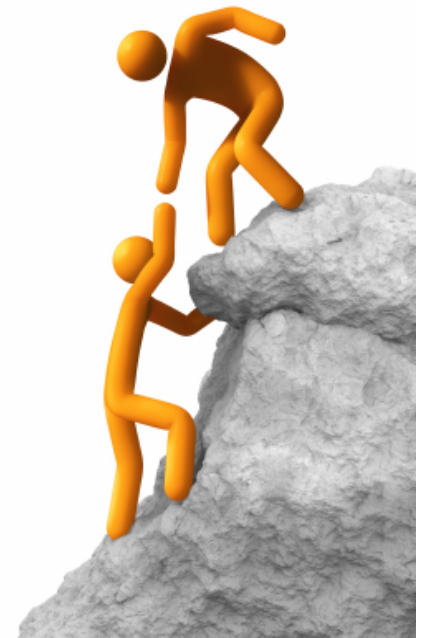# MENTORSHIP

CFAR Mentee Workshop

October 19, 2018

Monica Gandhi MD, MPH

Professor of Medicine, Division of HIV, Infectious Diseases and Global Medicine, UCSF

Outline

- What is a mentor?
- Attributes of successful mentors, mentees
- The mentee-mentor relationship
  - What works and what does not?
- Formalizing the mentoring relationship
- Mentoring for diversity

Telemachus and "Mentor" Greek mythology

- When Odysseus left for the Trojan War, the older "Mentor" was put in charge of Telemachus, Odysseus' son

What is a mentor?

COACH

CONSULTANT

ADVISOR

MANAGER

TEACHER

COUNSELOR

GUIDE

ROLE MODEL
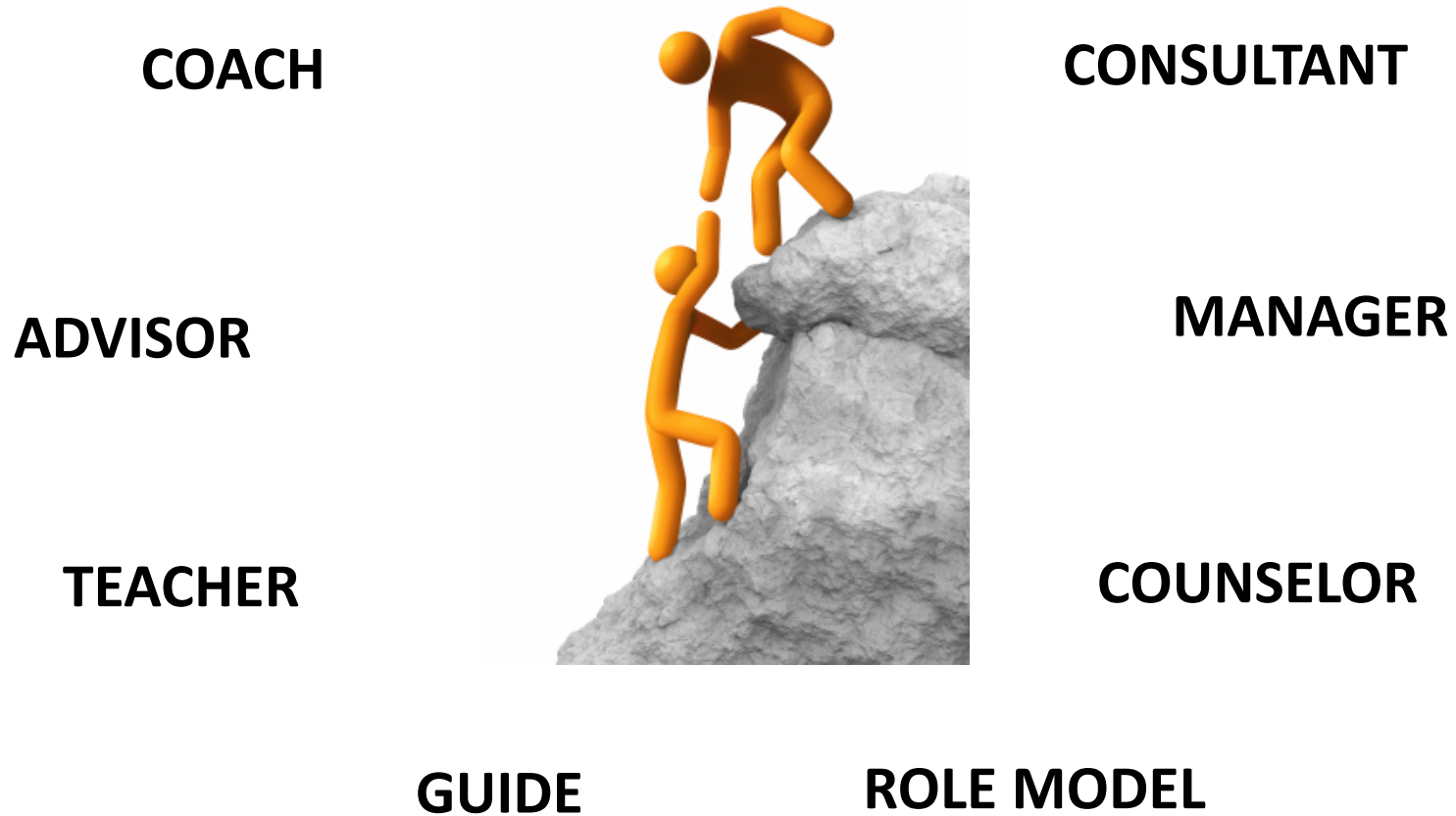
How do mentoring relationships differ from other academic relationships?

