

The Work

More Than the Work:

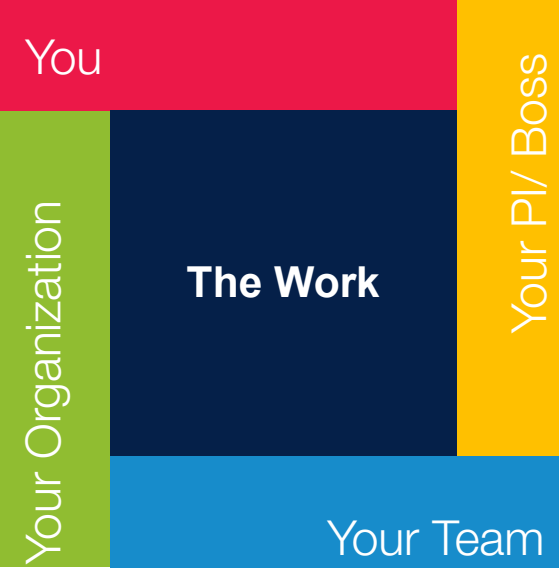
The First 90 Days - How to Establish Yourself In A New Position



Workplace Navigation
The Strategic Student/Postdoc Series

Naledi Saul, Director
UCSF Office of Career and Professional Development

Assess, strategize and navigate for success



Many of us are focused on the work

- Determining what we have to do, learning the information and developing the skills to do it
- Because we believe that our work will speak for itself and solidify our reputation.

Many of us focus on the work, not the work relationships.

But it can help helpful to give equal consideration to a set of skills known as **workplace navigation** skills, many of which span negotiating professional relationships.

1. Situational awareness and problem-solving
2. Interest-based negotiation
3. Backward-designing training and professional goals
4. Positioning oneself
5. Managing professional relationships (being mentored, finding collaborators, etc.)
6. Mentoring and managing others
7. Navigating organizational politics

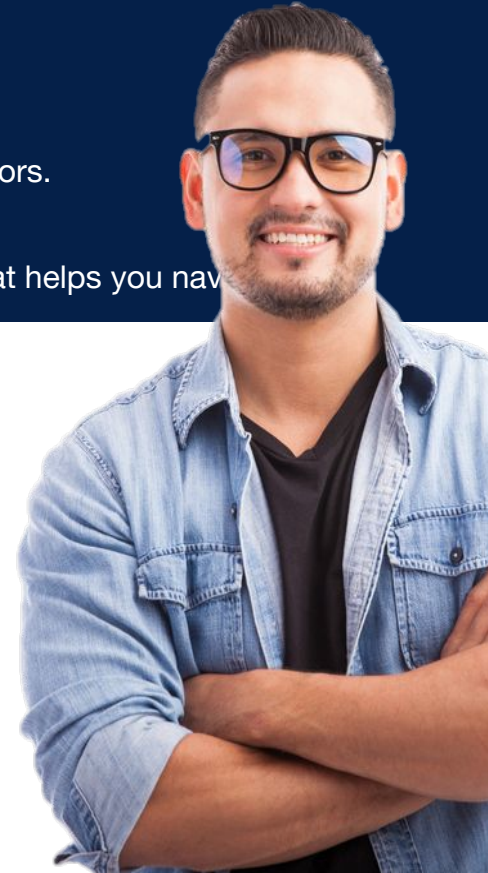


Engaging strategically (and with personal integrity!) in professional relationships is the combination of:

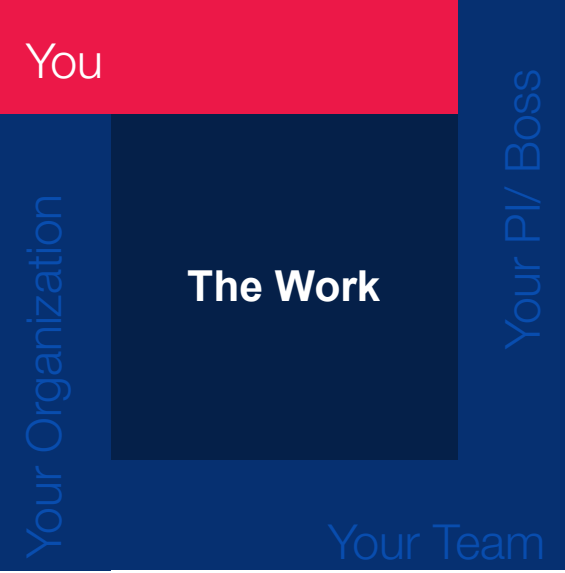
1. **Self awareness**
of your values, goals and preferences which shape your decisions, actions and behaviors.
2. **Curiosity about the other person**
their values, goals and preferences, which are the basis their decisions, actions and behaviors.
3. **The ability to engage in workplace navigation skills**
such as strategic relationship building, effective arguing*, and interest-based negotiation that helps you navigate your career successfully.

Be able to:

1. Reflect on your own values and preferences
2. Articulate factors that are useful to assess in professional relationships
3. Identify resources and strategies to navigate professional relationships with integrity



Assess, strategize and navigate for success



What are your values? How do you want to show up, professionally?

What are my values?



What are your values? How do you want to show up, professionally?

What are my values?

Being Strategic & Civil



How you function with integrity

**How you
make decisions**

**How you
communicate**

**How you
organize yourself and your work**

**How you
handle conflict and change**

What are your values? How do you want to show up, professionally?

What are 1-2 core values or qualities for you?

- Accountable
- Adaptable
- Adventuresome
- An Advocate
- Agile
- Ambitious
- Assertive
- Authentic
- Balanced
- Bold
- Brave
- Calm
- Creative
- Civil
- Composed
- Compassionate
- Common Sense
- Cooperative
- Courageous
- Curious
- Decisive
- Diplomatic
- Disciplined
- Engaged
- Equanimous
- Equitable
- Ethical
- Empathetic
- Fair
- Faith-Minded
- Family-Oriented
- Fearless
- Friendly
- Growth-Minded
- Healthy
- Honest
- Hopeful
- Humble
- Humorous
- Inclusive
- Innovative
- Joyful
- Just

What are my core values?

Being Strategic & Civil

- Kind
- Logical
- Open Minded
- Optimistic
- Patient
- Patient-Centered
- Patriotic
- Perseverance
- Perfectionist
- Playful
- Positive
- Proactive
- Pragmatic
- Rational
- Reason
- Recognition
- Reliable
- Reflective
- Resourceful
- Resilient
- Respectful
- Responsible
- Restrained
- Savvy
- Self-confident
- Self control
- Serene
- Service-Minded
- Stewardship
- Strategic
- Team-Oriented
- Tenacious
- Tolerance
- Thoughtful
- Thorough
- Transparent
- Trustworthy
- Unflappable

How you
make decisions

How you
communicate

How you
organize yourself and your work

How you
handle conflict and change

Activity A: Discuss a core value and how it shows up (or you'd like it to show up) in the lab



Activity B: How do you want to show up to work; what's your value?



A word cloud of professional values and traits. The words are arranged in a roughly circular pattern, with 'respectful' being the largest and most central word. Other prominent words include 'team-oriented', 'resilient', 'proactive', 'patient', and 'trustworthy'. The words are in various colors including green, brown, purple, blue, and gold.

team-oriented
friendly resilient inclusive
respond open proactive kind
resourceful team fair
curious respectful minded
creative react oriented patient strategic
empathetic trustworthy
money advocate clam
accountable

Ask yourself...this afternoon: Are you showing up with your definition of integrity?

PI: "You misunderstood me; you're not first author."

Colleague in lab meeting: "That's a stupid idea."



+ quietly quit



How you function with integrity

How you make decisions

How you communicate

How you organize yourself and your work

How you handle conflict and change

Ask yourself...this afternoon: Are you showing up with your definition of integrity?

PI: "You misunderstood me; you're not first author."

Colleague in lab meeting: "That's a stupid idea."

STEP 01 → What are my core values?

STEP 02 → What are options for someone who holds these values?

STEP 03 → What subset of these options gets me closer to my goals (and does not result in my unnecessary martyrdom)?

