

Training Ourselves: Improving Mentoring of Doctoral Students

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What is a mentor?





Mentor Training for Social Science Faculty – 7 Modules

- Maintaining Effective Communication
- Aligning Expectations
- Addressing Equity and Inclusion
- Improving Mentee Research Self-Efficacy
- Fostering Independence
- Promoting Professional Development
- Articulating Your Mentoring Plan

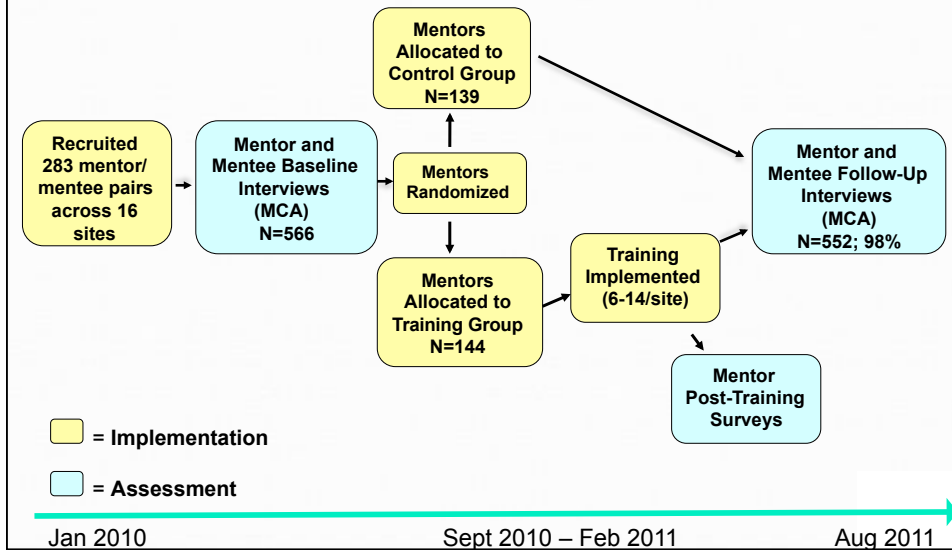
Key Elements of Mentor Training

- Process-based using case studies and group problem-solving
- Aimed at awareness-raising among peers (highlighting the “intentionality” of mentoring)
- Provides a forum to share the collective experience of mentors across a range of experiences
- Links to resources to improve mentoring

Can training actually improve mentoring?

- Yes.
- Pfund C, House SC, Asquith P, Fleming, MF, Buhr KA, Burnham EL, Eichenberger Gilmore JM, Huskins WC, McGee R, Schurr K, Shapiro ED, Spencer KC, Sorkness CA. **Training mentors of clinical and translational research scholars: A randomized controlled trial.** *Acad Med.* 2014;89(5):774-782.

Training Implementation and Evaluation: Flowchart of Research Mentor Training Trial



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Today

- Consider: Do you think your colleagues could benefit from mentor training?
- Do some exercises together – sample of training
- Groundrules:
 - Remember that this is usually done in a small seminar
 - Not everyone will have a chance to talk in group discussion since we are a large group
 - Exercises are abbreviated
 - Given time constraints, try to stay on task

Improving mentee research self-efficacy

Improving mentee research self-efficacy -- Exercise

- Read Handout #1: “What is self-efficacy?” focusing on the **four sources**
- **Pair off** and do activity in Handout #2: Anatomy of a Research Success Experience
- 10 minutes

Group Discussion



Applying the Self-Efficacy Tool Box

- Do the activity on Handout #3
 - Think of one of your own mentees who currently or in the past has shown signs of lower self-efficacy around research.
- Read Handout #4
- Get back in a pair, and discuss the questions on Handout #3 (15 minutes)

Aligning Expectations

- Introduction
- Read handout #5
- Discuss as one large group

Aligning Expectations

- Mentor/mentee compacts

Spend 10 minutes

- Skim the two sample compacts/expectations docs
- Think: If you were to create a mentor-mentee compact for yourself and your doctoral students, consider what you would include.
- What is in these example that you like?
- What is missing that you would add for yourself?

Moving Forward



Moving forward – issues

- How can we train faculty to be better mentors?
- How do we mentor our mentees in a way that can make them better than us?
- How do we better mentor trans- and interdisciplinary scientists?
- Team mentoring – best practices?
- Might better mentor training improve the experiences of mentees who are under-represented minorities?

Want more? Go to:
Researchmentortraining.org



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My next steps

- Pilot a bit more
- Finalize the curriculum
- Train others to facilitate the curriculum

Extra



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MENTOR TRAINING CORE

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Janet Branchaw, Associate Director, University of Wisconsin-Madison



Research Mentoring Website

<https://mentoringresources.ictr.wisc.edu>