

Supervising, Mentoring, Coaching in an Era of Team Science

L. Michelle Bennett, PhD

Deputy Scientific Director, NHLBI, NIH

Howard Gadlin, PhD

Ombudsman, OD, NIH

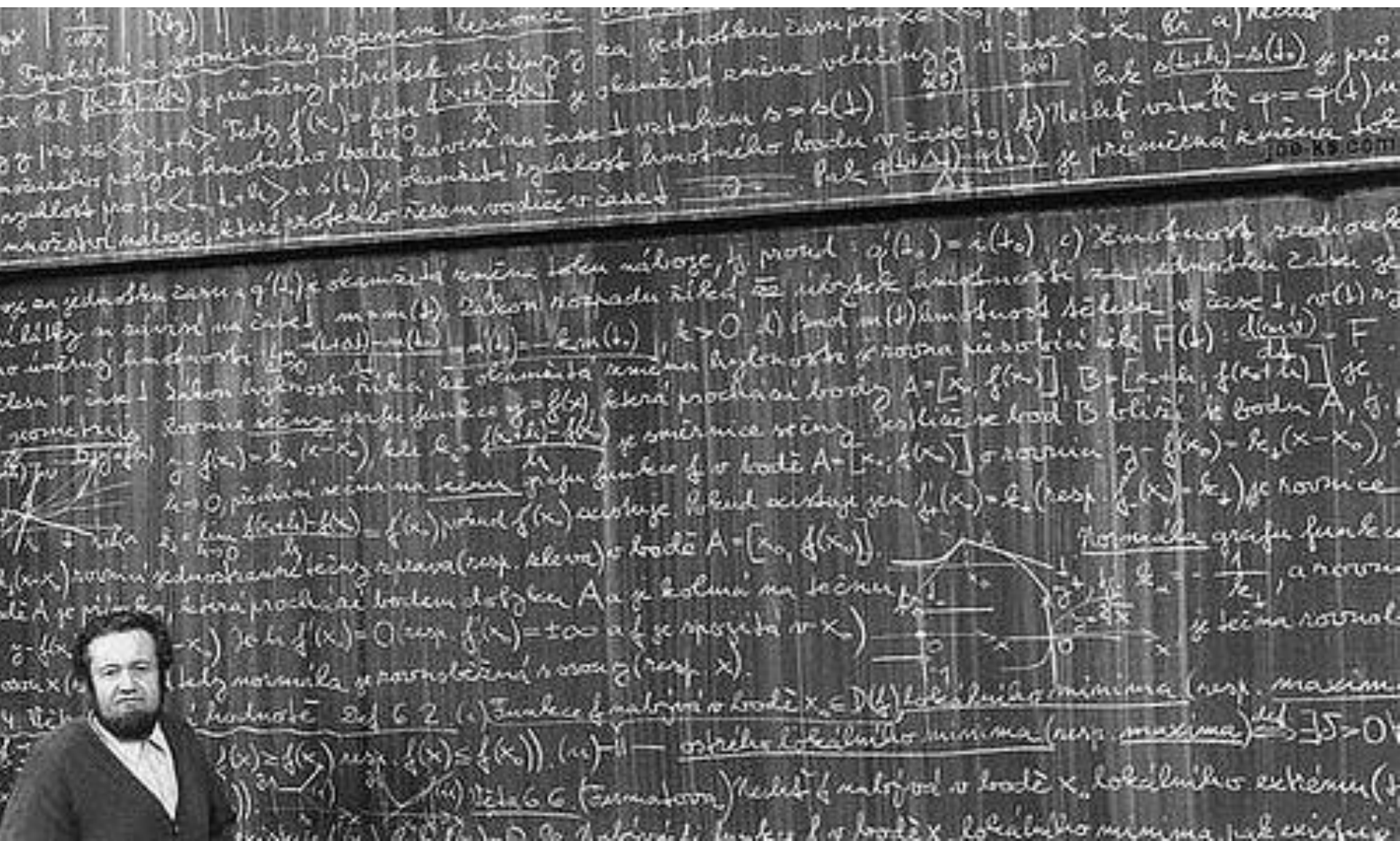
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Outline

- Mentors
- Mentoring
- Telling, Advising, Coaching
- How does Team Science factor in?

