

NEU/PSY510 – Mentoring Best Practices

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Course times: Mondays 3:00-4:20 pm EST

Precept times: Thursdays and Fridays 2pm, 3pm EST (you attend only one of these)

Location: zoom (all classes and precepts)
Google Classroom: classroom.google.com
code ##### (assignments for handing in)
Canvas (readings, links to course slides and course recordings)



What is this course about?

A major component of many careers -- both within and beyond the academy -- is mentoring trainees, yet graduate students often don't have formal opportunities to develop mentoring expertise. Since mentoring profoundly affects the well-being of individuals and teams, and consequently, scientific productivity and success, we are excited to welcome you to the first-ever for-credit graduate course on mentoring at Princeton. While there is no magic formula, there are evidence-based best practices for mentoring, as well as field-tested ways to develop a reflective and inclusive personal mentoring style. In this course, we'll explore these and offer ample time to develop your skills in a supportive and collaborative community of peers. In the Monday class meetings we will discuss literature on the topic, practice skills and experience their impact through role-plays, and hear from guest speakers. In precepts, small groups will meet for weekly facilitated discussions/coaching sessions of what worked and what did not in your personal mentoring experiences (now and in the past), and to help each other solve dilemmas encountered. We will also practice self-mentoring through personal goal-setting and tracking.

Learning objectives:

1. Informed by current literature and evidence-based practices, students will develop their conceptual framework for and approach to mentoring, as well as a statement on mentoring philosophy.
2. Students will develop, through ongoing practice, increased competence and self-efficacy regarding mentoring interactions and techniques.
3. Students will practice mentoring with access, diversity, and inclusion principles in mind.

Course outline (updated throughout the semester)

Week	Topic	Reading for class	Assignment for precept	Goals
#1 2/1	Introduction	Handelsman (2005), Mentoring: Learned, Not Taught Conceicao & Swaminathan (2011), It's all part of the process: Advising, Coaching, and Mentoring Graduate Students	(1) first draft of statement of mentoring philosophy (2) begin a Mentoring Journal (3) set personal SMART goals (on google classroom)	Goal setting
MODULE 1: CLEAR COMMUNICATION				
Week #2 2/8	Setting expectations	<i>The Elements of Mentoring</i> , pp. 105-131 elements 37-44 (especially elements 38-39,43,45) Review mentoring agreements and mentoring statements on Canvas Harding-DeKam et al. (2012). <i>The Hidden Curriculum of Doctoral Advising</i> Optional: Grad school's hidden curriculum	1) Meet with your mentee (or mentor!) and discuss goals and expectations; note differences in goals you have for them and their own goals for themselves; then, together, set expectations for work together as a team 2) Draft a Mentoring Agreement with mentee	Goals check-in #1
Week #3 2/15	Inviting collaboration	Brown, Daly, & Leong (2009). <i>Mentoring in Research: A Developmental Approach, Professional Psychology: Research and Practice</i> , 40(3), 306-313. <i>The Elements of Mentoring</i> , pp. 38-53, elements 13-18 (not all these elements are topic-relevant, but in the spirit of slowly reading through the book..) Optional readings: Bennett & Gadlin (2012). Collaboration and Team Science: From Theory to Practice.	No assignment this week... except to keep mentoring your mentee(s) and work on your SMART goals. For many, it turned out that writing a mentoring agreement is a 2-part process -- embrace that! Luckily we have a second week baked in for this assignment :).	
Week #4 2/22	Giving and receiving feedback	- Douglas Stone & Sheila Heen (2014) <i>Thanks for the Feedback</i> . Chapters 1-2,12 (optional: 3-4) - Devshikha Bose: Wise feedback - Leeann Renninger mini TED talk: The secret to giving great feedback Optional: Lisa Quay (2018) - The science of wise interventions	1) Communicate written and/or oral feedback to a mentee OR (2) Initiate a conversation with your own research advisor regarding eliciting, giving, and/or receiving feedback. Post 1-3 key "take-aways" from this conversation to Canvas to share with peers.	

