



Mentoring Junior Colleagues in Research Administration

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FSM Research Administration Services

The Research Administration Services Team collaborates with departments, centers, cores, and institutes in the Feinberg School of Medicine to provide comprehensive services at essential intervals in the research lifecycle. We focus on small and underserved areas of Feinberg which need additional research administration support.

Our team provides investigators and their administrative staff with the additional resources and capacity to manage the proposal process, and to steward the grant award throughout its lifecycle. We provide expertise in areas of sponsored project management and compliance activities, as well as resources to further educate department staff.



Mentoring Junior Colleagues

How to assess the potential of a mentoring opportunity with a junior colleague.

- What is the difference between mentoring an employee as a supervisor, versus an employee who is a co-worker?

What is a mentoring plan?

- Are there tools to use to assess a junior employee's current strengths and opportunities for growth?

What do you bring to the relationship as a mentor?

- Material to consider covering as a foundation for the mentor/protégé relationship.

Benefits and Responsibilities of the Mentor-Protégé Relationship

- An institutional, mentor and protégé perspective
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Qualities of a Strong Relationship

MENTOR

- Time
- Experience
- Interest
- Commonality with protégé
- Professional background

PROTÉGÉ

- Motivation
 - Time
 - Goals
 - Commonality with mentor
 - Interest in learning
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Evaluating Mentoring Opportunities

Direct Report

- Mentor has direct impact on performance objectives or outcome
 - Mentor has detailed knowledge of protégé's work and skill level, can guide direction of career in organization
 - Bond is tighter, "enforceable"
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Co-Worker

- Mentor can influence job performance or career in current position
- Co-worker may not know as much about protégé, relationship may progress slowly
- Bond is voluntary



Do you need a mentoring plan?

- Depends on the level of employee, nature of relationship
 - Focused on goals of employee and career trajectory
 - Guided by the level of employee's current position and skill level (formal vs. informal needs for education)
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The Foundation

- Facilitate the mindset of transitioning from a job to a career!
 - How can I be more proactive in my current position?
 - How can I improve current processes and procedures with an understanding of how my job impacts the organization?
 - How can I excel at communication and customer service, knowing that everyone I come in contact with is a “customer” of mine?
 - What are the areas of my position where I am meeting expectations that I could exceed expectations?
 - Where can I improve?
 - How are my peers excelling and what can I learn from them?
 - What does it take to accomplish this?
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What should a mentoring plan contain for a junior employee?

- Assessment of work style/ approach to work
 - Informational interviews with research administration “career track” representatives
 - Opportunities to attend trainings, classes to increase exposure to peers in research administration
 - Shadowing, networking, attending conferences
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A Tool for Assessing Your Protégé: The Myers-Briggs Type Indicator®

- An assessment of work style preferences
 - All styles are valued
 - I am not an MBTI® Trainer!
 - Can take the test through Career Services, or online
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MBTI®

Extrovert (E) – Introvert (I)

Sensing (S) – Intuition (N)

Feeling (F) - Thinking (T)

Perceiving (P) – Judging (J)

Marvelous Maggie - ENTJ



Develops well thought out plans, provides structure, designs strategies that address broad goals, takes charge quickly and deals directly with problems caused by inefficiency.

Overlooks contributions of team members, pragmatic constraints, makes decisions too quickly, appears impatient and domineering, and ignores their own and other's feelings.



Plan for Marvelous Maggie

- Increase exposure to collaborative, team-based projects.
 - Increase opportunities for working in detail oriented, practical situations which require review and analysis of facts at several decision points.
 - Introduce tools and checklists for slowing down decision making.
 - If possible, give her an opportunity to fail “safely.”
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Mellow Maggie - ENTJ

- Views opportunity to work in teams (of people unlike her) as an opportunity to learn and grow.
 - Has an increased awareness of her dominant work styles and can tone them down if they get in the way.
 - Understands if she gets “stuck” in old habits she needs to stop and think.
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Who is “Maggie”?





What do you bring to the table?

- Manage yourself - be in a continuous learning mode (how do you learn and solve problems?)
- Manage your network – describe how you work with others to be successful at your job?
- Manage your team – junior employees need to know how to collaborate – how do you do it?
- Ask more questions – provide feedback



Basic Skill Set for an RA

- Ability to meet deadlines
- Strongly detail oriented
- Team-oriented; ability to accept feedback
- Ability to anticipate, plan and organize work
- Ability to prioritize well



The 4 D's (Prioritization Chicago Style)

1. Dollar sign
2. Deadline (Date Due)
3. Dean, Department Chair request
4. Da Feds

The more D's an item has the higher priority the item merits.



Benefits for You, Your Institution and Your Protege

- Developing Employee Skills
- Overcoming Performance Issues
- Increasing Productivity
- Creating Promotable Employees
- Improving Employee Retention
- Fostering a Positive Work Culture

Michelle's Top Ten



- Don't take anything personally. Ever.
 - Know what you know. (Know what you don't know.)
 - Always tell the truth.
 - Everyone you work with can help you – they may not know how.
 - Possess a strong moral compass.
 - Do the very best job you can.
 - Help others do the best job they can do.
 - Anticipate.
 - Communicate.
 - Never answer your cell phone in the bathroom.
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