectations

Problems often arise from misunderstandings about expectations.

Expectations change over time.

Aligning Expectations
Post-doc Blues

Dr. Moraes is beginning her third year as a postdoctoral researcher at a large research university. To date she has enjoyed working on her mentor's research project but she is becoming anxious that she has not made much progress on her own independent research. Every time she tries to bring up her concerns with her mentor, it seems like her mentor can never find enough time to have a discussion focused on Dr. Moraes' research and career goals. This situation is becoming frustrating for Dr. Moraes as she likes her mentor and she understands that the past few months have been extremely busy for her mentor due to a host of factors (economic budget constraints, preparing a grant proposal, etc.). Being a politically astute researcher, Dr. Moraes also understands that her working on her mentor's projects is an important component to the lab's continued publications and funding, and she is reluctant to make a "misstep" with this well-established, senior mentor, despite needing to make progress on her own independent research goals. Dr. Moraes is also concerned that her recent interests are too divergent from her mentor's research program and wants to stop feeling "stuck."

Aligning Expectations

➢ Ask your mentor for his/her expectations regarding:

    a. mentees at your stage of career generally

    b. you as an individual scholar

    c. the research project

➢ Share your expectations regarding:

    a. your career as a scholar and professional

    b. the research project

Aligning Expectations
Action Items

➢ Ask your mentor for his/her expectations regarding
a. mentees at your stage of career generally
b. you as an individual scholar
c. the research project

➢ Share your expectations regarding:
a. your career as a scholar and professional
b. the research project

Mentorship Agreement Template

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. While mentors and mentees may find mentorship agreements to be useful, they are optional. This template is expected to be altered to meet individual needs.

[1] **Goals** (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.):
_____
_____
_____

[2] **Steps to achieving goals** as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):
_____
_____
_____

[3] **Meeting frequency** (frequency, duration, and location of meetings):
_____
_____
_____

[4] **Confidentiality:** Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:
_____
_____
_____

[5] Plan for **evaluating relationship effectiveness** (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):
_____
_____
_____

[6] **Relationship termination clause:** In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

[7] **Duration:** This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until: _____

Mentor's Signature_____ Mentee's Signature_____ Date_____

Aligning Expectations
Action Items

➢ Ask your mentor about their primary priorities (e.g. upcoming proposal deadlines, seeking tenure and promotion, teaching, family obligations, etc.).

➢ Share about your own priorities (coursework, TA-ing, family obligations, etc.) also.

➢ Ask others in the research group, who know your mentor better, about the mentor's explicit and implicit expectations.

Aligning Expectations

Action Items

➤ Write down the expectations you agree to and revisit them often with your mentor.
➤ Use a mentor-mentee compact to formalize the expectations.
➤ See example at:

https://ictr.wisc.edu/documents/sample-compact-from-mcmahon-lab/

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Addressing Equity & Inclusion

Learning to identify, reflect upon, learn from, and engage with diverse perspectives is critical to forming and maintaining both an effective mentoring relationship as well as a vibrant learning environment.

Addressing Equity & Inclusion
Thinking about leaving

Dr. Gutierrez is in the second year of her postdoctoral work. She's working very hard but feels like she's constantly struggling. She gets extremely anxious during presentations and meetings with her mentor, where she's afraid of making mistakes. She's thought about quitting, but is afraid that leaving would simply confirm stereotypes that Latinas are not cut out for academia. She's heard several people say comments like, "Your English is so good," and "You're so articulate." After she won a teaching award for the class she teaches, her mentor remarked, "Congratulations, but be careful, you don't want teaching to take you away from the lab." She's very aware that she's the only Latina in the department, and feels like she's living in a fishbowl as people are judging her more closely and questioning if she'll be able to succeed. She's also feeling a lot of pressure from her family as a first-generation college student. Her parents talk constantly and proudly of her successes, but this talk also increases the pressure to serve as a role model for others in her extended family and community.

Addressing Equity & Inclusion
Thinking about leaving

Dr. Peters, a third-year postdoc in the same lab as Dr. Gutierrez, is taking a break for lunch and sees her in the common eating area. When he asks how she is doing, he's surprised when she looks down and mumbles that she's been thinking of leaving. She says that she feels that she is constantly behind, trying to catch up, and struggles to feel competent. Dr. Peters is surprised because he's admired Dr. Gutierrez and envies her successes. She's won her teaching award and is close to submitting a manuscript for a primary author paper. He wonders if her thoughts on leaving are based on her experiences as the only Latina in the department. He wants to ask if this has been an issue, but hesitates and worries that this might be insensitive. He wants to be helpful but isn't sure whether or how to broach the subject.

