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# SUPD Responsible Conduct of Research Workshop Series

## Workshop 3: Managing, Mentoring, and Motivating

This workshop is sponsored by The National Post-Doctoral Association and the Stanford Office of Post-Doctoral Affairs

*RCR topics addressed:* Management, lab values and academic environment, mentor responsibilities, and communication and difficult conversations.

### *Motivation for workshop series*

1. *Post-docs need a plan:* Many post-docs spend long periods of time after obtaining their PhD in post-doctoral training without a coherent plan to transition into a faculty position. This program will encourage participants to identify their post-doctoral training goals and develop a timeline and plan to transition from a training phase into a permanent position whether in academia or Industry.

2. *Post-docs need new skills:* Often post-docs consider post-doctoral training to be a continuation of their graduate training and a time to broaden experimental expertise and increase publication record. Transitioning successfully into a faculty position however, requires development of different skills from those emphasized in a graduate program. This program will engage participants in interactive tasks to develop such “soft” skills and will complement the lecture series “laboratory management” currently offered to post-docs at Stanford.

3. *Post-docs need to learn to be mentors:* Mentoring and communication are key responsibility for principal investigators yet very few PIs receive formal training in strategies for communicating, mentoring, and building relationships with a diverse student population. Now more than ever, as university communities embrace cultural diversity, it is critical that the next generation of academic leaders be properly equipped with the cultural tools necessary to lead, mentor, and motivate a diverse student demographic.

**Please fill out an evaluation form before you leave today – Thanks!**



# WHAT MOTIVATES YOU IN YOUR WORK?

Circle the 8 work descriptors that represent the type of work that most motivates you  
Underline 4 descriptors that represent the work activities you like least.

|                                      |                                  |  |   |
|--------------------------------------|----------------------------------|--|---|
| <b>Working Solo</b>                  | <b>Accomplishing</b>             | <b>Dealing With the Future</b>           | <b>Visualizing</b>                          |
| <b>Applying Formulas</b>             | <b>Making Things Work</b>        | <b>Seeing the Big Picture</b>            | <b>Providing Vision</b>                     |
| <b>Being Challenged</b>              | <b>Solving Tough Problems</b>    |  | <b>Taking Risks Playing Around</b>          |
| <b>Analyzing &amp; Diagnosing</b>    | <b>Clarifying Issues</b>         | <b>Seeing the End from the Beginning</b> |   |
| <b>Logical Processing</b>            | <b>Making the Numbers</b>        | <b>Having Variety</b>                    | <b>Having a Lot of Space</b>                |
| <b>Feasibility Analysis</b>          | <b>Explaining Things</b>         | <b>Inventing Solutions</b>               | <b>Developing New Things</b>                |
| <b>Analyzing Data</b>                | <b>Mechanical Aspects</b>        | <b>Selling Ideas</b>                     | <b>Integrating Ideas</b>                    |
| <b>Financial Aspects</b>             | <b>Putting Things Together</b>   | <b>Opportunity to Experiment</b>         | <b>Bringing About Change</b>                |
| <b>Administrating</b>                | <b>Paperwork Tasks</b>           | <b>Coaching</b>                          | <b>Persuading People</b>                    |
| <b>Attending to Detail</b>           | <b>Planning Things Out</b>       | <b>Listening &amp; Talking</b>           | <b>Getting Groups to Work Well Together</b> |
| <b>Being in Control</b>              | <b>Preserving the Status Quo</b> | <b>Working with People</b>               | <b>Sensing the Climate</b>                  |
| <b>Building Things</b>               | <b>Providing Support</b>         | <b>Communication Aspects</b>             | <b>Expressive Writing</b>                   |
| <b>Establishing Order</b>            | <b>Safety</b>                    | <b>Partnering</b>                        | <b>Being Part of a Team</b>                 |
| <b>Getting Things Done on Time</b>   | <b>Scheduling</b>                | <b>Resolving Customer Issues</b>         | <b>Helping People</b>                       |
| <b>Having an Ordered Environment</b> | <b>Stabilizing</b>               | <b>Expressing Ideas</b>                  | <b>Counseling</b>                           |
| <b>Maintenance</b>                   | <b>Structured Tasks</b>          | <b>Teaching/Training</b>                 | <b>Building Relationships</b>               |

