
UNDERSTANDING YOUR ROLE IN BUILDING HEALTHY RELATIONSHIPS WITH ONLINE DOCTORAL MENTEES

Erikson (with a little Skinner), Maslow, and Rogers ... Oh My!

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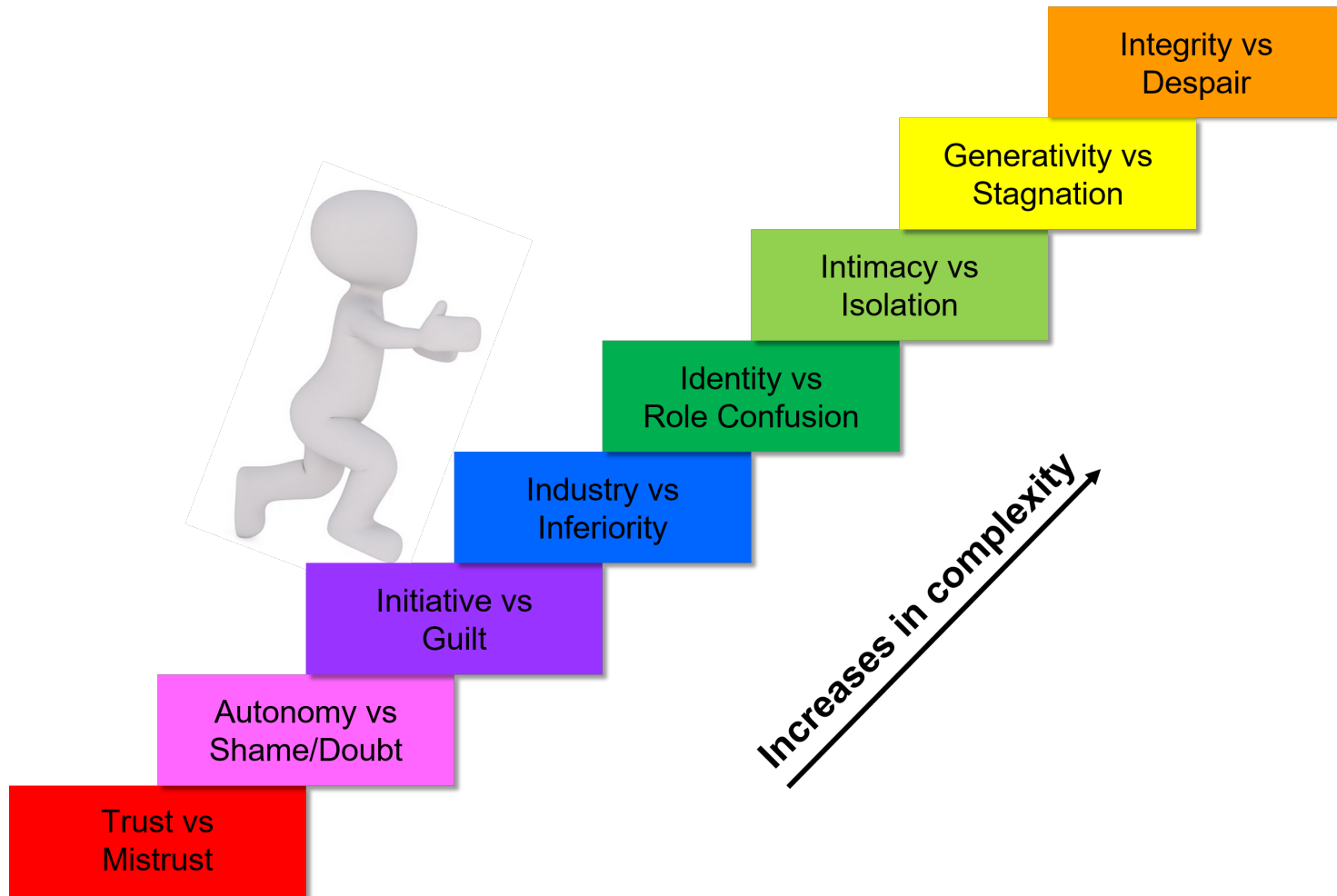
WELCOME AND INTRODUCTIONS

- Who we are and what we do
- Goals for the Session
 - Understand your mentoring “philosophy” (apologies to the psychologists and purists among us)
 - Articulate issues arising from philosophical “mismatches”
 - Propose pathways forward in the mentoring relationship
- Overview

THAT ONE STUDENT...

