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College of Engineering  
UNIVERSITY of FLORIDA

POWERING THE NEW ENGINEER TO TRANSFORM THE FUTURE

DEPARTMENT OF  
ENGINEERING EDUCATION

# How to Train Your Advisor

Dr. Jeremy A. Magruder Waisome  
UF OGPD Workshop Series  
October 13, 2021

# After this presentation you will be able to...

- Engage in mentoring up best practices
- Leverage the basic principles of growth mindset
- Understand how to be an advocate for yourself

# Who am I?

- Instructional Assistant Professor
- 3x Gator Grad and former UF Postdoc
- Mom (human and fur baby), wife, daughter, friend, mentor, and so much more...
- Foodie traveler, lazy violinist

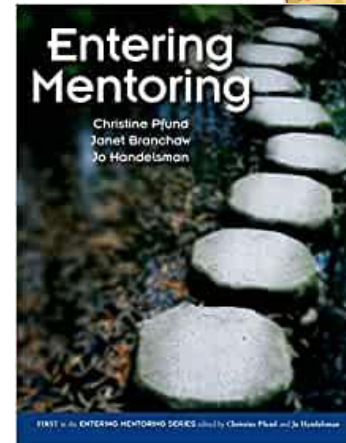
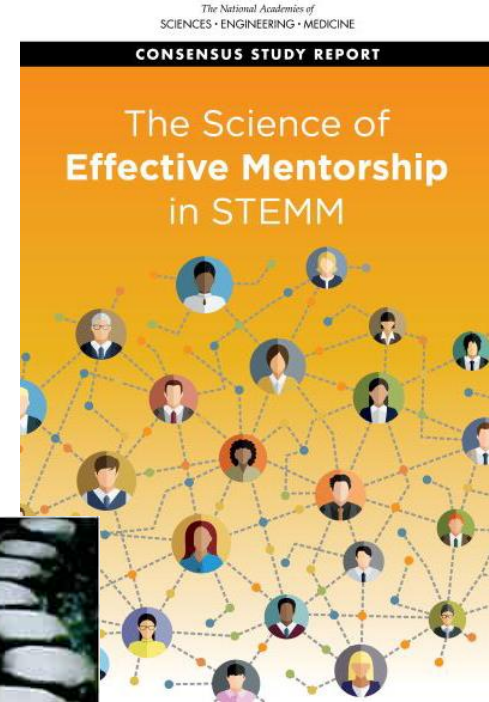
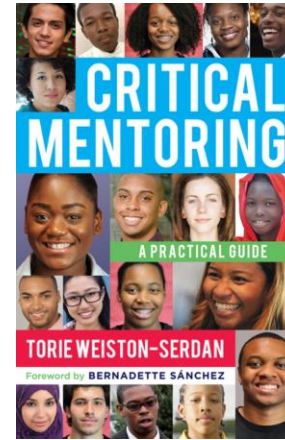


What's one thing that you wish you  
knew **BEFORE** you started  
graduate school?

# What is Mentoring?

# Mentoring is...

- Relational
- Mutually Beneficial
- Psychosocial and Career Support
- About Development of the Mentee



# Recognizing Effective Mentoring

- Maintains Effective Communication
- Addresses Equity and Inclusion
- Aligns Expectations
- Promotes Professional Development
- Assesses Understanding
- Ethical
- Fosters Independence

Link to Early Version of Entering Mentoring:

[https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/entering\\_mentoring.pdf](https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/entering_mentoring.pdf)



# What is the mentees role?

- Be willing to share
- Be open to feedback
- Accountable
- Respectful
- Trustworthy



# Mentoring up

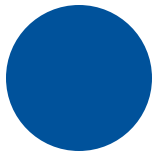
- Empowers mentees to be active participants in the mentoring relationship:
  - Shifts the relationship from being unidirectional (top-down) to reciprocal
  - Removes the hierarchical power dynamics
  - An asset-based approach

More on Mentoring Up: <https://tomprof.stanford.edu/posting/1525>

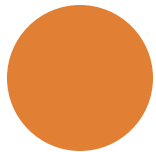


# What do you need?

- Discover and understand a mentor's expectations, constraints,
- Don't assume your mentor understands everything you need
  - Have a constellation of mentors to support you



