

Finding a Mentor That Fits: (Purpose, Boundaries, and Relationship Evolution)



Presented by:

MENTORSHIP &
CAREER DESIGN

Oregon Health and Science University

Brenda G. Campbell

mentorship@ohsu.edu

March 12, 2026



AGENDA

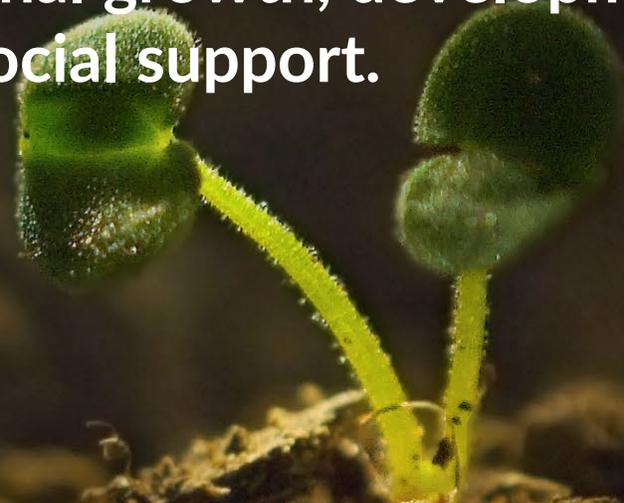
- 1) Define mentorship & mentoring stages
- 2) Clarify mentoring needs
- 3) Assess current mentoring network & craft a bounded ask
- 4) Q&A



(Mac Hall, 1182)

MENTORSHIP

Mentorship is a collaborative relationship between individuals who work together to facilitate personal and professional growth, development, and success through career and/or psychosocial support.



[Adapted from] National Academies of Sciences, Engineering, and Medicine 2019. The Science of Effective Mentorship in STEMM. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25568>

Roles



Mentors	Coaches	Sponsors
<ul style="list-style-type: none">● Offer guidance, stories, and advice based on their lived experience.● Come from a familiar industry, geography or career background.● Provide direct feedback, advice, and practical solutions to day-to-day- challenges.● Derive benefits from the relationship by developing communication skills and growing their leadership equity.● Mentorship is a mutually beneficial relationship.	<ul style="list-style-type: none">● Ask powerful questions to people so that they can come up with the answers themselves.● Take a more holistic approach (relational).● Provide less “advice” and more impartial, non-judgmental feedback which should be taken as a constructive criticism for achieving better results.	<ul style="list-style-type: none">● Are more senior stakeholders, willing to use their reputation and credibility in service of their mentee.● Advocates for mentee by using their influence, power and networking to help give them exposure to better career opportunities.● Are involved in long-term relationships as trust and credibility builds over time.



Timing	Mentoring Stages	Tasks	Activities
Beginning	Initiation	Develop rapport	Share background experiences, values, and learning preferences. Define relationship purpose or goals and set expectations.
Middle	Cultivation	Learn to collaborate	Select a topic or activity on which to collaborate.
End	Separation and redefinition	Reflect and learn	Reflect on lessons learned, identify future professional development needs. Transition to relationship that is collegial, friendship, or ad hoc. Check in occasionally to maintain the connection.



ACTIVITY: Naming Your Needs

Handout

Identifying, Prioritizing, and Communicating Your Needs

Instructions:

1. Check the box next to the roles you currently need your mentor to play.
2. Circle the 3 roles that are priorities for you at this point in your career.
3. Choose one of the 3 circled roles and write down how you could ask for your mentors to play that role, or play it more effectively.
4. Practice what you would say to you mentor with a partner.

Check for Roles Currently Needed	Roles Mentors Can Play Across 5 Domains* of Attributes Needed for Effective Mentoring Relationships
	Research Skills
	Help me develop research skills specific to my area of focus
	Help me become a better science communicator (presenting and writing)
	Help me learn how to collaborate effectively
	Help me write grant proposals and seek other funding
	Interpersonal Skills
	Work with me to define and align the expectations we have for our relationship
	Provide me with constructive feedback
	Communicate honestly and build a trusting relationships with me
	Psychosocial Skills
	Help me build my research self-efficacy
	Help me build my career self-efficacy
	Help motivate me

