

Getting the mentoring you need to succeed

UW ADVANCE Pre-tenure workshop | Winter 2026

Feb. 24, 2026

Joyce W. Yen, Ph.D.

Director, UW ADVANCE

Are
You My
Mentor ???

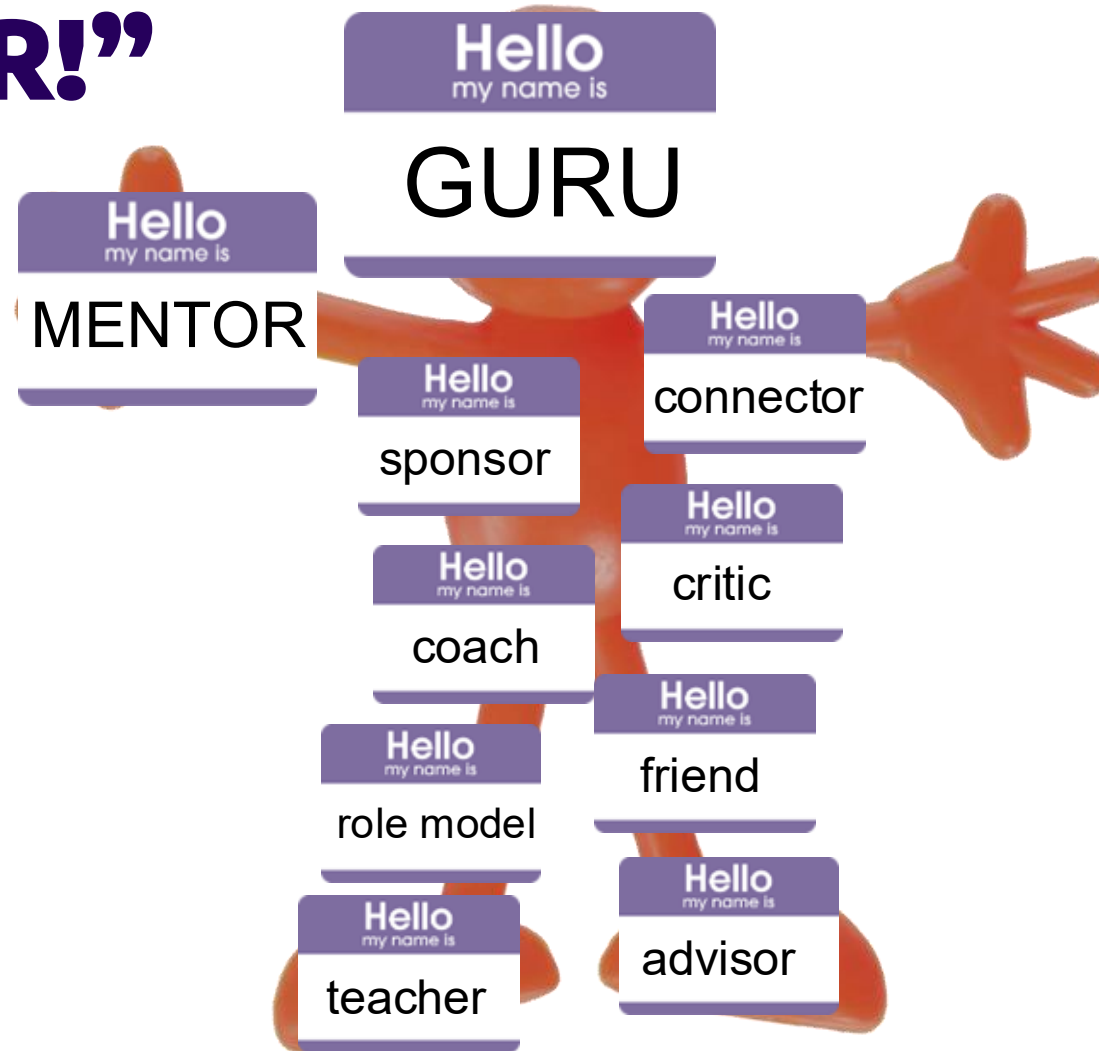


by P. D. Eastman



ADVANCE CENTER FOR INSTITUTIONAL CHANGE
UNIVERSITY of WASHINGTON

My “MENTOR!”



