Mentoring Up:

Pro-actively managing your mentoring relationship by assessing and applying your strengths

Steve Lee, PhD
Graduate Diversity Officer for the STEM Disciplines

October 31, 2014
Agenda

● Part 1 – 10 am-12 pm
  ○ Intro to Mentoring Up
  ○ Group discussions on mentoring relationships

● Lunch break

● Part 2 – 12:30-2:30 pm
  ○ Myers-Briggs Type Indicators
  ○ Group discussions on case studies
### Part 1: Your relationship with your research mentor

<table>
<thead>
<tr>
<th></th>
<th>Marriage</th>
<th>Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Length</td>
<td>7.5 years</td>
<td>7 years</td>
</tr>
<tr>
<td>Begins with</td>
<td>A proposal</td>
<td>A thesis proposal</td>
</tr>
<tr>
<td>Culminates in a ceremony where you walk down an aisle dressed in a gown:</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Usually entered into by:</td>
<td>Foolish young people in love</td>
<td>Foolish young people without a job</td>
</tr>
<tr>
<td>50% end in:</td>
<td>Bitter divorce</td>
<td>Bitter remorse</td>
</tr>
<tr>
<td>Involves exchange of:</td>
<td>Vows</td>
<td>Know-how</td>
</tr>
<tr>
<td>Until death do you part?</td>
<td>If you're lucky</td>
<td>If you're lazy</td>
</tr>
</tbody>
</table>
What exactly is mentoring?

Traditional Mentoring

*Mentee*  
*Instructions, advice, etc*  
*Mentor*
Any other aspects of mentoring?

Peer Mentoring

Peer · Peer · Peer
Any other aspects of mentoring?

“Mentoring Up”

Questions, input, etc

Mentee

Mentor
Based upon original concept of:

“Managing Up”

Mentoring up is:
the mentee learning to pro-actively manage their mentoring relationship

Mentee

Mentor

Questions, input, etc
Group Discussion #1

- Consider a recent fruitful working relationship. What made it work out well?

- Consider another difficult working relationship. Why do you think it became so challenging?
Why do we have trouble communicating effectively?

Group brain storming

- Communication can be challenging when:
  - resolving conflicts
  - you might be ridiculed; the fear
  - when you feel intimidated
  - when no clear expectations
  - from different disciplines
  - different preconceptions; pre-judgements
  - denial of conflicts
  - dance or dialogue; both need to participate
  - communicating at the right time
A key difficulty is realizing our own communication preferences

- Research shows we don't self-assess accurately
  - Gallup survey: 97% said their leadership skills are at or above average (!)
  - National study: rate student's professional skills from 1-7

<table>
<thead>
<tr>
<th>Group</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employers</td>
<td>4.27</td>
</tr>
<tr>
<td>Alumni</td>
<td>4.73</td>
</tr>
<tr>
<td>Faculty</td>
<td>4.41</td>
</tr>
<tr>
<td>Students</td>
<td>5.16</td>
</tr>
</tbody>
</table>
Most students aren't aware of their strengths and weaknesses

Kruger and Dunning, 1999 and 2003.
Many don’t assess themselves accurately, but there’s hope!

Kruger and Dunning, 1999 and 2003.

We can improve our metacognitive skills by:

- being aware of the context of our peers,
- and by improving our competence.
Gabarro and Kotter also stress the importance of assessing


1. **Assess** yourself and your superior

2. **Apply** this assessment to develop a mutually beneficial relationship

- The relationship involves *mutual dependence* between *fallible persons*
- Most superiors do not spell out all their expectations explicitly
- Ultimately, the subordinate is responsible to discover the superior’s expectations
Main Message

Assess:
- Assess yourself & others accurately

Apply:
- Apply your assessments strategically
How do we assess ourselves?
How do we apply our assessment to “mentor up”?

**Group Discussion #2**

- Please refer to the handout
- Complete the individual and group activities
- Spend ~20 min
What principles are important in mentoring relationships?

- Communication
- Aligning expectations
- Assessing understanding
- Ethics
- Addressing equity and inclusion
- Fostering independence
- Promoting professional development

Handelsman, Pfund, Branchaw, etc at U of WI

*Entering Mentoring and Entering Research*
What skills are needed in mentoring up?