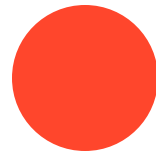
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MODELING



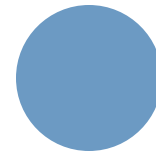
PSYCHOLOGICAL/  
EMOTIONAL  
SUPPORT



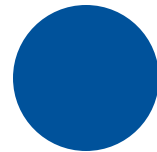
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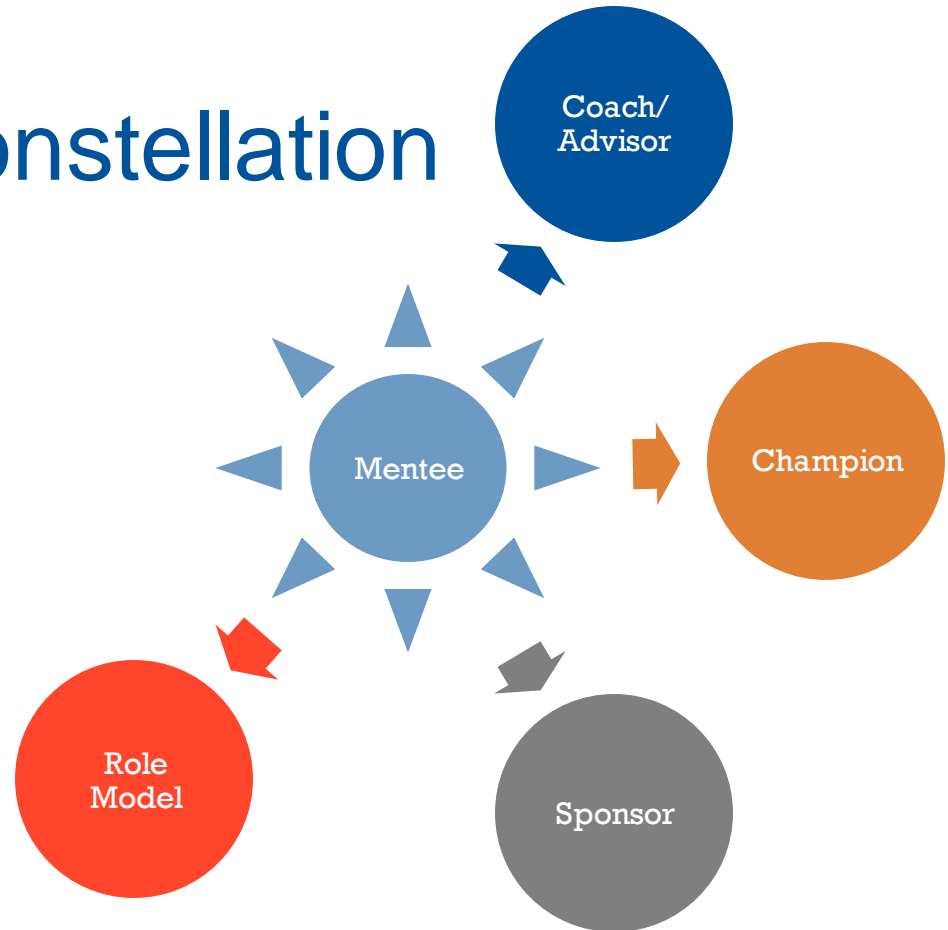
CAREER  
GUIDANCE



SKILL  
DEVELOPMENT

# Create a Mentor Constellation

- Identify a team of individuals to support you
- They can have similar or different roles
- You are the sun, but remember the sun is also a star



# 1. Become aware of your resources

- Evidence-based mentoring strategies are a great place to start
  - Mentor compacts
  - Individual Development Plan
  - Mentor mapping
  - Accountability mechanisms
- Participate in trainings offered at UF and beyond
  - CIRTL
  - NCFDD

# Ex. Mentoring Compact

- An agreement between you and your mentors that serves as the foundation for your mentoring relationship:
  - Goals
  - Steps to achieve goals
  - Meeting frequency
  - Confidentiality
  - Plan for evaluating the relationship effectiveness
  - Termination clause
  - Duration
  - Signatures