Fill in your individual chart 5 minutes



ACTIVITY: Naming Your Needs

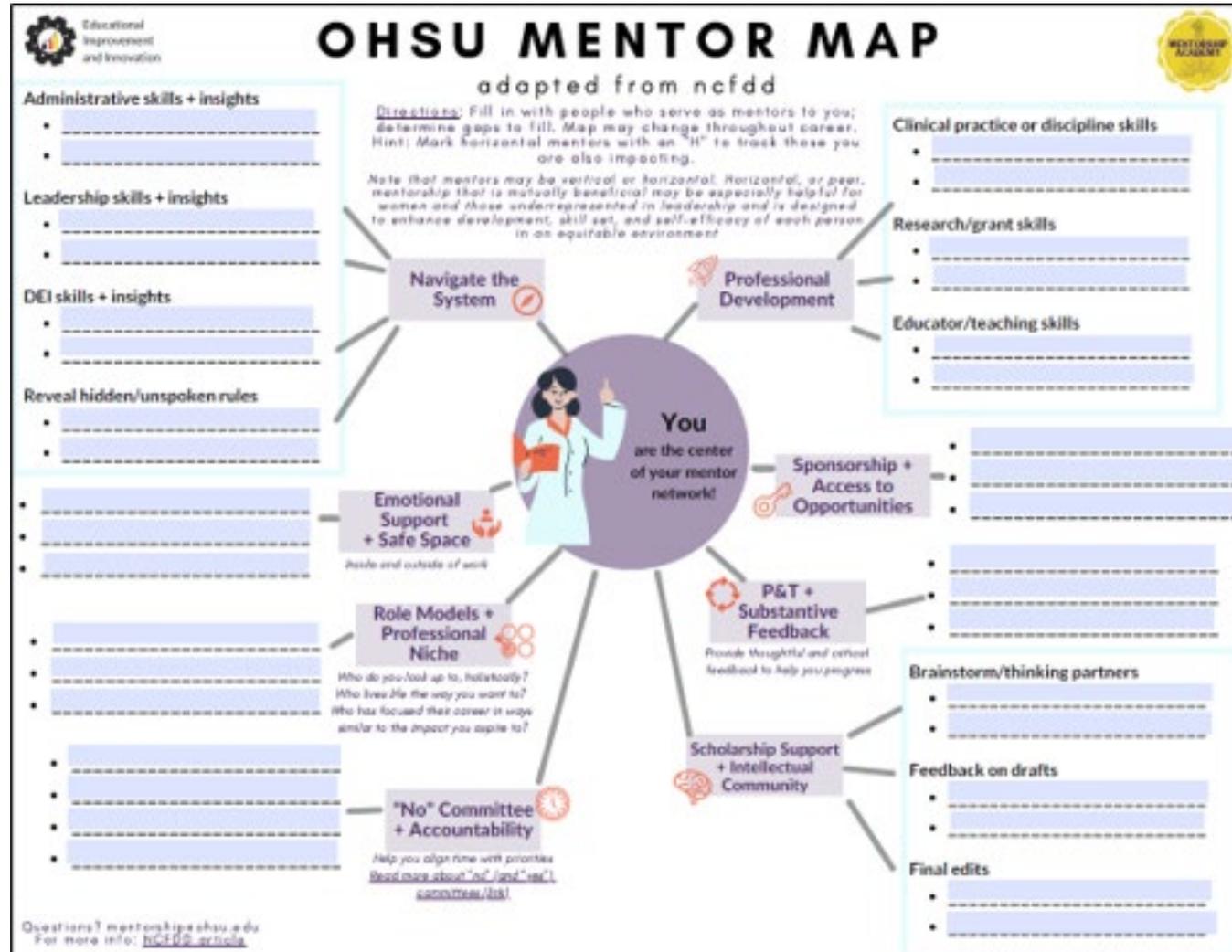
Follow the instructions on the handout working in pairs (or triads)

1. Check the box next to the roles you currently need your mentor to play.
2. Circle the 3 roles that are priorities for you at this point in your career.
3. Choose one of the 3 circled roles and write down how you could ask for your mentors to play that role or play it more effectively.
4. Practice what you would say to your mentor with a partner.

