How to Train Your Advisor

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UF OGPD Workshop Series
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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
- Aligns Expectations
- Assesses Understanding
- Fosters Independence
- Addresses Equity and Inclusion
- Promotes Professional Development
- Ethical

Link to Early Version of Entering Mentoring:
What is the mentee's 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
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?
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 *learned* 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?

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<thead>
<tr>
<th>The List</th>
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<tbody>
<tr>
<td>Artistic Ability</td>
<td>Creativity</td>
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<tr>
<td>Extraversion</td>
<td>Athleticism</td>
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<td>Intelligence</td>
<td>Math ability</td>
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<tr>
<td>Singing</td>
<td>Empathy</td>
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<td>Ability to pay attention</td>
<td>Ability to control impulses</td>
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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