## Coaching Skills Assessment

Instructions: Place a plus or minus next to each column to assess your opinion of your personal coaching skills:

“+” means - *I value this about myself as coach and do it well*

“-“ means - *I think this is an area I might continue to develop to be most effective*

|                              | + / - | You:   |
|------------------------------|-------|--|
| <b>Forge a Partnership</b>   |       | <ul style="list-style-type: none"> <li>• Show you are interested in the person</li> <li>• Listen more than you talk</li> <li>• Approach resistance and reluctance to change with curiosity</li> <li>• Ask for feedback on how you can strengthen your coaching relationships with others</li> </ul>  |
| <b>Inspire Commitment</b>    |       | <ul style="list-style-type: none"> <li>• Have an understanding of the goals and values of the people you coach</li> <li>• Share information regarding expectations and success factors for the person’s current and future possibilities</li> <li>• Have an understanding of how the people you coach view their performance capabilities</li> <li>• Help people understand others’ perceptions of their capabilities</li> <li>• Help people identify development goals that are aligned with their personal priorities and the needs of the organization</li> <li>• Help people put together a solid plan for their growth and development</li> </ul> |
| <b>Grow Skills</b>           |       | <ul style="list-style-type: none"> <li>• Create a safe and effective learning environment</li> <li>• Help people find the best methods to learn new skills</li> <li>• Help people find readings, training programs, mentors, and other resources</li> <li>• Encourage people to take risks and learn from their mistakes</li> <li>• Help people learn the right lessons from their experiences</li> </ul>  |
| <b>Promote Persistence</b>   |       | <ul style="list-style-type: none"> <li>• Help people find assignments and other opportunities to practice their skills</li> <li>• Help people to identify daily reminders to stay with their development</li> <li>• Take advantage of “coachable moments” (e.g., times when people experience success, disappointment, or are trying a skill for the first time)</li> <li>• Help people stay energized by revisiting their goals and recharging their development efforts</li> <li>• Regularly discuss feedback that is relevant to people’s goals</li> </ul>  |
| <b>Shape the Environment</b> |       | <ul style="list-style-type: none"> <li>• Know your own strengths and limitations</li> <li>• Act as a role model by sharing your development objectives, seeking feedback, and sharing what you have learned</li> <li>• Show your team that you value development through the rewards and opportunities that you directly influence</li> <li>• Work to align organizational policies and processes with coaching and development</li> </ul>   |

# JUMP-START

| <b>FORGING A PARTNERSHIP IS MOST IMPORTANT WHEN:</b>  | <b>TO STRENGTHEN YOUR PARTNERSHIP:</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>▪ The person does not know much about you.</li> <li>▪ You don't know what motivates the person or what they really care about.</li> <li>▪ You have not worked as the person's coach before.</li> <li>▪ The person is skeptical or cynical about the organization's leadership.</li> <li>▪ You are not sure what they think of you, your motives, and your competence.</li> <li>▪ The person risks losing something they value because of organizational changes.</li> <li>▪ You have had significant conflicts with the person.</li> <li>▪ The person complains about being kept in the dark on important issues.</li> <li>▪ You don't trust the person's candor or intentions.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Listen carefully to understand the person's interests, opinions, and concerns.</li> <li>▪ Pay attention to what excites the person and what choices they make.</li> <li>▪ Discuss junctures where trust might have broken down in the past.</li> <li>▪ Clarify your expectations for each other.</li> <li>▪ Provide candid yet tactful feedback.</li> <li>▪ Show the person how you are trying to take their best interests into account.</li> <li>▪ Respect the person's limits and preferences.</li> <li>▪ Follow up with the person to demonstrate that you have lived up to your commitments.</li> <li>▪ Have a coach yourself.</li> </ul> |