There is No Formula for the Perfect Mentor



We Wear Many Different Hats

- Investigator
- Clinician
- Core Director
- Supervisor
- Mentor
- Coach
-
- Team Lead
- Division Head
- Branch Chief
- Department Director
- Project Sponsor
-

We Have Different Strengths

- Research
- Analysis
- Design
- Interpretation
- Future directions
- Teaching
- Vulnerability
- ...
- Delegating
- Influencing
- Persuading
- Collaborating
- Working independently
- Sharing
- Humility
- ...

Mentees Want Different Things

- Help
- Guidance
- Insights
- To be challenged
- To learn the secrets
- Brainstorming partner
- Oral presentation skills
- ...
- Introductions to others
- Someone to help identify opportunities to present
- Grant writing skills
- Collaboration skills
- To be directed
- ...

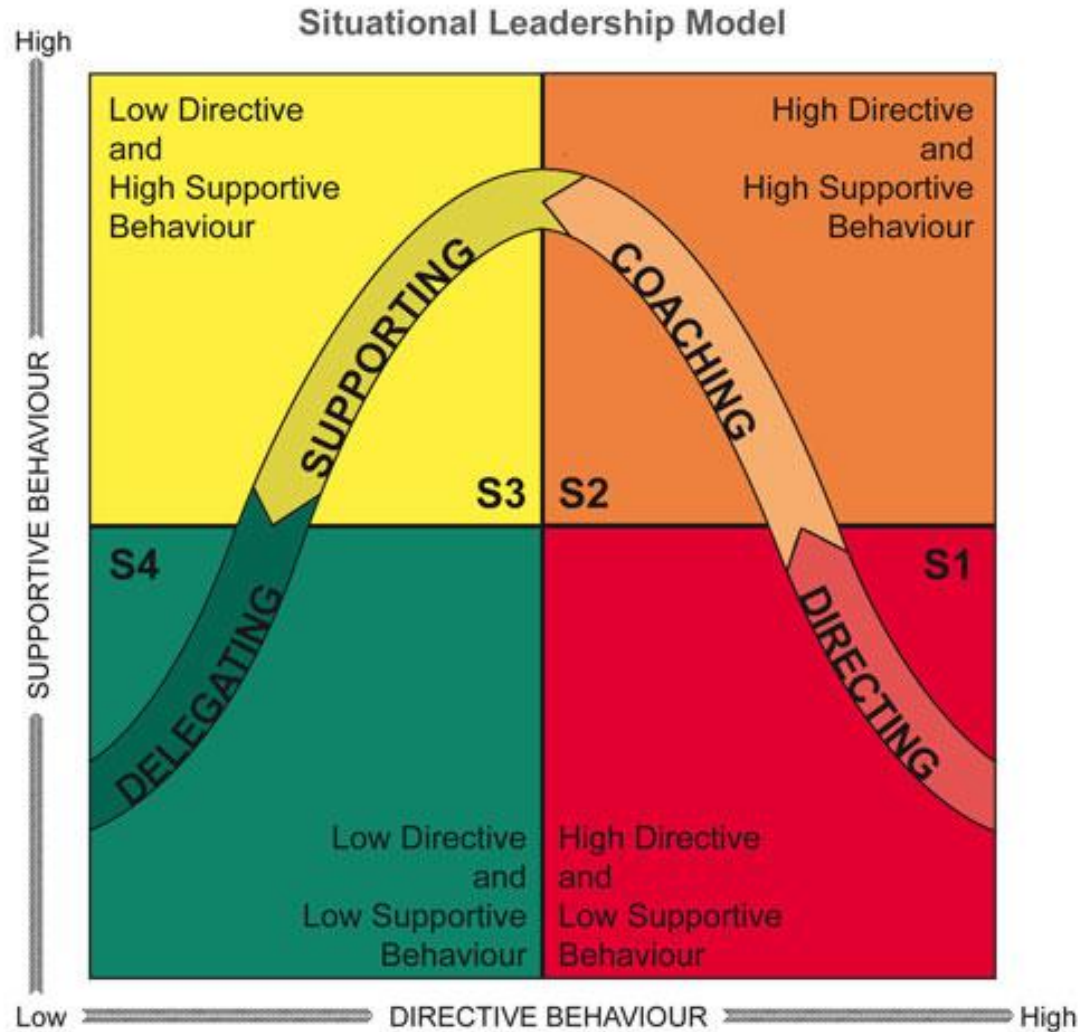
Mentoring

- Mentoring is an important component of what we do
- Supervisors may not be the best primary mentor
- Multiple mentors may be very valuable:
 - One-on-one
 - Committees
- Is a two-way street

Defining a Mentoring Relationship

- Formal vs Informal
 - Goal vs Topic/Task Driven
 - Frequent vs Infrequent Meetings
 - Degree/Level of Guidance
 - Accountability (both sides)
-
- What does the Mentee want out of it?
 - The Mentor?

Situational “Mentorship”



Kenneth Blanchard and Paul Hersey’s situational leadership model tells us that managers could use different leadership styles depending on the situation.

A Great Match is Important

- Questions for Mentors
- Questions for Mentees

Questions for Mentors

- How do you mentor best?
- What kind of mentoring arrangement do you prefer?
- For what kind of person are you a good mentor? A poor mentor?
- The next time you consider mentoring someone, would you be willing to sit down first to explore whether you are a good match?
- What kind of conversation would you have to determine if the relationship would be a good fit?

Questions for Mentees

- What do you want out of a mentoring relationship?
- What goals have you set for yourself?
 - Long term? Short term? Where do you want to focus now?
- How do you learn best?
- How do you like to be challenged?
- How frequently do you want to meet?
 - What happens if one of us needs to cancel? If one of us does not show up for an appointment?
