

Establishing your Relationship with your Mentor

career.ucsf.edu

Naledi Saul, MPM.
Director, OCPD

Please click on

bit.ly/EstablishMentor

UCSF Office of Career & Professional Development
Student Academic Affairs

@UCSF OCPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

1

Q. How do so many mentor/mentee relationships, comprised of motivated intelligent mentees, and caring, committed mentors, go so wrong?

A. Frequently, it's because they **fail to establish their relationship**: share the key goals, establish the structure and explore individual preferences (**assessing the gap between the mentor you want/need and the mentor your mentor wants to or has the capacity to be**) in the first 90 days of the relationship.

When problems/challenges emerge (as they do in most professional relationships at some point) mentors/mentees don't have the foundational knowledge or required to effectively address them.

Mentor Ready!

Open for Mentoring

Mentor Here

Available for Mentoring

I'm your mentor

UCSF Office of Career & Professional Development
Student Academic Affairs

@UCSF OCPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

2

Agenda

1. **How it's supposed to work**
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?
2. **6 things you need to SEE by day 90.**
What are your benchmarks of success in establishing a mentoring relationship?
3. **How to SEE**
SHARE goals, ESTABLISH connection, and EXPLORE preferences

@UCSFOCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
UCSF Office of Career & Professional Development
Student Academic Affairs

3

Agenda

1. **How it's supposed to work**
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?
2. **6 things you need to nail down (clarify) by day 90.**
What are your benchmarks of success in establishing a mentoring relationship?
3. **How to SEE**
SHARE goals, ESTABLISH connection, and EXPLORE preferences

What is the Life Cycle of a Mentoring Relationship?

↑ Goal: To navigate my first year at UCSF ↓

@UCSFOCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
UCSF Office of Career & Professional Development
Student Academic Affairs

4

Agenda

What is the Life Cycle of a Mentoring Relationship?

1. How it's supposed to work
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?

- ❖ You and your mentor need to establish goals and structure around how you're going to work together.
- ❖ The mentee (reasonably) expects that the mentor will take the lead on establishing this out of deference, because they have more experience, power, etc.
- ❖ But the mentor might not, believing that what the mentee should take the lead, defining the goals and shepherding the relationship because the relationship exists to meet the mentee's needs.
- ❖ **The result:** no one does it, and without the foundation, the relationship loses it's way.

↑ Goal: To navigate my first year at UCSF ↓

📍 @UCSFOPCD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
© 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. career.ucsf.edu/ManageUp

 Office of Career & Professional Development
Student Academic Affairs

5

Agenda

1. How it's supposed to work
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?

2. 6 things you need to SEE by day 90.
What are your benchmarks of success in establishing a mentoring relationship?



📍 @UCSFOPCD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

 Office of Career & Professional Development
Student Academic Affairs

6

Milestones in first 90 days

How to SEE

Share Goals	<p>1 GOALS What are your goals – and what are theirs?</p>		
Establish Connections	<p>2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?</p>		
Explore (unarticulated) Preferences	<p>3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?</p>		

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

7

Agenda

- How it's supposed to work
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?
- 6 things you need to SEE by day 90.
What are your benchmarks of success in establishing a mentoring relationship?
- How to SEE SHARE goals, ESTABLISH connection, and EXPLORE preferences



















@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

8

Milestones in first 90 days

Share Goals

Establish Connections

Explore (unarticulated) Preferences

1 GOALS
What are your goals – and what are theirs?

2 CONNECTION
How often will you meet and how long with you meet for?



What will happen in those meetings? What other ways will we connect?

3 TEACHING
How do they teach?

4 EXPECTATIONS
How do they set expectations?

5 FEEDBACK
How do they give kudos and corrective feedback?

How to SEE

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

9

Milestones in first 90 days

Share Goals

Establish Connections

Explore (unarticulated) Preferences

1 GOALS
What are your goals – and what are theirs?

2 CONNECTION
How often will you meet and how long with you meet for?

What will happen in those meetings? What other ways will we connect?

3 TEACHING
How do they teach?

4 EXPECTATIONS
How do they set expectations?



5 FEEDBACK
How do they give kudos and corrective feedback?

How to SEE

My Goals

- My goal is to make the most of my first year.
- What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals.
- How can I find 3-5 people to talk to about benchmarks for success in my first year?


My Mentor's Goals

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

10

Everyone focuses on the mentee's goals.....



But what about the mentor's goals?

KAMALA KHAN

- What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals.
- How can I find 3-5 people to talk to about benchmarks for success in my first year?