- **Assess yourself and your mentor**
  - Myers-Briggs
  - StrengthsFinder
  - myIDP website
  - *seek research-based, multiple assessments*

- **Apply the assessment**
  - refer to principles in mentoring relationships & case studies

- **assess your needs:**
  - trust
  - compassion
  - hope
  - stability
Mentoring up includes:

**Acting with confidence**
- actively engage with your mentor
- seek to understand your mentor's expectations
- communicate your goals and expectations

**Treating with respect**
- actively listen
- practice “follow-ship”
- determine and fulfill your responsibilities
- adapt to your mentor’s needs
Mentoring up is **NOT**

- Manipulating your mentor
- False-flattery
Let’s review aspects of mentoring:

- **Traditional mentoring**
  - mentor to mentee

- **Peer mentoring**
  - community of peers

- **“Mentoring up”**
  - mentee *pro-actively* engages in the mentoring relationship
Resources

- for mentors:
  - Handelsman, et al; *Entering Mentoring*

- for mentees:
  - Branchaw, et al; *Entering Research*

- Lee, McGee, Pfund, Branchaw
  - “Mentoring Up” chapter; accepted
  - “The Mentoring Continuum”; Glenn Wright, ed

- This workshop’s slides and handouts:
  - [www.slideshare.net](http://www.slideshare.net)
We always need mentors in all stages of our lives. As we learn how to mentor up, we also learn how to mentor others, and create a supportive community.
Take-Home Message

Assess:
- Assess yourself & others accurately

Apply:
- Apply your assessments strategically
Thanks for your participation!

Any questions?
Take the Myers-Briggs test (during lunch – if needed)

- Online free (unofficial) version:
  - [www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp)

- Android or iPhone apps
  - Obtain your 4-letter result and scale
  - Refer to MB tables in handout
  - We'll discuss your results
Mentoring Up:
Pro-actively managing your relationship with your research mentor
by assessing and applying your strengths
Steve Lee, PhD - Graduate Diversity Officer for the STEM Disciplines
at University of California, Davis; stnlee@ucdavis.edu
Universidad Central del Caribe – October 31, 2014

Part 1 – Your Relationship with Your Research Mentor

- **Individual Activity**: adapted Myers-Briggs test for introverts/extroverts < www.humanmetrics.com >
  - Select the answer that more accurately reflects your preferred behavior.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
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<tr>
<td>✗</td>
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</table>

- Scoring: add up the number of statements with which you answered “Yes” and “No”. Extroverts will tend to answer Yes to most of these statements, and Introverts will tend to answer No.

- **Success Types by John Pelley** < http://www.ttuhsce.edu/SOM/success/ >

<table>
<thead>
<tr>
<th>Well-developed type skills</th>
<th>Underdeveloped type skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>Extraversion</td>
</tr>
<tr>
<td>Active approach</td>
<td>Hyperactive</td>
</tr>
<tr>
<td>Bring breadth</td>
<td>Superficial</td>
</tr>
<tr>
<td>Introversion</td>
<td>Reflective approach</td>
</tr>
<tr>
<td>Bring depth</td>
<td>Withdrawn &amp; secretive</td>
</tr>
<tr>
<td></td>
<td>Overly serious</td>
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</table>

*What the Types Can Offer Each Other*
- **EXTRAVERTS**
  - Provide the outwardly directed energy needed to move into action
  - Offer responsiveness to what is going on in the environment
  - Have a natural inclination to converse and to network
- **INTROVERTS**
  - Provide the inwardly directed energy needed for focused reflection
  - Offer stability from attending to deep ideas, and listening to others
  - Have a natural tendency to think and work alone
**Group Activity:** read the case study and answer the following questions

- Joseph has been having trouble understanding his research professor’s expectations and goals for his research. This is particularly frustrating for Joseph, because he's very friendly and gets along with most people. He has weekly meetings with his professor, where he tells her all about his ups and downs from his research progress, along with complications and successes. Joseph is aware that he’s communicative and talkative, so he believes that he’s doing a good job with informing his professor about his research progress. But occasionally his professor will ask him a particular question that surprises him, because Joseph didn’t realize that she had wanted something else. Joseph just wishes that she would explain more clearly what she wants and expects, so that they can work better together. But she doesn't seem to say much during their meetings, and seems withdrawn from Joseph’s perspective.

- Questions:
  1) Introduce yourselves in your group, and share your results from the test for introverts and extroverts. Do you think the test and the tables helped you to determine or confirm your preference to be an introvert or extrovert?

  2) From the case study, do you think Joseph is an introvert or extrovert? Explain your reasoning, referring to specific details mentioned in the case study.

  3) Do you think the professor is an introvert or extrovert? Explain your reasoning.

  4) How might Joseph adapt, to work better with his professor? How can he improve his understanding of her expectations for his research?

     a) How might Joseph use his strengths to help resolve his problem?

     b) What underdeveloped type skills (see tables for some ideas) might Joseph need to address as he considers how to improve the communication with his professor?

