Mentor-Mentee Relationships & Responsibilities

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Perspective

• Cultural inhibition and hierarchy
• Informal mentor-mentee system
• Important to formalise – making it mainstream
• Mentoring mentor and mentee
• Supervisor Vs Mentor
• Scope: Pre-doctoral training

Mentor:
Not limited to: Advisor, Confidant & Critic, etc.

Mentees:
Undergraduate, Predoctoral Students, Postdoctoral Fellows, Junior Faculty
"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."

Eric Parsloe, The Oxford School of Coaching & Mentoring
Learning Goals

• Appreciate the value of mentoring

• Understand an effective mentor-mentee relationship in research
Learning Objectives

At the end of the instruction, participants will be able to:

- **LO1** List the roles and responsibilities of a mentor and mentee (M&M)
- **LO2** Identify opportunities and challenges of mentoring
- **LO3** Demonstrate examples of good and bad mentor-mentee relationship (MMR)
- **LO4** Distinguish/compare and contrast good and bad MMR
- **LO5** Propose methods that can create an effective MMR
Overview of Module

- Participants will be required to do some background reading
- Comprises of a series of Instructions

- Roles and Responsibilities
- Issues and Challenges
- Demonstrate & Distinguish Good & Bad M&M
- Provide Ideas/Solutions to create Effective M&M

GOAL

- Formative Assessment – Tasks & Practice
- Summative Assessment
Recap: Roles & Responsibilities - Mentors

✓ Be available

✓ Allow for differences in personalities
  -- determine how each trainee learns best – they are not interchangeable
  -- remember when you were a post-doc in a mentor’s lab

✓ Let trainees make their own decisions
  -- give them the foundation (and room) to grow as a scientist

✓ Teach by word and deed
  -- remember you ARE the role model...”walk the walk”

✓ Continue to refine mentoring skills
  -- by virtue of the continuing nature of mentoring as opposed to ‘traditional’ teaching, and the fact the fellows are always there, mentoring can be stressful
Identify career plans
-- know what you want in order to optimize the training experience

Locate prospective mentors
-- identify a mentor who successfully made the transition themselves
-- do your homework...identify someone with relevant experience

Look for a mentor.....not a supervisor
-- identify someone who will give you information essential for professional success....not just work schedules

Effectively communicate needs & expectations
-- accept responsibility for your own learning experience

Learn from your mentoring experience
-- if you’ve had a great mentor.....pass it on. If not.....be better
Recap: Opportunities

• Fostering a culture of responsible science

• Science excellence

• Development of research- and soft-skill sets

• Career advancement

• Happy and content ecosystem
Recap: Challenges

Training? No!
Publish or Perish!
Unequal relationship

Responsibilities, Time?
Credit, Ownership?
Competitors?
START OF TODAY’S INSTRUCTION
Today’s Learning Objectives

LO3 Demonstrate examples of good and bad mentor-mentee relationship (MMR)

LO4 Distinguish/compare and contrast good and bad MMR

LO5 Propose methods that can create an effective MMR
ACTIVITY - 1

Watch the following video of Mentor-Mentee Relationships in a research institution.

Video

Work with your neighbour to identify areas of conflict and the individuals involved in the conflict.
Work with your neighbor to identify areas of conflict and the individuals involved in the conflict.
Identified Conflicts

- **Dominic (Student)** Vs Dr Baylin Supervisor – Favouritism
- **McCusik (Student)** Vs Dr Rufa Supervisor – Balancing Research & Life
- McCusik vs Dr Baylin – Rudeness
- McCusik Vs Dr Ambrose Mentor – Conflict of Interest
- University does not appear to have a formal framework for mentoring
ACTIVITY - 2

Work in groups to discuss and suggest consequences if the conflict is not resolved
Recap: Challenges

Training? No!

Publish or Perish!

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Responsibilities, Time?

Credit, Ownership?

Competitors?
ACTIVITY - 3

Work in groups to:
• delineate steps that we can take to resolve the problem,
• remediate the relationship and
• prevent such conflict(s) from happening again

Use the sheets to describe the steps.
END OF TODAY’S INSTRUCTION
The participants will be provided with examples of MMR scenarios and will be expected to be able to:

• assess the MMR and explain their assessment
• develop solutions on how to improve the relationship

**Group Work + Write Individually**
THANK YOU