UCSF Office of Career & Professional Development
Student Academic Affairs


@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

11

Milestones in first 90 days

How to SEE

<p>Share Goals</p>	<p>1 GOALS What are your goals – and what are theirs?</p>	<p>My Goals</p> <ul style="list-style-type: none"> • My goal is to make the most of my first year. • What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals. • How can I find 3-5 people to talk to about benchmarks for success in my first year? 	<p>My Mentor's Goals</p>
<p>Establish Connections</p>	<p>2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?</p>		
<p>Explore Preferences <i>(unarticulated)</i></p>	<p>3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?</p>		



UCSF Office of Career & Professional Development
Student Academic Affairs

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

12

The One Slide History of Mentorship



...that great advice and mentorship really came from the goddess of wisdom, Athena, who spoke through Mentor.

Homer! Greek Mythology! Odysseus went on an odyssey for 40+ years.

...and while he was away, his friend, **Mentor**, watched over and advised his son, Telemachus, from boyhood to adulthood.

A **mentor** is a person who positively influences a protégé/mentee's (personal, academic, professional, spiritual, etc.) development.

A Mentor's Core Question:

- ❖ Is my **protégé** making progress towards their own **self-defined developmental goals**?

Image source: Public Domain: http://paesmem.stanford.edu/html/proceedings_4.html

13

The One Slide History of Mentorship



...that great advice and mentorship really came from the goddess of wisdom, Athena, who spoke through Mentor.

From the French protégé: "one who is protected,"
Orig: from Latin *protegere*

10 essential benefits a mentor could offer

1. Access to resources
2. Access to opportunities
3. Time and attention
4. Emotional support
5. Role modeling/inspiration
6. Advice, direction
7. Training/Skill development
8. Access to your network
9. References
10. Protection

Image source: Public Domain: http://paesmem.stanford.edu/html/proceedings_4.html

14

Your Mentor's Goals



10 essential benefits a mentor could offer

1. Access to resources
2. Access to opportunities
3. Time and attention
4. Emotional support
5. Role modeling/inspiration
6. Advice, direction
7. Training/skill development
8. Access to your network
9. References/letters of Recommendation
10. Protection

These benefits are like essential vitamins. You need them all; but you probably won't get them all from one place.

@UCSFOCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

UCSF Office of Career & Professional Development
Student Academic Affairs

15

Everyone focuses on the mentee's goals.....



But what about the mentor's goals?

KAMALA KHAN

- What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals.
- How can I find 3-5 people to talk to about benchmarks for success in my first year?

MY MENTOR'S GOALS
(What 3 types of support do I think my mentor is best able to offer?)

- Most comfortable: Role Modeling, Time and Attention, Emotional support
- Least comfortable: Skill development, Protection.

bit.ly/EstablishMentorPadlet

@UCSFOCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

UCSF Office of Career & Professional Development
Student Academic Affairs

16

Milestones in first 90 days

Share Goals

Establish Connections

Explore Preferences
(unarticulated)

1 GOALS
What are your goals – and what are theirs?

2 CONNECTION
How often will you meet and how long with you meet for?

What will happen in those meetings? What other ways will we connect?

3 TEACHING
How do they teach?

4 EXPECTATIONS
How do they set expectations?

5 FEEDBACK
How do they give kudos and corrective feedback?

How to SEE

My Goals



- My goal is to make the most of my first year.
- What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals.
- How can I find 3-5 people to talk to about benchmarks for success in my first year?

My Mentor's Goals

- **Most comfortable:** Role Modeling, Time and Attention, Emotional support
- **Least comfortable:** Training/Skill Development, Protection.

Ask them to tell their story:

- ❖ “How has mentorship played a role in your professional life?”
- ❖ “How do you like to work with your mentees?”
- ❖ “Why did you decide to join the first gen mentorship program?”
- ❖ “How have you interacted with your mentees in the past?”
- ❖ “What have you found most rewarding about being a mentor?”

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

17

Milestones in first 90 days

Share Goals

Establish Connections

Explore Preferences
(unarticulated)

1 GOALS
What are your goals – and what are theirs?

2 CONNECTION
How often will you meet and how long with you meet for?



What will happen in those meetings? What other ways will we connect?

3 TEACHING
How do they teach?

4 EXPECTATIONS
How do they set expectations?

5 FEEDBACK
How do they give kudos and corrective feedback?

Your Turn: How will/do you connect?

bit.ly/EstablishMentor

MEETING

- ❖ How does your mentor prefer to meet?
- ❖ How long do they want to meet?
- ❖ What is the format of those meetings?
- ❖ What content do they want to cover?
- ❖ What works about this format for you?
- ❖ What do you wish was different?

Not just about 'more time'.
What do you want to happen in those meetings?