  5) How would this relationship differ if Joseph and his professor had their opposite types? This is a tough, but important question! Think carefully and hard!

     a) How might conflicts and miscommunications arise?

     b) How can they effectively address or avoid their conflicts?

  6) Have you or someone in your group experienced similar situations, where you had different types? Please share your situation: how the different preferences impacted the relationship, the consequences, if the situation changed, how you dealt with the differences, etc.

*Thanks for coming to my workshop! I hope that it was helpful.*
Mentoring Up:

Part 2: Assessing and Applying your Myers-Briggs types

Steve Lee, PhD
Graduate Diversity Officer for the STEM Disciplines

October 31, 2014
Activity 1:

Given these possible PI types, which PI you would prefer the least?

Alexander Dent
Main Message

Assess yourself and others accurately

Apply your assessments strategically

Adopt a learning stance to understand yourself and others

Discuss with others how to strategically apply your assessments to move towards a mutually beneficial relationship.
A key communication skill is to develop self-awareness

- Critical to develop metacognitive skills
- Self-assessments can significantly improve self-awareness
  - Myers-Briggs type indicators
  - StrengthsFinder
  - myIDP
  - Seven success stories
  - Forty-year vision
  - journaling
What are the Myers-Briggs Type Indictors?

- Katharine Briggs and Isabel Briggs Myers – 1960's
- The MBTI provides a framework for understanding communication and working preferences
- The MB types and the test have been validated
  - Widely used in educational and professional settings
  - Dario Nardi’s research at UCLA
What are benefits of using the MBTI’s?

- increase self-awareness
- understand how others perceive your actions
- identify your assumptions when interpreting others’ actions
- learning to adapt and change to others around you
- improve communication
- increase productivity
Four dichotomies of the MBTI

How do you prefer:

- to relate to people?
  - Extroverts or E-types
  - Introverts or I-types

- to gather information?
  - Sensors or S-types
  - Intuitors or N-types

- to make decisions?
  - Thinkers or T-types
  - Feelers or F-types

- to relate to the outside world?
  - Judgers or J-types
  - Perceivers or P-types
Common Misconceptions of MBTI

- “I can’t function as my opposite type”
  - preference ≠ ability

- “If I know someone’s types, I can predict (or manipulate) their behavior.”
  - knowing their MB types only gives a framework to understand them

- “I need to find people with the same types to be productive”
  - complementary strengths can help your weaknesses and avoid blind spots
Group Discussion #2

- Do the MB results seem to accurately describe yourself?

- Apply your understanding of the Myers-Briggs types to the case studies in handout
Resources

- Lee, McGee, Pfund, Branchaw
  - “Mentoring Up” chapter; accepted
  - “The Mentoring Continuum”; Glenn Wright, ed

  - good reference for the MB types
Take-Home Message

Assess:
- Assess yourself & others accurately

Apply:
- Apply your assessments strategically
Thanks for your attention!

Any questions?
**Part 2: Assessing and Applying your Myers-Briggs Types**

**Summary of the Myers-Briggs Type Indicators (MBTI)**

How do you prefer to:

| relate to people? | Extroverts gain energy from others. | Introverts gain energy from within themselves. |
|                  |                                 |                                             |
| gather information? | Sensors gather info from their physical senses. | Intuitors gather info from abstract ideas. |
| make decisions? | Thinkers decide based upon logic. | Feelers decide based upon people and values. |
| relate to the outside world? | Judgers see structure. | Perceivers see possibilities. |

<table>
<thead>
<tr>
<th>Well-developed type skills and positive perceptions</th>
<th>Underdeveloped type skills and negative perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extraversion</strong></td>
<td><strong>Introversion</strong></td>
</tr>
<tr>
<td>Active approach</td>
<td>Reflective approach</td>
</tr>
<tr>
<td>Bring breadth</td>
<td>Bring depth</td>
</tr>
<tr>
<td><strong>Sensing</strong></td>
<td><strong>Intuition</strong></td>
</tr>
<tr>
<td>Practical</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Brings data</td>
<td>Brings perspective</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td><strong>Feeling</strong></td>
</tr>
<tr>
<td>Analyze situations</td>
<td>Affiliate people</td>
</tr>
<tr>
<td>Bring consistency</td>
<td>Bring harmony</td>
</tr>
<tr>
<td><strong>Judging</strong></td>
<td><strong>Perceiving</strong></td>
</tr>
<tr>
<td>Decisive</td>
<td>Inquisitive</td>
</tr>
<tr>
<td>Bring a plan</td>
<td>Bring options</td>
</tr>
<tr>
<td><strong>Extraversion</strong></td>
<td><strong>Introversion</strong></td>
</tr>
<tr>
<td>Hyperactive</td>
<td>Withdrawn &amp; secretive</td>
</tr>
<tr>
<td>Superficial</td>
<td>Overly serious</td>
</tr>
<tr>
<td><strong>Sensing</strong></td>
<td><strong>Intuition</strong></td>
</tr>
<tr>
<td>Slow &amp; dull</td>
<td>Careless</td>
</tr>
<tr>
<td>Narrow focus</td>
<td>Impractical &amp; dreamy</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td><strong>Feeling</strong></td>
</tr>
<tr>
<td>Cold &amp; uncaring</td>
<td>Easily hurt</td>
</tr>
<tr>
<td>Overly competitive</td>
<td>Overly sentimental</td>
</tr>
<tr>
<td><strong>Judging</strong></td>
<td><strong>Perceiving</strong></td>
</tr>
<tr>
<td>Overly opinionated</td>
<td>Indecisive</td>
</tr>
<tr>
<td>Controlling</td>
<td>Procrastinating</td>
</tr>
</tbody>
</table>