Addressing Equity & Inclusion

Action Items

➢ Seek training and professional development activities to understand the multiple aspects of your own identity and improve your ability to work with diverse communities to build inclusive climates

➢ Be open to seeking out and valuing different perspectives

➢ Pause to evaluate your own assumptions

Addressing Equity & Inclusion

Action Items

➤ Engage in honest conversation about individual differences with your mentors and co-workers

➤ Contribute positively to shared understandings and solutions to problems

➤ Talk to peers and mentors when you feel conflicted about the ways in which your personal identity intersects with your academic identity

SUMMARY
Mentor/Mentee Relationships

1 It is a relationship and it takes work!

2 Effective communications are crucial!

3 Aligning both of your expectations is key!

4 Diversity and inclusion impact mentoring relationships
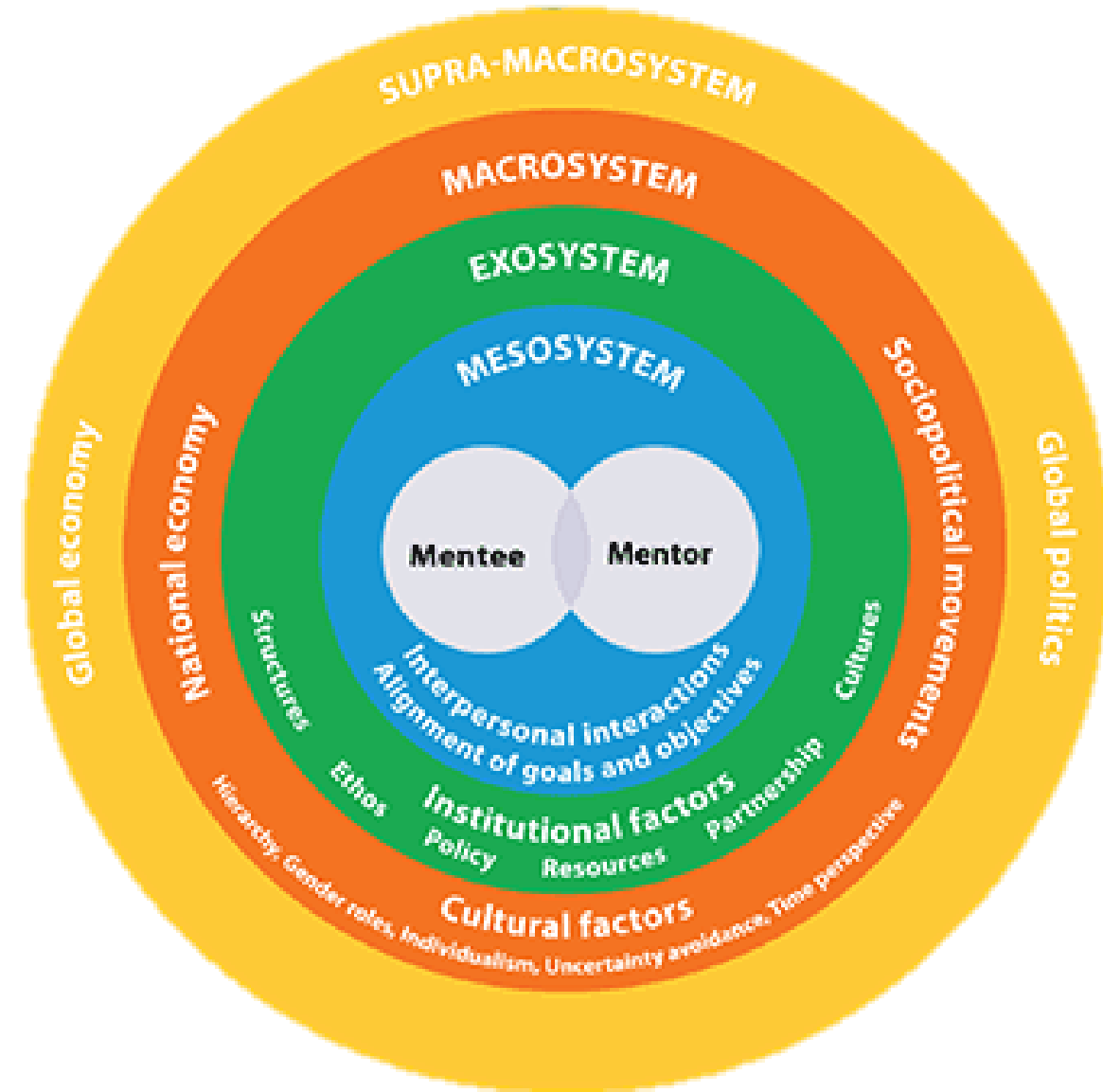
Approaching Mentors

Action Items

- **Prior to your first meeting with your mentor:**
  - Short-term Goals (in the next 3-6 months)
  - Long-term Goals (next 3-5 years)
- **You want to let them know how you think they could be of assistance to you:**

Research Skills
Help me develop research skills specific to my area of focus
Help me become a better science communicator (presenting and writing)
Help me learn how to collaborate effectively
Help me write grant proposals and seek other funding
Interpersonal Skills
Work with me to define and align the expectations we have for our relationship
Provide me with constructive feedback
Communicate honestly and build a trusting relationships with me
Psychosocial Skills
Help me build my research self-efficacy
Help me build my career self-efficacy
Help motivate me

Approaching Mentors
Action Items

- **Prior to your first meeting with your mentor:**
  - Short-term Goals (in the next 3-6 months)
  - Long-term Goals (next 3-5 years)
- **You want to let them know how you think they could be of assistance to you:**

Cultural Diversity Skills
Help me develop a sense of belonging in my program/ department
Be open to conversations about diversity and how it impacts my training experience
Help me address issues of bias and stereotype threat
Sponsorship Skills
Foster my independence
Help me network (colleagues, funding sources, stakeholders)
Help me find ways to better balance my work and personal life