◆ Being strategic & civil

◆ _____
 ◆ _____
 ◆ _____

◆ _____
 ◆ _____



How you function with integrity

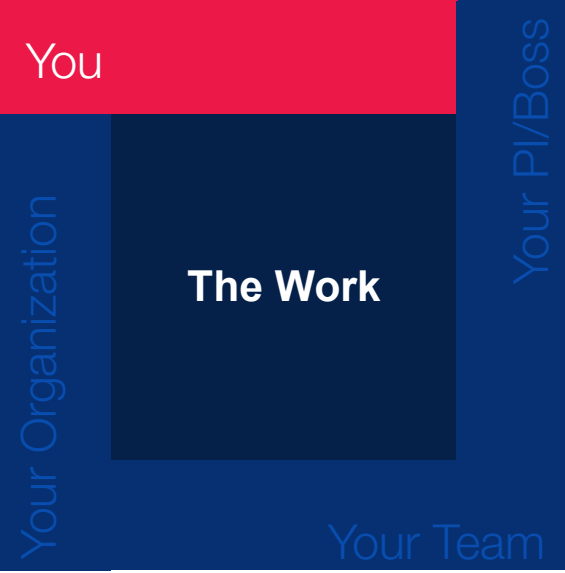
How you make decisions

How you communicate

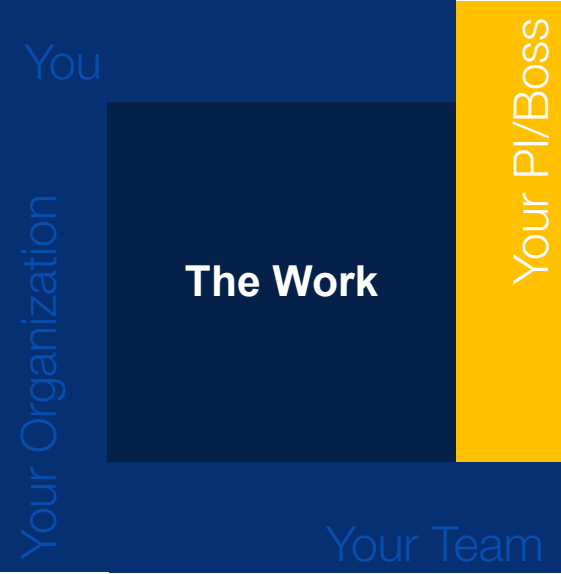
How you organize yourself and your work

How you handle conflict and change

Assess, Strategize and Navigate...With Integrity



Assess, Strategize and Navigate...With Integrity



Your Research Mentor's **Values**



Based on how they make decisions, communicate, organize themselves and handle conflict and change, how would you describe your mentor's values?

What are 1-2 core values or qualities for them?

What are their core values?

- Accountable
- Adaptable
- Adventuresome
- An Advocate
- Agile
- Ambitious
- Assertive
- Authentic
- Balanced
- Bold
- Brave
- Calm
- Creative
- Civil
- Composed

- Compassionate
- Common Sense
- Cooperative
- Courageous
- Curious
- Decisive
- Diplomatic
- Disciplined
- Engaged
- Equanimous
- Equitable
- Ethical
- Empathetic
- Evidence-Based

- Fair
- Faith-Minded
- Family-Oriented
- Fearless
- Friendly
- Growth-Minded
- Healthy
- Honest
- Hopeful
- Humble
- Humorous
- Inclusive
- Innovative
- Joyful
- Just



- Kind
- Logical
- Open Minded
- Optimistic
- Patient
- Patient-Centered
- Patriotic
- Perseverance
- Perfectionist
- Playful
- Positive
- Proactive

- Pragmatic
- Rational
- Reason
- Recognition
- Reliable
- Reflective
- Resourceful
- Resilient

- Respectful
- Responsible
- Restrained
- Savvy
- Self-confident
- Self control
- Serene
- Service-Minded
- Stewardship
- Strategic
- Team-Oriented
- Tenacious
- Tolerance
- Thoughtful
- Thorough
- Transparent
- Trustworthy
- Unflappable

How they function

How they make decisions

How they communicate

How they organize themselves/their work

How they handle conflict and change

Activity C: How strongly do you agree with the following statement? My values are aligned with my research mentor's values

(A) Strongly Agree



(B) Agree



(C) Neutral



(D) Disagree



SEE MORE 

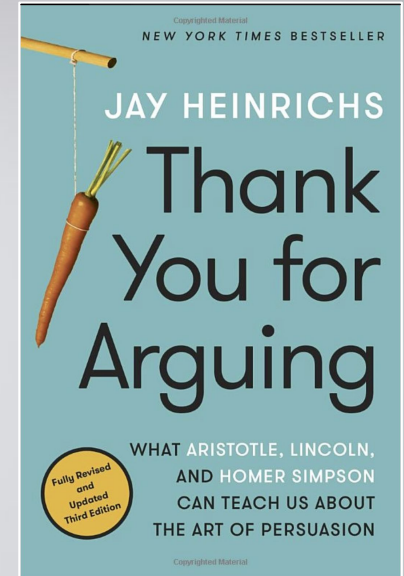


The Point? If your values are not aligned, you're going to have to learn how to persuasively argue

Podcast: www.artofmanliness.com/character/advice/podcast-639-why-you-should-learn-the-lost-art-of-rhetoric



“The basic difference between an argument and a fight? You fight to win; you argue to achieve agreement...It's easier to change someone's mind than to change their values.”



**How they
make decisions**

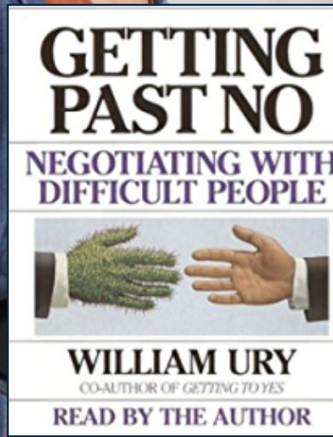
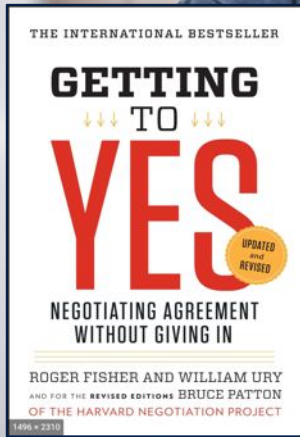
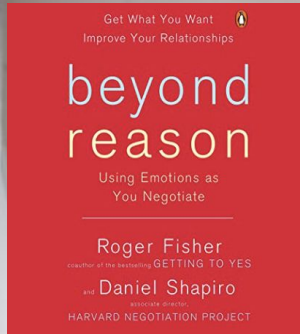
**How they
communicate**

**How they
organize themselves/their work**

**How they
handle conflict and change**

The Point? If your values are not aligned, you're going to have to learn how to persuasively argue... and how to engage in interest-based negotiation

Youtube Video (the Art of Negotiation): bit.ly/Ury-Negotiation



What is **Negotiation**?

“A back-and-forth communication designed to reach an agreement when you and the other side have some interests that are shared and others that are opposed.”

Getting to Yes

How they make decisions

How they communicate

How they organize themselves/their work

How they handle conflict and change

Building Inclusive Labs Initiative

Teach research mentors people manager skills

[Home](#) > [Grad Students and Postdocs](#) > [Professional Skills](#) > [Research Mentoring](#) > Inclusive Research Mentor Course (TRAIN-UP)

Inclusive Research Mentor/Manager Training

The **Inclusive Research Mentor/Manager Training (TRAIN-UP)** is open for registration. To receive announcements about this series, [join the OCPD listserv](#). We will be offering this series virtually via Zoom. To learn more about this course, see the module descriptions, dates, and times below.

REGISTER THROUGH EVENTBRITE

Overview >

Goals & Learning Outcomes >

Modules and Format ▾

Modules 1-8 are open to all students and postdocs and may be taken independently of each other or together as a series. Participants who attend all workshops and complete all in-workshop activities and out-of-workshop assignments will receive a Letter of Completion issued by the UCSF Office of Career and Professional Development. This Letter of Completion is required if you wish to participate in the [Inclusive Mentoring Fellows program](#).

Module 1. Assess yourself: How inclusive are you at work / in the lab?