*Source: Success Types in Medical Education by John Pelley: [http://www.ttuhsc.edu/SOM/success/](http://www.ttuhsc.edu/SOM/success/)*
WHAT THE TYPES CAN OFFER EACH OTHER

Extraverts
• Provide the outwardly directed energy needed to move into action
• Offer responsiveness to what is going on in the environment
• Have a natural inclination to converse and to network

Introverts
• Provide the inwardly directed energy needed for focused reflection
• Offer stability from attending to enduring ideas
• Have a natural tendency to think and work alone

Sensing Types
• Have a mastery of the facts and attention to details
• Bring a knowledge of what materials and resources are available
• Appreciate knowing and doing what works

Intuitive Types
• Know by way of insight and attention to meanings
• Bring a grasp of what is possible and what the trends are
• Appreciate doing what hasn’t been tried before

Thinking Types
• Take a hard look at the pros and cons of situations, even when they have a personal stake
• Able to analyze and solve problems with logic and reason
• Want to discover the “truth” and they naturally notice logical inconsistencies

Feeling Types
• Know what is important to and for people, and adhere to that in the face of opposition
• Have an ability to build relationships and to be persuasive
• Want to uncover the greatest “good” in a situation and they notice when people may be harmed

Judging Types
• Can organize, plan, and follow through on projects
• Push to get things settled and decided
• Appreciate well-oiled efficiency at work

Perceiving Types
• Can respond quickly and flexibly to the needs of the moment; spontaneous
• Strive to keep things open so new information may be gathered
• Appreciate the need for spontaneity and exploration at work

Source: Success Types in Medical Education by John Pelley: http://www.ttuhs.edu/SOM/success/
## Preference for Interaction

<table>
<thead>
<tr>
<th>Extraversion</th>
<th>Introversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in outer world of people, action, things and events</td>
<td>Interest in inner world of ideas and thoughts</td>
</tr>
<tr>
<td>Sociable, Outgoing</td>
<td>Reserved, territorial</td>
</tr>
<tr>
<td>Expressive</td>
<td>Reflective</td>
</tr>
<tr>
<td>Likes interaction</td>
<td>Likes concentration</td>
</tr>
<tr>
<td>External, outward</td>
<td>Internal, inward</td>
</tr>
<tr>
<td>Breadth</td>
<td>Depth</td>
</tr>
<tr>
<td>Multiple relationships</td>
<td>Fewer and deeper relationships</td>
</tr>
<tr>
<td>Expenditure of energies</td>
<td>Conserves energies</td>
</tr>
<tr>
<td>Interest in external events</td>
<td>Interest in internal reactions</td>
</tr>
<tr>
<td>Open, disclosing</td>
<td>Private, guarded</td>
</tr>
<tr>
<td>Comfortable with short and interrupted time frames</td>
<td>Comfortable with longer time frames, without interruption</td>
</tr>
<tr>
<td>Likes to approach new experiences and people</td>
<td>Likes to be approached rather than approaching others</td>
</tr>
<tr>
<td>Speaks, then thinks</td>
<td>Thinks, then speaks</td>
</tr>
</tbody>
</table>

### Communicating with Extroverts: Be social.

- Notice and respond to their expressiveness. Show interest and reflect their enthusiasm.
- Take turns. Intersperse short comments. Keep conversations going back and forth.
- Give them feedback, nonverbal and verbal. They want to know where they stand with you. They want to know NOW.
- Let them talk to sort out their experience. Be a good sounding board. They need to talk to know what they think.
- Let them elaborate and tell it all. Expect detail and expansion.
- Allow them to self disclose.
- Expect them to talk about people and things. Expect them to skip from subject to subject.
- Don’t withdraw from them. Open up. Stay close. Smile.