- ❖ What other ways do you connect

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

18

Milestones in first 90 days

How to SEE

<h3>Share Goals</h3>	<p>1 GOALS What are your goals – and what are theirs?</p>	<p>My Goals</p> <ul style="list-style-type: none"> • My goal is to make the most of my first year. • What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals. • How can I find 3-5 people to talk to about benchmarks for success in my first year? 	<p>My Mentor's Goals</p> <ul style="list-style-type: none"> • Most comfortable: Role Modeling, Time and Attention, Emotional support • Least comfortable: Training/Skill Development, Protection.
<h3>Establish Connections</h3>	<p>2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?</p>	<ul style="list-style-type: none"> • My mentor seems to prefer face to face meetings no more that 30 minutes, about once a month. • Rather than being directional or structured, they seem to prefer me to lead the conversation by asking questions and asking questions/for advice. • They also seem to appreciate short update emails between our meetings. Also, I will also follow and interact with them on Twitter and connect to them on LinkedIn/Doximity 	
<h3>Explore (unarticulated) Preferences</h3>	<p>3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?</p>		

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

19

Milestones in first 90 days

How to SEE

<h3>Share Goals</h3>	<p>1 GOALS What are your goals – and what are theirs?</p>	<h3>Is your mentor teaching or role modeling?</h3>	 <p>ROLE MODELING</p>
<h3>Establish Connections</h3>	<p>2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?</p>	<p>TEACHING</p> <ol style="list-style-type: none"> 1. Defining learning goal 2. Setting performance expectations/success benchmarks 3. Taking baseline assessment 4. Developing learning plan 5. Implementing the learning plan <ul style="list-style-type: none"> • Giving kudos/corrective feedback throughout 6. Assessing, acknowledging progress, modifying tactics to address issues 7. Celebrating success/achievement 	
<h3>Explore (unarticulated) Preferences</h3>	<p>3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?</p>	<ul style="list-style-type: none"> ❖ Discussing own learning path and/or barriers ❖ Allowing you to observe and/or giving you examples of their own work for you to extrapolate from. 	

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

20

Milestones in first 90 days

Share Goals	1 GOALS What are your goals – and what are theirs?
Establish Connections	2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?
Explore <i>(unarticulated)</i> Preferences	3 TEACHING How do they teach?
	4 EXPECTATIONS How do they set expectations?
	5 FEEDBACK How do they give kudos and corrective feedback?

How to SEE

EXPECTATIONS

- ❖ How have you come to understand what their performance and conduct expectation are?
- ❖ Did they verbalize them, are they documented anywhere? Or is it unarticulated, or assumed under the umbrella of “professionalism”?
- ❖ Were you then penalized for not knowing those expectations?
- ❖ If this is happening to you: reach out to a mentor/us. There are strategies!

FEEDBACK

- ❖ Are they giving you both Kudos (yay!) and Corrective (Stop. Do this differently) Feedback?

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
 Office of Career & Professional Development
Student Academic Affairs

21

Milestones in first 90 days

Share Goals	1 GOALS What are your goals – and what are theirs?
Establish Connections	2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?
Explore <i>(unarticulated)</i> Preferences	3 TEACHING How do they teach?
	4 EXPECTATIONS How do they set expectations?
	5 FEEDBACK How do they give kudos and corrective feedback?

How to SEE

<p>My Goals</p> <ul style="list-style-type: none"> • My goal is to make the most of my first year. • What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals. • How can I find 3-5 people to talk to about benchmarks for success in my first year? 	<p>My Mentor's Goals</p> <ul style="list-style-type: none"> • Most comfortable: Role Modeling, Time and Attention, Emotional support • Least comfortable: Training/Skill Development, Protection.
<ul style="list-style-type: none"> • My mentor seems to prefer face to face meetings no more that 30 minutes, about once a month. • Rather than being directional or structured, they seem to prefer me to lead the conversation by asking questions and asking questions/for advice. • They also seem to appreciate short update emails between our meetings. Also, I will also follow and interact with them on Twitter and connect to them on LinkedIn/Doximity 	
<ul style="list-style-type: none"> • Teaching: They are better at role modeling, more than teaching. So it's better to ask for help finding someone to teach me, and/or use them to verify I correctly learned it. • Expectations: They don't, really. To understand their expectations, I will need to be a constant inquirer. E.g.: How long should our meetings last? What topics have people covered in the past. • Feedback: They are great at giving kudos feedback, but I have to ask for corrective feedback. I will try to solicit feedback. "What's one thing I could do to make this better?" 	

@UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
 Office of Career & Professional Development
Student Academic Affairs

22

Milestones in first 90 days

Share Goals	1 GOALS What are your goals – and what are theirs?
Establish Connections	2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?
Explore (unarticulated) Preferences	3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?