## 2. Shift your mindset

- We don't enter relationships absent of our personal lens on the world
- We have assumptions and biases (explicit and implicit) about ourselves and others
- How we view our capacity to grow, how we address our assumptions and biases can either improve or impede our mentoring relationships



# Ex. Assumption Hunt

- You can answer some open-ended questions to learn what your expectations are:
  - What is my/your role as a mentor/mentee
  - What are my responsibilities as a mentor/mentee
  - The mentoring relationship should be
  - How often will you meet
  - Who will be responsible for scheduling the meetings
  - If problems arise, how will they be resolved



# More on Assumptions

- Bias isn't always bad
- Know your personal limitations
- Learn about your biases:
  - Take an [implicit association test](#)
  - Learn about your mentees' background/interests/goals
  - Attend trainings and seek support
  - Read scholarship on mentoring, implicit bias, DE&I in STEM





Q: What are some positive/negative assumptions found in a mentoring setting?

# Assumption Hunt

# Work towards a growth mindset

- The belief that you can develop your talents and abilities through hard work, good strategies, and help from others
- Research indicates that having a growth mindset can profoundly impact motivation, enabling one to focus on learning, persist more, and learn more
- It is a quality that is L E A R N E D and not innate

# Growth Mindset Activity

- How did your parents, professors, and/or teachers praise you as you were growing up or in college?
- Did they tell you how “smart” you were, or did they focus on how hard you worked?
- When do you feel smart? Recount a recent experience where you felt smart.

# Growth mindset activity

- You will be put into breakout rooms where you will ask yourselves a series of questions
- Based on the ability/trait/skill presented, you will place yourself on a growth mindset continuum
- The continuum ranges from not malleable at all to very malleable
- There is no right/wrong answer

# Growth vs. Fixed Mindset Continuum: Group Roles

To assign roles,  
consider using your  
birth months:

**Jan-March:**

Facilitator

**April-June:**

Task Manager

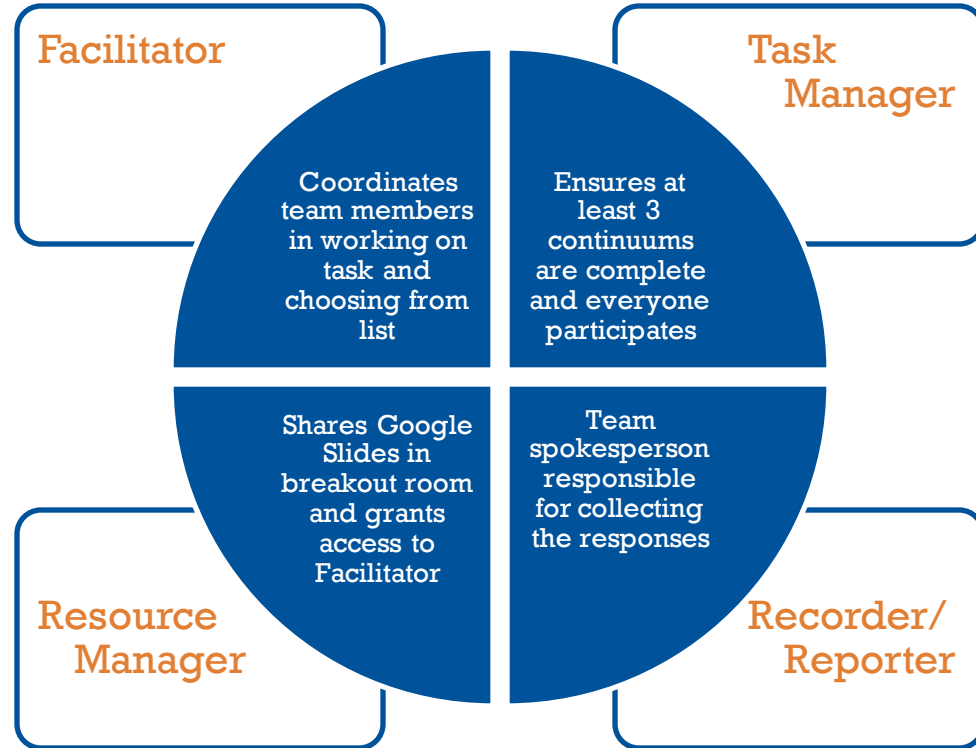
**July-Sept:**

Resource Manager

**Oct-Dec:**

Recorder/Reporter

(If 5 people are in your group,  
you can have two  
recorder/reporters)