Many scientists with mentoring/managing responsibilities have the best of intentions, but lack clarity about which specific decisions and actions result in their diverse team feeling a sense of belonging and invested in the overall success of the lab. In this session, you will learn a framework to benchmark which decisions, behaviors and actions define what it means to be inclusive as a mentor & manager. Secondly, we will outline the 5 overarching strategies that most inclusive efforts and best practices map to. Finally, you will practice applying these principles to your own work life, by intentionally designing inclusivity into a common work responsibility (a 1:1 or lab meeting).

Module 2. Assess yourself: How ready are you to manage your mentee/employee's productivity?

In this workshop, participants identify the skills they have, and those they need to develop, to effectively manage the productivity of their mentee/employee. First, you will self-evaluate your

Teach students and postdoc how to navigate professional relationships & academic/work spaces.

Search... 🔍

[Home](#) > [Grad Students and Postdocs](#) > [Navigating Your Time at UCSF](#) > Workplace Navigation

Workplace Navigation: The Strategic Student/Postdoc

Our goal is to teach every UCSF student and postdoc how to assess and skillfully navigate academic and employment workspaces.



This series teaches strategic competencies, such as situational awareness, problem-solving, interest-based negotiation, backward-designing training and professional goals, positioning oneself, managing professional relationships, and navigating organizational politics.

Not sure where to start? Get a baseline! Everyone's experience of mentorship is different but there are key aspects that everyone needs. Take our quiz to quantify how well your relationship with your research mentor is working, then learn how you can further support this important relationship.

QUIZ: ASSESS YOUR RELATIONSHIP WITH YOUR RESEARCH MENTOR

Choose a topic below to learn more:

[Assessing a Lab or Research Group](#)

Understanding the environment you work in is critical to planning for success. Visit this page to learn about how to assess your research mentor, your manager, and the level of inclusivity in your environment.

[Joining a Lab or Research Group](#)

Joining a new team is challenging and involves major decisions that can have a large impact on how well you are set up for success. Visit this page for resources to choose a thesis lab and to set yourself up for success in the first 90 days.

Navigating Your Time at UCSF

[Individual Development Plan](#)

▸ [Workplace Navigation](#)

[Assessing a Lab or Research Group](#)

[Joining a Lab or Research Group](#)

[Navigating a Lab or Research Group](#)

[Managing Your Growth and Performance](#)

[Building a Professional Network](#)

[Sharing and Communicating Your Accomplishments](#)

[Timeline for Engaging OCPD](#)

Assess, strategize and navigate...with integrity

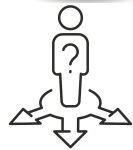
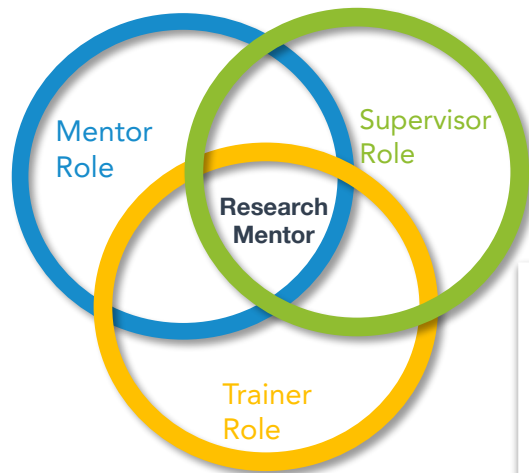


Your Research Mentor's **Abilities**

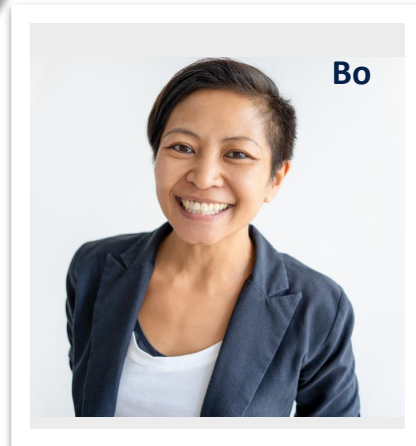





Role Conflict and the Research Mentor

❖ **A research mentor is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities**



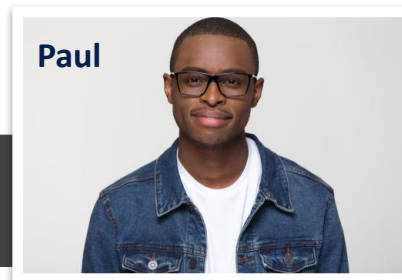
Your Decisions



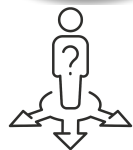
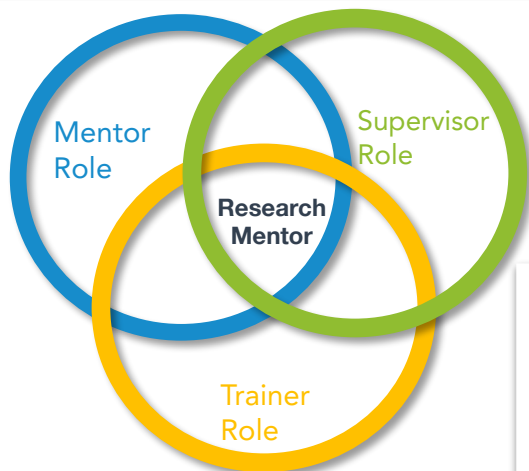
Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

Role conflict and the research mentor

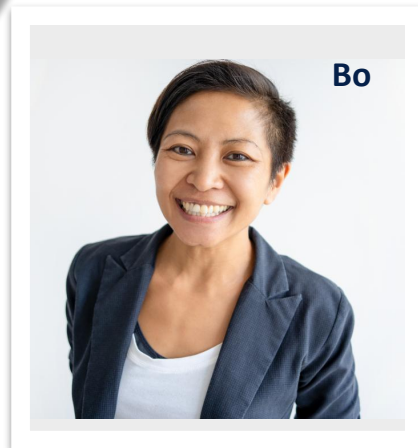
Paul wants to TA at a community college in the summer, but Bo needs them to complete key experiments related to their grant by early fall.



❖ **A research mentor** is a special kind of mentor: A super mentor, with overlapping mentoring, educational and supervisory responsibilities



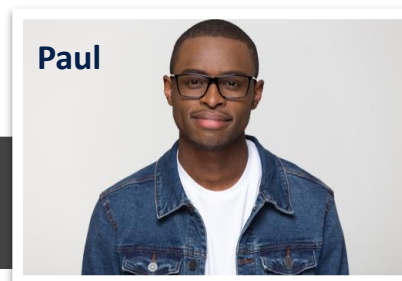
Your Decisions



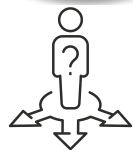
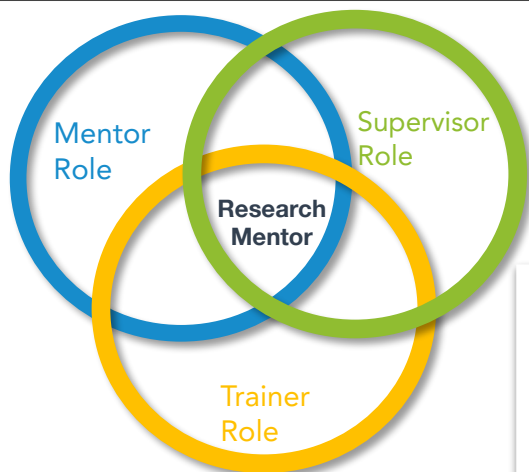
Role	Focused on	Is responsible for
<p>The Mentor (the unfettered guide)</p>	Personal, career & professional development goals	<ul style="list-style-type: none"> Career development Psycho-social support
<p>The Trainer (educator)</p>	Training goals	<ul style="list-style-type: none"> Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
<p>The Supervisor (people manager)</p>	Your & the overall lab's productivity goals	<ul style="list-style-type: none"> Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

Role conflict and the research mentor

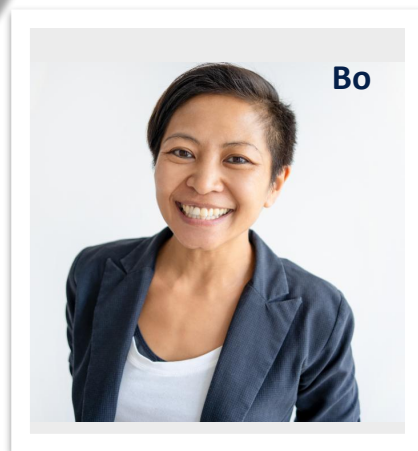
Paul wants to TA at a community college in the summer, but Bo needs them to complete key experiments related to their grant by early fall.