- Mentoring is hard when you sit across the desk – much more difficult in the online environment
- Students generally progress along a path in their dissertation journey (they start as Kindergarteners)
- Students are not only completing original research, they are **LEARNING** what research really is and internalizing all the processes needed to conduct research in an online environment (“speaking scholar”)
- There is always “that one student” that frustrates or confounds us – this session is all about bringing understanding and forward movement to that situation in an online environment





LET'S START
WITH ERIKSON
(AND A LITTLE
SKINNER)

CHARACTERISTICS OF A SKINNER/ERIKSON MENTOR



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- Task oriented
- Goal setting is key
- Developmentally appropriate (we're growing successful researchers)
 - Some dissertation students are “kindergarten”
 - If we give control too early it creates self-doubt
 - When they don't know their “role” they may get aggressive
 - Relationship comes *from* the process, not before the process
 - Need to build trust and confidence, not relationship

MOVING ON TO VYGOTSKY

The zone of proximal development (ZPD) has been defined as:

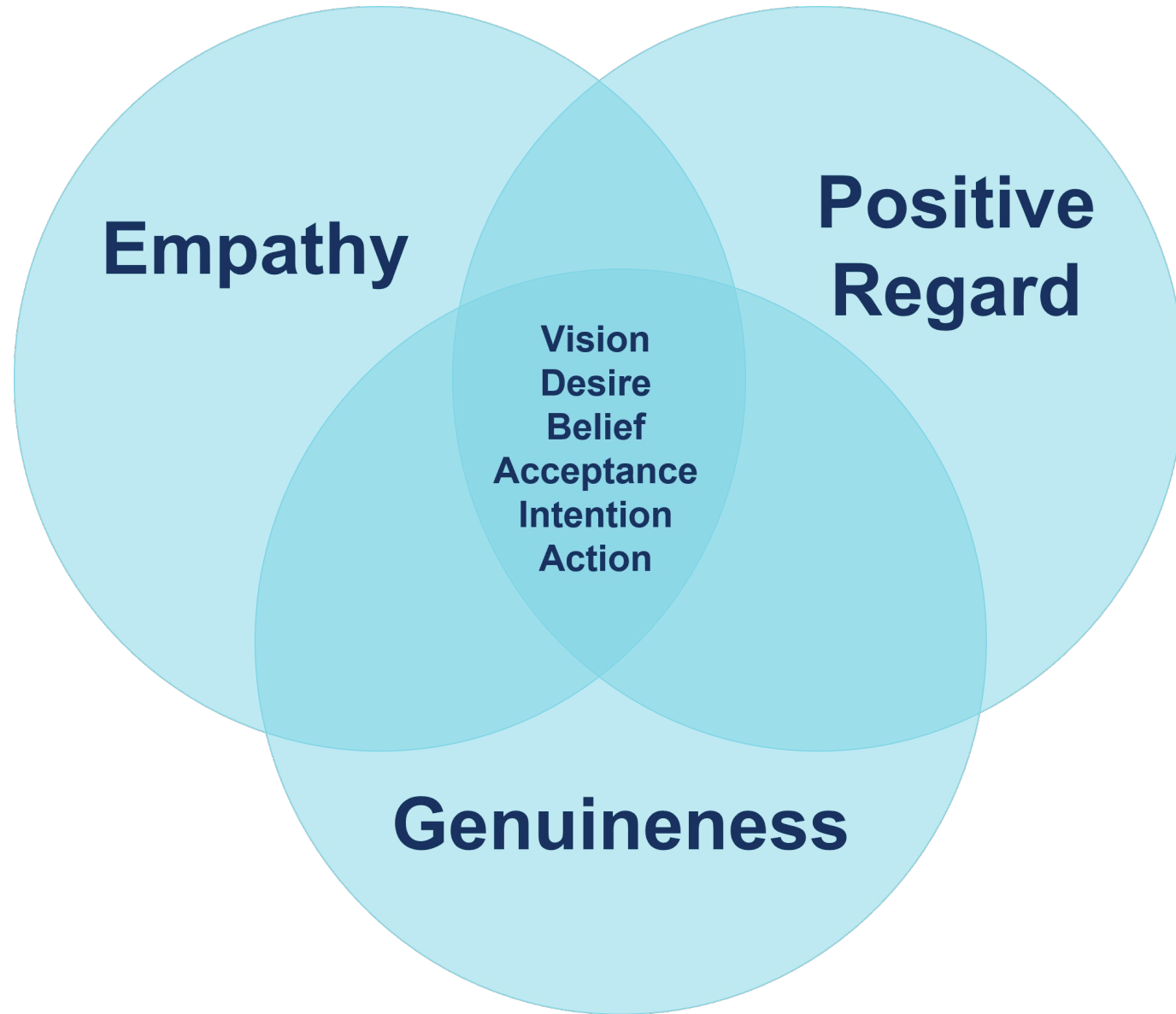
"the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

