

Well Cornell Medicine AT THE FOREFRONT
UChicagoMedicine

Mentoring

Giving and Receiving

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Disclosures

- Ellen Choi declares no relevant financial conflicts of interest.
- Shanna Hill declares no relevant financial conflicts of interest.

What is the definition of mentorship?

Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development and success of the relational partners through the provision of career and psychosocial support.

-National Academies Report on Mentoring
www.nap.edu/MentorshipinSTEMM

What is a mentor?

Mentor:

- o Is invested in long term success.
- o Engages in frequent regular communication (time investment).
- o Helps mentee to produce high quality work and stay on the path to success.

Vs.

Role Model - provides inspiration and represents a goal that can be aspired to, but may not know or interact with you.

Coach - helps improve performance in one domain or with a specific issue over a shorter time frame.

Sponsor - uses their sphere of influence to aid a mentee.


Connector - uses their extensive network and personal connections to link you to the right mentor, coach, sponsor, partner.

Benefits of mentoring

Mentee Benefits	Mentor Benefits
Personal growth and development	Personal growth and development as a Teacher-Mentor
Networking	Developing a personal network
Enhance productivity	Enhance productivity
Career advancement and promotion	Promotion
Career satisfaction	Career satisfaction
Career commitment	Establish legacy

Adapted from Detsky AS, et al.² Ludwig S & Stein R³

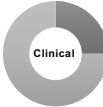
Preparing to be mentored: What is your area of interest?



Admin

Administration & Leadership


- Division leadership
- Department leadership
- Hospital leadership
- Department and Hospital committees



Clinical

Clinical Care


- Care teams
- Niche expert
- New initiatives



Education

Education

- Course director
- Simulation guru
- Program leadership



Research

Research

- Basic research
- Clinical research
- Outcomes research

Preparing to be mentored: Develop your plan

- **Perform a needs assessment- what do you need? What can this mentor provide?**
- **Develop a written plan for career goals**
- **Define your time deadlines and goals**
- **Define your barriers: Need to develop resources and support.**

Keeping in mind:

- Continue to meet expectations of Department and Hospital
- Talks and publishing are necessary for promotion

Preparing to be mentored: Goals and Timeline

- **What are my professional goals?**
 - Short term: this year
 - Intermediate:1-5 years
 - Long term: >5 years
- **Don't forget your personal goals!**
 - Family/interpersonal
 - Financial
 - Physical health

Preparing to be mentored: What are my strengths and challenges?

- **Personal qualities:**
 - Personality traits: introvert? Outgoing?
 - Work habits: procrastinator? Where are you able to concentrate best? Do you need hard deadlines?
 - Organizational, technical, writing abilities?
 - Networking skills- not an inherent skill!
- **Department support?**
- **Institutional resources? Other outside resources?**

What are some traits of a good mentor?

- Approachable
- Empathetic to the mentee
- Open minded: can respect mentee's personality and goals
- Patient: everyone works at a different pace.
 - There will be mistakes made!
- Honest/forthright: can communicate honest feedback about mentee's work, their progress, their career
- Can serve as a role model
- Has expertise in your area of interest



Do a background check!

What does a good mentor do?

- Has the time and is willing!
- Regular communication
- Career development
- Champion/sponsor- interested in long term success
- Coach- helps to guide mentee to produce high quality work
- Confidant- keeps confidentiality
- Counselor- helps to manage issues

Avoid "The One" mentality!

Team mentoring offers more! Why?

- More people = more perspectives
- More mentors = manageable mentoring load
- Safety net in today's more mobile working world

Who should be on your mentoring team?



Should include:

- Multiple perspectives
- Varied experiences
- Expand your network

Look for mentors:

- In your field- clinical or research
- OUTSIDE your field or industry
- Peer mentoring! Both senior AND junior to you

Where can I meet a mentor?