❖ **A research mentor** is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Your Decisions



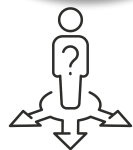
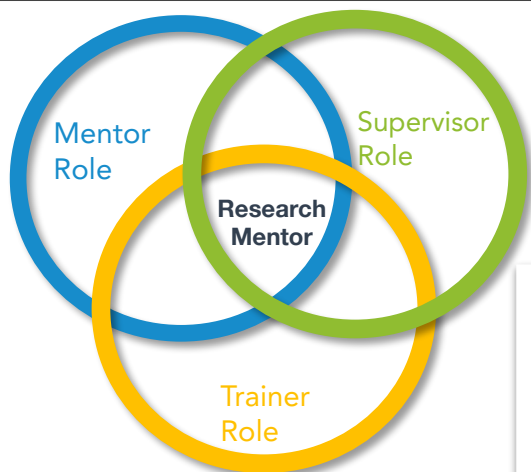
Role	Focused on	Is responsible for
<p>The Mentor (the unfettered guide)</p> 	Personal, career & professional development goals	<p>Career development</p> <p>Psycho-social support</p>
<p>The Trainer (educator)</p> 	Training goals	<p>Teaching scientific knowledge</p> <p>Training on technical skills</p> <p>Developing scientific thinking</p> <p>Developing scientific leadership skills</p>
<p>The Supervisor (people manager)</p> 	Your & the overall lab's productivity goals	<p>Hiring, promoting, terminating</p> <p>Managing performance, behav. & productivity</p> <p>Allocating resources, assigning projects</p> <p>Authorizing sharing of products & data</p>

Role conflict and the research mentor

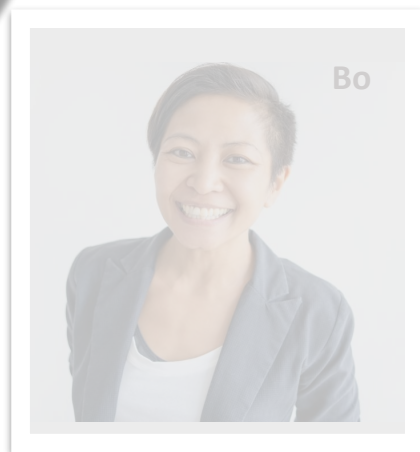
Paul is mentoring a promising undergraduate student Samir. Paul wants to support Samir, but Samir's been struggling with his initial project.



❖ A research mentor is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Your Decisions



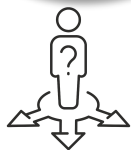
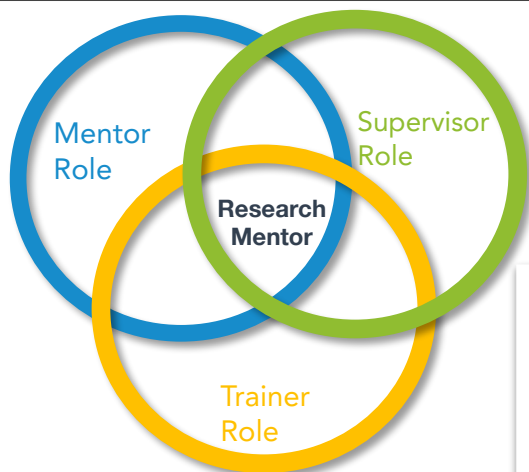
Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

Role conflict and the research mentor

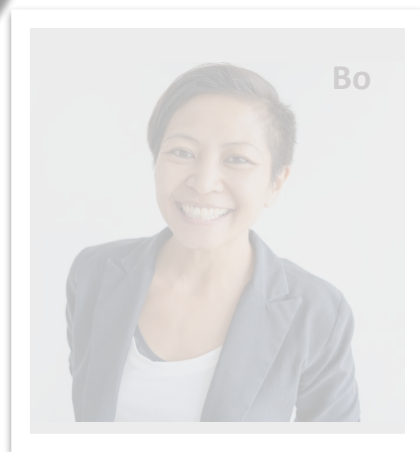
Paul is mentoring a promising undergraduate student Samir. Paul wants to support Samir, but Samir's been struggling with his initial project.



❖ A research mentor is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Your Decisions



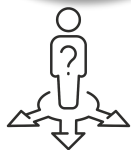
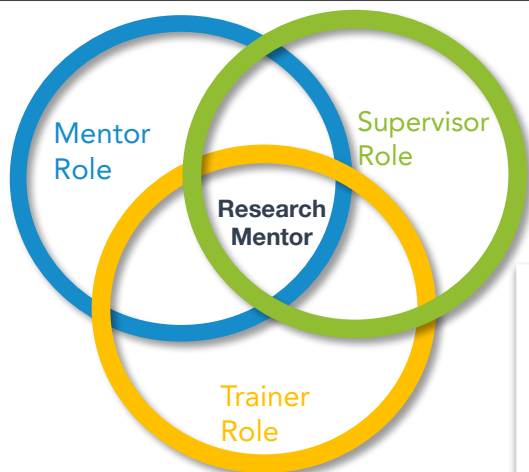
Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

Role conflict and the research mentor

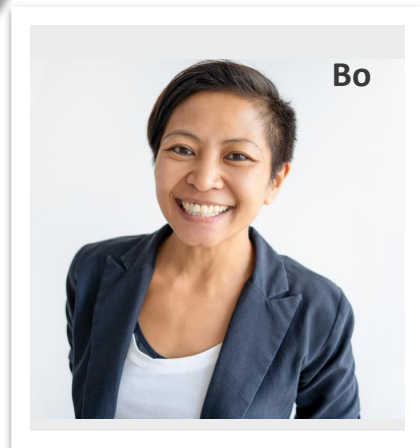
Paul is mentoring a promising undergraduate student Samir. Paul wants to support Samir, but Samir's been struggling with his initial project.






❖ **A research mentor** is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Your Decisions



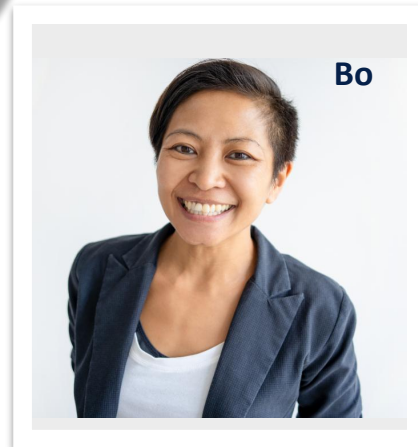
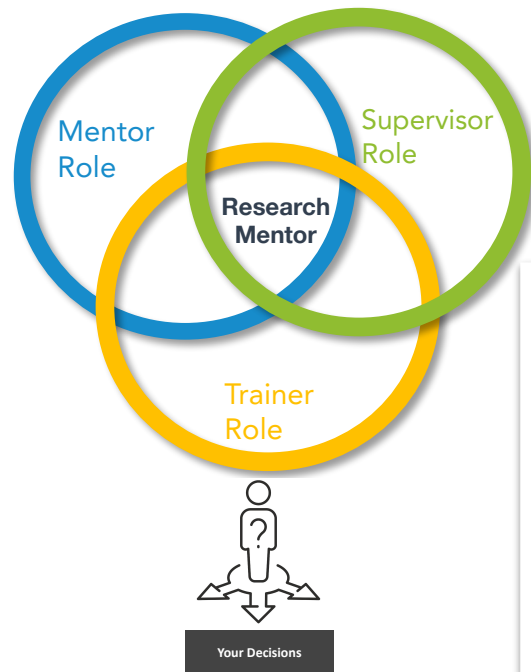
Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data




Role conflict and the research mentor

Q. What impact* do you think unmanaged role conflict can have on a research mentor? On a member of their lab?

(*Impact = on their productivity, morale and well being)