MODULE 2: PARTNERING for PRODUCTIVITY & OPTIMAL DEVELOPMENT				
Week #5 3/1	Exploring ethics and boundaries Guest speaker: Jess Joseph	<p><i>The Elements of Mentoring</i> pp. 157-213, elements 53-70</p> <p>Douglas Stone & Sheila Heen (2014). <i>Thanks for the Feedback</i>. Chapters 5-6,11 (optional: 7-9)</p> <p>Review “Enhancing Communication with your mentees” PPTs</p> <p>Grant, D. (7/15/20) On “Difficult” Conversations. <i>Inside Higher Ed</i>.</p> <p>Optional: Communicating Effectively with Mentees (UCSF)</p> <p>How to come out at work - about anything (short video)</p> <p>How to embrace emotions at work (short video)</p>	<p>(1) Plan for and have a conversation that you have been avoiding with a mentor, colleague, or mentee. Write about your concerns going into it, how you prepared, what happened during the interaction, and also afterward...</p> <p>and/or</p> <p>(2) initiate a conversation with your research advisor regarding a “hard conversation” or challenging interaction that they have had with a mentor or mentee in the past.</p> <p>Also (3) re-visit your "Mentoring Agreement" with your mentee; are you both meeting your goals and expectations? Any revisions needed?</p>	Goals check-in #2
Week #6 3/8	Promoting productivity	<p>View <i>either one</i> of these hour-long webinars from the NCFDD site.</p> <p>(1) Skill #2: <i>Align Your Time with your Priorities</i></p> <p>(2) Skill #4: <i>Mastering Academic Time Management</i></p> <p>(Note: You have access to NCFDD through Princeton’s institutional subscription. The webinars are under the “core skills.”)</p> <p>Leiberman, C. (3/25/19). Why You Procrastinate: It has nothing to do with self control. <i>New York Times</i>.</p> <p>Jabr, F. (10/15/13). Why Your Brain Needs More Down Time. <i>Scientific American</i>.</p> <p>Optional:</p> <p>Gifford, J. The Rule of 52 and 17: It’s Random, but it Ups your Productivity. <i>The Muse</i>.</p> <p>Voge, N. (12/20/17). “Self-Worth Theory: The Key to Understanding and Overcoming Procrastination” (20 min video)</p> <p>Newport, C. (2/26/21). Email is</p>	<p>(1) Complete a “time log” for 5 consecutive “work” days (template will be provided)</p> <p>and/or</p> <p>(2) Commit to write for 30 minutes every day for one week (solo or with an “Accountability or Writing Partner”)</p> <p>and/or</p> <p>(3) Commit to only check/read/respond to email (or Slack, etc.) at two (or three if you must!) previously prescribed times each day for 5 days</p> <p>and/or (4) Sign up for My IDP (if you haven’t already) and begin the process of creating an “Individual development Plan” for yourself.</p>	

		Making us Miserable . <i>The New Yorker</i> .		
3/15	SPRING BREAK - no class or precepts			
Week #7 3/22	Fostering independence Guest speaker: Susan Fiske	<p>Cho et al. (2011). Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors. <i>American Journal of Medicine</i>, 124(5), 454-458.</p> <p>Fiske and Taylor (2016). Collaboration: Interdependence in Action. In: <i>Collaboration in Psychological Science: Behind the Scenes</i>.</p> <p><i>The Elements of Mentoring</i> pp. 15-21, 62-70, elements 5,6,22-24</p>	<p>Interview one of the past winners of McGraw's Graduate Mentoring Award, and then write up a short report about what you learned and how you might apply this person's insights, strategies, or approach, to your own work. Post your short report to this google doc to share with peers.</p> <p>*PDAR training with Dr. Calvin Chin, Director of Counseling and Psychological Services (Thurs 3/25, 12:30-1:30pm)</p>	
Week #8 3/29	Mentoring up	<p>Zerzan et al. (2009). Making the Most of Mentors: A Guide for Mentees. <i>Academic Medicine</i>, 84(1), 140-144.</p> <p>Lee et al. (2015), "Mentoring Up": Learning to Manage Your Mentoring Relationships. <i>The Mentoring Continuum</i> (Glenn Wright, Ed.), pp 133-153.</p> <p>Patrice Gordon mini TED talk: How reverse mentorship can help create better leaders</p>	<p>(1) Follow-through on the action or strategy that you identified in class (re: making a change in interaction, or communicating something to a mentor). OR (2) Identify your "Mentoring Team": Who are the players? What is each mentor's signature strength or skill set? What is an example of when or why you would approach each mentor for support? How, exactly, would you make the "ask"?</p>	Goals check in #3
MODULE 3: DIVERSITY, EQUITY, & INCLUSION in MENTORING				
Week #9 4/5	Mentoring equitably Guest speaker: Shawn Maxam	<p>Knezz, S. (2021). We Need STEM Mentors who can Reduce Bias and Fight Stereotypes. <i>Scientific American</i>.</p> <p>Claude M. Steele (2019). Why are Campuses so Tense? <i>Chronicle of Higher Ed</i>.</p> <p>Marisela Martinez-Cola (2020). Collectors, Nightlights, and Allies. Oh My! White Mentors in the Academy. <i>Understanding and dismantling privilege</i>.</p> <p>Optional: Micah Fames mini TED</p>	<p>(1) Unconscious bias online course (through NRMN); consists of 5 x 20 min. modules</p> <p>(2) Critically examine your own biases in one concrete way. E.g., count citations by women in your recent paper, or review your Twitter follows to see how many are people of color.</p> <p>Put another way: who are you implicitly assuming is a good source of information and</p>	