### Communicating with Introverts: Slow down and get serious.

- Give them time and space to think things through alone. They need to process information internally and alone.
- Be patient. Give them time to answer.
- Know that you will only get a selective version of all they have thought through. They will summarize their conclusions succinctly.
- Allow for their privacy. Do not expect them to self disclose until trust is built.
- Focus attention on ideas. They will talk a lot about their ideas and yours.
- Don’t put them in the spotlight. They usually don’t like surprises.
- Prepare them for what is to happen. Give them a lead time or “heads up.”
- Give them substance, not small talk.
- Ask for information. They are veritable well springs of information.
- Do not equate their lack of nonverbal expressiveness as a lack of enthusiasm or caring.

### In Stress:

- They react to stress with increased activity.
- They move toward other people.
- They energize by being involved with people, activities and the environment.
- They expend energy to build energy.
- They are on the lookout for stimulating things to energize them.

- They react to stress with decreased activity.
- They are energized by ideas and feeling in the private center within.
- Expect them to conserve energy to build energy
- They scan and probe inwardly for stimulation.
- They may withdraw to privacy.
- They energize by depth and intimacy.

Source: Jennifer Rousseau Sedlock; [www.jenniferspeaks.com](http://www.jenniferspeaks.com)
Preference for Information Processing

<table>
<thead>
<tr>
<th>Sensing</th>
<th>Intuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathers information through five senses</td>
<td>Gathers information through sixth sense</td>
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<tr>
<td>Like facts, literal meanings, details</td>
<td>Like concepts, metaphors, patterns</td>
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<tr>
<td>Learns best sequentially</td>
<td>Learn best randomly</td>
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<tr>
<td>Likes specific instructions</td>
<td>Like general directions</td>
</tr>
<tr>
<td>Follows directions literally</td>
<td>Follows hunches</td>
</tr>
<tr>
<td>Enjoy repetition</td>
<td>Enjoy variety, diversity</td>
</tr>
<tr>
<td>Tend to focus on present, past</td>
<td>Tend to anticipate the future</td>
</tr>
<tr>
<td>Rely on experience</td>
<td>Rely on imagination</td>
</tr>
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<td>Realistic, actual</td>
<td>Speculative, possibilities</td>
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<tr>
<td>Value perspiration</td>
<td>Value inspiration</td>
</tr>
<tr>
<td>Down-to-earth</td>
<td>Head-in-the-clouds</td>
</tr>
<tr>
<td>Utility and Sensibility</td>
<td>Fantasy and Ingenuity</td>
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<tr>
<td>Values conserving resources</td>
<td>Values innovation and change</td>
</tr>
<tr>
<td>Practicality</td>
<td>Fiction</td>
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Communicating with Sensors: Get real, show me.

- Stick to the facts. Ask and use facts.
- Document successful operations and applications
- Focus on the present, now, the next step.
- Provide visual displays –flow charts, graphs, and lists.
- Reduce risks by careful analysis.
- Show why something makes sense. Answer all of the “why” questions.
- Honor tradition and experience from the past. Relate new things to their experience.
- Establish clear routines and directions. Write them down.
- Compliment them on their hard work and industry.
- Change is best approached step by step. Highlight details.
- Give concrete operational examples. Show them.

In Stress:
- They like to work steadily.
- They dislike ambiguity and uncertainty.
- Theory and abstraction are likely to be a put off.
- They may dislike long-range planning.
- Good at tactical planning.
- They focus on details and may tend NOT to look at the big picture.

Communicating with Intuitors: Be ingenious and imaginative!

- Be visionary – talk ideas, schemes.
- Show relationships among parts; describe patterns.
- Discuss the challenge or opportunity in the idea.
- Use and request creative associations –if/then, and so, what next, so what?
- Ask open-ended questions.
- Focus on the future and what might be possible.
- Present variety diversity and challenge. They bore easily.
- Share your hunches. Ask for theirs.
- Compliment them on their inspiration, clever ideas, and creativity.
- In dealing with Change, the best approach is to show them the big picture and the path to get there.
- Elicit their imagination. They’ll use abstract, theoretical symbols to learn.

In Stress:
- They like to work in cycles and with bursts of energy.
- Details will frustrate them in a stressful situation.
- They dislike being restricted or following rigid rule.
- They will scan the environment for patterns, trends, and relationships among elements.
- They may miss some critical steps or details.
- Structure may limit their freedom to create great ideas.