- Etc...?

A Great Match is Important

- What qualities in a mentee will bring out the best qualities in you as a mentor?
- What 4 characteristics define you best in the role of mentor?

There Can Be Challenges

Mentees can....

- Consume you
- Be unfocused and not follow-through
- Be manipulative
- Be unwilling to commit to the relationship

Mentors can....

- Burn out
- Run into situations where issues really need professional help
- Forget boundaries
- Find themselves in odd situations (eg ethics, favors)

Mentoring Plan

- Consider having your Mentee develop a mentoring plan based on your questions and the discussion about how you will work together
- Plan can include:
 - Setting professional goals
 - How they will achieve the goals
 - Role of the mentor in their career development
 - What they expect from mentor – what mentor can expect of them

Schedule Meetings When You Can Listen Actively

- Pay Attention
 - Look at the person you are talking to and wipe all other thoughts out of your mind
- Show That You're Listening
 - Nod, smile, 'uh-huh', etc...
- Check-in to be sure you are understanding
 - Paraphrase, summarize what they've told you, ask clarifying questions
- Do not Judge
 - Don't interrupt before they finish their thought
- Respond Appropriately
 - Be open and honest, demonstrate respect

Mentoring

Mentoring: *The mentor can be a trusted friend, senior colleague, (usually a more experienced person). Some institutions create "mentoring programs" in which newcomers are paired with more experienced people in order to obtain good examples and advice as they advance.*

- Explain how the Department/Institution works
- Assists with their Mentee's careers by: offering encouragement, sharing knowledge, providing growth experiences, etc..
- Encourages professional behavior by: setting high performance expectations performance, teaching by example, inspiring mentees
- Gives wise counsel by offering advice or solutions to problems

Coaching

Coaching: *The “coach” helps the individual uncover existing strengths and abilities to develop strategies and action plans to achieve those goals. A coach helps hold mentee accountable to themselves through continued interactions and challenging them as needed.*