		talk : How to come out at work about anything	knowledge? How can you diversify that list intentionally?	
Week #10 4/12 3:30-4:50	Mentoring to different needs Guest speaker: Stephanie Fryberg	<p>Derisa Grant, On 'Difficult' Conversations. InsideHigherEd</p> <p>Fryberg, S. A. & Gerken, L. (2012). <i>Twins separated at birth? Critical moments in cross-race mentoring relationships</i>. K. L. Dace (Ed.). Unlikely Allies in the Academy: Women of Color and White Women in Conversation.</p> <p><i>Elements of Mentoring</i>, pp. 135-156, elements 46-52 ("Matters of Human Differences")</p> <p>And <u>ONE</u> of the below: Fryberg, S. A. (2010). <i>Constructing junior faculty of color as strugglers</i>. In: The Future of Diversity: Academic Leaders Reflect on American Higher Education.</p> <p>Martínez, E. J. & Fryberg, S. A. (2014). <i>Constructed Strugglers: The Impact of Diversity Narratives on Junior Faculty of Color</i>. In: The truly diverse faculty: New dialogues in American higher education.</p>	<p>Mental health break -- no homework (you can also catch up on any reading you left aside as we are nearing the end of the course!)</p> <p><i>Except: think of questions you want us to discuss in class next week and send them to us.</i></p>	
MODULE 4: REFLECTIONS & NEXT STEPS				
Week #11 4/19	Cultivating group culture & promoting wellbeing	<p><i>The Elements of Mentoring</i> pp. 3-6, element #1 (Select Your Mentees Thoughtfully)</p> <p>Charles Duhigg (2/25/16). What Google Learned from its Quest to Build the Perfect Team. <i>New York Times</i>.</p> <p>Maestre, F. T. (2019). Ten Simple Rules Towards Healthier Research Lab. <i>PLOS Computational Biology</i>, 15(4), 1-8.</p> <p>Schreiner, L. (2017). The Privilege of Grit. <i>About Campus</i>, 22(5)</p>	Revise mentoring philosophy and submit your final version.	

		<p>11-19.</p> <p>How we can use the hiring process to bring out the best in people (4.5 min TED talk)</p> <p>Optional, especially relevant for industry teams: Amy Edmonson. Building a Psychologically Safe Workplace (11.5 min TEDx talk)</p> <p>Michael Lopp (2007), <i>Managing Humans</i>. Ch. 23, pp. 131-135</p>		
<p>Week #12</p> <p>4/26</p>	<p>Reflecting, going forward, & saying goodbye</p>	<p><i>The Elements of Mentoring</i>, skills 71-75 (welcoming change and saying goodbye)</p> <p>Optional: the rest of the textbook that we have not yet covered: skills 2-4, 7-12, (the rest of “what excellent mentors do”), 25-36 (matters of style and presence)</p>	<p>All done, no homework!</p>	<p>Final goals check-in</p>

Course readings

Our main course textbook, which we recommend you purchase as it is a really useful reference in the future as well, is **The Elements of Mentoring (Johnson & Ridley, 2018)**. All other materials will be made available online on Canvas. *Please note that the readings for classes are constantly being updated, and will be available in their final form one week before class.*

Classroom Environment

Learning -- especially about mentoring and the creation of meaningful and productive human connections -- is best done in community, capitalizing on the diverse insights and unique experiences that each of you brings. The course instructors, and our invited speakers, have knowledge and personal experience to share. But so do every one of you. Your contributions to our class community are essential and valued. All of us have a responsibility to create an environment in which we can all learn from each other. Contribution can take many forms – maybe your contribution is voicing an idea, maybe it is asking a question, maybe it is listening intently and bridging ideas in the chat – however you feel comfortable to contribute, please do so. Also, please remember that part of learning is leaving your comfort zone and challenging yourself to try something different.

Classroom community “ground rules” as determined together in class:

1. Communication:

- “Step up, step back” - Please make sure to allow all to speak
- “Ouch”/”Oops” - We will use these as an accepted shortcut to calling out something inadvertently offensive, and responding to the callout at the moment (and moving on)
- Technical: Please use raise hands function if possible, mute yourself if you are not talking
- Chat: We did not all reach agreement re use of chat. Some suggested to use the chat sparingly to avoid distracting notifications. Others suggested use of the chat for signalling response to current thread - * for new topic, “dr” for direct response

2. Confidentiality:

- “What’s said in class stays in class” re personally identifiable information (especially given that some students are in the same lab)
- Please don’t assume that something discussed in class should also be discussed outside class - ask for permission

3. Respect:

- Try to remember to acknowledge others’ perspective and contribution
- Please remember to give everyone the benefit of the doubt

Precept “ground rules”:

As group members, we will strive to

- Be fully present in precept discussions to honor group members' stories, struggles and successes, and to be able to provide input when requested
- Take what others say at face value, making every effort to avoid assuming or interpreting others' motives
- Be respectful, communicating in non-judgemental or evaluative ways
- Maintain confidentiality ("what's said in our precept stays in our precept"), and
- Only offer advice if asked (ideally in the form of recounting our personal, b⁻ experience as a mentor or mentee, or prefacing with a question such as “what would you think about trying..” in order to keep in mind that there are many ways to mentor well, and no two cases are exactly alike)

Respect for Diversity

There is no single way of learning to mentor, or one source of knowledge that is “correct”. Our goal is to learn together, in community, respecting your individuality and your unique sources of expertise and knowledge – from your past scholarly studies, from your personal experiences, from your informal teachers and ancestors. We celebrate and are enriched by a variety of approaches to learning about mentoring and to personal growth.

It is our explicit intention that students from all backgrounds and perspectives be well served by this course, that your learning needs be addressed both in and out of class, and that the diversity that each of you brings to this class be viewed as a resource, strength and benefit. We intend to present materials and activities that are respectful of diversity: race, ethnicity, gender, sexuality, disability, age, socioeconomic status, religion and culture. We will bring our whole selves to class, and we will do everything in our power to ensure that you can safely do so too. Your suggestions on these issues are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. If any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you. Emails and personal conversations will always be kept confidential as long as they do not warrant mandated reporting (for sexual harassment or physical danger to you or others).

We also align with the commitments of [PNI](#) and the [Department of Psychology](#) to ensure inclusive and diverse communities that provide a safe environment for learning and working in which everyone can thrive. In and out of class, we will promote honesty and integrity and encourage healthy debate, discourse, and exchange of ideas. We ask of ourselves, and of you, to respect and support class members by:

- Being courteous in your interactions with and discourse about others
- Giving all community members a chance to voice their thoughts
- Ensuring that, when offered, criticism is polite and constructive
- Avoiding judging, discriminating, or making unwelcome jokes or disparaging remarks

Like many who were educated and socialized in an academic environment that has historically catered to a small subset of privileged voices, we are still in the process of learning about and incorporating into course materials more diverse perspectives and identities. We acknowledge that research is subjective and that academe’s focus on research and findings by White men limits our viewpoint and understanding. Moreover, there may be both overt and covert biases in the material due to the lens with which it was written. Please contact us or submit anonymous feedback if you have any suggestions to improve the quality of the course materials. Similarly, if something is said in class (by anyone) that makes you feel uncomfortable, please talk to us about it. To submit anonymous feedback please use <https://tinyurl.com/NivAnonymousFB>

Teaching Without Grades

This course is about learning and personal growth. Grades do not necessarily enhance either of these, and there is no single metric for learning that is relevant to everyone in this course. Luckily, as advanced PhD students and postdocs, grades are in your past history -- there is no such thing as a transcript for doctoral studies, and you don’t get your PhD with a grade (pew!). The class will therefore be graded as Pass/Fail. *Please let us know if this is a problem for you, and you need an actual grade in the class.*

We would like to emphasize that, as “mentoring can be learned but not taught,” active participation in this course, and contribution to class discussions are key to learning of the class as a whole.

We will utilize self-assessment and personal goal-setting as a vehicle for learning about mentoring and encouraging growth. In particular, in this course you will set personal goals, track your progress on these goals throughout the semester, amend your goals as needed (setting new goals when previous ones have been achieved; modifying goals that are not realistic), and assess your own progress. To maximize learning, research shows that goals that are just beyond your current abilities are most motivating, and promote growth. We will help you achieve your goals by discussing with you challenges that arise for you as you work toward your individual goals, how to measure and monitor your progress, etc.

Teaching and Learning in Times of COVID-19

It has been said before – these are unprecedented times. We know you might be struggling with challenges due to the confluence of the COVID-19 and racism pandemics. These can affect your physical health, your mental health, and your ability to learn. We strive to do all that we can to help you get the most out of this course, but without pushing yourself over the limits of what is feasible given the circumstances. In any case, family, health, and mental health, should take first priority. We also encourage you to set, and achieve, personal wellness goals. [Please reach out \(best by email, but if urgent you can text or call Yael\) to let us know if circumstances dictate that you have to miss a class or precept, you cannot make a particular deadline, and in general, how we can best support your learning and growth.](#) We also understand and respect constraints that may prevent you from attending a class or precept, or turning on your camera or mic.

The land on which Princeton University stands is part of the ancient homeland and unceded traditional territory of the Lenape people. We pay respect to Lenape peoples, past, present, and future and their continuing presence in the homeland and throughout the Lenape diaspora. We would also like to acknowledge that much of the university – its buildings as well as institutions – was built by the labor of Black people who not only contributed to the university without adequate compensation and often involuntarily, but were, for far too long, not welcome in its halls as scholars and teachers.