Think-pair-share (6 minutes), return for large group discussion

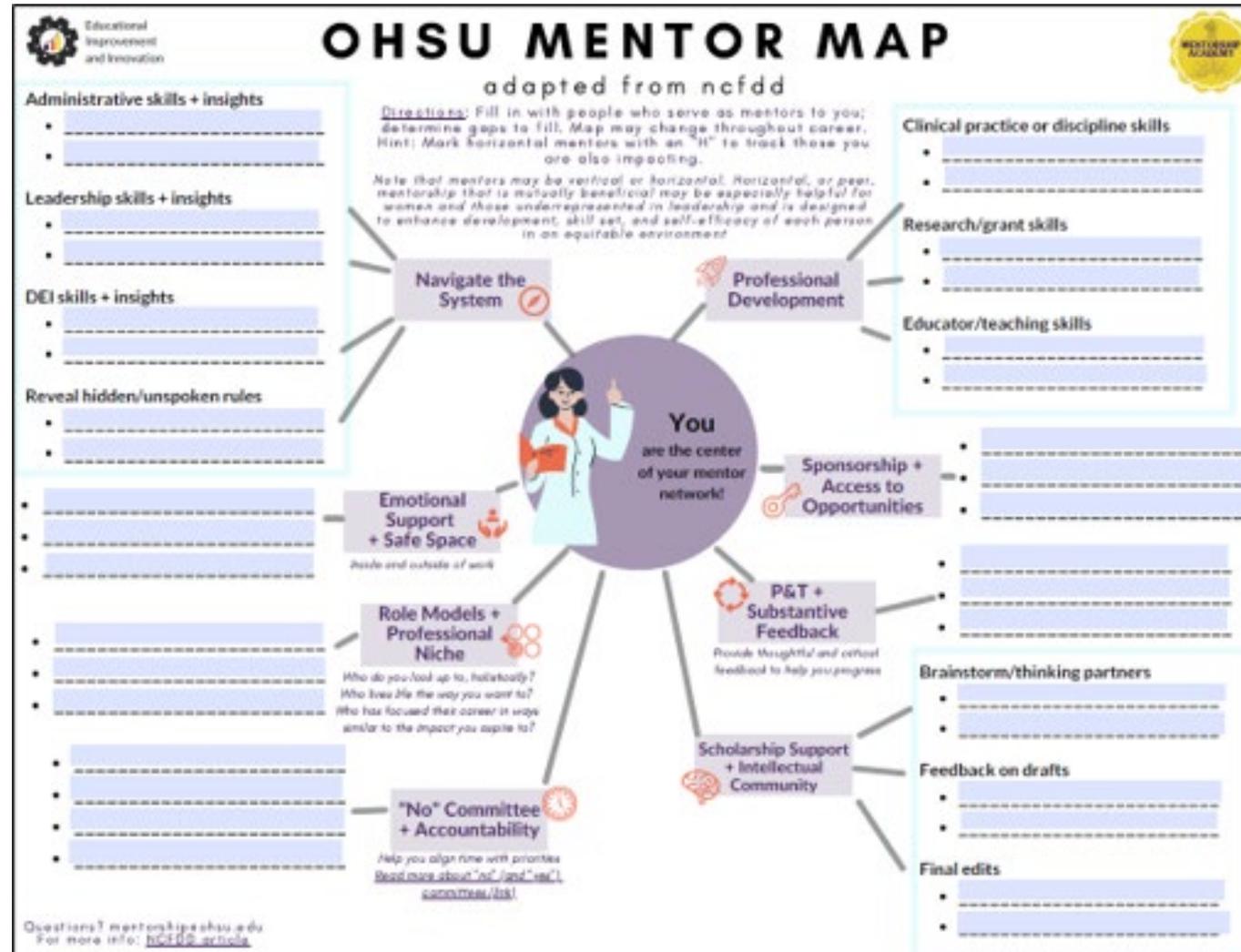


WHAT IS A MENTORING NETWORK?





WHY A MENTORING NETWORK?



ADDRESS LIMITING BELIEFS

To help normalize this, here are several types of limiting beliefs that are common for **faculty** to have.

Are any of these in your way?

Differentiating the ideal from what's real	"It's really all about the work, so if I just do great work I'll be successful."
Reactive vs. proactive stance	"Everyone's so busy, I don't want to bother anyone with _____..."
Hyper-individualism	"I can figure everything out myself."
Perfectionism	"I hold on to work until it's perfect..."
Staying Safe/Playing Small	"I only connect with people in my department that I like."
Super ____ Syndrome	"I take care of everyone else's needs (while ignoring or neglecting my own)." "Taking care of my needs is selfish".