“Mentoring is a social relationship ... And because mentees and mentors have diverse individual attributes and mentoring occurs in a given social context (e.g., a specific institution, a specific discipline), mentoring relationships are culturally informed ...”

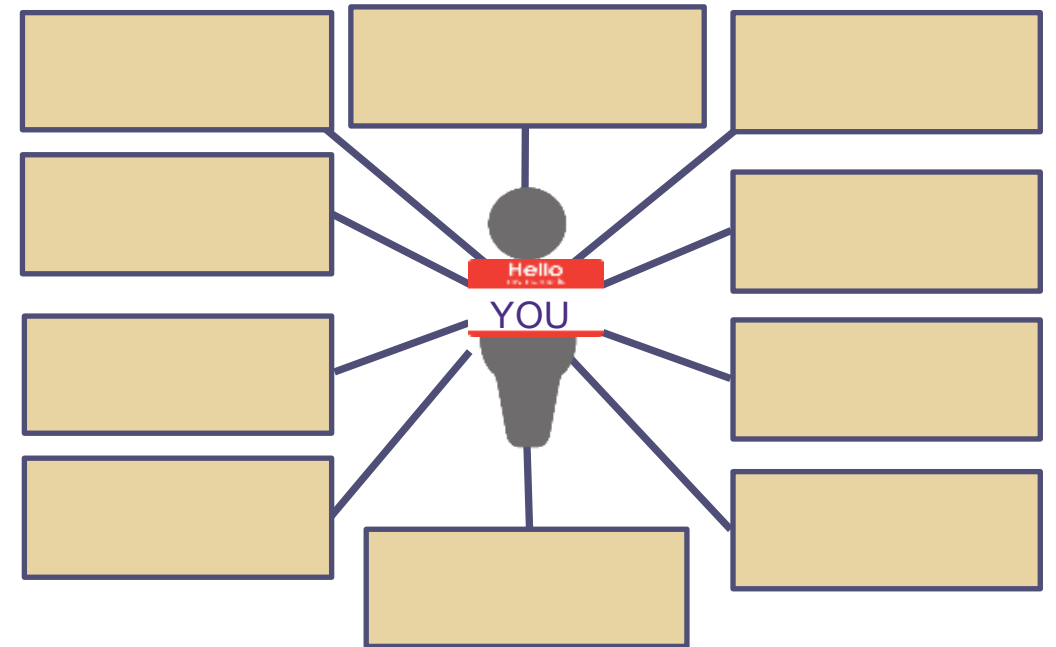
Pfund et al., Defining Attributes and Metrics of Effective Research Mentoring Relationships. *AIDS Behav.* 2016 September; 20 (Suppl 2): 238–248.