☐ **Long-term**: Promoting professional development over time

☐ **Dynamic**: Changing as mentee advances

☐ **Reciprocal**: Benefitting both mentor and mentee

☐ **Active**: Shaped by mentee as well (not passive vessel)

☐ **Voluntary**: True mentoring relationship cannot be forced, element of altruism

Zerzan JT. Academic Medicine 2009

Scope of mentoring

Career functions

- Sponsorship
- Coaching
- Protection
- Challenge
- Exposure and visibility

Personal functions

- Role modeling
- Problem solving and counseling
- Acceptance and affirmation

Kram, KE. Mentoring at Work: *Developmental Relationships in Organizational Life*. 1988

Mentoring content areas - traditional

- Research skills
  - Research methods
  - Ethics & IRBs
- Manuscript writing and publishing
- Grant writing
- Budgets and administration

- Career goals
- CV development
- Professional networking
- Organization and committee participation
- Promotion/tenure

Mentoring content areas – skills that we do not learn in school

- Time management and maximizing productivity
- Navigating work-life balance
- Negotiating skills
- How to hire great people
- Managing performance reviews
- Having crucial conversations/confrontations
- Cross-cultural issues
- Dissemination strategies
- Working with relevant communities
- Enabling mentee to navigate the professional community, including introductions to relevant researchers in the field
- How to mentor

Mentoring team

Research mentor:
Guides the development of the creative and/or independent research careers of their mentees. *Must* have expertise in the mentee's area of scholarship and help provide resources to support the mentee's work

Research Co-mentor(s): Works with the mentee and research mentor to provide specialized content area or methodological expertise (e.g. qualitative mentor)

External career mentor: Assists with overall career guidance and support for their mentee. Is distant enough to troubleshoot issues with primary research mentors.

What are attributes of a good mentor?

Knowledgeable in field, skilled

Provides motivation, insight, inspiration

Approachable, accessible

Honest, constructive feedback, challenging

Someone who acts as advocate

Being trustworthy, shared values

What are attributes of a good mentor?

- Goal-oriented
- Credible, has specialized knowledge or expertise
- Inspires excellence
- Reveals aspects of their own personal journey
- Honest and thoughtful
- Trustworthy, reliable, and committed
- Reinforces the importance of work-life balance
- Promotes independence, which increases over time

- Provides different and broader perspectives; can play the role of "devil's advocate"
- Allows the direction of the relationship to be defined by the mentee
- Helps problem-solve by identifying the real issues and stumbling blocks that hinder research progress
- Provides constructive feedback

What are attributes of a successful mentee?

Proactive

Receptive to constructive criticism

Reliability, do what you say, respectful

Being flexible, understanding, okay with change

What are attributes of a successful mentee?

- Passionate about area of interest
- Goal-oriented
- Organized
- Seeks to initiate new ideas
- Accepts new challenges, willing to go beyond one's comfort zone
- Provides mentor status updates on activities and projects
- Knows personal limits and when to ask for help
- Communicates concerns with mentor
- Seeks feedback and takes responsibility to give feedback to mentor
- Respectful of mentor's time and availability
- Reassesses goals over time

The mentee-mentor relationship

☐ Mentee + Mentor = Mentoring relationship

What works and what does not?