collaboration
is everything

CHARACTERISTICS OF THE VYGOTSKIAN MENTOR

- ZPD
 - S-t-r-e-t-c-h them
 - Create learning communities for peer interaction, support, etc.
 - Model
 - Scaffold
 - Begin to move from telling to asking
 - Dialogue is key



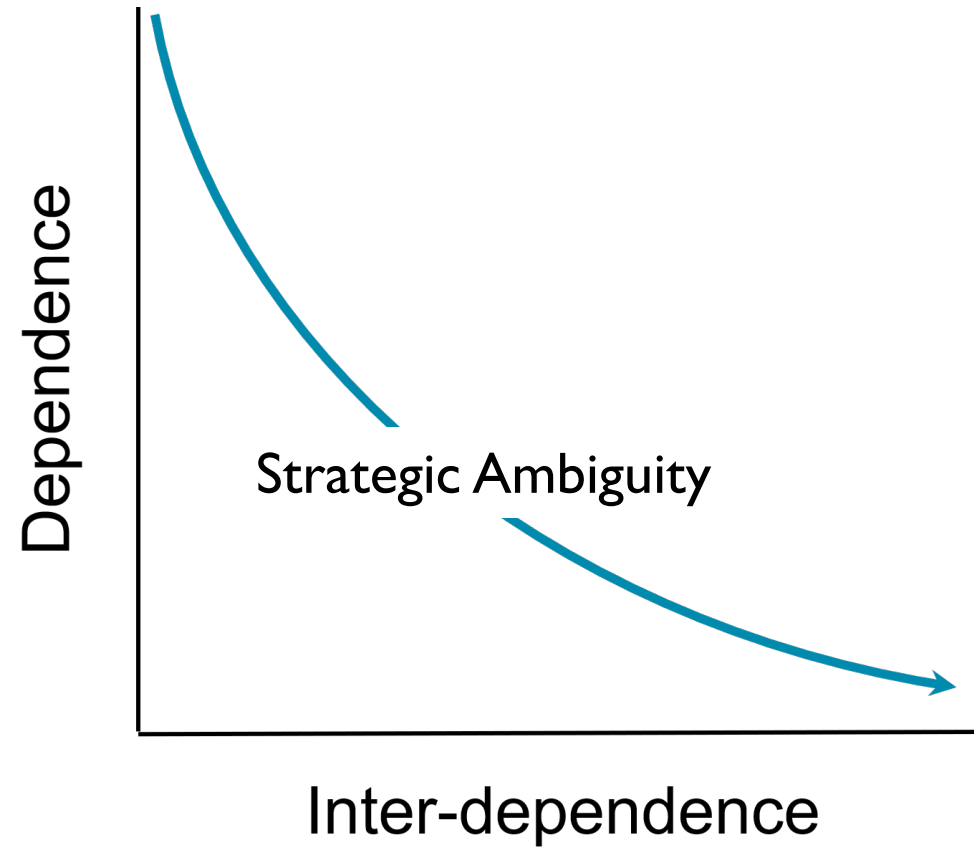


**ROGERS ...
OH MY!**

CHARACTERISTICS OF A ROGERIAN MENTOR

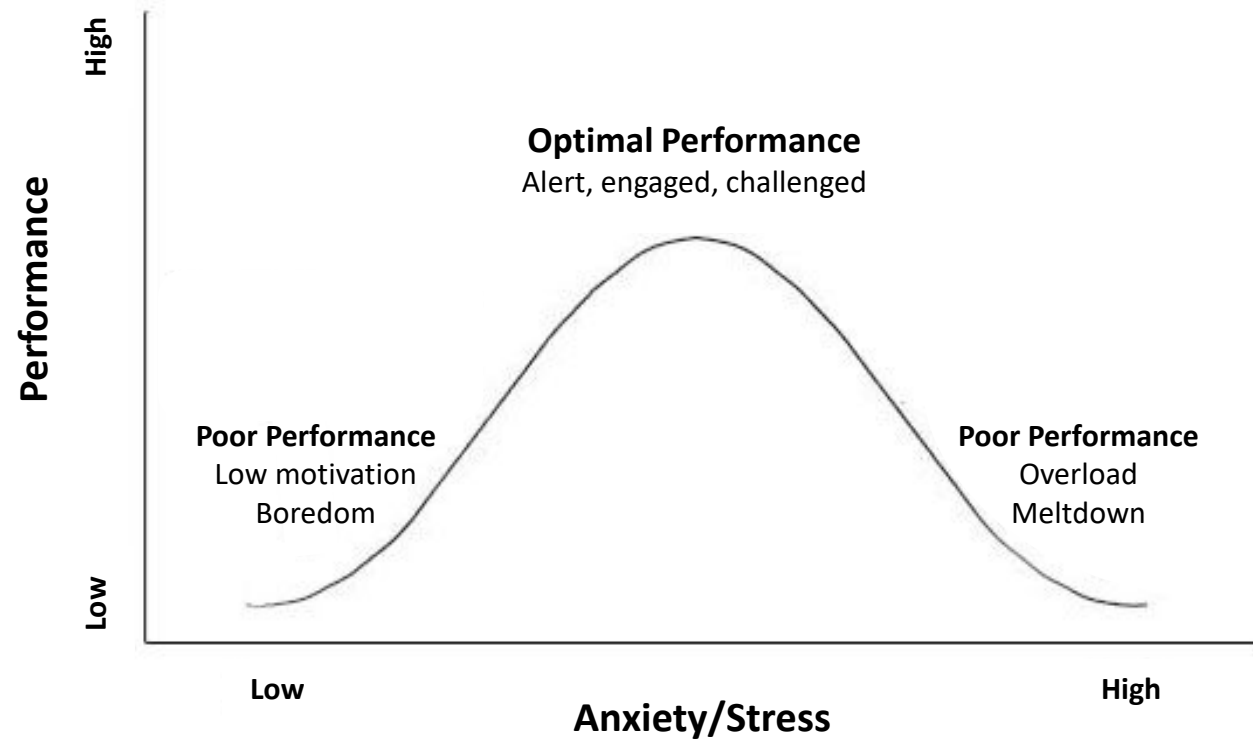
- Non directive
- Socratic
- Student driven
- High confidence in student ability to make decisions
- Example: Student choice, “Where do you want to sit and how would you like to begin?”





SHIFTING RESPONSIBILITY

OPTIMAL ANXIETY & STRESS



Yerkes-Dodson Law

FEEDBACK STYLES MATTER (HANDOUT TIME)

- Skinner says – Do what I say (1st, 2nd, 3rd), and you'll be an awesome dissertation writer!
- Erikson says – I understand where you are, please work on *THIS*
- Vygotsky says – I know this is uncomfortable, let's work together and find the best path forward
- Rogers says – how do you feel about my feedback and what would you like to work on next? Do you have any questions?

KNOWING YOU ... KNOWING THEM

- Establishing open lines of communication
- Open dialogue about styles – yours and theirs
- Ask them...
- Adjusting and adapting – you and them
- Knowing when to teach and when to mentor
- What did you learn about yourself?
 - What do you believe about the mentoring relationship?
 - Does it align with how you mentor?
 - Which of these approaches do you use most with your mentees to help them be successful?
 - What one thing would you change as a result of our conversation?



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THANK YOU!

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