Timing	Mentoring Stages	Tasks	Activities
Beginning	Initiation	Develop rapport	Share background experiences, values, and learning preferences. Define relationship purpose or goals and set expectations.
Middle	Cultivation	Learn to collaborate	Select a topic or activity on which to collaborate.
End	Separation and redefinition	Reflect and learn	Reflect on lessons learned, identify future professional development needs. Transition to relationship that is collegial, friendship, or ad hoc. Check in occasionally to maintain the connection.



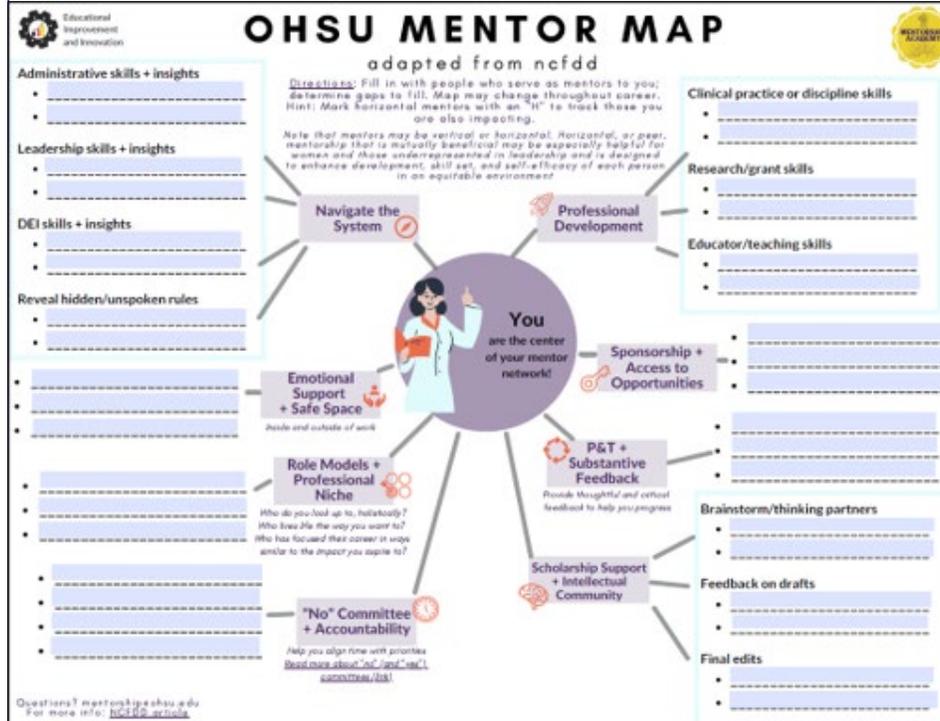
MAP YOUR CURRNET NETWORK

1 Navigate the System 

2 Professional Development 

3 Sponsorship + Access to Opportunities 

4 Emotional Support + Safe Space 



Fill in your individual map 4 minutes

5 Role Models + Professional Niche 

6 P&T + Substantive Feedback 

7 Scholarship Support + Intellectual Community 

8 "No" Committee + Accountability 

ASSESS YOUR CURRENT NETWORK

Reflect: Spend a moment thinking about the patterns that appear in your current network. (4 minutes)

- **Redundancy:** How much overlap is there?
- **Interconnectivity:** How closed is the network in the sense that most of the people know each other?
- **Connections to Power and Influence:** How many would you characterize as influential in the department or field?
- **Diversity:** How similar or different are these individuals (in terms of gender, race, function, geography, organizations) to each other and to me?





ASSESS YOUR CURRENT NETWORK (cont.)

Reflection

You've reflected on the patterns that appear in your current network.

1. Redundancy
2. Interconnectivity
3. Connection to Power and Influence
4. Diversity

Think-Pair-Share (4 minutes)

With a partner, discuss the strengths, limitations, and steps you can take to overcome the limitations of your network.



When networking/finding mentors

remember there are 3 types of people to consider:

People you know
People who are the same stage in their career

People who know your colleagues
People 1-2 stages ahead in their careers

People you don't know at all
People who are senior in their field



The farther people are from you, the more clear and concise you need to be.

IDENTIFY POTENTIAL MENTORS

Start with who you know



Identify 1-2 people you might like support from and why

Don't think about how you'll do it yet- just focus on a specific person or archetype for right now.

Share: in the chat how you might leverage your existing networks to find new connections





Greenhouse

A place to grow, together.

What is OHSU Greenhouse?