- **Introduce yourself at meetings**
- **Current faculty and also *departed* faculty!**
- **Conferences- go to networking events**
- **Lectures- stay after, approach the speaker**
- **Attend poster sessions**
- **Join a committee**

Where to Find Internal Mentors

- **Division, department, institution**
- **Committees- colleagues who you don't normally interact with but share some similar interests/goals or have an interesting skill set**
- **Other clinical departments or other affiliated non-clinical departments:**
 - Epidemiology, public health, biostatistics
 - Other clinical disciplines
- **Institutional mentoring programs***

Where to Find External Mentors

- **National or regional committees or task forces**
- **Special interest groups or sections**
- **National research networks**
- **National mentoring programs**
- **Social media**
- **Invite/organize for guest speakers at your institution**
- **Give a talk**

How to approach a mentor

- **How can I approach a potential mentor?**
 - Starter sentences
 - Elevator pitch
- **Good habits**
 - Walk with business cards
 - Collect business cards
 - Note where you met them, one thing about them, one thing you talked about
 - Send a follow-up email within 5 days

What if they say no?

Networking for Introverted Scientists: The Approach

Google it! So many tips out there for people like us!

nature career column by Dr. Ruth Gotian PhD (2019) gives this advice for strategy in approaching mentors:

1. **BEFORE YOU GO:** Identify a core group of people who are likely to be there that you would like to meet
2. **AT THE EVENT:**
 1. Introduce yourself to every possible person in your core group. Make yourself memorable by establishing a connection!
 2. Ensure they know what specialty/industry you are in. What are you doing and where do you aim to be?
 3. Make sure they know how to get a hold of you before you walk away.
3. **AFTER THE EVENT:** follow up on meaningful interactions with an email

Networking for Introverted Scientists: Survival

She also gives this advice for managing stress:

1. Arrive Early
2. Arrive with a colleague or friend
3. Have a strategy for giving yourself a break midway
4. Have starter and closer sentences ready

*Also consider stacking in your favor by introducing yourself to people prior to the event or introducing yourself by email, creating a more familiar and less daunting setting.

What are the jobs of the mentee?

- Be respectful of your mentor's time
- Have a plan
- Communicate effectively
- Take action on feedback
- Run through doors opened for you

**This is not something to approach lightly.
Your best effort should go into this relationship.**

Be respectful of your mentor's time

- Use your time wisely!
- Communicate regularly and frequently:
 - Schedule regular interactions: in person, virtual, email
 - Send an email prior to meeting with topics so mentor can be prepared
 - Remind your mentor where you left off last time
 - Plan for your meeting- set an agenda with specific talking points
 - Provide updates
- Bring your plan, thoughts, and concerns/ solutions to the table.
- Ask for feedback in small bites:
i.e. submit sections of a paper for review rather than an entire paper.
- Listen actively!

Planning and Communicating

- Reach out regularly, get yourself on the calendar
- Meetings vs. emails
 - Prepare for meetings, formulate questions.
 - Keep emails succinct. Avoid lengthy emails.
 - Ask quick answer emails (yes/no). Avoid vague questions.
 - Preferred contact in case of urgent matter
- Goals and aspirations: be the driver!
 - What are your needs?
 - What are your goals?
 - Learning when to say no
- Communicate re developing barriers:
 - Gaps in resources or support
 - Close the loop
- Reach out for reasons other than needing something
 - Send updates
 - Don't forget to say thank you!

Running the meeting: Topics?



Progress towards goals since last update:

- Include feedback from other sources (journals etc)
- Include discussion of barriers and problem solving

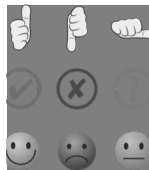


New projects:

- Should you or shouldn't you?

Career advice:

- Directions, satisfaction
- Additional training, applications



Feedback from mentor:

- How are you doing with your progress?
- Are things working in mentor relationship or would a modification be helpful?
- Be open to feedback!

What should you expect from your mentor?