# Growth/Fixed mindset continuum

**Step 1:** Pick an item from the list and drag it into the blanks (copy it to paste it in the second blank)

**Step 2:** Choose a Meeple and drag it onto the mindset continuum in response to Question 2

**Step 3:** Discuss with your group

1. How malleable do you think \_\_\_\_\_ is?
2. Do you think \_\_\_\_\_ is something that can be improved?

## The List

- |                             |              |
|-----------------------------|--------------|
| Artistic Ability            | Creativity   |
| Extraversion                | Athleticism  |
| Intelligence                | Math ability |
| Singing                     | Empathy      |
| Ability to pay attention    |              |
| Ability to control impulses |              |



Not very malleable/cannot  
be improved

Very malleable/can  
be improved

# Growth vs. Fixed Mindset Continuum Debrief

- Were there any ah-ha moments or surprises for you?
- What worked about this activity? What didn't?
- How could you adapt this type of activity to identify areas where you have a growth/fixed mindset as a student/researcher?

# Connect w/ me

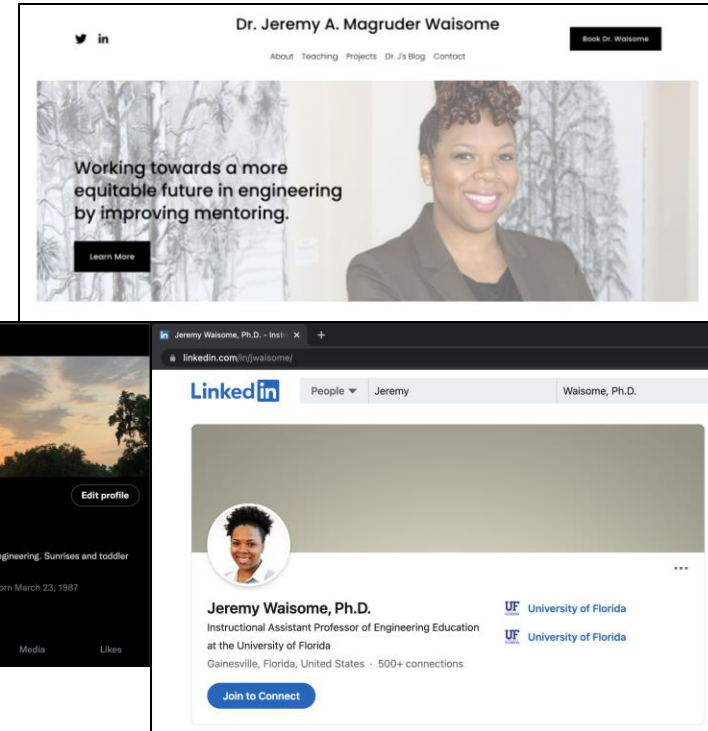
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# Resources

## ■ Online

- [CIMER Project at University of Wisconsin-Madison](#)
- [NASEM The Science of Effective Mentoring in STEMM Online Guide](#)
- [National Center for Faculty Development and Diversity](#)
- [MindTools Communication Inventory](#)
- [The Mentor's Way: An Introduction to the Eight rules of Mentoring](#)

## ■ At UF

- [CTSI Mentor Academy](#)
- [International Mentoring Association](#)
- [Faculty Learning Communities through the Center for Teaching Excellence](#)
- [Training through Multicultural & Diversity Affairs](#)
- [Office of graduate Professional Development](#)

The image features a blue background with a grid of faint, semi-transparent photos of students and faculty. On the left, there is a solid orange vertical bar. The text is centered in the middle of the page.

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