Help me navigate and explore career options

FINAL THOUGHT

Mentor/Mentee Relationships

1 Even the most supportive mentors have weaknesses and blind spots.

2 Building a diverse team of mentors can give you the support and advice you'll need as you face career transitions, and it will narrow the focus of each mentor.

3 A group of mentors with distinctive expertise will be more helpful than any one mentor alone.

FINAL THOUGHT
Mentor/Mentee Relationships

Think of the Avengers. They are excellent individual fighters, but together, they are a formidable team when they combine their unique skills and traits.

Who do you want on your Science Avengers team?

- Encourage you to explore innovative ideas.

- Make you double check each step in your reasoning.

- Remind you everything will be all right when you experience frustration or failure.

- Know how to tell a story and place it in the right journal.

- Navigate departmental politics well.

- Have the experience necessary to advise you on grant/promotion strategy.

- Hold knowledge about and access to the newest technologies.

- Use their influence to make things happen.

Mentor Training

for Clinical and Translational Researchers

Christine Pfund
Stephanie House
Pamela Asquith
Kimberly Spencer
Karin Silet
Christine Sorkness

Part of the ENTERING MENTORING SERIES edited by Christine Pfund and Jo Handelsman

Available from National Research Mentoring Network (nrmnet.net)

NRMN

https://neuronline.sfn.org/professional-development/your-science-avengers-how-to-assemble-your-mentoring-team

SfN NEURONLINE
Learning | Discussion | Neuroscience

https://www.mededportal.org/

MedEdPORTAL® | The Journal of Teaching and Learning Resources

https://cimerproject.org/

CIMER Center for the Improvement of Mentored Experiences in Research

https://mentoringassociation.org/

INTERNATIONAL MENTORING ASSOCIATION

Thank you!
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We value your input! Your feedback helps us improve the RCR Series!

**Survey:
series
bit.ly/rcr2022**

|

30-day post seminar

|

interviews

IF YOU SUSPECT RESEARCH MISCONDUCT?

Contact the UF Research Integrity Officer (RIO):
**Cassandra Farley | <u>rio@research.ufl.edu</u> | 352-273-3052**

Research Misconduct means **fabrication**, **falsification**, or **plagiarism** in proposing, performing, or reviewing research, or in reporting research results.