❖ **A research mentor** is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

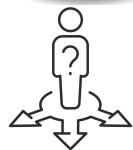
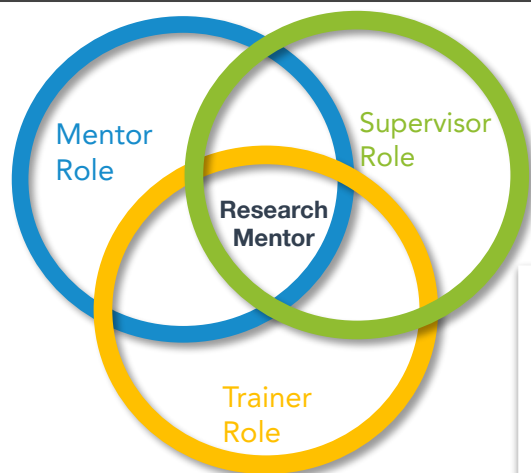
Break - 5 minutes



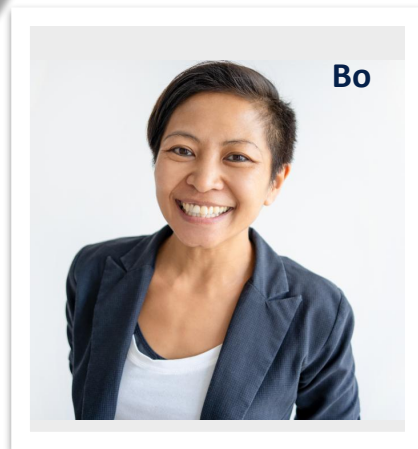
Role conflict and the research mentor




Our approach: Teach all 3 of the roles, and teach people how to manage role conflict using inclusive strategies

❖ **A research mentor** is a special kind of mentor: A *super* mentor, with overlapping mentoring, educational and supervisory responsibilities



Your Decisions



Role	Focused on	Is responsible for
The Mentor (the unfettered guide) 	Personal, career & professional development goals	Career development Psycho-social support
The Trainer (educator) 	Training goals	Teaching scientific knowledge Training on technical skills Developing scientific thinking Developing scientific leadership skills
The Supervisor (people manager) 	Your & the overall lab's productivity goals	Hiring, promoting, terminating Managing performance, behav. & productivity Allocating resources, assigning projects Authorizing sharing of products & data

Research mentors have people manager/(supervisory) responsibilities



7 Supervisory Responsibilities

- 1 Set expectations & Take baseline assessment
- 2 Teach/train & delegate effectively
- 3 Give kudos, corrective & evaluative feedback continuously
- 4 Recognize progress & reward achievement
- 5 Articulate & enforce consequences/responses fairly
- 6 Manage conflict & change
- 7 Provide appropriate support & protection

Assess your research mentor's abilities as a people manager

Yes = 1pt
So-So = 2pt
No = 3pt



Meeting expectations?

Recognize Progress & Reward Achievement

Not meeting expectations?

Articulate & Enforce Consequences/Responses Fairly

Manage conflict & change

Provide appropriate support & protection

7 Supervisory Responsibilities

- 1 Set expectations & Take baseline assessment
- 2 Teach/train & delegate effectively
- 3 Give kudos, corrective & evaluative feedback continuously
- 4 Recognize progress & reward achievement
- 5 Articulate & enforce consequences/responses fairly
- 6 Manage conflict & change
- 7 Provide appropriate support & protection

The point: You will probably need to proactively manage the gap



7 Supervisory Responsibilities

- 1 Set expectations & Take baseline assessment
- 2 Teach/train & delegate effectively
- 3 Give kudos, corrective & evaluative feedback continuously
- 4 Recognize progress & reward achievement
- 5 Articulate & enforce consequences/responses fairly
- 6 Manage conflict & change
- 7 Provide appropriate support & protection

The point: You will probably need to proactively manage the gap

7 Supervisory Responsibilities

What does it mean to be proactive?

- Consider your boundaries
- Find allies - additional colleagues, mentors and support systems - early and often.
- Negotiate when possible
- Proactive engagement: e.g. Structuring your asks for feedback
 - Using transparency and accountability tools
 - IDPs
 - Red flag boundaries setting
- Being strategic about goals – choose projects that give you collaborators
- Constantly assessing if you're on track



- 1 Set expectations & Take baseline assessment
- 2 Teach/train & delegate effectively
- 3 Give kudos, corrective & evaluative feedback continuously
- 4 Recognize progress & reward achievement
- 5 Articulate & enforce consequences/responses fairly
- 6 Manage conflict & change
- 7 Provide appropriate support & protection

Sign up for the UCSF-CCSF Inclusive Mentor-Manager Series in October!



Inclusive Science

DOI: <https://doi.org/10.1128/jmbe.v2i1.1911>



The Supervisory Role of Life Science Research Faculty: The Missing Link to Diversifying the Academic Workforce?

Laurence Clement^{1*}, Karen Nicole Leung², James Bennett Lewis², and Naledi Marie Saul¹

¹Office of Career and Professional Development, University of California, San Francisco, San Francisco, CA 94143