Greenhouse is a communication channel to connect with OHSU alumni, faculty, staff, and students around area of interest and expertise. Topics include:



Career Navigation

Branching out in your career



Lifelong Learning

Learning outside of the classroom



Social Connection & Well-Being

Engaging in meaningful connection



Entrepreneurship

Empowering Entrepreneurs



Debt Reduction & Finance

Navigating debt & finance management



Academic Health Professions

Taking root in academic health



Academic & Training Support

Supporting Academic Success



Location

Finding neighborhood community

How do I join OHSU Greenhouse?

Visit ohsumentors.com to sign in and join the community.

1. **CREATE A PROFILE:** Complete the registration process and let us know more about you
2. **JOIN A GROUP:** Join one or all groups that spark your interest and can provide value to you.
3. **POST OFFERING ADVICE OR SEEKING SUPPORT:** Create an introductory post where you ask what you need or offer what you have to give.
4. **FIND SOMEONE WHO CAN HELP:** Looking for an informational interview or have a specific career path you want to learn more about? Reach out using the FIND A MENTOR tab.



Scan the QR code to visit Greenhouse!



INVITE SOMEONE TO CHAT

Don't ask "Will you be my mentor?"

Instead frame your invitation as a **bounded ask**.



Start small and give it time:

- Ask 1 question or for 1 piece of advice
- Ask a person to review 1 piece of document (your aims, CV etc.)
- Ask to meet for 20 minutes to discuss 1 topic/question
- Ask for a 30 minute informational interview (multiple topics)

... and build your relationship over time



CRAFT YOUR INVITATION

Your invitation needs to include 5 elements:



5 minute writing exercise:

1. Introduce yourself
2. Describe what you want (bounded ask)
3. Explain why you're asking them
4. Thank them for considering your request
5. Offer how they can find out more about you (Greenhouse profile, LinkedIn etc.)



**THE MENTEE
(DR. ANDERSON)**

Dr. Anderson is a first year postdoctoral fellow supported by a NIH T32 training grant. Dr. Anderson is expecting their first child and would like to request a flexible work schedule that would allow them to work from home two days a week for 6 months once their child is born. However, Dr. Anderson has not raised this issue with the T32 program director who has stressed that postdocs in the program are expected to be in the office every week day to maximize interactions with faculty, mentors and other postdocs. The other postdocs in the program have few family commitments and are in the office daily at least 50 hours/week. Dr. Anderson fears that making this request will make them look as if they are less serious about their research career.



**THE MENTEE
(DR. ANDERSON)**

Dr. Anderson would like to request a flexible work schedule that would allow them to work from home two days a week for 6 months once their child is born.

They fear that making this request will make them look as if they are less serious about their research career.