Questionable Research Practices are reports of **careless**, **irregular**, or **contentious research practices**, as well as authorship disputes, may not meet the standard for research misconduct but may be a research integrity violation.

Make a **confidential report** to the UF Research Integrity Officer (RIO).

You may also report anonymously UF Compliance Hotline: 877-556-5356

Check out the UF RIO video!
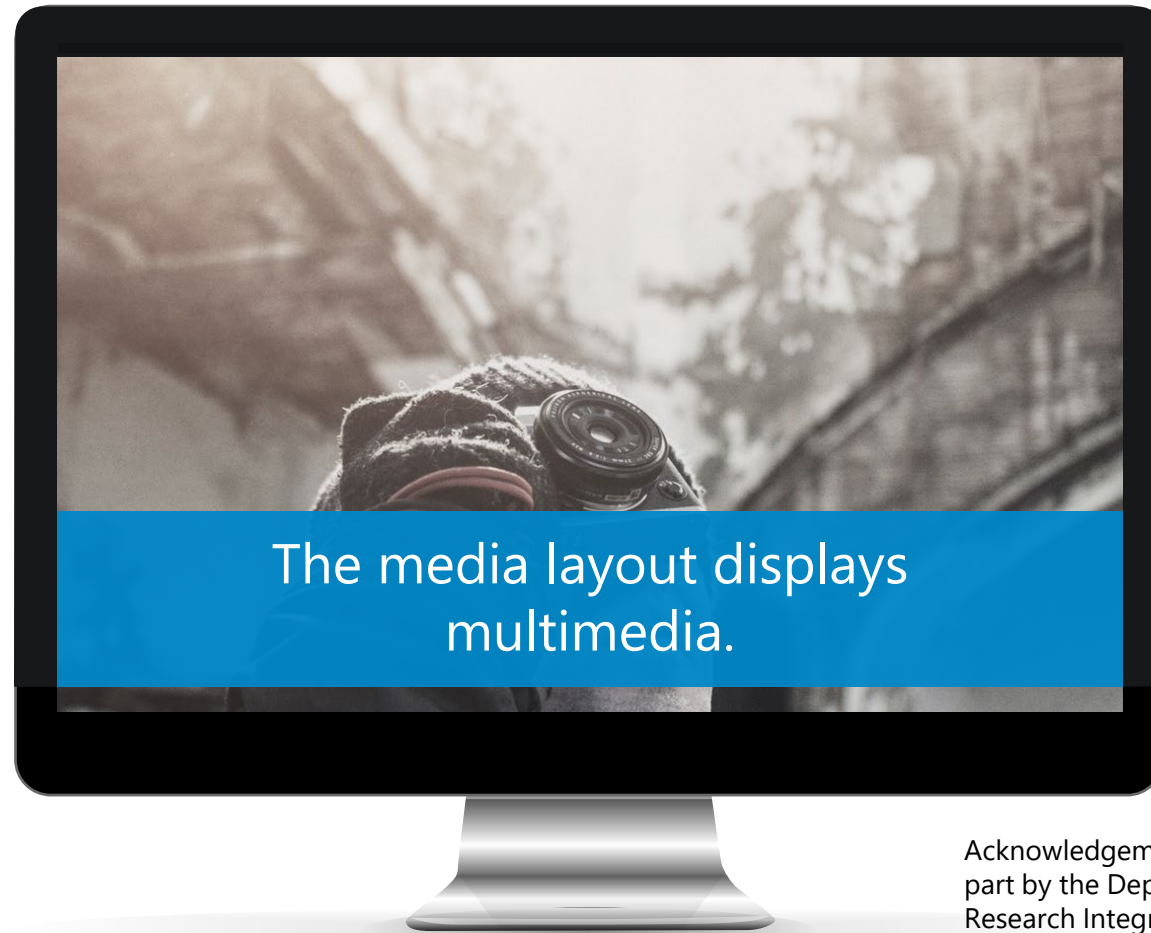
The media layout displays multimedia.

A podcast devoted to creating a culture of responsible conduct of research and research integrity at the University of Florida.

Produced by UF Creative Works, and a team of people across the UF Campus including UF Research, CTSI, the Center for Undergraduate Research, and a group of UF Research Ambassadors.

https://research.ufl.edu/research-roundtable-podcast.html

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The Research Roundtable