How to Think About Mentoring: Introduction to a Few Frameworks

- **Scholarship Roles:** Where are you **Now?** Where do you wish to be — **5 or 10 Years?**
  - Discovery—Advancement of Knowledge
  - Practice—Application of Knowledge
  - Integration of Knowledge
  - Dissemination & Teaching—Representation of Knowledge

**Discovery: Advancement of Knowledge**

- **Qualitative Research**
  - Case Reports
  - Phenomenology: Describes the structure of experiences
  - Ethnography: Field observation or Episodic observations

- **Quantitative Research: Focus on participant groups, not individuals**
  - Traditional Empirical Research: Test Hypotheses & Theories
  - Informatics Research
  - Precision Intervention Research: Identify factors associated with the success of intervention or instruction
Practice: Application of Knowledge

• Apply information/knowledge:
  • Clinical intervention—Apply best information available today for this client or situation
  • Technology Design & Development
  • Instructional or Intervention Program Development
  • Administration--Management

Integration of Knowledge

• Interdisciplinary integration of information from multiple fields and/or sources
  • Cross-disciplinary information
  • Cross-disciplinary policy development

Teaching & Dissemination: Representation of Knowledge

• Dissemination of Knowledge
  • Publications: Textbooks, Synthesis/Review Articles, Clinical Books and Articles
  • Presentations: Workshops, Conference Presentations, YouTube Presentations, TED Talks,
  • Education/Teaching
    • Professional Instruction
    • Professional Supervision

Beukelman Profile Entering Doctoral Program

Practice --Application
Integration
Dissemination
Discovery
Advancement
Beukelman Profile
Leaving Doctoral Program

Practice−Application  Integration  Discovery Advancement  Dissemination

Beukelman Profile
Leaving U of Washington Medical Center

Practice−Application  Discovery Advancement  Dissemination  Integration

Beukelman Profile
During UNL/Madonna Rehab/UNMC

Practice−Application  Discovery Advancement  Dissemination  Integration

Your Profiles

• Draw your current profile
• Draw your desired profile upon completion of PH.D.
• Draw you desired profile 10 years after the completion of your Ph.D.
Navigating the Transition from Trainee to Career: Mentorship is Critical

- **Who will guide THE WAY**
  - You will (check your profiles)!!!!!

- **Who will support you: A TEAM of Mentors**
  - Content Mentor(s):
  - Process Mentor(s):
  - Strategy Mentor(s):

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**Content/Knowledge Mentor**

- **Guidance on Knowledge Issues (research, information, funding)**
  - More experienced scholar (in your field)
  - Not necessarily in your Institution (depends)
  - Not a fellow doctoral student (Probably)
  - Distinction between mentors and colleagues

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**Process/Procedure Mentor**

- Provide guidance on procedures, policies, work politics, life stage, life balance
  - Similar to you, but somewhat more experienced
  - Strong reputation for mentoring
  - Not necessarily in your content area
  - In your (or a similar) department/college/agency

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**Strategy Mentor**

- Focus on commitments consistent with your career goals
- Minimize commitments not consistent with your career goals
- When and what grant applications to develop & submit
- When to say “YES”
- How to say “NO”
- Selecting scholarship colleagues vs. mentors
- **PROTECT WRITING TIME!!!!!!!**
- Making transitions
  - College focus to career focus
  - Career transitions (Assignments, Roles, Organizations)
Safe Mentor

- **Support the Mentee (primary focus)**
- Focus on career development and advancement
- Guided by advancement of goals rather than learning agenda
- Usually, outside the hierarchy of direct reporting relationships
- Sometimes, but not always, confidential

Mentor Role: Guide and Support the Mentee

- Focus on professional and personal development
- Based on mentee’s expressed needs
- Driven by specific learning agenda identified by the mentee
- Outside the hierarchy of direct reporting relationships
- Confidential

Getting Ready: Mentee

- Clarify your values
- Identify your work style and habits
- Identify knowledge and skill gaps
  - Personal
  - Professional development
  - Skill development
  - Knowledge base

Characteristics of Good Mentors

- Both the mentor and mentee should share mutual goals, respect, trust, and commitment to the relationship for it to be successful.
- Exhibit admirable personal qualities
- Act as career guide
- Allocate scheduled mentoring time.
Finding a Mentor

- Meet with people you know
- Get recommendations
- Ask people you meet with whom they recommend
- Be persistent
- Find multiple mentors, both junior and senior people
- Things to look for in a mentor
  - Available and accessible
  - Provides opportunities and encourages mentee to take risks
  - Helps mentee develop own agenda
  - Has prior mentoring experience

Cultivating the Mentor-Mentee Relationship

- Agree on structure and objectives of relationship
- Plan and set the meeting agendas
- Ask questions
- Actively listen
- Follow through on assigned tasks
- Ask for feedback
- Manage up (influence those above you)

Mentor Strategies

- You are not all the same (as other students/staff), so I will mentor you differently from others (uniqueness)
- As your mentor, my goal is to be consistent with you and your goals, not “fair” as compared to other doctoral students, post-doctoral fellows, or young faculty/researchers (consistency)
- You are not me, so don’t let me treat you as if you are (expectations)
- My role does not allow me to be a completely “safe mentor.” (Confidentiality)
- My role allows me to be a safe mentor.

Separation

- Consider when mentor or collaborator relationships should end
- Talk with your mentor(s) about next steps
- Be aware of issues
  - Changing relationship
  - Confidentiality issues
  - Dependency issues
  - Intellectual property issues
  - Disengagement or commitment concerns
References

• Beukelman, D. (2015). Becoming a successful faculty member: Conversations with a safe mentor. https://www.amazon.com/Becoming-Successful-Faculty-Member-Conversations/dp/B00OBWBRIM/ref=sr_1_7?keywords=Beukelman%2C+David


• Mentoring Facilitator Toolkit. Copyright © 2010 The Regents of the University of California All Rights Reserved Created by Mitchell D. Feldman, MD

• UCSF Faculty Mentoring Program: Mentor Facilitator Tool Kit. http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf

Discussion Time

• Questions and Comments to Speaker
• Small Group Discussions
• Further Questions to ThinkTank Leaders

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