

How to mentor (A personal experience in biomedical research)

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Outline-How to mentor

- **How to pick a mentee**
- **How to assign work**
- **To inspire creativity**
- **How to do research**
- **Be open minded**
- **Be a role model**
- **Be positive**
- **Conclusion**

How to pick a mentee

- **Must have an interview**
- **Find out as to why they are here**
- **Does training background matter?**
- **Pick the most motivated person(s)**

How to assign work

- **There are four types of mentees and each must be managed differently.**
- **To assign the right job to the right person**
- **Factor in the individual knowledge and capability**
- **Factor in personality, motivation, and willingness to work**
- **Factor in timeline, magnitude, and resources**
- **You should respect all and challenge them to reach their fullest potential**
- **To discuss in person and follow up meetings**

Four types of mentee

Type 1: They are the most motivated, often intelligent. They will generate novel research project on their own thinking. They can be auto-pilot with minimal amount of mentoring. All you need to do is to encourage and to inspire.

Type 2: They are a step below those in type 1 but still not bad at all. They are hardworking but prefer to pick from many topics available under your supervision.

Type 3: They are not comfortable to be autonomous. They prefer the mentor to assign a specific research project and will do a good job.

Type 4: They are lazy and not interested in anything. They have a tendency to complain a lot as if all the mishaps are not their fault. They are high maintenance and try not to recruit them. If they are recruited, once in a while, they can be inspired to produce.

Your job is to inspire creativity

- The name of the game is:
“guidance and inspiration”.
- To defy the old saying: You can lead the horse to water, but you can't make it to drink.
- Innovation and creativity: To go where no man has gone before
- The first step: To be observant and to ask questions: How, why, and what

How to do research

- 1. To search the literature and learn the state of the field**
- 2. To generate questions: how, why, and what**
- 3. To generate hypothesis**
- 4. To design experiments to tackle the hypothesis**
- 5. To execute experiments and to generate results**
- 6. To analyze the results.**
- 7. To evaluate and re-evaluate results.**
- 8. To derive conclusions and to prepare report**
- 9. To generate new questions and new ideas**
- 10. To repeat steps 1-9**

Be open minded

- **Accept failures**
- **Do not always trust the authority**
- **Evaluate and re-evaluate**
- **Opportunity for new paradigm**
- **Create new hypothesis, methodology, and strategy**

Be a role model

- 1. A mentor is watched constantly by mentees**
- 2. This is an opportunity to set an example and to lead**
- 3. Three principles to follow: honesty, generosity and hard work.**
- 4. Be kind and to help others with their best interest**
- 5. The opportunity and responsibility to shape the future of students**

Be positive

- **Must project a positive attitude at all times**
- **To start now and rake in benefits**

Three stories

- 1. A case of Dr. William Summerline**
- 2. Driving experience in Scandinavia**
- 3. Crossing the street**

Take home lesson: Basic ethical and moral standards

Partners in teaching

- **Teacher**
- **Family**
- **Peers**
- **Society**
- **Teachers are the driving force**

Conclusion

- **A good mentors will not only teach the trick of the trade but also will inspire students to become a better human being**
- **A good mentorship can increase productivity**
- **A good mentorship can help students to lead a better life**
- **A good mentorship can help the whole society**
- **Thank you**