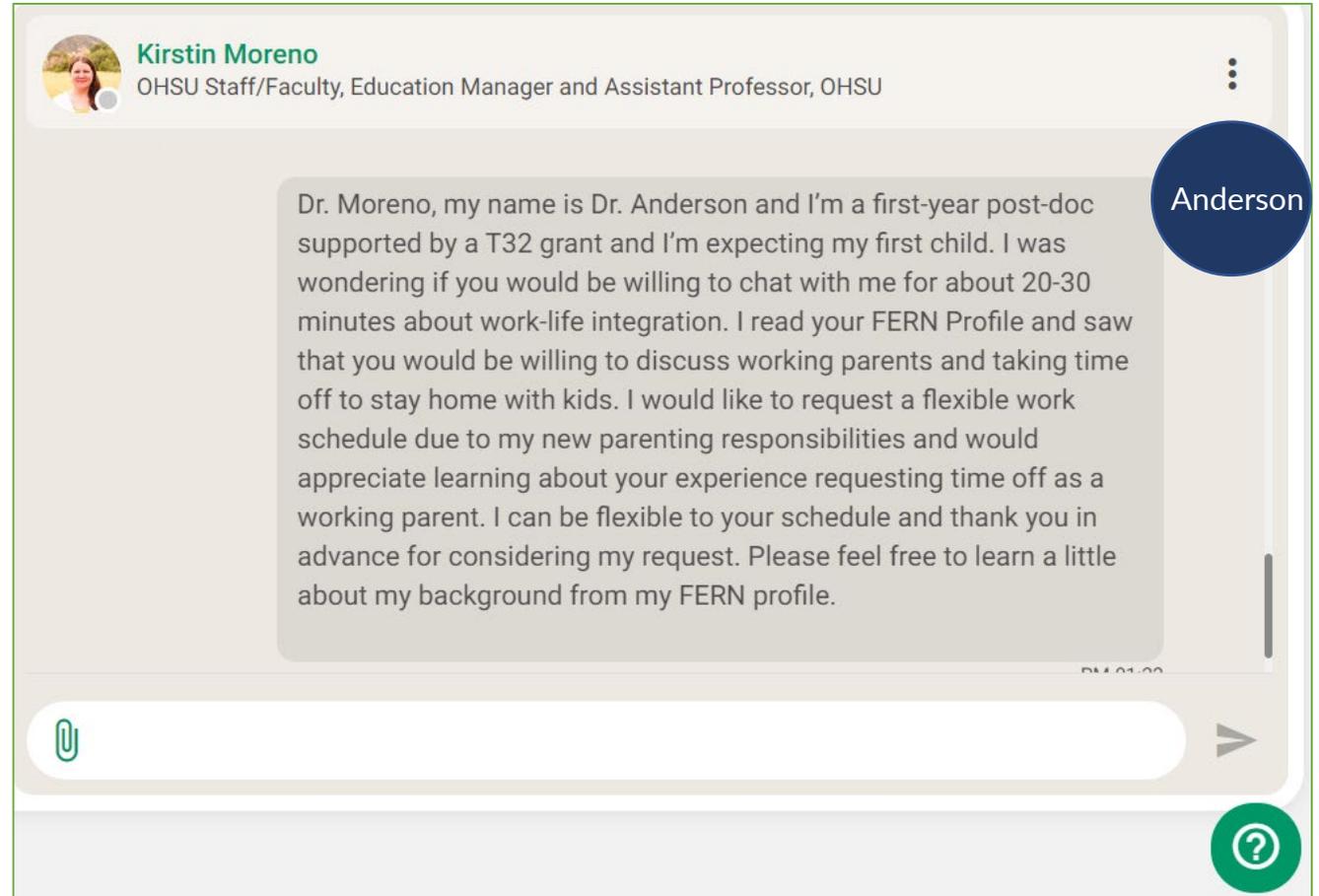
Dr. Anderson needs:

- An advocate who can help represent Dr. Anderson's needs and concerns to program director (**navigate the system**)
- Work-Life **role model** who has successfully requested a flexible work schedule and understands scholar-parent responsibilities
- Emotional Support** who can be sensitive to anxiety, be a good sounding board, and offer encouragement



Your invitation needs to include 5 things:

1. Who you are (bond or connection if there is one)
2. What you want
3. Why you're asking them
4. A thank you for considering your request
5. How they can find out more about you (Greenhouse profile, LinkedIn etc.)



Based on what you've just learned- what are 1-2 things you might do to approach a potential mentor?



OHSU Greenhouse Supports YOUR Mentoring Network



- TESTIMONIAL -



No one can go at it all alone; we all go further, together. These principles have certainly been true for my own professional identity, as mentors in my own life have been foundational to any constructive impact I've had in my career. The opportunity to now support others on their own unique career journey is one of the most fulfilling aspects of my work.

Brian Park, M.D., M.P.H.

Family Medicine Physician
Director, RELATE Lab

OHSUmentors.com



- TESTIMONIAL -



The best mentoring relationships are those that are mutually beneficial. These life-giving relationships provide a strong sense of purpose to both mentors and mentees, allowing us to reflect on our unique experiences and inform our decision-making. I am grateful for this mentorship space to support and inspire each other.

Constance Tucker, M.A., Ph.D.

Vice Provost for Educational Improvement and Innovation
OHSU Provost Office

OHSUmentors.com

Greenhouse

A place to grow, together.



Log into/create your profile at: ohsumentors.com

Action Plan: when you take time to reassess your needs and update your mentor map? Protect time NOW.

Pick a time in your calendar three months from today and set a reminder to check in with a peer!





QUESTIONS

THANK YOU!

Please provide your
invaluable feedback.



CONTACT US

Seth Igarta, MA (he/him)

Director, Professional and Career Development
igarta@ohsu.edu

Brenda Martinez, PhD (she/her)

Mentorship Specialist
martibre@ohsu.edu

Mentorship
and
Career Design



Educational Innovation and Improvement
Office of the Provost, Oregon Health & Science University
Email: careerdesign@ohsu.edu
www.ohsu.edu/education/mentorship-and-career-design