Reconceptualizing Mentoring



Mentoring Needs & Multiple Mentors



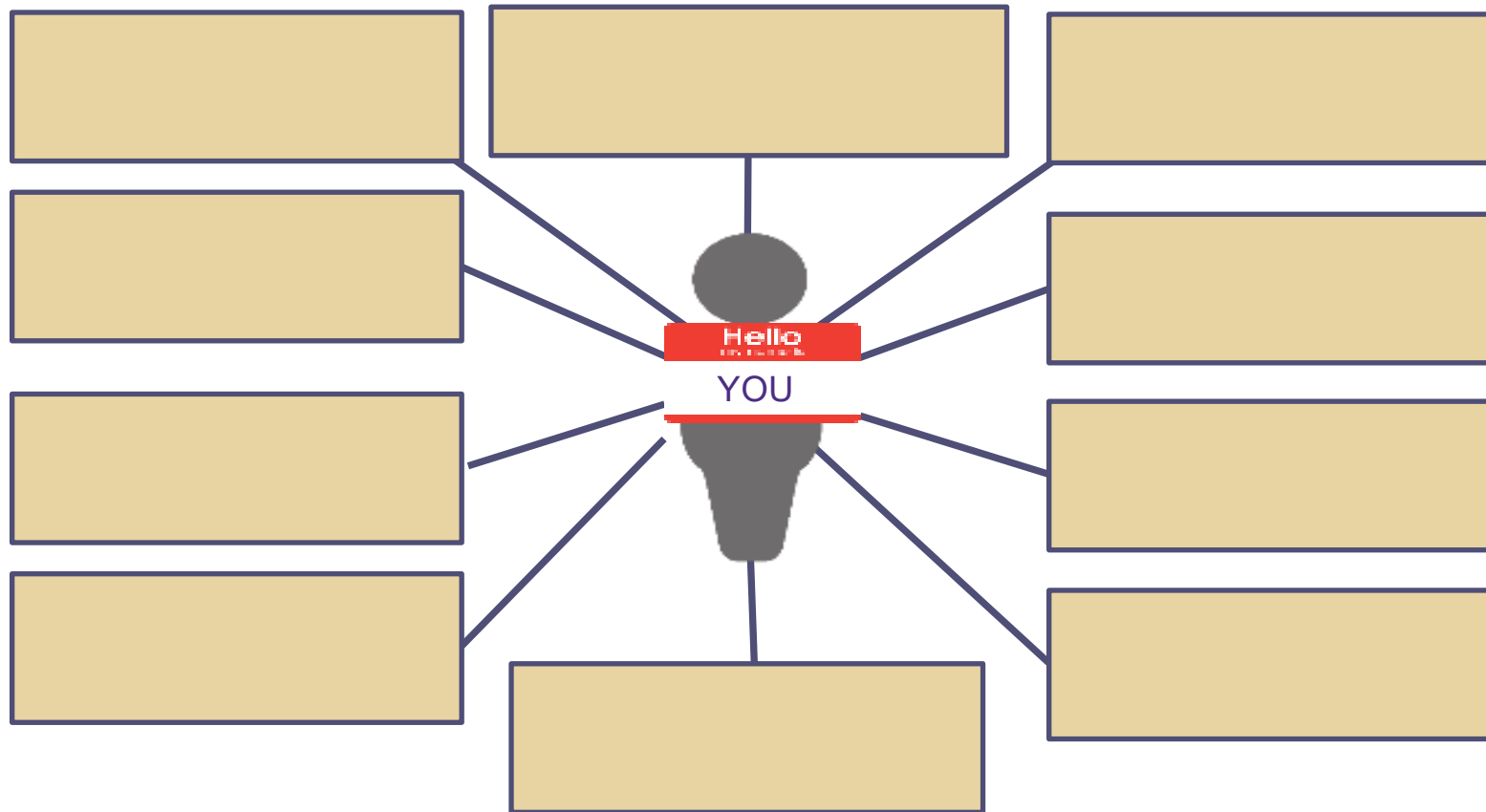
Acknowledging mentoring needs

Mentoring needs

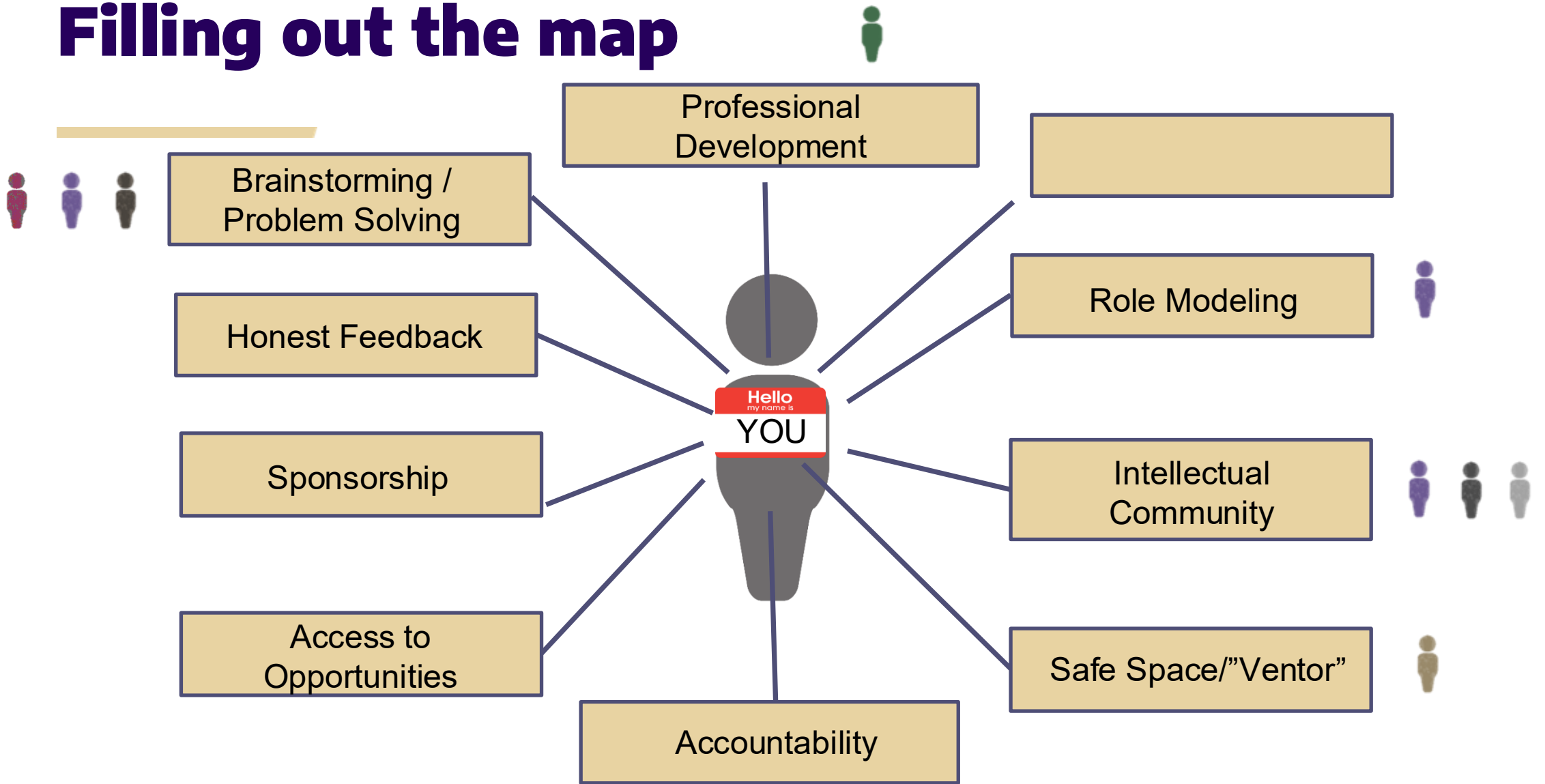




What are your mentoring needs?



Filling out the map



What are/were your mentoring needs?



- > Which of your mentoring needs have been or are being met?
- > Which of your mentoring needs have not yet been met?



Met/Unmet Mentoring Needs



- > Share reflections about your needs that have been met
 - What, who, where, when, why, how, in what format?
- > Describe a mentoring need you have that has not yet been met?

Strategies



Practical Strategies (advice from research)

Gabarro and Kotter's (1980) "Managing up" → "Mentoring up" concept by Lee, McGee, Pfund, and Bradshaw (2015)

- > Assess yourself and the other accurately
- > Apply this assessment strategically

Mentoring Up Example

- > **ISTJ:** Quiet, serious, earn success by being thorough and dependable. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized—their work, their home, their life. Value traditions and loyalty.
- > **ENFP:** Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.



Part 1: Self Assessment

What are your skills, preferences, strengths, and weaknesses?

- What are your strengths?
- What do you enjoy doing?
- What would others say are your strengths?

- What are areas of growth for you?
- Where are things you do not enjoy or do not prefer?
- What would others say are your weaknesses?



Assessment Tools

- > MBTI: <https://www.myersbriggs.org/my-mbti-personality-type/the-16-mbti-personality-types/>
- > CliftonStrengths: <https://www.gallup.com/cliftonstrengths/en/253715/34-cliftonstrengths-themes.aspx>
- > Values in Action: <http://viacharacter.org/> (free assessment)
- > Miller and Reid's Social Styles: <https://www.bitesizelearning.co.uk/resources/how-social-styles-can-help-you-to-achieve-your-communication-goals>
- > Science Careers MyIDP (interests, skills, values): <https://myidp.sciencecareers.org/Account/LogOn> (free assessment)



Part 1b: Other Assessment

Part 2: Strategic Application



What are the skills, preferences, strengths, and weaknesses of the person you are “mentoring up”?

