Georgetown – Howard Universities
Center for Clinical and Translational Science

Are You My Mentor?

Building Your Mentorship Network

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What is Mentoring?

Mentoring

A long term relationship with a responsibility to provide the support, knowledge, and impetus that can facilitate professional success.

Why is the mentoring relationship important?

- Benefits Mentee
- Benefits Mentor
- Benefits the Organization

"Behind one door is tenure - behind the other is flipping burgers at McDonald's."

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Why is the mentoring relationship important to the mentee?

- **Greater research productivity**

- **Greater job & career satisfaction, intention to stay**

- **Greater likelihood that you will mentor others**

- **Socialization to a profession's norms**

- **Increased chance of academic promotion**

- **Greater likelihood of academic career success**

Why is the mentoring relationship important to the mentor?

- Personal satisfaction
- Rejuvenation from energy of mentee
- Enhanced recognition from their professional organization
- A desirable sense of loyalty from mentees
- Expansion of support network

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MENTORING UNIT

srizelda

"Go on! You can do it! You can be a mentor!"

Why is the mentoring relationship important to the organization?

- More productive, satisfied faculty committed to the organization
- Improves organizations ability to recruit talented faculty and decrease turnover
- Decreased turnover translates to financial benefit

The Role of the Mentee

- Managing UP
- Mind Your Manners
- Self-Preparation
- Common Pitfalls

The Role of the Mentee

- Managing Up
  - Taking ownership and managing relationship
    - Active participation shows initiative, responsibility and appreciation
    - Plans and sets up meeting agenda, asks questions, listens, completes tasks, requests feedback
  - Easier for a mentor to help mentee
  - Relationship is more satisfying and successful

The Role of the Mentee

- Managing UP
  - Are your objectives well-defined and clear?
  - Are you comfortable asking for what you want?
  - Do you avoid confrontation?
  - Do you consistently follow through with commitments?
  - Are you ready to take ownership of your career?

The Role of the Mentee

- Mind Your Manners
  - Professionalism
    - Be on time, use time effectively
  - Sensitivity
    - Be aware of other demands on mentor's time
  - Appreciative
    - Send a thank you note (?email)
  - Productive
    - Reward your mentor's kindness with productivity

The Role of the Mentee

- **Self-Preparation**
  - Informs the mentor search
  - Know your work style
  - Identify gaps in knowledge
  - Write down goals for the next 1, 3, 6 months

The Role of the Mentee

▶ Defining Your Objectives
  ◦ Fits into a work plan
  ◦ Measurable objective
  ◦ Realistic timeline

▶ What do you need from the mentor?
  ◦ Setting the timeline
  ◦ Additional resources
  ◦ Guidance vs. more

The Role of the Mentee

- Common Pitfalls
  - Mentee won't (can't) manage up
  - Fear of asking for help (admitting failure)
  - Power disputes (authorship, resources)
  - Being late or disorganized

  - *Tip: Involve an outside party*

Mentorship Initiation (Selecting and Interviewing a mentor)

A Mentoring Team

- Mentee – as center
- Lead Mentor
- Career Advisor
- Research Mentor
- Peer Mentor

Types of Mentors

Peer Mentors	• Close in rank • Advancing in their career (similar trajectories) • Willing to offer advice that is effective for the institution • Task accountability
Onsite Mentors	• Senior faculty • Assures goals are in line with those of your institution • Serves more than one mentor (limited time) • Advocate within institution (often unseen)
Distant Mentors	• Leaders in the field • Provide national contacts and opportunities • Limited, focused contact

Types of Mentors (cont'd)

Content Mentors	• Experts in your area of interest • More actively involved in your career than distance mentors • Provides national contacts and opportunities • Regular contact
Work-Life Balance Mentor	• Similar values and ideals • More personal relationship • Mid-level or senior person • Cheerleader
Specialty Mentors	• Women • Under-represented minorities • Clinician educators

Lead Mentor

Distant/Content Mentor

Peer Mentors

The Role of the Mentor

- Self-Preparation
- Initiation: Is it a match?
- Mentor Responsibilities
- Mentor Qualities
- Initiation: The First Meeting
- Set Expectations from the Start
- Identify Outcomes (Work Products)
- Common Pitfalls

The Role of the Mentor

"*Having a mentor is the key to success in academic life….Your mentor should not be your friend. Your mentor should challenge you to reach higher, work harder, and go farther than you dreamed possible, at the same time making you aware of the realities of academic life*".

McCabe & McCabe, 2010

The Role of the Mentor

- Self-Preparation
  - Think about mentoring and work style
  - Anticipate how mentees will fit into the team
  - Attend mentor trainings
  - Talk with colleagues about their experiences
  - Block off time to work with mentees
  - Identify projects that are appropriate for trainees
  - Review materials and "pre-screen" mentees

The Role of the Mentor

▶ Initiation: Is it a match?
- Find a shared passion
- Driven by mentee's best interests (vs the organization)
- Ideally out of external hierarchy of reporting
- Commitment (time)
- Goal (or work product) oriented

The Role of the Mentor

- Mentor Responsibilities
  - Focus on professional development
  - Respect
  - Shares contacts and resources
  - Providing access to new opportunities
  - Shares credit
  - Commits time, energy, and effort
  - Promotes independence

