Participant Packet
Celebration of Mentoring at MGH
January 22, 2024
Angela Byars-Winston, PhD
University of Wisconsin-Madison

Free training modules and resources for mentors and mentees to help advance their practice	
Evidence- based research mentor and mentees training curricula, modules and activities	www.cimerproject.org
90-minute, online self-study for mentors to optimize their mentoring practices-- across mentee career stages	https://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training
Online self-study module for mentors on how to better motivate their mentees - CARES Model	https://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training
Resources for mentors for each phase of the mentoring relationship: selection, alignment, cultivation, closure	https://ictr.wisc.edu/mentoring-2/
Introduction to culturally aware mentoring and training available	https://cimerproject.org/cam-nrmn/
Example mentoring compacts and individual development plans	https://ictr.wisc.edu/mentoring-2/mentoring-compactscontracts-examples/
Example individual development plans	https://ictr.wisc.edu/mentoring-2/individual-development-plan/

Identity Reflection*

Use the table below to position yourself in relation to how important (i.e., salient) each of the named social categories is to you; mark a spot along the continuum that you feel fits your identity salience for each. That is, how important Is each social category as part of your personal identity. There is also a space to add an additional social category. We acknowledge that how important our identities are to us is situational and may vary in their importance depending on the environment or context. You will not be required to share your responses.

Citizenship status/ nation of origin	Less - More
Gender	Less - More
Sex	Less - More
Skin Color	Less - More
Race	Less - More
Ability/disability	Less - More
First nations/ Indigenous affiliation	Less - More
Wealth/class	Less - More
Sexual orientation	Less - More
Body type/size	Less - More
Language/accent	Less - More
Neurodiversity	Less - More
Religion/spiritual Affiliation	Less - More
Mental Health Status	Less - More
Academic rank	Less - More
Other:	Less - More

*Adapted from Sylvia Duckworth's Wheel of Power/Privilege by Dr. Angela Byars-Winston, UW-Madison, For T32 joint meeting hosted by UW and U of Chicago, Drs. Rick Eisenstein and Eugene Chang, Oct 13, 2023. (https://www.thisishowyoucan.com/post/__wheel_of_power_and_privilege)

Identity Salience in Mentorship and Research Teams

We all belong to many social categories, which means we are all multicultural beings. There are some social identities that are more important to us daily than others. Other identities are not less important; they just may not be as central to shaping how we generally perceive the world and even how we believe others may perceive us. Please reflect on the questions below. You will not be required to share your responses.

1. Choose two or three identities that are most salient to you on a regular basis.

    a. Now consider how salient these identities are in your mentorship. That is, how do these identities shape your mentorship experiences (e.g., mentoring style, mentoring needs, mentoring expectations)?

    b. How salient are these identities as you interact in your research teams?

2. Reflect on the degree to which your salient social identities are known/evident to others whom you mentor, or are mentored by, and in your research team interactions? What do you notice?

Identifying, Prioritizing, and Communicating Your Needs

Instructions:
1. Check the box next to the roles you <u>currently</u> need your mentor to play.
2. Circle the 3 roles that are priorities for you at this point in your career.
3. Choose one of the 3 circled roles and write down how you could ask for your mentors to play that role, or play it more effectively.
4. Practice what you would say to you mentor with a partner.

Check for Roles Currently Needed	Roles Mentors Can Play Across 5 Domains* of Attributes Needed for Effective Mentoring Relationships
	Research Skills
	Help me develop research skills specific to my area of focus
	Help me become a better science communicator (presenting and writing)
	Help me learn how to collaborate effectively
	Help me write grant proposals and seek other funding
	Interpersonal Skills
	Work with me to define and align the expectations we have for our relationship
	Provide me with constructive feedback
	Communicate honestly and build a trusting relationship with me
	Psychosocial Skills
	Help me build my research self-efficacy
	Help me build my career self-efficacy
	Help motivate me
	Cultural Diversity Skills
	Help me develop a sense of belonging in my program/department
	Be open to conversations about diversity and how it impacts my training experience
	Help me address issues of bias and stereotype threat
	Sponsorship Skills
	Foster my independence
	Help me network (colleagues, funding sources, stakeholders)
	Help me find ways to better balance my work and personal life
	Help me navigate and explore career options

Adapted from Branchaw, J., Pfund, C. and Rediske, R. (2010). Entering Research: Workshops for Students Beginning Research in Science. W.H. Freeman & Co., New York.

*Domains described in: Pfund, C., Byars-Winston, A., Branchaw, J., Hurtado, S., Eagan, K. (2016) Defining Attributes and Metrics of Effective Research Mentoring Relationships. AIDS and Behavior, 20(2), 238-248.