- Helps client discover their own path to their desired goal or objective (doesn't “tell”)
- Invites employee to come up with his/her own thoughts, ideas and strategies guided by powerful questions (i.e. What would happen if the barriers were not there? What does success look like? How do you see yourself tackling this issue? etc...)
- Helps the employee develop clarity about what he/she wants to accomplish
- Helps guide development of action plans

Mentor/Coach

- It is entirely possible to be (or to have) a mentor/coach
- This is a person who can successfully meld the two approaches and can provide one or the other depending on the needs and issues of the “mentee”

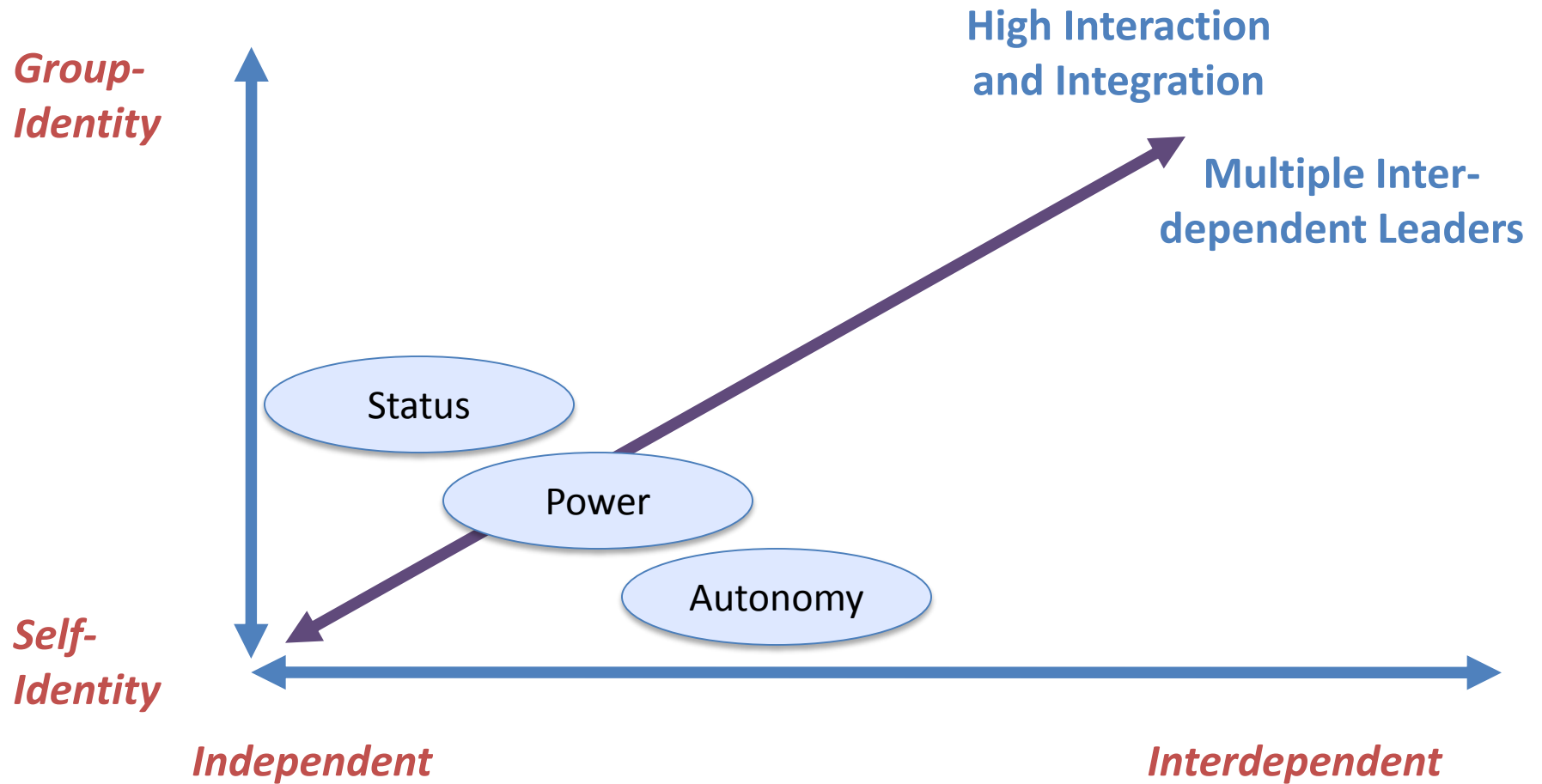
Choosing the Best Approach

In what situations would your preferred approach be:

- Telling someone how to handle the situation
- Sharing experiences you have had in the past and advising several options for approaching a problem
- Ask a series of questions that will help the individual self-discover the best solution to the issue

Mentoring in the Age of Team Science and Collaboration

Collaboration Introduces Threats



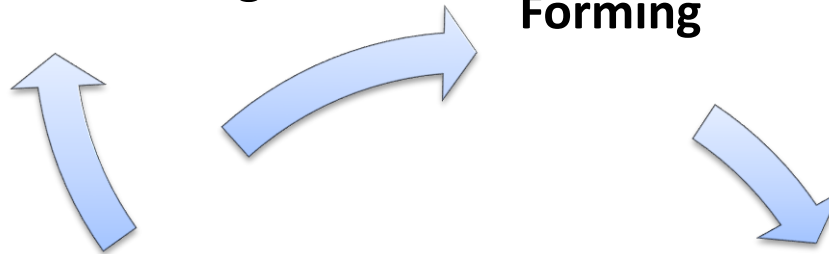
Model of Team Development



Adjourning and Transforming



Forming



Performing

Storming



Norming



Interviewing and Hiring Models

- *Values-based interviews*
 - This interviewing approach is designed to learn about *the values* of the candidate and to determine if they match those of the “ideal candidate”
- *Performance-based interviews*
 - This interviewing approach asks the question of whether the person being considered for the position *can actually do the job* for which s/he is being considered
- *Behavioral-based interviews*
 - This approach focuses on understanding *how* an applicant would behave in very specific circumstances.

Interviewing and Hiring: *Values-based questions*

- Describe three situations you liked best from your past position(s). What were the key ingredients that made those situations so agreeable?
- What do you do when you make a mistake in your work? Describe your process for addressing such situations.
- What steps do you take to stay current with scientific trends and advances?

Interviewing and Hiring:

Performance-based questions

- Describe a project that you led that had a tight deadline and its outcome.
- One project of great importance to our team is.....
How would you approach it?
- Describe a time when your experimental results did not match your expectations? What did you do? What steps did you take?