Mentoring

Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD

Characteristics of *successful* mentoring relationships

Theme	Responses
Reciprocity	"It's got to be a 2-way street. It can't be just a one-way giving relationship because then it's going to burn out"
Mutual respect for each others' time, effort, and qualifications	"Both individuals have to respect the qualifications of the other and the needs of the other and work together towards a common goal."
Clear expectations	"It's helpful to set up guidelines in the beginning."
Shared values	"Mentorship worked best when mentors and mentees had similar interests and values."
Personal connection	"Important to have a connection, where you feel the mentor cares about you."

Characteristics of *unsuccessful* mentoring relationships

Theme	Responses
Poor communication	Mentors frustrated when their advice not followed. Mentees feel intimidated. → lack of open communication
Different expectations	Mentee and mentor expect different things from the relationship: "recipe for disaster."
Lack of commitment, lack of time, waning interest	"If you don't get that kind of ongoing interest and commitment, you just realize that the fit or the value isn't there anymore."
Personality differences	One person is extraverted and the other introverted. One person thinks on the fly and the other likes to think ahead of time.
Perceived (or real) competition	Mentor may feel threatened. Both need credit. Lack of clarity around intellectual property.

Mentee-driven relationship

- The mentee cannot be passive!

- Communicate what you want out of the relationship

- Develop and communicate the plan for the year

- Ask questions and listen

- Anticipate problems and discuss them in a timely manner

"You weren't listening. I said, 'DON'T fall.'"

Formalizing the relationship:
The mentoring meeting

- Agree on the frequency of meetings
  - Approximately every 1-3 weeks
- Mentees and mentors should come prepared
- Mentee should send an agenda ≥2 days in advance
  - Include any other documents to be discussed
- Mentee should formulate concise questions
- After meeting, mentee emails a brief summary of what was discussed and next steps
  - Consider also keeping a document of notes from mentoring meetings for reference
- Keep a running list of items for the next agenda

Resources from UCSF CTSI mentoring program
https://accelerate.ucsf.edu/training/mdp-materials

Individual development plan

- Meet with your mentees every 2-3 weeks, weekly if needed (UCSF model)

- Review their CV and have them fill out the individual development plan yearly

- Components of IDP:

  1) **Time Allocation** as Estimated by Mentee:

  ____ % Teaching/Training/Providing Mentoring
  ____ % Research
  ____ % Patient Care
  ____ % Administration/Other Services

  How (if at all) would you like to change this time distribution?

IDP -continued

2) **Academic Appointment**

Do you understand the series to which you are appointed and the expectations for advancement in this series?

3) **Current Professional Responsibilities**

List your major professional responsibilities and if you anticipate significant changes in the coming year:

4) **Future Professional Goals**

Short Term Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

- 1. **Goal**

   Expected outcome:

- 2. **Goal**

   Expected outcome:

- 3. **Goal**

   Expected outcome:

IDP -continued

5) **Future Professional Goals**

Long Term Goals

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

- 1. **Goal**

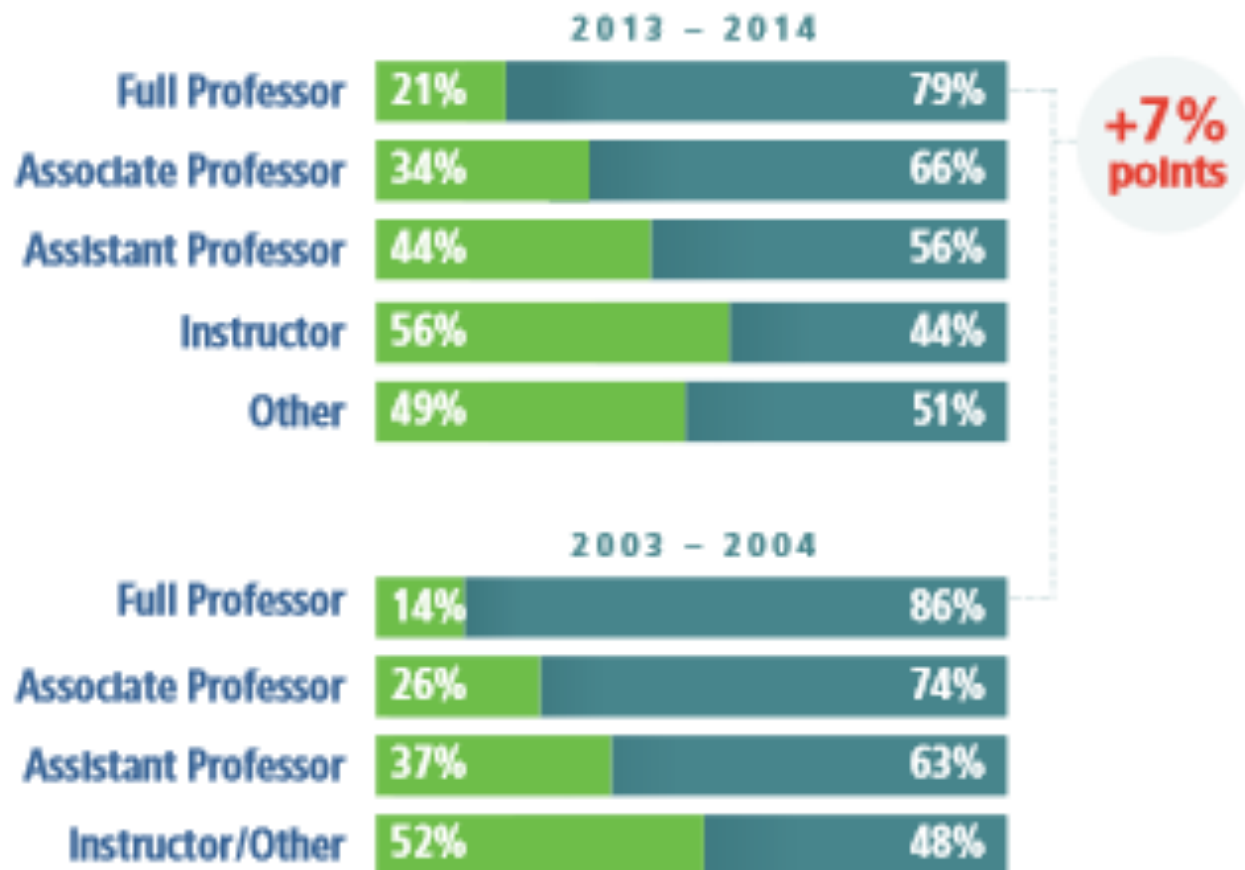   Expected outcome:

- 2. **Goal**

    Expected outcome:

- 3. **Goal**

    Expected outcome:

Diversity in academic medicine for women

Then & Now: Full-Time Men and Women Faculty by Rank

2013 – 2014

Rank	Women	Men
Full Professor	21%	79%
Associate Professor	34%	66%
Assistant Professor	44%	56%
Instructor	56%	44%
Other	49%	51%

+7% points

2003 – 2004

Rank	Women	Men
Full Professor	14%	86%
Associate Professor	26%	74%
Assistant Professor	37%	63%
Instructor/Other	52%	48%

The State of Women in Academic Medicine. AAMC 2013-2014

Inadequate Progress for Women in Academic Medicine: Findings from the National Faculty Study

Phyllis L. Carr, MD, FACP,[1] Christine M. Gunn, MA,[2] Samantha A. Kaplan, MD, MPH,[3] Anita Raj, PhD,[4] and Karen M. Freund, MD, MPH[5]

□ **March 15 National Faculty Study – AAMC- 5 major themes:**

1) Perceived wide spectrum in gender climate

2) Lack of parity in rank and leadership by gender

3) Lack of retention of women in academic medicine (the ''leaky pipeline'')

4) Lack of gender equity in compensation

5) Disproportionate burden of family responsibilities and work-life balance on women's career progression.

Notice of NIH's Interest in Diversity

Notice Number: NOT-OD-15-053

Key Dates

Release Date: January 12, 2015

Racial and Ethnic Categories and Definitions for NIH Diversity Programs and for Other Reporting Purposes

Notice Number: NOT-OD-15-089

Key Dates

Release Date: April 8, 2015

NIH New definitions of diversity

- **Racial/ethnic minorities**: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders
- **Individuals with disabilities**: physical or mental impairment that substantially limits one or more major life activities
- **Disadvantaged backgrounds**:
  - Annual income below established low-income thresholds
  - "Educational environment such as that found in certain rural or inner-city environments that has demonstrably and directly inhibited the individual from obtaining the knowledge, skills, and abilities necessary to develop and participate in a research career"
- **Women** at senior faculty levels in biomedical-relevant disciplines
  - NIH institutes, centers, and offices may include women as eligible candidates in faculty-level, diversity-targeted programs to address faculty recruitment, appointment, retention or advancement