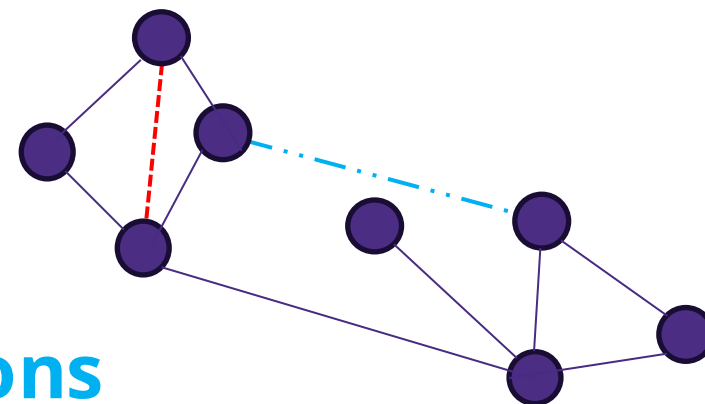
How can you strategically apply your assessment insights to getting the mentoring you need to succeed?



Practical Strategies (advice from research)

Granovetter's (1973) "strength of weak ties" theory: weak ties (infrequent, distant connections) disproportionately benefit professional advancement → confirmed by Rajkumar et. al (2022)

- > Don't focus only on **close contacts**
- > Work constantly to create **new connections**





Weak Ties

- > Pick one of your current mentoring needs
 - Get specific about that need

- > Identify a weak tie
 - How might you make a new connection related to this mentoring need?
 - Who else could you connect with about getting this mentoring need met?

The Art of "the Ask" by Rachel Toor

- > Some fundamental questions to answer:
 - Why are you asking that particular person?
 - Why should that person help *you*?
 - And why now?
- > Make it easy for them to say yes!
 - Have a compelling argument
 - Be specific and clear
 - Be kind and sincere
 - Right size the ask (manageable)

Source: <https://www.chronicle.com/article/the-art-of-the-ask/>



ADVANCE CENTER FOR INSTITUTIONAL CHANGE
UNIVERSITY of WASHINGTON

Craft an ask

- > Given your self assessment and assessment of your (potential) mentor, begin to craft an ask.

- > Given your self assessment and your potential weak tie connection, begin to craft an ask.



Practice

- > Role 1: Share your ask.
 - Describe your mentoring need.
 - Share your ask. Be specific and clear.
- > Role 2: Ask questions.
 - Why are you asking that particular person?
 - Why should that person help *you*?
 - Why now?
 - How might you right size your ask?
- > Reflection
 - Take notes on how to refine your ask

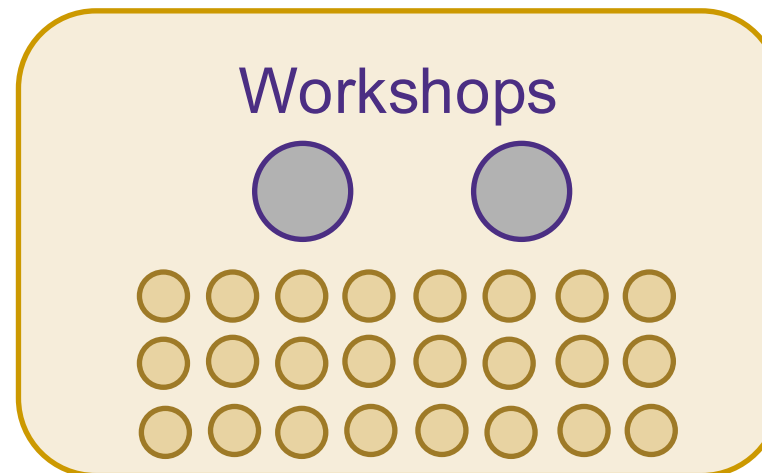
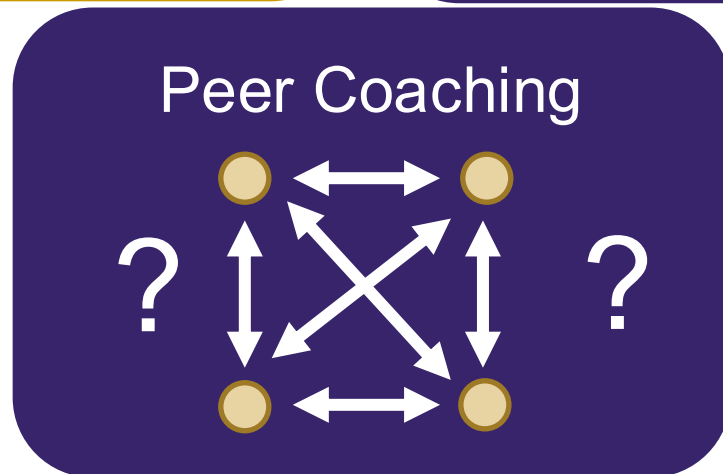
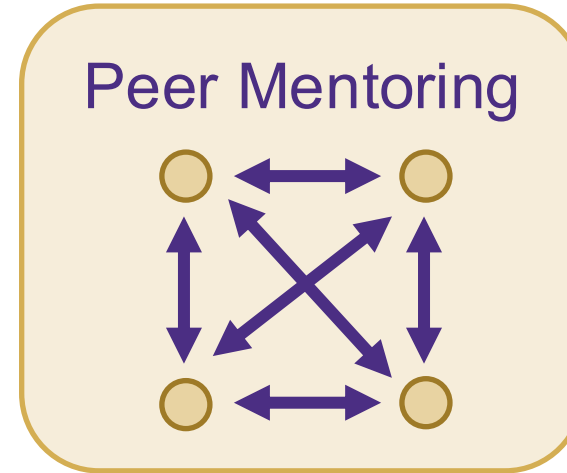
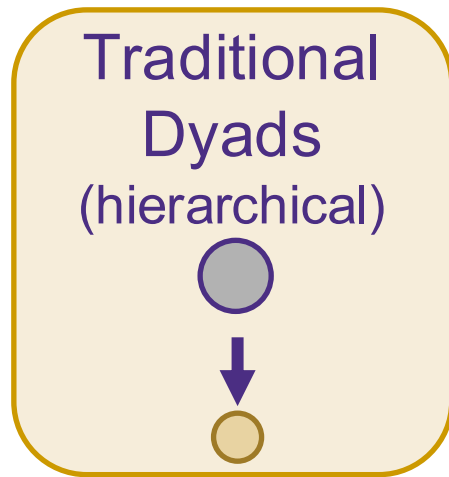