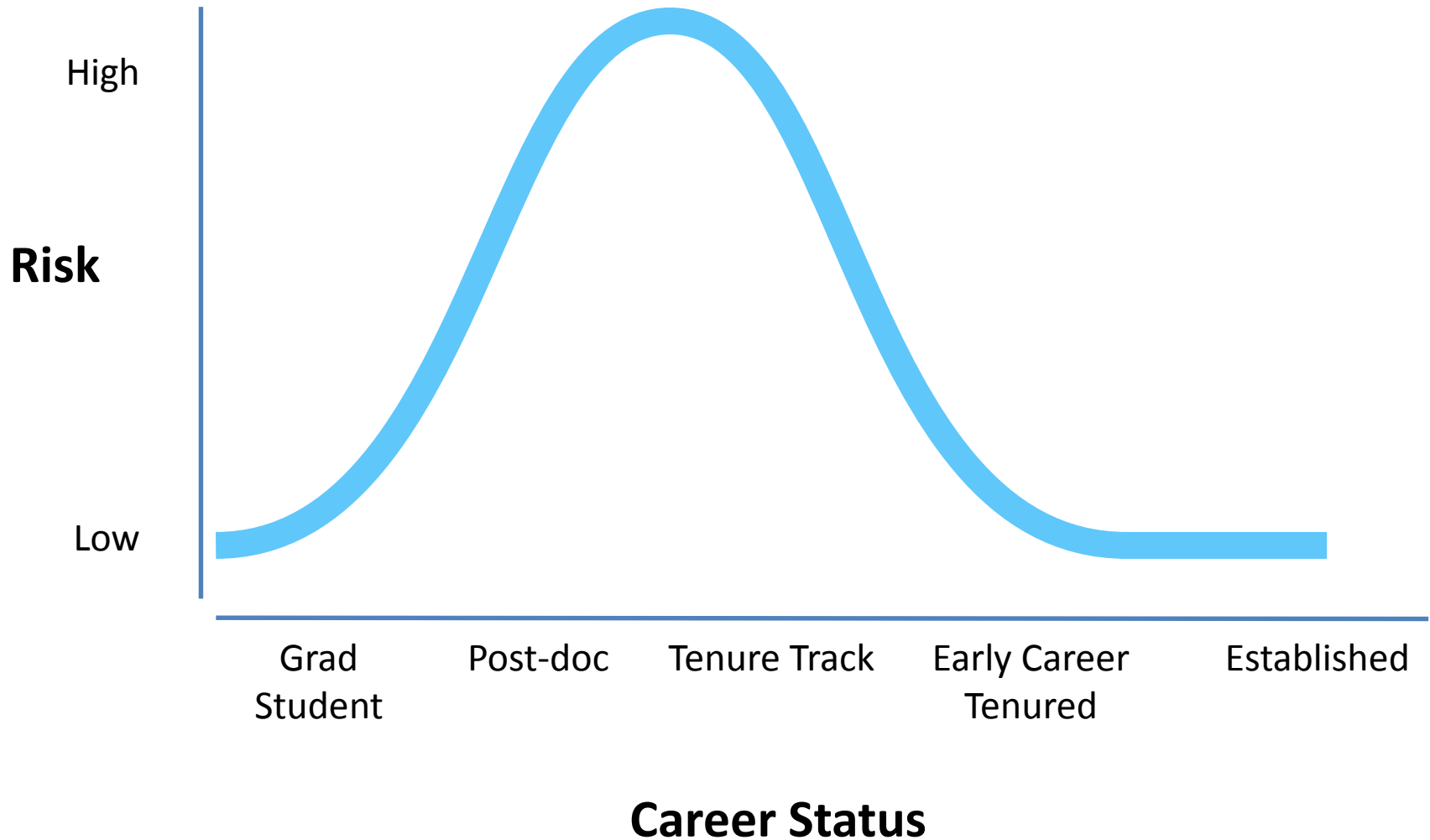
Interviewing and Hiring: *Behavior-based questions*

- Describe a time when you faced a stressful situation and how you used your coping skills to emerge from it successfully.
- Describe a time when you were required to follow a policy with which you did not agree.
- Describe how you have recently dealt with a very upset customer or co-worker.