Source: Jennifer Rousseau Sedlock; [www.jenniferspeaks.com](http://www.jenniferspeaks.com)
Preference for Decision Making

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules with the head</td>
<td>Rules with the heart</td>
</tr>
<tr>
<td>Objective, detached</td>
<td>Subjective, involved</td>
</tr>
<tr>
<td>Decisions based on logic</td>
<td>Decisions based on values</td>
</tr>
<tr>
<td>Focus on rational data and analysis</td>
<td>Focus on people and feelings</td>
</tr>
<tr>
<td>Values justice and fairness</td>
<td>Values harmony</td>
</tr>
<tr>
<td>Firm and fair</td>
<td>Caring and compassionate</td>
</tr>
<tr>
<td>Impersonal</td>
<td>Personal</td>
</tr>
<tr>
<td>Critique</td>
<td>Compliment</td>
</tr>
<tr>
<td>Precise, firm</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Policy</td>
<td>Social and personal values</td>
</tr>
<tr>
<td>Laws, principles</td>
<td>Extenuating circumstances</td>
</tr>
<tr>
<td>Criterion</td>
<td>Intimacy</td>
</tr>
<tr>
<td>Reason, standards</td>
<td>Sympathy, empathy</td>
</tr>
<tr>
<td>Right or wrong</td>
<td>Good or bad</td>
</tr>
</tbody>
</table>

Communicating with Thinkers: Be Reasonable!

- Approach problems and decisions with logic and analysis.
- Explain your reasons. State the principles involved.
- Use words like fact, logic, assume and opinion.
- Stress what is right or wrong – and the standard by which you judge this.
- Talk about what is just, true and fair.
- Use objective, impersonal criteria.
- Stress cause-effect order. Move logically and sequentially from point to point.
- Use questions to probe for information and strategies.
- Draw conclusions from established principles.
- Be consistent, valid, and reliable.
- Ask about the criteria, principles and polices which underlie their decisions.

In Stress:

- They tend to avoid trusting feelings in decision making.
- They will analyze and intellectualize.
- They store up stress.
- They may shut down or procrastinate

Communicating with Feelers: Be sensitive and caring

- Address feelings – yours, theirs, whomever will be affected.
- Stress harmony and caring.
- Find and use personal priorities—yours, theirs, others.
- Emphasize subjective, humanistic values.
- Find out what they appreciate and are attracted to aesthetically.
- Draw conclusions by associating experiences and feelings.
- Be compassionate, supportive and responsive.
- Be cooperative, conciliatory.
- Address hurt feelings with sympathy, empathy, compassion, and apology.
- Hear the extenuating circumstances, personal interests, and exceptional nuances, which underlie their decision.

In Stress:

- They tend to overlook cause and effect reasoning.
- They internalize and personalize stress.
- They tend to agonize over difficult decisions, which will affect themselves or others.
- They express and communicate their stress.
- They tend to become overloaded because they take on so much. Then, they can be volatile.

Source: Jennifer Rousseau Sedlock; [www.jenniferspeaks.com](http://www.jenniferspeaks.com)
**Preference for Lifestyle**

<table>
<thead>
<tr>
<th>Judging</th>
<th>Perceiving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settled, plan ahead</td>
<td>Pending, open-ended</td>
</tr>
<tr>
<td>Decisive</td>
<td>Tentative</td>
</tr>
<tr>
<td>Like matters resolved</td>
<td>Like to gather more data</td>
</tr>
<tr>
<td>Organized</td>
<td>Be spontaneous</td>
</tr>
<tr>
<td>Be right</td>
<td>Miss nothing</td>
</tr>
<tr>
<td>Self-regimented</td>
<td>Flexible</td>
</tr>
<tr>
<td>Purposeful</td>
<td>Adaptable</td>
</tr>
<tr>
<td>Closure</td>
<td>Keep options open</td>
</tr>
<tr>
<td>Completed</td>
<td>Emergent</td>
</tr>
<tr>
<td>Wrap it up</td>
<td>Something will turn up...</td>
</tr>
<tr>
<td>Sense of urgency</td>
<td>Plenty of time</td>
</tr>
<tr>
<td>Deadline!</td>
<td>What deadline?</td>
</tr>
<tr>
<td>Get the show on the road</td>
<td>Let’s wait and see...</td>
</tr>
<tr>
<td>Decides and finalizes things</td>
<td>Treasure hunts</td>
</tr>
</tbody>
</table>

**Communicating with Judgers:** Be punctual. Begin with the end.

★ Show respect for their time, their plans and their schedules.
★ Let them plan ahead and then execute those plans. Keep out of their way.
★ Avoid abrupt changes.
★ Acknowledge their value on efficiency, order and decisions.
★ Plan for contingencies. No surprises, please.
★ Be punctual. Early and late are real terms for them.
★ Value their deadlines and meet them.
★ Show them YOU are planning, organizing and deciding.
★ Allow them to make quick conclusions and expect them to be critical.
★ Let them be in charge and do it their way.
★ Present them with persuasive appeals that help them come to closure quickly.