Reflections

Mentoring needs



Building a Culture of Mentoring: Mentoring Models



Resources

- > NCFDD: www.ncfdd.org
- > CIMER: Center for the Improvement of Mentored Experiences in Research
<https://cimerprojectportal.org/#/training-curricula>, <https://cimerproject.org/>,
<https://cimerproject.org/my-cimer/>

Secure your spot in the next *Rethinking Your Research Funding* course. Registration closes February 5th. [Register Now for \\$495](#)

Member Sign In Become a Member

ncfdd Why NCFDD Solutions Offerings Success Stories Insights & Resources Company

Structured Support. Real Results.

From individual growth to leadership success, our flagship programs help faculty thrive through structure, strategy, and community.

Faculty Success Program

97% of participants in the Faculty Success Program (FSP) report stronger writing habits, clearer priorities, and better work-life balance through structured support and coaching.

[View Course Info](#)

Department Chair Success Program

95% of participants in the Department Chair Success Program (CSP) report greater confidence and clarity in their role, along with tools to lead and support their faculty.

[View Course Info](#)

<https://cimerprojectportal.org/#/training-curricula>

CIMER PORTAL CIMER Website

My User Profile My Surveys My Curricula Training Curricula Log Out

Training Curricula

Please visit the CIMER website for more information about [Entering Mentoring](#), [Entering Research](#), or [Mentoring Up](#).

Entering Mentoring

The Entering Mentoring curricula is designed for those who wish to implement process-based, professional development workshops for research mentors. You may choose one of our complete, pre-assembled packages or build your own customized curriculum.

[Complete Curricula](#) [Custom Curricula](#)

Entering Research

The Entering Research curricula is designed for those who wish to implement process-based, professional development workshops, courses, or programs for undergraduate and graduate research trainees. You may choose one of our complete, pre-assembled packages or build your own customized curriculum.

[Complete Curricula](#) [Custom Curricula](#)

Mentoring Up

The Mentoring Up curricula is designed for those who wish to implement process-based, professional development workshops for postdoctoral trainees and junior faculty.

[Complete Curricula](#)

Takeaways

Your Takeaways

What's your immediate next step in getting the mentoring you need to succeed?

Getting the Mentoring You Need to Succeed

- > Clarify your mentoring needs
- > Match needs/wants and expectations/skills/opportunities
- > Assess yourself and the other accurately
- > Activate strong and weak ties
- > Clarify and refine your ask
- > Attend to the temporal nature of mentoring needs, wants, skills, opportunities, etc.
- > Recognize mentoring moments