How to SEE

EXPECTATIONS

- ❖ How have you come to understand what their performance and conduct expectation are?
- ❖ Did they verbalize them, are they documented anywhere? Or is it unarticulated, or assumed under the umbrella of “professionalism”?
- ❖ Were you then penalized for not knowing those expectations?
- ❖ If this is happening to you: reach out to a mentor/us. There are strategies!

FEEDBACK

- ❖ Are they giving you both Kudos (yay!) and Corrective (Stop. Do this differently) Feedback?

Only Kudos? Ask for Corrective

- ❖ Great to hear that I did X correctly. What’s one thing that would make it even better?
- ❖ What are some ways I could improve this? For example, could I make it shorter, document it differently, use different language. What comes to mind?

Only Corrective? Ask for Kudos

- ❖ I now understand that I need to do Z. I will do that. Last week we talked about me doing Y differently as well. Did I do that correctly this time?
- ❖ You previously gave me feedback that this should be more concise. I focused on that. Has it improved to your expectations?

📍 @UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

Office of Career & Professional Development
Student Academic Affairs

23

Milestones in first 90 days

Share Goals	1 GOALS What are your goals – and what are theirs?
Establish Connections	2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?
Explore (unarticulated) Preferences	3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?

Number 6: Are you SEEing Eye to eye?

My Goals <ul style="list-style-type: none"> • My goal is to make the most of my first year. • What are common benchmarks for success in the first year? That includes Knowledge Goals, Skill Goals, Experience Goals and Professional Connection Goals. • How can I find 3-5 people to talk to about benchmarks for success in my first year? 	My Mentor’s Goals <ul style="list-style-type: none"> • Most comfortable: Role Modeling, Time and Attention, Emotional support • Least comfortable: Training/Skill Development, Protection.
<ul style="list-style-type: none"> • My mentor seems to prefer face to face meetings no more that 30 minutes, about once a month. • Rather than being directional or structured, they seem to prefer me to lead the conversation by asking questions and asking questions/for advice. • They also seem to appreciate short update emails between our meetings. Also, I will also follow and interact with them on Twitter and connect to them on LinkedIn/Doximity 	
<ul style="list-style-type: none"> • Teaching: They are better at role modeling, more than teaching. So it's better to ask for help finding someone to teach me, and/or use them to verify I correctly learned it. • Expectations: They don't, really. To understand their expectations, I will need to be a constant inquirer. E.g.: How long should our meetings last? What topics have people covered in the past. • Feedback: They are great at giving kudos feedback, but I have to ask for corrective feedback. I will try to solicit feedback. "What's one thing I could do to make this better?" 	

📍 @UCSF OCPD, @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.

Office of Career & Professional Development
Student Academic Affairs

24

Milestones in first 90 days

Number 6: Are you SEEing Eye to eye?

Share Goals	1 GOALS What are your goals – and what are theirs?	 
Establish Connections	2 CONNECTION How often will you meet and how long with you meet for? What will happen in those meetings? What other ways will we connect?	
Explore <i>(unarticulated)</i> Preferences	3 TEACHING How do they teach? 4 EXPECTATIONS How do they set expectations? 5 FEEDBACK How do they give kudos and corrective feedback?	

Whatever you're not SEEing eye to eye on is the gap you need to manage to maintain your professional relationship

@UCSF OCPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

25


Agenda

Without a game plan, it's going to be harder for you two to see and reach goals together, because it takes more than just good intentions.

1. How it's supposed to work
What is the life cycle of a mentoring relationship, and why the first 90 days are so important?

What it looks like when it works?
It looks like a **game plan**

- You should have a clear sense of what your mentor is interested and capable of offering you
- A strategy about how to engage/ elicit those benefits most effectively
- A plan on how you are going to secure the outstanding mentoring benefits your need be other mentors, support, tools, resources, etc.
- Tactics to both honor and support yourself while you navigate the gap.



↑ Goal: To navigate my first year at UCSF ↓

@UCSF OCPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. UCSF Office of Career & Professional Development Student Academic Affairs

26

The Office of Career and Professional Development


Check us out!

Set appointments to discuss mentoring issues in your graduate or postdoc training for help in:


- ❖ Finding a mentor
- ❖ Establishing a relationship
- ❖ Reviving a mentoring relationship that has gone dormant
- ❖ Answer your mentoring questions!

Book an appointment: career.ucsf.edu/appointments

Visit us at career.ucsf.edu



[@UCSFOCPD](#), [@NalediSaul](#). © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.




27

Establishing your Relationship with your Mentor

career.ucsf.edu

career.ucsf.edu

Naledi Saul, MPM.
Director, OCPD



[@UCSFOCPD](#), [@NalediSaul](#). © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.



28