The Role of the Mentor

- Mentor qualities
  - Interest, commitment
  - Personality match
    - Support, praise vs challenge
    - Communication skills
  - Professional match
    - Writing, methods
    - Content match
    - Track record
    - Institutionally savvy
    - Part of an extended network

The Role of the Mentor

- Set Expectation from the Start
  - Clarify level of commitment and expectations
  - Talk openly about the following
    - Frequency of meetings
    - Frequency and mode of communication between meetings
    - Confidentiality
    - Topics that are "off limits"
    - Frequency content of feedback
    - Agreement on goals and anticipated work product

The Role of the Mentor

- Identify Outcomes
  - Establish markers of success early in the process
  - Work product linked to mentor choice and expertise
  - Agree on an Individual Development Plan (IDP) at the first meeting and refer to it throughout process
  - Example:
    - Educator track – develop new course or curriculum
    - Research scientist – peer-reviewed article
    - Public health – program pilot and evaluation
    - Community Clinic – quality improvement

The Role of the Mentor

- Common Pitfalls
  - Disconnects and mismatches
  - Unclear Expectations
  - Resolving conflict with the mentorship team
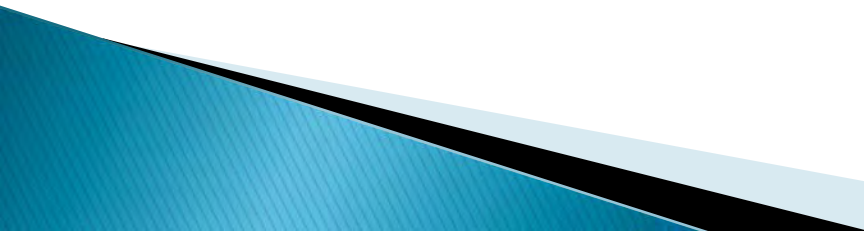 - Power dynamics and hidden agendas
  - Failure to take initiative

Mentorship Oversight
(Individual Development Plan & Mentoring)

Mentorship Oversight

▶ Early Faculty Development Plan
   ◦ Agreement on Chair's "appointment" letter
   ◦ Development of and Individual Development Plan (IDP)
   ◦ Development of a specific Mentoring Plan
   ◦ Development of an Academic CV
   ◦ Formal Teaching Evaluations
   ◦ Annual review with departmental leadership

Individual Development Plan (IDP)

- Identify Personal and Institutional Long-Term Goals – *know the requirements for advancement or promotion*
- What are the areas you need to focus on
  - Teaching
  - Research/Creative Acitivities
  - Clinical Care
  - Service
  - Self-Development – Networking, Work-Life Balance
- How are your efforts on these areas distributed?

Mentorship Oversight

▸ Most important Outcomes of IPD Plan

- Encourages self-assessment & career planning

- Formalizes documents fellow-mentor interactions

- Encourages commitment & responsibility to short range and long range career planning

- Iterative process continuously identifies problems and challenges, focuses on research & career

- Allows minor and major course corrections in time

Case 1

You have been working with a mentor for a while, but recently, you have found a new mentor that has more substance in your research area. How to you decrease/change the role of your established mentor as you increase the role of your new mentor.

What are the potential risks in this situation?

Case 1 (cont'd)

First, mentoring relationships change and new mentoring relationships do not make established ones obsolete. The established mentor was probably wearing more than one mentoring hat in the first place. Though you may not need them to advise you on technical matters, they may still be critical to helping you navigate the promotion and tenure maze or institutional politics. Just shift the focus.

Second, focus your questions. You are now starting a new phase in this relationship. If this is a relationship that you would like to continue, ask how you can work together more effectively.

Evaluating the Effectiveness of the Mentoring Relationship

- Berk Mentoring Effectiveness Scale (Berk, 2005)
  - Accessible, Approachable
  - Constructive, Useful critique
  - Supportive, Encouraging
  - Provided direction and guidance on professional issues, i.e. networking
  - Challenged one to extend abilities
  - Acknowledged contributions appropriately

Networking – How is that different?

‣ **Adjunct to and part of the career advancement process**

‣ **Defined by**
- ◦ People who help you get the job done
- ◦ People who help you advance your career
- ◦ People who provide personal support for you

‣ **Intensity of the relationship varies**
- ◦ *Close* – high degree of trust, liking and mutual commitment (Mentor, or Mentor-like)
- ◦ *Distant* – don't know person very well – met @ meeting
- ◦ *Moderate* – somewhere in between – colleague with similar research area of concentration

You Benefit From Both

Impediments to Developing Diversity in Faculty

Minorities
- Lack of promotion and leadership opportunities
- Perception of racial/ethnic bias
- Encountering racial/ethnic discrimination
- Insufficient support of mentoring activities
- Impact of the "color tax"
- Shortage of active committed and visible institutional leadership

Resources

- http://www.kumc.edu/som/facdev/mentoring/kusommentoringbooklet.pdf

- http://gumc.georgetown.edu/evp/facultyaffairs/documents/GUMCMentoringGuidebookJan2011_1.pdf

- http://acpers.ucsf.edu/mentoring/mentoring_program_resour.php

Resources

- **Mentoring Training for Clinical and Translational Researchers**

    Pfund, House, Asquith, et al., WH Freeman & Co, 2012

- **Faculty success through mentoring**

    Bland, Taylor, Shollen, et al., Rowman & Littlefield, 2009

- **How to Succeed in Academics, 2nd Edition**

    McCabe and McCabe, University of Ca. Press, 2010