²City College of San Francisco, San Francisco, CA 94112

You

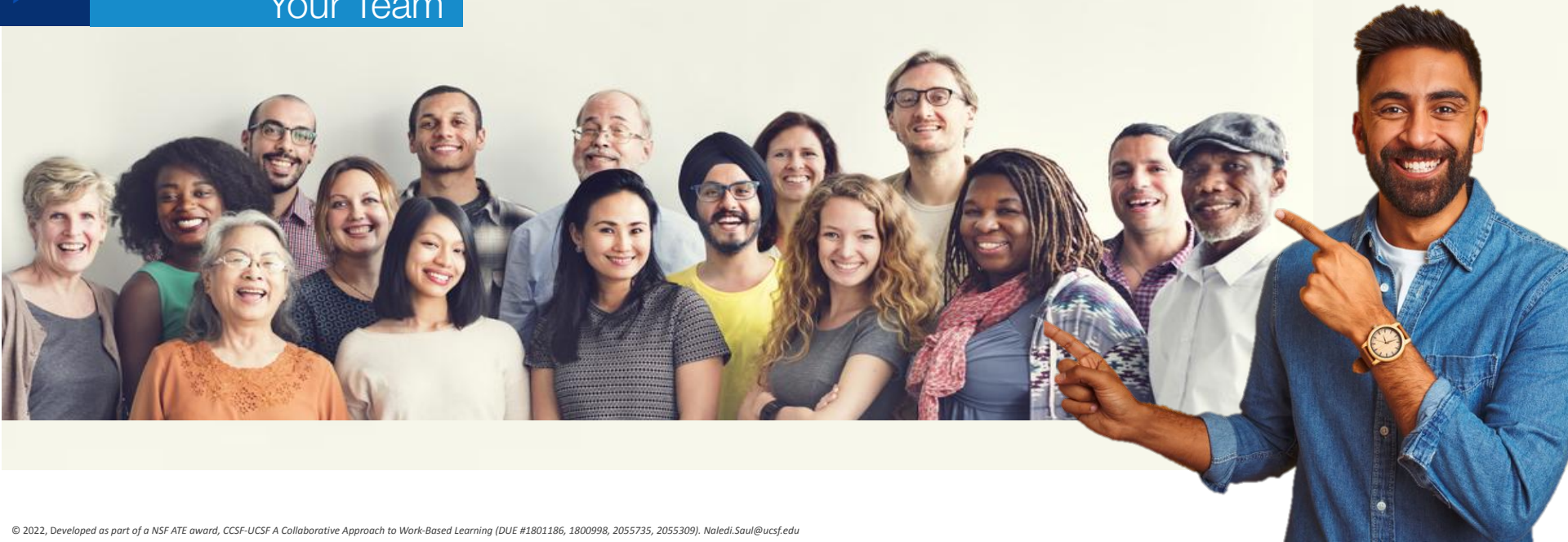
Your Organization

You PI/ Boss

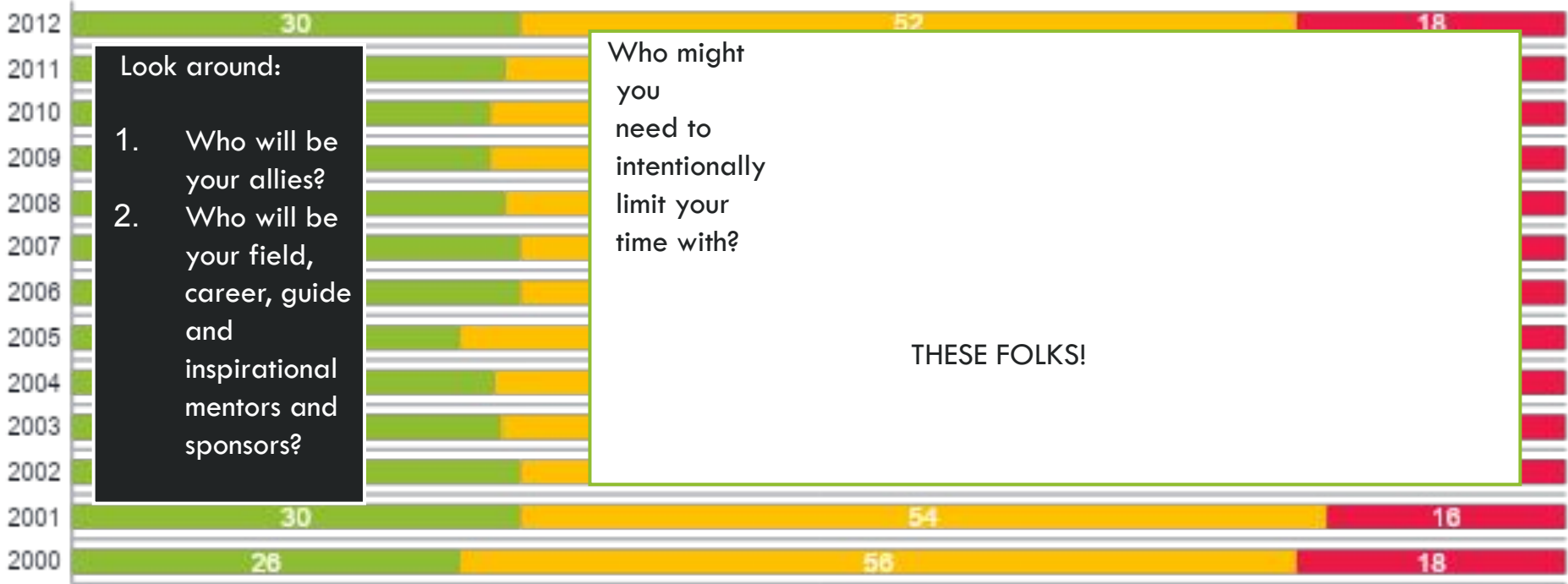
The Work

Your Team

Did you know there are three types of people at work?



Did you know there are three types of people in your lab?



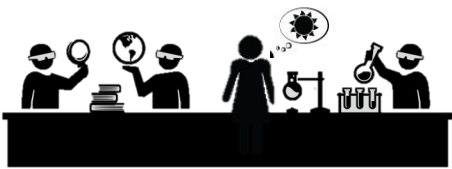
Look around:

- Who will be your allies?
- Who will be your field, career, guide and inspirational mentors and sponsors?

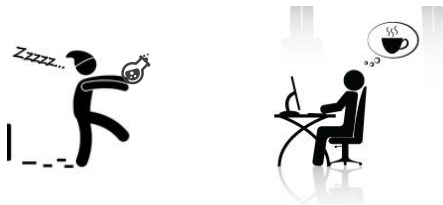
Who might you need to intentionally limit your time with?

THESE FOLKS!

ENGAGED
employees work with passion and feel a profound connection to their organization. They drive innovation and move the organization forward



NOT-ENGAGED
employees are essentially 'checked out'. They're sleepwalking through their workday, putting time, but not energy or passion into their work

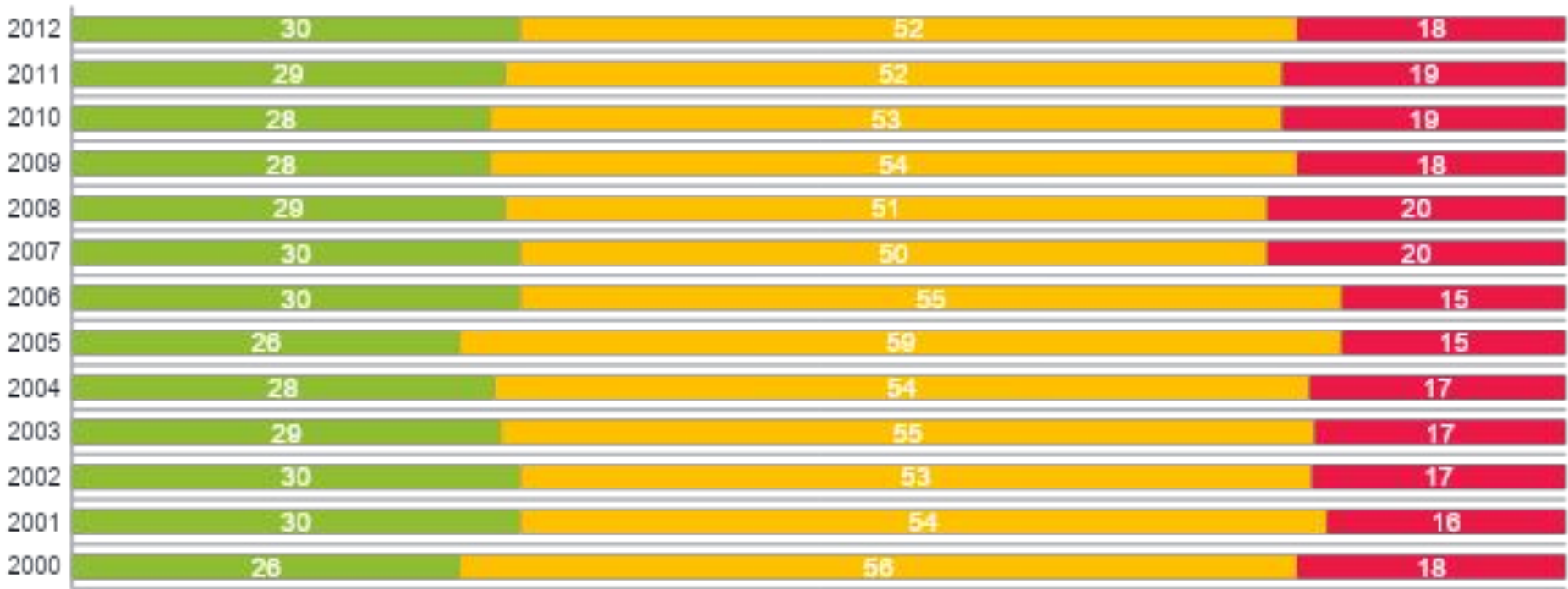


ACTIVELY DISENGAGED
employees aren't just unhappy at work; they're busy acting out their unhappiness. Every day, these workers undermine what their engaged coworkers accomplish.



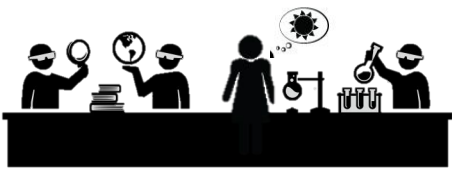
Gallup State of the American Worker Survey

Activity F: Describe the impact on you if you are surrounded by engaged individuals? disengaged individuals?