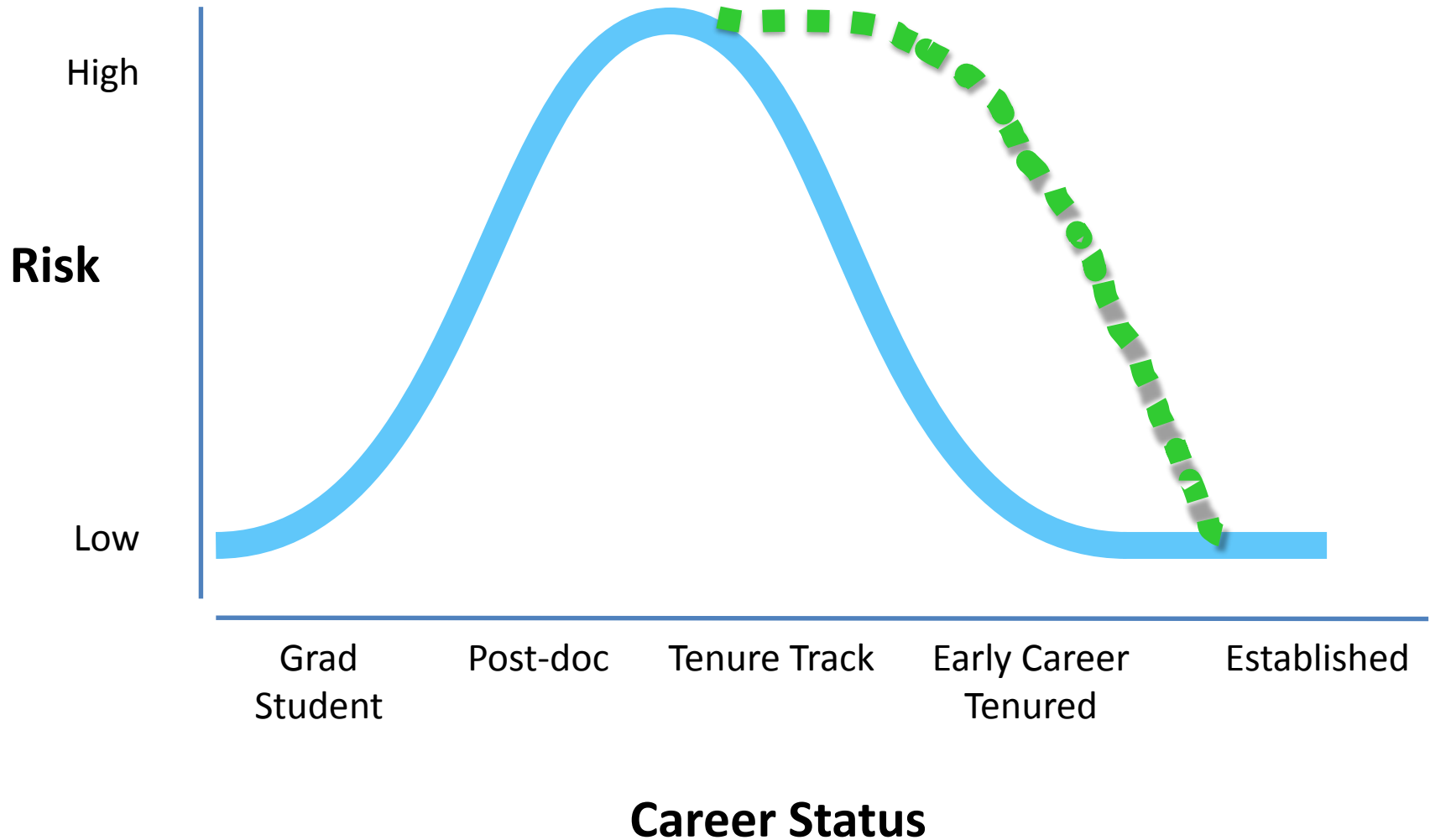
Practice

- Think of one thing that would be really important for you to learn when considering whether to have someone join your team – what would you ask them to get that information?
- Groups of four –
 - Ask the question to a couple people
 - Did you get the information you were after?
 - Share with the group what you hoped to learn
 - Any ideas for improving the question?