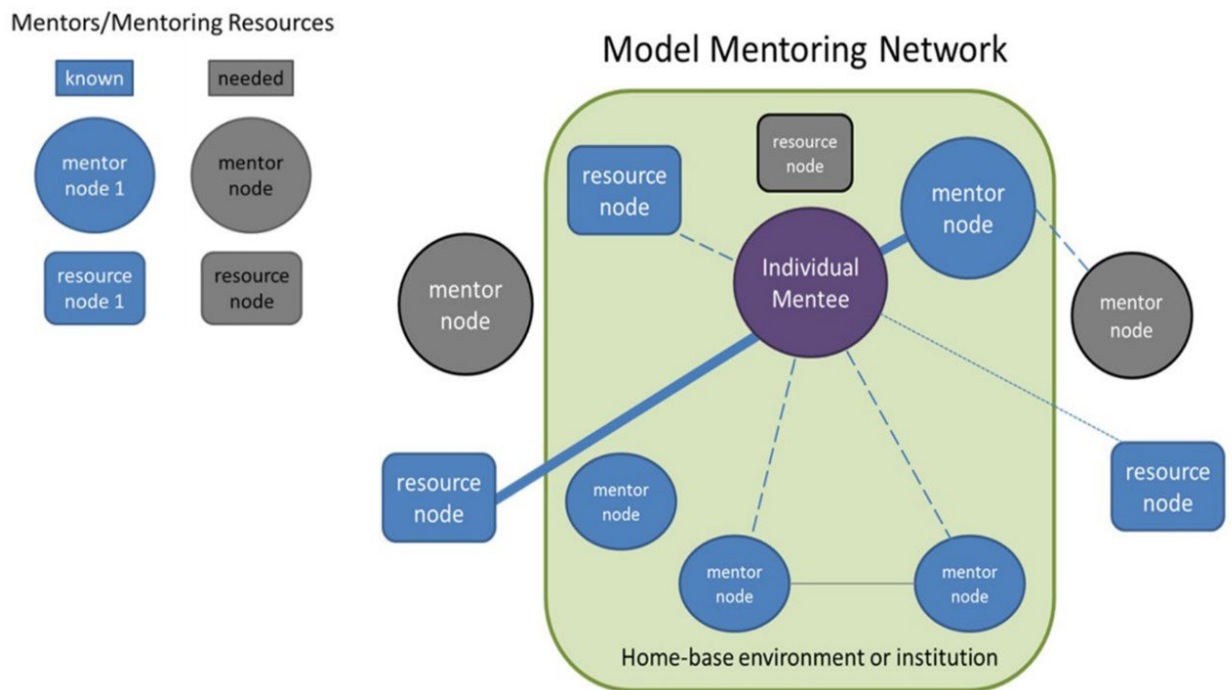**Mapping Your Mentor Network (Part 1)**

Based upon the results indicated in the worksheet titled "Identifying, Prioritizing, and Communicating Your Needs," utilize this worksheet to identify the constellation of mentors who will support your professional development priorities. Note that the MENTOR ROLES column has shortened descriptions which align with roles in "Identifying, Prioritizing, and Communicating Your Needs" worksheet.

Mentor Roles	Mentor At My Institution	Mentor External to my Institution	Mentor Community Partner	Have no Mentor	Do Not Need a Mentor
Research Skills					
Area-specific research skills					
Science Communication					
Effective Collaboration					
Grant Proposals and Funding					
Interpersonal Skills					
Define and Align Expectations					
Constructive Feedback					
Honest Communication and Trust					
Psychosocial Skills					
Research Confidence					
Career Confidence					
Motivation					

Mentor Roles	Mentor At My Institution	Mentor External to my Institution	Mentor Community Partner	Have no Mentor	Do Not Need a Mentor
Cultural Diversity Skills					
Sense of Belonging					
Diversity Conversations					
Addressing Bias and Stereotype Threat					
Sponsorship Skills					
Foster Independence					
Aid in Networking					
Aid in Work/Life Integration					
Aid in career option exploration and navigation					

Mapping Your Mentor Network (Part 2)

Using the example of the mentor map below and the insights gained from discussions in Part 1, develop your own mentor map to aid in identifying and navigating your own mentoring relationships, as well as to establish new ones based on your unmet mentoring needs. Be sure to specifically label which needs will be addressed by each mentor and resource node. Where unknown nodes exist or relationships are yet to be established, take time to discuss within your group effective ways to move forward.

Mentoring Network Mapping Model.
Start out by placing a node that represents you in the center of the map. Then, draw a shape around it to represent your local department or institution (green box in the example map above). Think about which mentors (circles) and mentoring resources (rectangles) are currently available to you, then draw them into your mentor map. Make use of the distance and connections among nodes to represent the relationships and interactions between you and your mentors or your engagement with a particular resource (thinner, dotted lines and thicker solid lines representing the strength of the relationship, and distance representing professional, physical, or emotional distance to a particular mentor). Finally, think about which of your mentoring needs continue to be unmet, and draw some differently-colored nodes to represent these (grey nodes in the above example).What are some effective strategies for identifying and connecting with these nodes in your mentor network?

References

1. Byars-Winston A, Womack VY, Butz AR, McGee R, Quinn SC, Utzerath E, Saetermoe CL, Thomas S. Pilot study of an intervention to increase cultural awareness in research mentoring: Implications for diversifying the scientific workforce. *Journal of Clinical and Translational Science.* 2018 Apr; 2(2):86-94
2. Pfund C et al., (2022). Culturally responsive mentorship education program, https://www.lifescied.org/doi/10.1187/cbe.21-11-0321
3. Womack VY, Wood CV, House SC, Quinn SC, Thomas SB, McGee R, Byars-Winston A. Culturally aware mentorship: Lasting impacts of a novel intervention on academic administrators and faculty. *PLoS One.* 2020 Aug 7;15(8):e0236983. doi: 10.1371/journal.pone.0236983.

Useful Resources

National Academies of Sciences, Engineering and Medicine Mentorship in STEMM report www.nas.edu/mentoring

Blindspot: Hidden Biases of Good People
Mazarin Banaji and Anthony Greenwald, 2013 Bantam Books

What if I Say The Wrong Thing?
Verna A Myers, 2014 American Bar Assoc. https://www.vernamyers.com/2017/07/14/what-if-i-say-the-wrong-thing-10-tips-for-culturally-effective-people/

NIH Anti-Racism Resources Website
https://dpcnew.netlify.app/resource-center
enter "anti-racism" or other terms of interest in the Search Terms

Breaking the Bias Habit
www.wiseli.engr.wisc.edu

FairPlay
www.fairplaygame.org

Curiosity versus expectations
why-it-is-not-my-responsibility-as-a-marginalized-individual-to-educate-you-about-my-experience