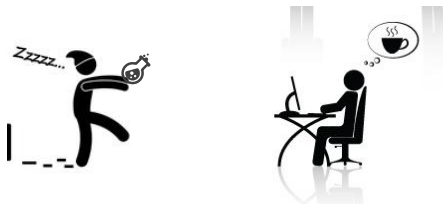
ENGAGED

employees work with passion and feel a profound connection to their organization. They drive innovation and move the organization forward



NOT-ENGAGED

employees are essentially 'checked out'. They're sleepwalking through their workday, putting time, but not energy or passion into their work



ACTIVELY DISENGAGED

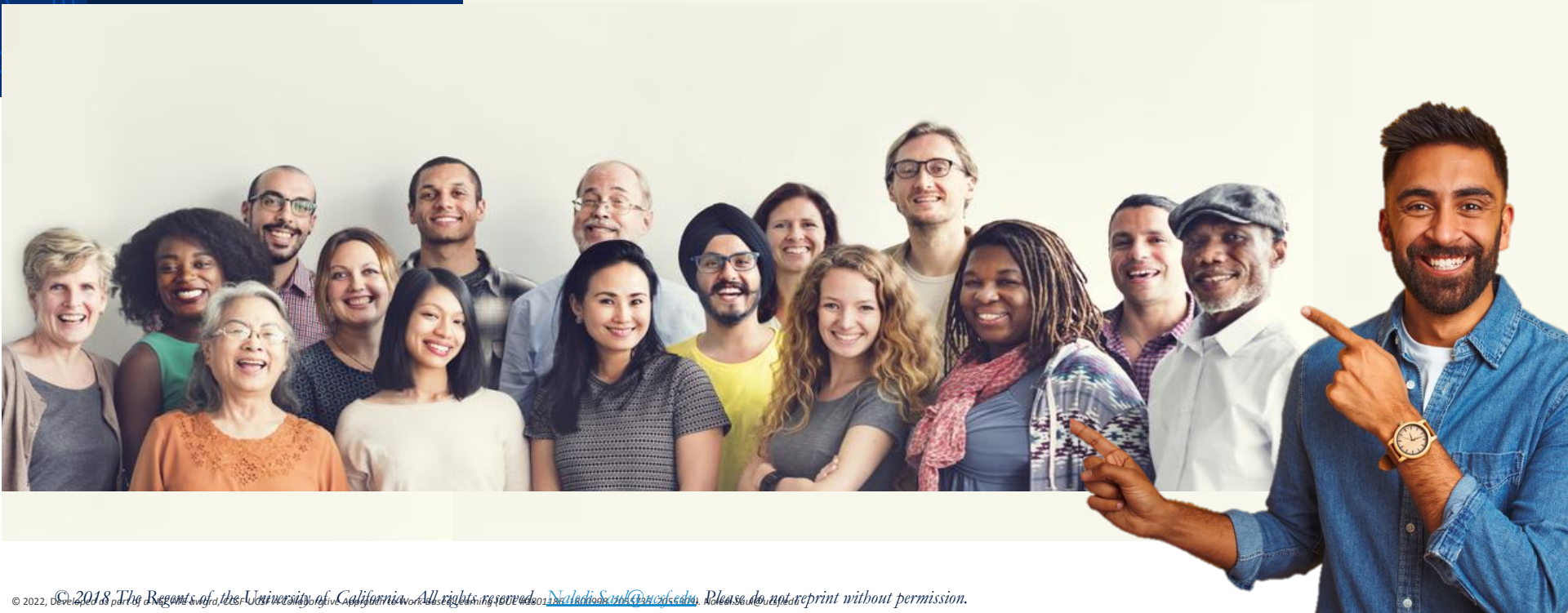
employees aren't just unhappy at work; they're busy acting out their unhappiness. Every day, these workers undermine what their engaged coworkers accomplish.



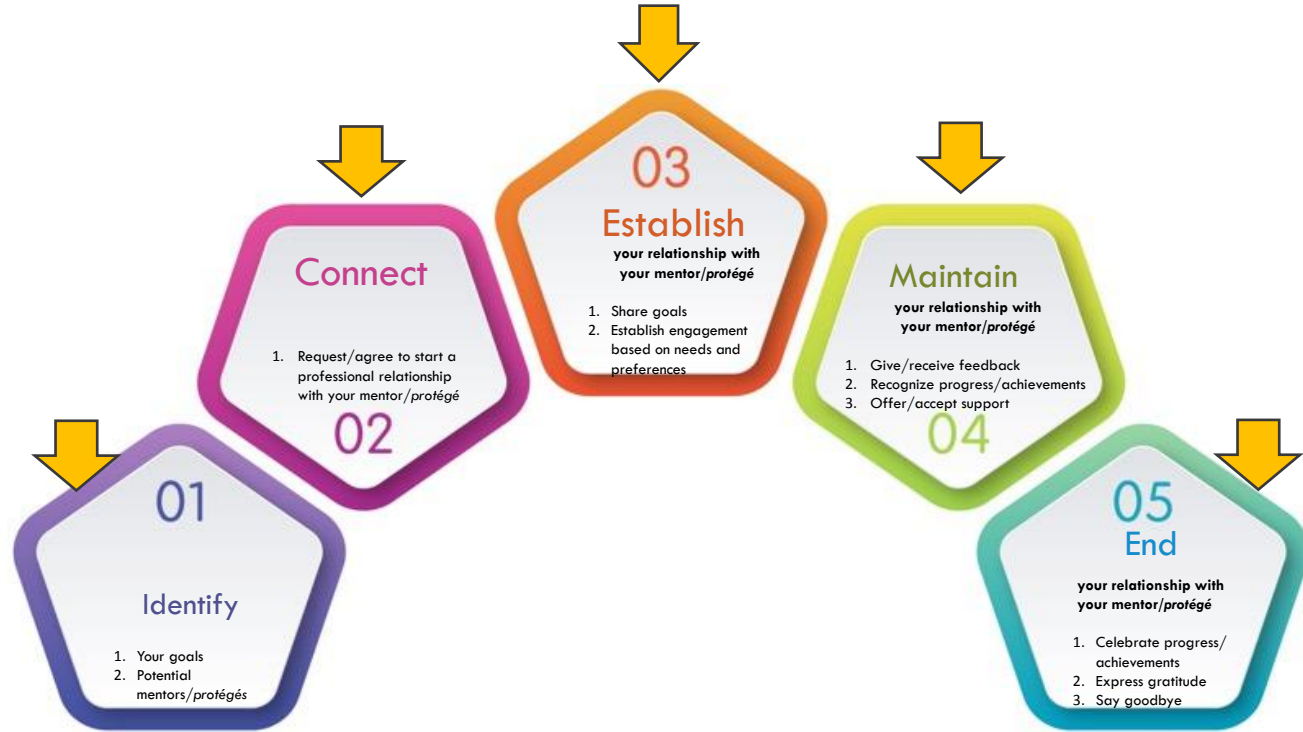
Gallup State of the American Worker Survey

The Work

Assessing the team you have...and finding the team you need



A Closer Look: the life cycle of a mentoring relationship



Multiple mentors and micro-mentorship: Do you have a circle of support?

The Guide

People who show you the ropes in any new, complex or fraught setting or situation.

3

Career Support

People who offer guidance on how to position yourself to pursue and succeed in a particular career path.

2

Research Support

People who are content experts and help you learn the knowledge and skills required to develop in your discipline.

1



4

The Inspiration

This is support from who has a specific skill or quality you wish to develop in yourself.

5

The Friend/Fam/Therapist

People who know and appreciate you, your strengths and weaknesses, and see the best in you.

6

The Sponsor

This person is specifically dedicated to your advancement. They advocate for you, make introductions and advise you on how to position yourself.

Building Inclusive Labs Initiative

Teach research mentors people manager skills

[Home](#) > [Grad Students and Postdocs](#) > [Professional Skills](#) > [Research Mentoring](#) > Inclusive Research Mentor Course (TRAIN-UP)

Inclusive Research Mentor/Manager Training

The **Inclusive Research Mentor/Manager Training (TRAIN-UP)** is open for registration. To receive announcements about this series, [join the OCPD listserv](#). We will be offering this series virtually via Zoom. To learn more about this course, see the module descriptions, dates, and times below.

REGISTER THROUGH EVENTBRITE

Overview >

Goals & Learning Outcomes >

Modules and Format ▾

Modules 1-8 are open to all students and postdocs and may be taken independently of each other or together as a series. Participants who attend all workshops and complete all in-workshop activities and out-of-workshop assignments will receive a Letter of Completion issued by the UCSF Office of Career and Professional Development. This Letter of Completion is required if you wish to participate in the [Inclusive Mentoring Fellows program](#).

Module 1. Assess yourself: How inclusive are you at work / in the lab?

Many scientists with mentoring/managing responsibilities have the best of intentions, but lack clarity about which specific decisions and actions result in their diverse team feeling a sense of belonging and invested in the overall success of the lab. In this session, you will learn a framework to benchmark which decisions, behaviors and actions define what it means to be inclusive as a mentor & manager. Secondly, we will outline the 5 overarching strategies that most inclusive efforts and best practices map to. Finally, you will practice applying these principles to your own work life, by intentionally designing inclusivity into a common work responsibility (a 1:1 or lab meeting).