**In Stress:**

★ It is difficult for them to let go when plans are interrupted or blocked.
★ They may relentlessly pursue a pre-planned course of action, even when all feedback tells them that it is not working.
★ They prefer the satisfaction of closure on one thing before moving on to the next.
★ When things get out of control, this is quite troublesome to them.
★ When someone else changes their schedule, plans or priorities—this is very difficult for them.

**Communicating with Perceivers:** Hang loose.

★ Be spontaneous. Let things flow.
★ Don’t rush them. Don’t over-control or over-book them.
★ Value effectiveness, flexibility, and adaptability.
★ Allow avenues for their curiosity and variety of interests and approaches.
★ Enjoy with them the unexpected surprises that come along in the day.
★ Realize that now is the only relevant time frame. Be here and now.
★ Give them general guidelines and time frames. Allow them to reserve choices.
★ Earmark what you want input on, what decisions you want them to make, and what actions you want them to take. Be explicit about where and when.
★ Expect them to keep options open as long as possible.
★ Give them large stuff to control—not details.

**In Stress:**

★ It is difficult for them to adjust to a continuous schedule.
★ It is difficult for them to accept too many expectations.
★ They stress out when others tell them to stop procrastinating.
★ They can easily get pulled into many directions.

Source: Jennifer Rousseau Sedlock; www.jeniferspeaks.com
Case Studies
To help you understand and apply the Myers-Briggs personality types, discuss these case studies within your groups, and address the questions. These case studies have been created based upon real and hypothetical situations that a grad student might encounter. Each case study has been simplified to involve primarily only one of the four possible categories of the MB types, since this workshop is an introduction into the Myers-Briggs personality types.

- Case 2 – Grace and her messy lab manager
  - Grace has started a new project that requires working during odd hours at night and weekends, but an unexpected conflict has begun with the lab manager. She’s been able to coordinate the new schedule with her new project, classes and personal life, which has helped her sanity, because she likes to plan things in advance and schedule her activities. Also, she’s been able to keep things under control by marking clear boundaries for her benchtop space and keeping her own area organized, because the rest of the lab seems messy to her most of the time. But when Grace works in the lab during odd hours, she’s been having trouble finding reagents in the lab. The reagent catalog has not been updated recently, so it’s been difficult for Grace to find items. During the normal working hours, the lab manager is helpful and perfectly happy being interrupted to track down items for Grace. But on this particular Saturday Grace had to cancel an experiment because she couldn’t find a critical reagent in the lab, and so fell behind her schedule. Grace thinks that it’s the job of the lab manager to update the reagent catalog, and is frustrated that she had to cancel her experiment and fall behind her schedule. In her frustration, she begins to write an email to the lab manager.

- Questions:
  - Which one of the 4 Myers-Briggs dichotomies might explain the different preferences for Grace and the lab manager?
    - Based upon this description, what do you think is Grace’s MB type? Explain your reasoning, referring to details mentioned in the case study.
  - What do you think is the lab manager’ MB type? Explain your reasoning.
  - Within the description above, what is a key assumption that Grace has about the lab manager? This key assumption affects Grace’s expectations about the lab manager’s responsibilities. Underline this assumption above.
  - Do you think she should email the lab manager, or perhaps communicate with him in another manner? How might Grace adapt, to work better with the lab manager?
    - How might Grace use her strengths from her MB type to help resolve her problem?
    - What underdeveloped type skills (see tables above for some ideas) might Grace need to address as she considers how to improve the working relationship with the lab manager?
• Case 3 – Mary is embarrassed with her postdoc’s question
  o Mary enjoys working in her lab, but has started to notice problems in communicating with the postdoc who’s been assigned to mentor her. Mary prides herself as a “do-er” who works hard and is very willing to put in extra hours in the evenings and weekends in the lab. She enjoys working with her hands, and so has developed excellent technical skills. She prefers having detailed protocols that she can closely follow, so that she doesn’t have to create new protocols or make changes. But her postdoc often asks questions during their weekly meetings about her research that don’t seem relevant to her, and gives her papers to read that seem to be outside of her field. Mary has been very busy with her coursework and research, and would prefer to focus on only her project. But the postdoc keeps bringing in ideas and papers that seem too abstract to Mary. Furthermore, he recently asked why a particular step in the protocol was needed, and Mary was stumped. She felt embarrassed, because the particular step consumed an expensive reagent and she realized that she had simply followed the procedure without thinking carefully.