CFAR mentoring program

- Matches made

CFAR mentoring workshops (monthly)

□ Intro to the UCSF Research Enterprise

□ The Mentoring relationship

□ Time and priority management

□ Promotions and advancement at UCSF

□ Manuscript writing- pushing it through

□ Grant writing (step-by-step for K)

□ Having crucial conversations

□ Team building

□ Leadership styles

Self Awareness and Leadership

The Mentoring Competency Assessment: Validation of a New Instrument to Evaluate Skills of Research Mentors

Michael Fleming, MD, Stephanie House, MA, Vansa Shewakramani Hanson, MS, Lan Yu, PhD, Jane Garbutt, MD, Richard McGee, PhD, Kurt Kroenke, MD, Zainab Abedin, MPH, and Doris M. Rubio, PhD

Abstract

Purpose
To determine the psychometric properties of the Mentoring Competency Assessment (MCA), a 26-item skills inventory that enables research mentors and mentees to evaluate six competencies of mentors: maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, fostering independence, and promoting professional development.

Method
In 2010, investigators administered the MCA to 283 mentor–mentee pairs from 16 universities participating in a trial of a mentoring curriculum for clinical and translational research mentors. The authors analyzed baseline MCA data to describe the instrument's psychometric properties.

Results
Coefficient alpha scores for the MCA showed reliability (internal consistency). The hypothesized model with its six latent constructs (competencies) resulted in an acceptable fit to the data. For the instrument completed by mentors, chi-square = 663.20; df = 284; $P < .001$; root mean square error of approximation (RMSEA) = 0.069 (90% CI, 0.062–0.076); comparative fit index (CFI) = 0.85; and Tucker-Lewis index (TLI) = 0.83. For the instrument completed by mentees, chi-square = 840.62; df = 284; $P < .001$; RMSEA = 0.080 (90% CI, 0.063–0.077); CFI = 0.87; and TLI = 0.85. The correlations among the six competencies were high: 0.49–0.87 for mentors, 0.58–0.92 for mentees. All parameter estimates for the individual items were significant; standardized factor loadings ranged from 0.32 to 0.81 for mentors and 0.56 to 0.86 for mentees.

Conclusions
The findings demonstrate that the MCA has reliability and validity. In addition, this study provides preliminary norms derived from a national sample of mentors and mentees.
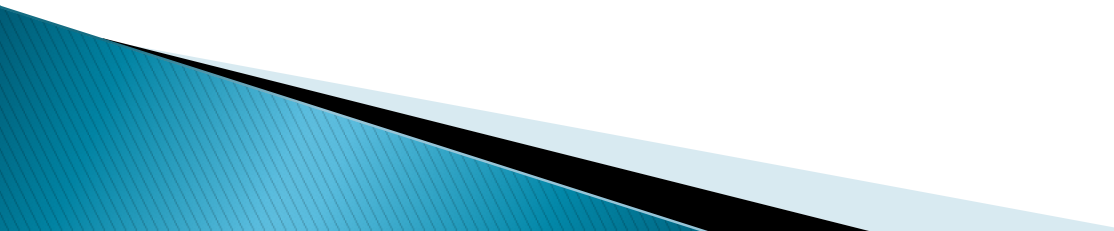
6 Competencies

- Maintaining effective communication
- Aligning expectations
- Assessing understanding
- Fostering independence
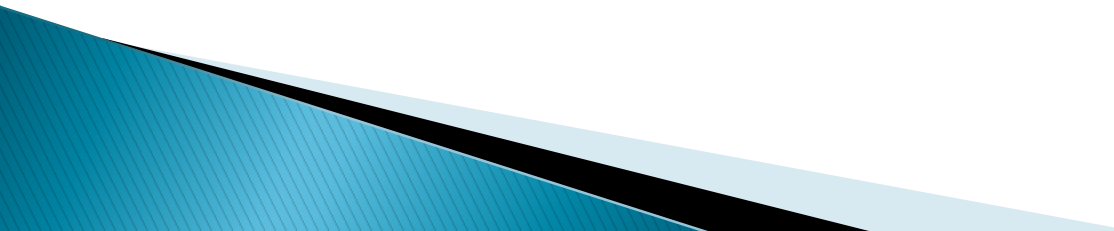- Addressing diversity
- Promoting professional development