Module 2. Assess yourself: How ready are you to manage your mentee/employee's productivity?

In this workshop, participants identify the skills they have, and those they need to develop, to effectively manage the productivity of their mentee/employee. First, you will self-evaluate your

Teach students and postdoc how to navigate professional relationships & academic/work spaces.

Search... 🔍

[Home](#) > [Grad Students and Postdocs](#) > [Navigating Your Time at UCSF](#) > Workplace Navigation

Workplace Navigation: The Strategic Student/Postdoc

Our goal is to teach every UCSF student and postdoc how to assess and skillfully navigate academic and employment workspaces.



This series teaches strategic competencies, such as situational awareness, problem-solving, interest-based negotiation, backward-designing training and professional goals, positioning oneself, managing professional relationships, and navigating organizational politics.

Not sure where to start? Get a baseline! Everyone's experience of mentorship is different but there are key aspects that everyone needs. Take our quiz to quantify how well your relationship with your research mentor is working, then learn how you can further support this important relationship.

QUIZ: ASSESS YOUR RELATIONSHIP WITH YOUR RESEARCH MENTOR

Choose a topic below to learn more:

[Assessing a Lab or Research Group](#)

Understanding the environment you work in is critical to planning for success. Visit this page to learn about how to assess your research mentor, your manager, and the level of inclusivity in your environment.

[Joining a Lab or Research Group](#)

Joining a new team is challenging and involves major decisions that can have a large impact on how well you are set up for success. Visit this page for resources to choose a thesis lab and to set yourself up for success in the first 90 days.

Navigating Your Time at UCSF

[Individual Development Plan](#)

▶ [Workplace Navigation](#)

[Assessing a Lab or Research Group](#)

[Joining a Lab or Research Group](#)

[Navigating a Lab or Research Group](#)

[Managing Your Growth and Performance](#)

[Building a Professional Network](#)

[Sharing and Communicating Your Accomplishments](#)

[Timeline for Engaging OCPD](#)

You

Your Organization

The Work

Your PI/ Boss

Your Team

Do you feel you can do your best work? If not, why not?

(e.g.: is it the organizational values? The relationships? Do you have what you need to do what is expected of you?)



The Work

Do you feel you can do your best work? If not, why not?
(e.g.: is it the organizational values? The relationships? Do you have what you need to do what is expected of you?)

Frederic Herzberg Theory of Motivation 1968

- Sense of personal achievement
- Advancement
- Growth
- Responsibility
- Stimulating work

- Self-Control (autonomy)
- Status
- Recognition

Abraham Maslow's Hierarchy of Needs (1943)

- Achieving one's potential, being creative, serving a cause, contributing to society

- Prestige, self-respect, competence, self confidence, sense of self worth

- Professional Relationships,
- Supervision

- Friends, affiliation, affection, relationships, love

- (Safe) Work environment
- (Fair) Org. policies

- Both physical (security, shelter, protection, law and order, health insurance, pension plans, secure job) and psychological freedom from fear and anxiety

- Job security
- Salary/benefits

- Basic survival needs such as feed and water





When we're underwater, it's a little harder to maintain our productivity, morale and well being.

Frederic Herzberg Theory of Motivation 1968

- Sense of personal achievement
- Advancement
- Growth
- Responsibility
- Stimulating work

- Self-Control (autonomy)
- Status
- Recognition

Abraham Maslow's Hierarchy of Needs (1943)

- Achieving one's potential, being creative, serving a cause, contributing to society

- Prestige, self-respect, competence, self confidence, sense of self worth

- Professional Relationships,
- Supervision

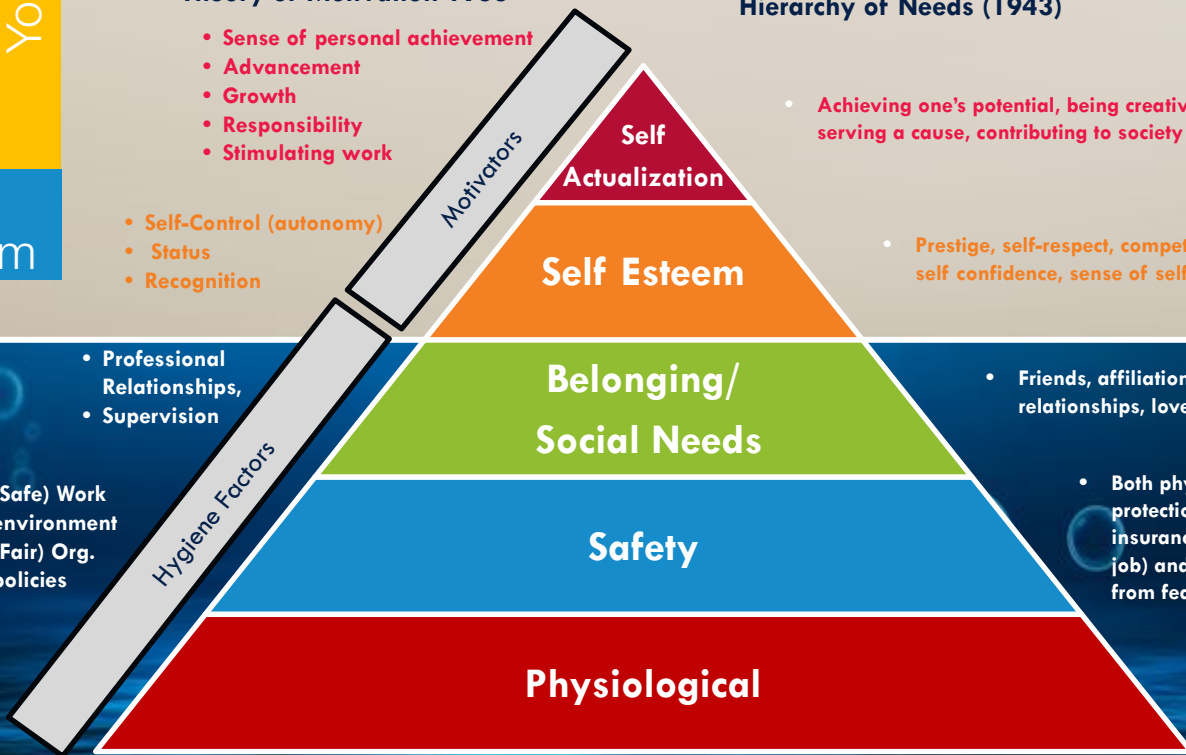
- (Safe) Work environment
- (Fair) Org. policies

- Job security
- Salary/benefits

- Friends, affiliation, affection, relationships, love

- Both physical (security, shelter, protection, law and order, health insurance, pension plans, secure job) and psychological freedom from fear and anxiety

- Basic survival needs such as feed and water



That's a lot of
information. What
does it look like
when it – and you –
are working?



Proactively mind and bridge the gap in your professional relationships

1. **Who Are You:** Articulate your values, Define your reputation, and consider the ways you can live those values at work

2. **How Do You Function:** How do you make decisions, communicate, organize and handle conflict/change?

You

Your PI/ Boss

1. Assess if they are playing their supervisory position: are they completing their 7 responsibilities?

2. If you feel the relationship is less than optimally functional, build/seek out a circle of support as soon as possible.

The Work

Your Organization

Your Team

1. **Who is engaged? Not engaged? Actively disengaged?**
2. Do they take pride or pleasure in their work?
3. How do they interact with each other? How are they interacting with you?
4. Who are your mentors/allies? Who is not and why?



Engaging ethically in professional relationships is the combination of:

1. **Self awareness**
of your values, goals and preferences which shape your decisions, actions and behaviors.
2. **Curiosity about the other person**
their values, goals and preferences, which are the basis their decisions, actions and behaviors.
3. **The ability to engage in workplace navigation skills,**
such as strategic relationship building, effective arguing*, and interest-based negotiation that helps you navigate your career successfully.

Be able to:

1. Reflect on your own values and preferences
2. Articulate factors that are useful to assess in professional relationships
3. Identify resources and strategies to challenges to navigating professional relationships