Questions:
  o Which one of the 4 Myers-Briggs category types might explain their different preferences?
    ▪ Based upon this description, what do you think is Mary’s MB type? Explain your reasoning, referring to details mentioned in the case study.

  ▪ What do you think is the postdoc’s MB type? Explain your reasoning.

  o What is a key assumption that Mary has about her work, and which affects her expectations of her own responsibilities?

  o How might Mary adapt, to work better with her postdoc? What might she say or ask the postdoc?
    ▪ How might Mary use her strengths from her MB type to help resolve her problem?

    ▪ What underdeveloped type skills (see tables below for some ideas) might Mary need to address as she considers how to improve the communication with the postdoc?

• Case 4 – Tony’s new research group schedules an inconvenient group meeting time
  o Tony is really glad that he and his new friend, Sheila, have joined the same lab. He also enjoys playing with Sheila’s child, and helping take care of her baby occasionally. Their group is trying to decide on a new weekly time to hold their group meetings, but this has caused problems because their group has recently grown bigger and it’s hard to find a new time that’s convenient for everyone. Soon afterwards, the PI sent around an email, announcing that the new group meetings will be held on Sunday mornings. Tony thought the group should talk about it first, or that at least a Doodle poll should have been sent around. As Tony talked with Sheila, he realized that the meeting time would be extremely inconvenient for her, because Sheila will need to make special, expensive arrangements for childcare. Tony gently encouraged Sheila to speak up for herself, but she is reluctant to cause problems as a new member of the group. Tony also hears that the new time would cause significant problems for others in the group because of family and
religious obligations. Tony would like to talk with the PI about possibly changing the meeting time, but isn’t sure how to approach the PI.

**Questions:**
- Which one of the 4 Myers-Briggs category types might explain their different preferences for Tony and his PI?
  - Based upon this description, what do you think is Tony’s MB type? Explain your reasoning, referring to details mentioned in the case study.
  - What do you think is the PI’s MB type? Explain your reasoning.
- Within the description above, what is a key assumption that Tony has about how lab groups should function? Underline this assumption above.
- How might Tony communicate with his PI? How might Tony use the strengths of his type to approach his PI?
  - How might Tony use his strengths from his MB type to approach his PI?
  - What underdeveloped type skills (see tables below for some ideas) might Tony need to address as he considers how to contribute to the decision-making process of the lab group?

**Case 5 – Pat worries that his PI doesn’t trust him**
- Patrick believes that his PI doesn’t trust him and his work, and so has been frustrated with his PI. Patrick first got fascinated with science and research when he read biographies of famous scientists. He loved reading about their personal stories, their dramatic discoveries, and the ups and downs of research. He continued in his fascination with scientific research by joining a lab whose research area matched his interests. He initially thought it was a match made in heaven. He devoured papers in his field, and his PI was impressed with his ability to understand complex ideas and his wide range of interests.
- However, as Patrick started working in the lab, he noticed that his PI would ask lots of questions about practical details during their weekly individual meetings. This initially surprised Patrick, because he usually didn’t pay much attention to minor details. But as their weekly meetings continued, Pat noticed that the PI would continue to ask to see the raw data and spectra from his results. Pat was confused, because he thought the PI, as the supervisor for the entire research group, should be more concerned with the big picture and less concerned about minor details. This also frustrated Pat, because the PI’s questions seemed to cast doubt on Pat’s work. Pat is fascinated by the research and loves to spend lots of time in his research, but has started to feel discouraged. He wants to impress his new PI, but is now worried that the PI is asking to see the raw data and spectra because he doubts Pat’s work in the lab. He wishes that the PI would think more about the big picture, and worry less about details that seem minor and insignificant to Pat.

**Questions**
- Which one of the 4 Myers-Briggs category types might explain their different preferences for Patrick and his PI?
- Based upon this description, what do you think is Patrick's MB type? Explain your reasoning, referring to details mentioned in the case study.

- What do you think is the PI's MB type? Explain your reasoning.

  o What is a key assumption that Patrick has about how PI's should do? This assumption affects his expectations for PI's.

  o How might Pat need to adjust his expectations for working and communicating with his PI?

- Case 6
  o Have you or someone in your group experienced similar situations, where you had different types? Please share your situation: how the different preferences impacted the relationship, the consequences, if the situation changed, how you dealt with the differences, etc.