

Mentoring and Mentoring Up:

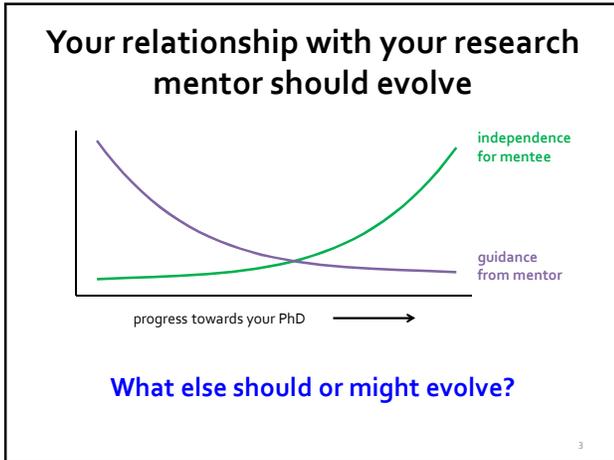
Workshop #4: Fostering independence by building trust



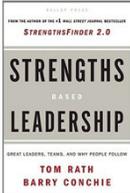


Steve Lee
2013 Winter RCW2

- ## Our workshops on mentoring and mentoring up
1. Intro to Mentoring and Mentoring Up – Maintaining Effective Communication
 2. Aligning Goals and Expectations
 3. Diversity and Unconscious Assumptions
 4. Fostering Independence



To foster independence, we should first ask:
What do mentees (or followers) need?



A Gallup survey asked 10,000 followers:
What do positive leaders contribute to your life?

Followers' Four Basic Needs:

- Trust
- Compassion
- Stability
- Hope

- ## The followers' basic needs build up on each other
- Trust** honesty, integrity, respect
 - Compassion** caring, friendship, happiness, love
 - Stability** security, strength, support, peace
 - Hope** direction, faith, guidance, initiating

Consequences and Examples	What happens if this need is absent?	What happens if this need is present?
Trust		
Compassion		
Stability		
Hope		

How can you build trust with your mentor and gain more independence?

Trust goes both ways:

You need to be able to trust your mentor and you also need your mentor to trust you

How can you be more trustworthy?

- Follow through your commitments
- Go above and beyond your duties
- Be predictable and stable
- Be communicative (*even with micromanagers!*)
- Be genuine – share successes and failures
- Be patient – trust takes time

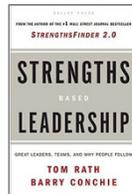
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Let's read and discuss the case studies

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Suggested further reading

- What followers want from leaders
 - Rath and Conchie; pdf in Blackboard
- Strengths Based Leadership
 - Rath and Conchie



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1.) What leader (personal, professional, social, etc) has the most positive influence in your life?

Take a few moments to think about this question if you need to. Once you have someone in mind, please list his or her initials.

2.) Now, please list three words that best describe what *this person contributes to your life*.

a.) _____

b.) _____

c.) _____

3.) How long have you known this person?



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Mentoring and Mentoring Up – Case Studies
Workshop #4: Fostering Independence by Building Trust

Case 1 (from a CLIMB student)

Lauren, as a grad student, wants to gain professional skills as she explores various career options. She hears about many professional development activities, and wishes to participate in them. However, many of them require her PI's formal approval and he refuses to grant approval. The PI had a bad experience with another grad student who participated in a professional development program, and so has declared that he wants his students working in the lab instead of participating in these professional development activities.

What would you do if you were in Lauren's place?

Case 2 (from Steve Lee)

Dan has started working as a postdoc with a new assistant professor in the department. Dan had shifted research directions from his previous research, and so needed his PI to closely guide him as he started. But he had expected that the PI would give him more independence as they worked together.

For example, Dan's former PI in grad school met weekly with him, but now his new PI interacts with him daily. The PI uses a desk in the lab for his office, and constantly asks Dan questions throughout the day. Although Dan appreciated having the PI around initially, he is starting to worry that that he won't be given opportunities to grow independently. He starts to feel that the PI is micromanaging him, and wants to tell his PI to "back off" and give him more space to work independently and to work without constant interruptions.

What would you do in this situation?

What might you recommend to Dan to help him develop his independence and to be prepared for future work?

Case 3 (from *Entering Mentoring*, p 32)

An experienced undergraduate researcher was constantly seeking input from her mentor, a grad student, on minor details regarding her project. Though she had regular meetings scheduled with the grad student, she would bombard her with several e-mails daily or seek her out anytime she was around, even if it meant interrupting her work. It was often the case that she was revisiting topics that had already been discussed. This was becoming increasingly frustrating for the mentor, since she knew the student was capable of independent work (having demonstrated this during times she was less available). The mentor vented her frustration to at least one other lab member and wondered what to do.

What might you do if you were the grad student in this case?

Case 4 (from *Entering Mentoring*, p 34)

As a graduate student, I supervised an undergraduate in a summer research program. At the end of the summer, my adviser said we should publish a paper that included some of the work done by the undergraduate. I got nervous because I thought I could trust the undergraduate, but I wasn't totally sure. He seemed very eager to get a particular answer and I worried that he might have somehow biased his collection of data. I didn't think he was dishonest, just overeager.

My question is: should I repeat all of the student's experiments before we publish? Ultimately, where do we draw the line between being trusting and not knowing what goes into papers with our names on them?

An inspiring story on mentoring (from *Entering Mentoring*, pp 63-64)

One of my most important mentors was Howard Temin. He had received the Nobel Prize a few years before I met him, but I didn't discover that until I had known him for a while and I never would have guessed, because he was so modest. Many aspects of science were far more important to Howard than his fame and recognition. One of those was young people. When he believed in a young scientist, he let them know it. As a graduate student, I served with Howard on a panel about the impact of industrial research on the university. It was the first time I had addressed a roomful of hundreds of people, including the press. My heart was pounding and my voice quavered throughout my opening remarks. I felt flustered and out of place. When I finished, Howard leaned over and whispered, "Nice job!" and flashed me the famous Temin smile. I have no idea whether I did a nice job or not, but his support made me feel that I had contributed something worthy and that I belonged in the discussion. I participated in the rest of the discussion with a steady voice.

When I was an assistant professor, I only saw Howard occasionally, but every time was memorable. One of the critical things he did for me—and for many other scientists—was to support risky research when no one else would. Grant panels sneered at my ideas (one called them "outlandish") and shook my faith in my abilities. Howard always reminded young scientists that virologists had resisted his ideas too, and reviews of his seminal paper describing the discovery of reverse transcriptase criticized the quality of the experiments and recommended that the paper be rejected! Howard was steadfast in his insistence that good scientists follow their instincts. When my outlandish idea turned out to be right, I paid a silent tribute to Howard Temin.

Howard showed support in many ways, some of them small but enormously meaningful. He was always interested in my work and often attended my seminars. When he was dying of cancer, his wife Rayla, a genetics professor, went home each day to make lunch for him. During that time, I gave a noon seminar on teaching that Rayla mentioned to Howard. When he heard who was giving the seminar, he told Rayla to attend it and that he would manage by himself that day. That was the last gift Howard gave me as a mentor before he died, and it will always live with me as the most important because it embodied everything I loved about Howard: he was selfless, generous, caring, and supportive.

At Howard's memorial service, students and colleagues spoke about how they benefited, as I had, from his enormous heart and the support that gave them the fortitude to take risks and fight difficult battles. Each of us who was touched by Howard knows that he left the world a magnificent body of science, but to us, his greatest legacy is held closely by the people who were lucky enough to have been changed by his great spirit.

From this case, specifically identify what features from the mentor was appreciated by the mentee.