Based on work of PDI – Personal Decisions International  
Leader As Coach

# JUMP-START

| <b>INSPIRING<br/>COMMITMENT IS MOST<br/>IMPORTANT WHEN<br/>PEOPLE:</b>   | <b>TO INSPIRE COMMITMENT:</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Agree on a development need but don't do anything to address it.</li> <li>▪ Spend their time pursuing development goals that are not important to getting their job done.</li> <li>▪ Lose focus or shift from one learning objective to another without completing any of them.</li> <li>▪ Wonder what they should develop.</li> <li>▪ Prepare a development plan but do not take action on it.</li> <li>▪ Seem content with their current level of skill and expertise.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Help people clarify their personal goals and values.</li> <li>▪ Make sure you understand what matters to the people you coach.</li> <li>▪ Help people find out what skills the organization values and why those skills are important.</li> <li>▪ Make sure people get specific, relevant information about their performance.</li> <li>▪ Help people formulate development goals that are consistent with organizational priorities.</li> </ul> |

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# JUMP-START

| <b>GROWING SKILLS IS MOST IMPORTANT WHEN PEOPLE:</b>   | <b>TO GROW SKILLS:</b>  |
|--|---|
| <ul style="list-style-type: none"><li>▪ Have never had the chance to acquire a skill they need.</li><li>▪ Need to upgrade their skills to meet new expectations or emerging success factors.</li><li>▪ Have solid skills but need advanced knowledge and techniques.</li><li>▪ Are motivated to do well but their performance is still below par.</li><li>▪ Are eager to develop but do not know what to do first.</li></ul> | <ul style="list-style-type: none"><li>▪ Connect people with tutors and mentors who have the desired skill.</li><li>▪ Find coursework targeted at skill-building and practice.</li><li>▪ Help people find practical, relevant books and readings.</li><li>▪ Broker opportunities for people to observe the skill being used effectively.</li><li>▪ Create opportunities that stretch people to learn something new.</li><li>▪ Teach people how to learn from their successes and failures.</li></ul> |

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# JUMP-START

|  |  |
|--|--|
| <p><b>PROMOTING PERSISTENCE IS MOST IMPORTANT WHEN PEOPLE:</b></p>   | <p><b>TO PROMOTE PERSISTENCE:</b></p>  |
| <ul style="list-style-type: none"> <li>▪ Stay stuck in their old habits.</li> <li>▪ Make initial changes but then slip back into old behaviors.</li> <li>▪ Do not take advantage of opportunities to use their new skills.</li> <li>▪ Are reluctant to take risks or try something new.</li> <li>▪ Plateau or get bored with the mundane aspects of learning.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Periodically review people’s goals and ask about their progress to refresh commitment.</li> <li>▪ Set realistic expectations for progress; make sure other people in the organization have realistic expectations as well.</li> <li>▪ Encourage people to keep pushing their comfort zone on new behaviors.</li> <li>▪ Find new places and ways for people to apply their skills.</li> <li>▪ Teach people how to get feedback for themselves.</li> <li>▪ Provide ongoing feedback that recognizes and rewards their progress.</li> </ul> <p>Build their confidence to take appropriate risks.</p> |

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# JUMP-START

|  |   |
|--|---|
| <p><b>SHAPING THE ENVIRONMENT IS MOST IMPORTANT WHEN PEOPLE:</b></p>   | <p><b>TO SHAPE THE ENVIRONMENT:</b></p> <ul style="list-style-type: none"> <li>▪</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Complain that management does not provide support or access to the right opportunities.</li> <li>▪ Do not share their learning with others.</li> <li>▪ Regard development as a distraction from their “real jobs.”</li> <li>▪ Express frustration at how difficult it is to develop.</li> <li>▪ Claim that organizational rewards and incentives do not encourage development.</li> <li>▪ Criticize management for just paying lip service to development.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Publicly recognize and reward people who develop themselves and others.</li> <li>▪ Demonstrate that you are personally engaged in development.</li> <li>▪ Emphasize development in your department’s business planning and performance management practices.</li> <li>▪ Establish processes that promote learning from each other, both within and across departments.</li> <li>▪ Influence the organization to include development measures in evaluations, reward systems, and climate surveys.</li> <li>▪ Recruit senior managers for visible roles in development events.</li> </ul> |

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## THE ART OF POSSIBILITY PRACTICES

- The art of leadership is about a new way of being
- Recognize conversations in the downward spiral
- Look for shining eyes
- Enroll every voice in the vision
- Lead by making others powerful
- Quiet the voice in the head
- Everyone gets an 'A'
- Remember 'Rule #6'