Leadership Styles and Mentoring
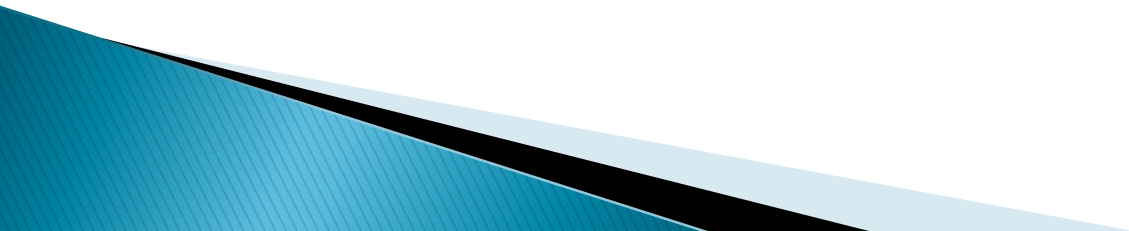
Leadership that Gets Results

- 6 Styles of Leadership that stems from the various components of Emotional Intelligence
- Most effective leaders use a collection of styles based on the situation
- The more the leader uses, the more effective they are
  ◦ Those who use 4 or more have best climate and performance

- Review and discussion on applicability for role as mentor

Leadership Styles

- Coercive
- Pacesetting
- Visionary
- Coaching
- Affiliative
- Democratic

Coercive
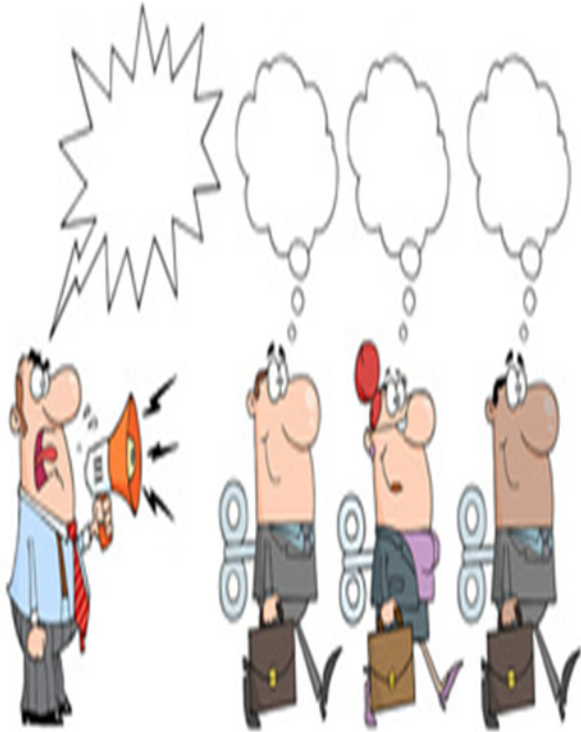
- For immediate compliance
- Provides clear directives without soliciting input
- Tight control
- Often gives feedback on what is wrong
- Indicates negative consequence of failure to comply

Visionary

- Provides long term direction and vision
- Leader takes time to share clear vision and direction
- Obtains employee perspective on vision
- Open to influence
- Shares context "why"
- Sets standards
- Uses a balance of negative and positive feedback

Affiliative

- Objective: creating harmony
- Leader will focus on friendly interaction between team
- Focuses first on people then on tasks
- Considers the "whole person"
- Looks for opportunities to give positive feedback and might avoid negative feedback

Democratic

- Focus on building commitment and consensus
- Leader gives people full participation in setting direction and creating plans
- Consensus used for decisions
- Listens carefully to people
- Rewards group performance

Pacesetting

- Objectives: Accomplishing Tasks with excellence
- Leader will lead by example
- Assume that others understand and can follow
- Works mostly individually
- Exerts tight control over poor performers
- Gives demanding tasks only to "stars"

Coaching

- Focus: Professional Development of others
- Leader works with individuals to establish goals for their development
- Provides ongoing feedback
- Encourages them to solve their own problems

Leadership Styles

Style	Affect on Climate
▸ Coercive	▸ Negative
▸ Visionary	▸ Most positive
▸ Affiliative	▸ Positive
▸ Democratic	▸ Positive
▸ Pacesetting	▸ Negative
▸ Coaching	▸ Positive

Questions?