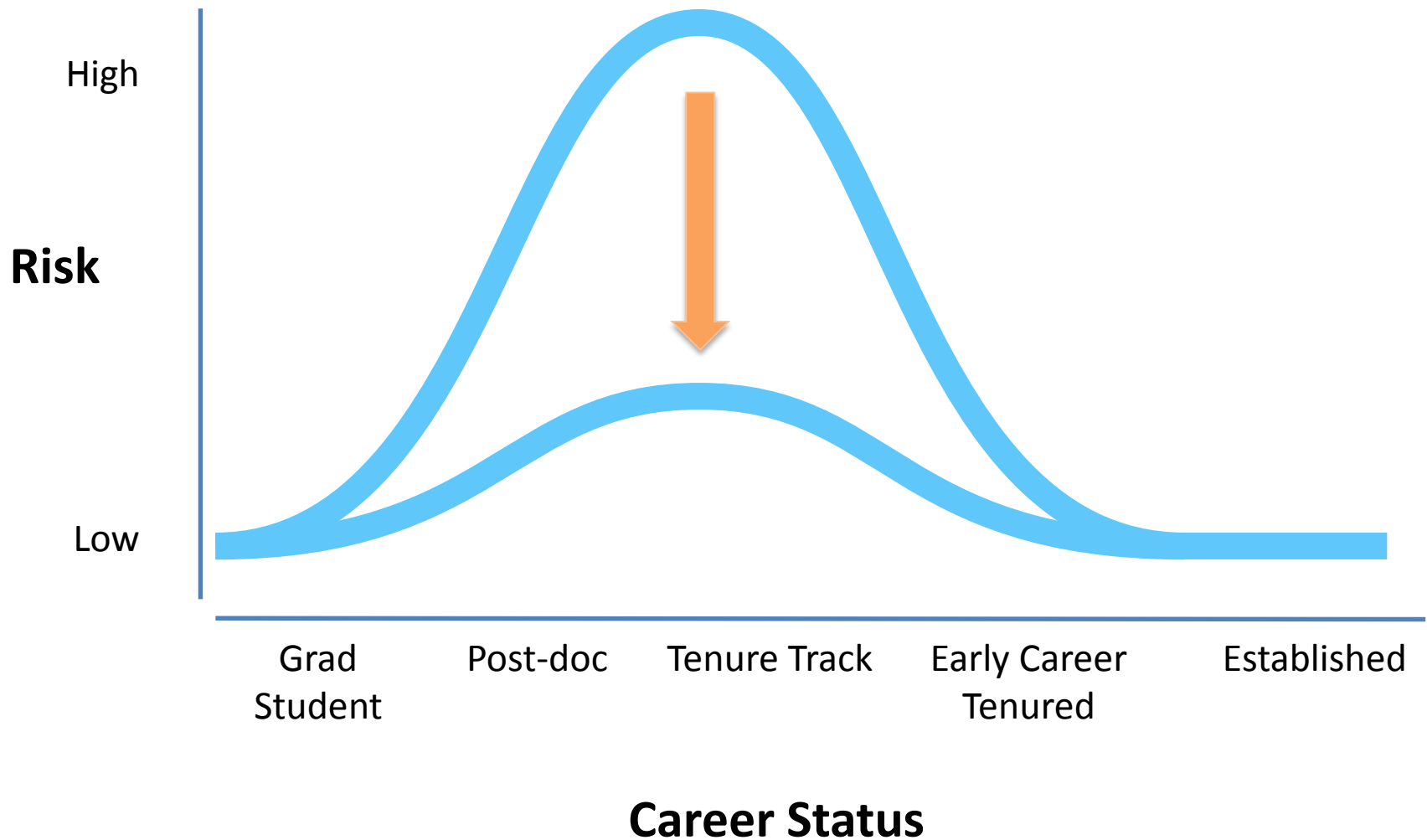
Participating Shouldn't be Risky



Participating Shouldn't be Risky



Participating Shouldn't be Risky



We Propose Explicit Pre-Tenure Agreements or Language to Include in the Offer Letter

- Include “*Participating in or Leading an IR Project*” in the Offer Letter
 - Roles, Responsibilities, Expectations
 - Review and Reward
 - Review criteria, sharing credit
 - Mentoring
 - For and by the scientist
 - Joint Appointments
 - What can everyone expect and how to make changes

Motivating Team Identity



The Sweet Spot

- Where personal strengths and passions align with essential work in a setting which provides opportunities for challenge and growth.
- Where individuals are the most valued and their contributions most valuable.

Maximize the Value of each Individual:

Aim to increase the overlap among these three circles, while keeping in mind the changing contents within each circle.

Thank-you!