

In the mentoring relationship,

What is my job?

What is the job of my graduate student?

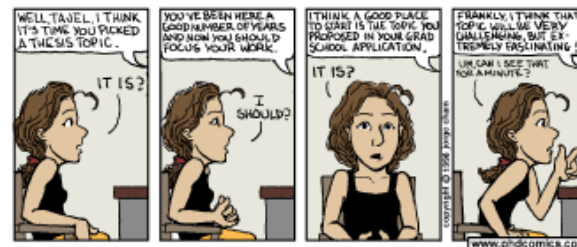
Presentation by Dr. Thea Edwards
Biological Sciences, Louisiana Tech

How to Mentor Graduate Students:

A Guide for Faculty



How to Get the Mentoring You Want: A Guide for Graduate Students



<http://www.rackham.umich.edu/publications/>

First and foremost, mentors

- socialize students into the culture of the discipline,
- clarifying and reinforcing – principally by example – what's expected of a professional scholar.

YOUR ADVISOR IS ON VACATION. HOW TO REACT:

YEAR 1 GRAD:



YEAR 3 GRAD:



YEAR 5 GRAD:



YEAR 7 GRAD:



JORGE CHAM © 2005

www.phdcomics.com

Mentors

- Model professional responsibility
- Demystify graduate school
- Encourage the effective use of time
- Oversee professional development
- Assist with finding other mentors

Mentors

- Be transparent about your expectations concerning the form and function of the relationship
- Explain what's reasonable to expect of you and what isn't.
- Pay particular attention to boundaries, both personal and professional, and respect your student's boundaries also.
- Give students your full attention when they are talking with you
- Give feedback that is timely, clear and, above all, constructive, tempered with praise when deserved.

Mentors

- Track students' progress and achievements, setting milestones and acknowledging accomplishments.
- Encourage students to try new techniques, expand their skills, and discuss their ideas.
- Nurture self-sufficiency by letting students know that failures are simply steps to success.
- Provide support in times of discouragement as well as success.

But, you are not expected to do the student's work or push them into the lab every morning.

COLUMN

The care and maintenance of your adviser

Graduate students bear as much responsibility as their mentors for ensuring that they are well guided through their degrees, say **Hugh Kearns** and **Maria Gardiner**.

570 | NATURE | VOL 469 | 27 JANUARY 2011

Graduate Students

- Develop a work plan
- Schedule regular meetings; set a specific uncomplicated agenda that focuses on thesis progress
- The student's role in meetings is to raise the issues and questions while the professor's role is to respond.
- Make specific requests for feedback
- Manage up by
 - being proactive
 - getting work done
 - finding solutions as well as identifying problems

Lab Compacts

Clarify expectations and communicate roles

- www.aamc.org/gradcompact
- <http://www2.latech.edu/~tedwards/Lab%20Research/Edwards%20Lab%20Compact.pdf>

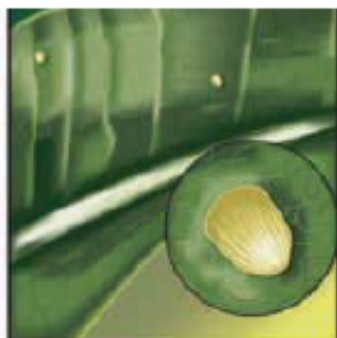
Group-Advantaged Training of Research (GATOR): A Metamorphosis of Mentorship

Author(s): Thea M. Edwards, Barbara K. Smith, Danielle L. Watts, Charlotte C. Germain-Aubrey, Alison M. Roark, Seth M. Bybee, Clayton E. Cox, Heather J. Hamlin and Louis J. Guillette Jr.

Source: *BioScience*, 61(4):301-311. 2011.

Published By: American Institute of Biological Sciences

URL: <http://www.bioone.org/doi/full/10.1525/bio.2011.61.4.10>



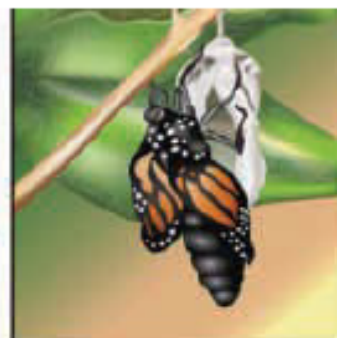
Beginning



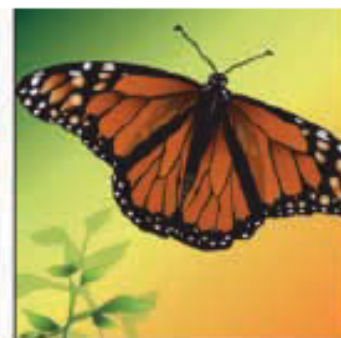
Discovery



Productivity



Emergence



Maturation

Case Study: Communication and Understanding

You have just thoroughly explained a "complicated" research technique to your undergraduate mentee. As you were explaining, they nodded the entire time as if they understood every word you were saying. When you were finished with your explanation, you asked them if they had any questions. They said no. Just to make sure, you asked them if everything was clear. They said yes. Three days later you asked your mentee how the research using the new technique is going and they say they haven't started because they do not understand the technique.