- Has knowledge/ willing to share knowledge
- Available
- Clear with expectations
- Supportive
- Able to provide good feedback/guidance
- Political wisdom and connectedness
- Will be your advocate (passive vs. active)
- Trustworthy, honest
- Follows through
- Respectful
- Willingness to communicate opportunities
- Matures in relationship

What are the jobs of a mentor?

- Support
- Challenge
- Establish expectations
- Assess mentee's abilities
- Assess mentee's needs
- Know who you are mentoring (generational, cultural, professional)
- Take a work/experience history
- Establish the rules of engagement and what you can provide

What you should expect from your mentee

- Organized
- Demonstrates initiative
- Follow through
- Respectful
- Articulates needs
- Takes responsibility for arranging meetings
- Responsible
- Efficient
- Able to learn (return on investment)
- Matures in relationship

Rules of Mindful Mentoring

- Give credit where it is due
- Activities assigned to mentee should be beneficial to the mentee
- Encourage your mentee to branch out and connect with others
- Keep things moving
- Be honest in your feedback, even if it's difficult.
- Be available

Chopra, et al. The Mentoring Guide . Michigan Publishing.

Day One Mentorship Meeting

- Setting: Private, focused
- Mentor welcomes mentee
- Describe time frame and tasks for the day
- Describe own career path and interests
- Elicit mentee's past experience and interests
- Discuss ground rules
 - How often to meet, who initiates contact
 - What is covered in meetings vs other communications
 - Discuss your expectations of mentee
- Discuss your role
 - Facilitation, feedback, and evaluation
- Discuss mentorship goals
 - In general (long term) and for this session (short term)
- Review time line

Evaluating the mentorship

- Do you have mentoring chemistry?
- Beware your own implicit bias!
- Do I trust this person?
- Do your background check!
- Consider a "trial run"
- Give them a "test"

When things go wrong: scenarios for discussion

Scenario 1: Mentee lacks commitment

A new junior faculty member in your department comes to you seeking advice. He seems to be struggling to fulfill his various clinical, teaching, and scholarly duties. You have observed him closely, and think that he has a poor work ethic and lacks commitment. You think he will not succeed unless he starts working much harder. What course of action would you take?

Scenario 2: Management, not mentorship

You are a newly arrived junior faculty member, working in a field that is similar to that of your assigned mentor. Your mentor is excited and strongly recommends that you embark on projects he has thought up, which would consume almost all of your non-clinical time. You do not think you would be able to adequately perform your other duties if you followed his direction. How do you handle this situation?

Scenario 3: Mismatch between mentor and mentee

You are a program director and find it difficult to interact with your fellow due to personality differences and seem to clash over insignificant items. You are not sure if this is a communication issue, so you try to change your communication style, which does not improve the situation. Issues that you think are important do not seem to be appreciated by the fellow. What would be your approach to resolving this?

Scenario 4: Dealing with conflicting advice

You are mentoring a junior faculty member, who has been advised by another faculty member in the department to start writing and submitting grants. You think that it is too early, and that the mentee should collect more preliminary data and establish herself at the institution by prioritizing her clinical and didactic responsibilities. How do you handle the situation? What would you do if you were the mentee?

Scenario 5: Providing inadequate direction

You overhear a fellow complaining to a resident that you are distant and he never sees you. How do you respond?

How to manage these challenges?

- Set goals and stay aligned.
- Set boundaries and expectations
- Establish regular communication, plan time in advance.
- Consider supplementing with communication methods other than in-person meetings
- Be empathetic
- Establish a mentorship TEAM

Conclusions:

- **Mentees:**
 - You need more than one type of mentor in your network- build a team!
 - Mentoring is a two way street.
 - Choose wisely. Then be a good mentee!
 - Needs alignment of expectations with both sides understanding roles and responsibilities
 - Learning how to be a good mentee is a learned skill that takes practice. There will be mistakes!
 - Balance good citizenship and “selfish” career development
- **Mentors:**
 - Establish expectations and know who you are mentoring.
- Mentorship comes with multiple challenges, but these can be overcome by setting expectations and effective communication.
- Mentorship is reciprocal and collaborative- pay it forward!

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