

# MENTORING FOR CAREER SUCCESS

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Jane Garbutt, MB ChB

Professor of Medicine and Pediatrics

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# Today's agenda

- Mentorship and the mentoring process
- Responsibilities of Mentee
- Individual Development Plans
- Responsibilities of Mentor
- Preparing to be a mentor

# Building Blocks for Your Career Success

- Your passion and goals
- Your plan
- Mentoring
- Supportive Environment
  - Training programs
  - Infrastructure

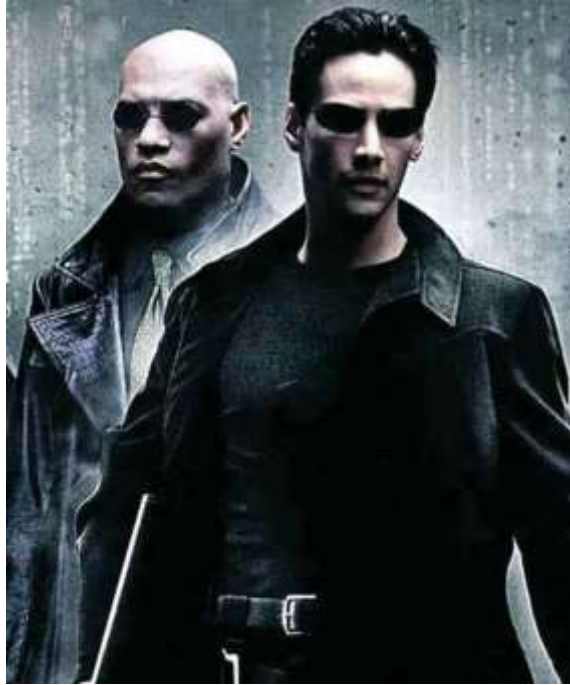


# Mentorship

“...consists of a **reciprocal, dynamic** relationship between mentor (or mentoring team) and mentee that promotes the satisfaction and development of both.”

(McGee, 2017)





# Mentoring in Medicine

- Perceived as important
- Considerable variation
  - Focus:
    - Academic medicine
    - Clinician-educators
    - Trainees - Residents, Medical students (Frei E. 2010. BMC Med Educ)
  - Format:
    - Dyad, team, group, peer
    - Informal/formal
- Prevalence: 19% to 93%

# Mentoring in Medicine is Effective

- Mentee
  - Personal development
  - Career choice
  - Career progression (satisfaction and promotion)
  - Research productivity
- Benefits for mentor
  - Professional stimulation
  - Personal enrichment and satisfaction
  - Sense of giving back
  - Develop larger circle of influence and legacy
- Benefits for institution
  - Faculty retention

Sambunjak D. JAMA. 2006

# Characteristics of Mentoring Relationships

## Successful

- Reciprocity
- Mutual respect
- Clear expectations
- Personal connection
- Shared values



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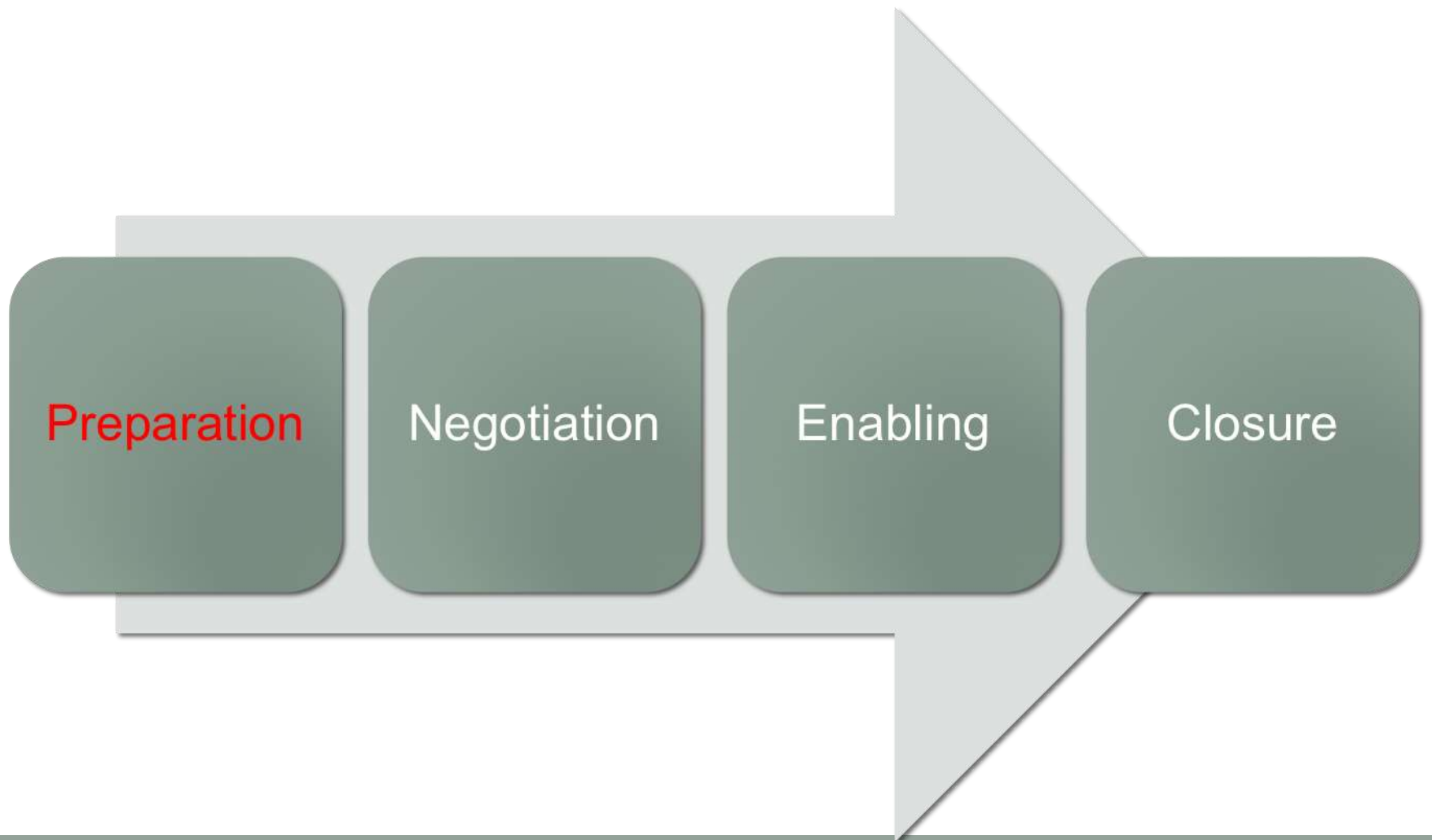
## Unsuccessful

- Poor communication
- Lack of commitment
- Personality differences
- Mentor malpractice
  - Active (hijack, exploit)
  - Passive (bottleneck, away)

# Mentee Actions

- Take responsibility for driving the relationship
- Be respectful of mentor's input and time
- Schedule regular meetings
  - Be prepared
  - Action items
- Ask for and be open to feedback
- Be an active listener
- “Manage up” (Zerzan J. 2009. Academic Medicine)

# Stages of Mentoring Relationship



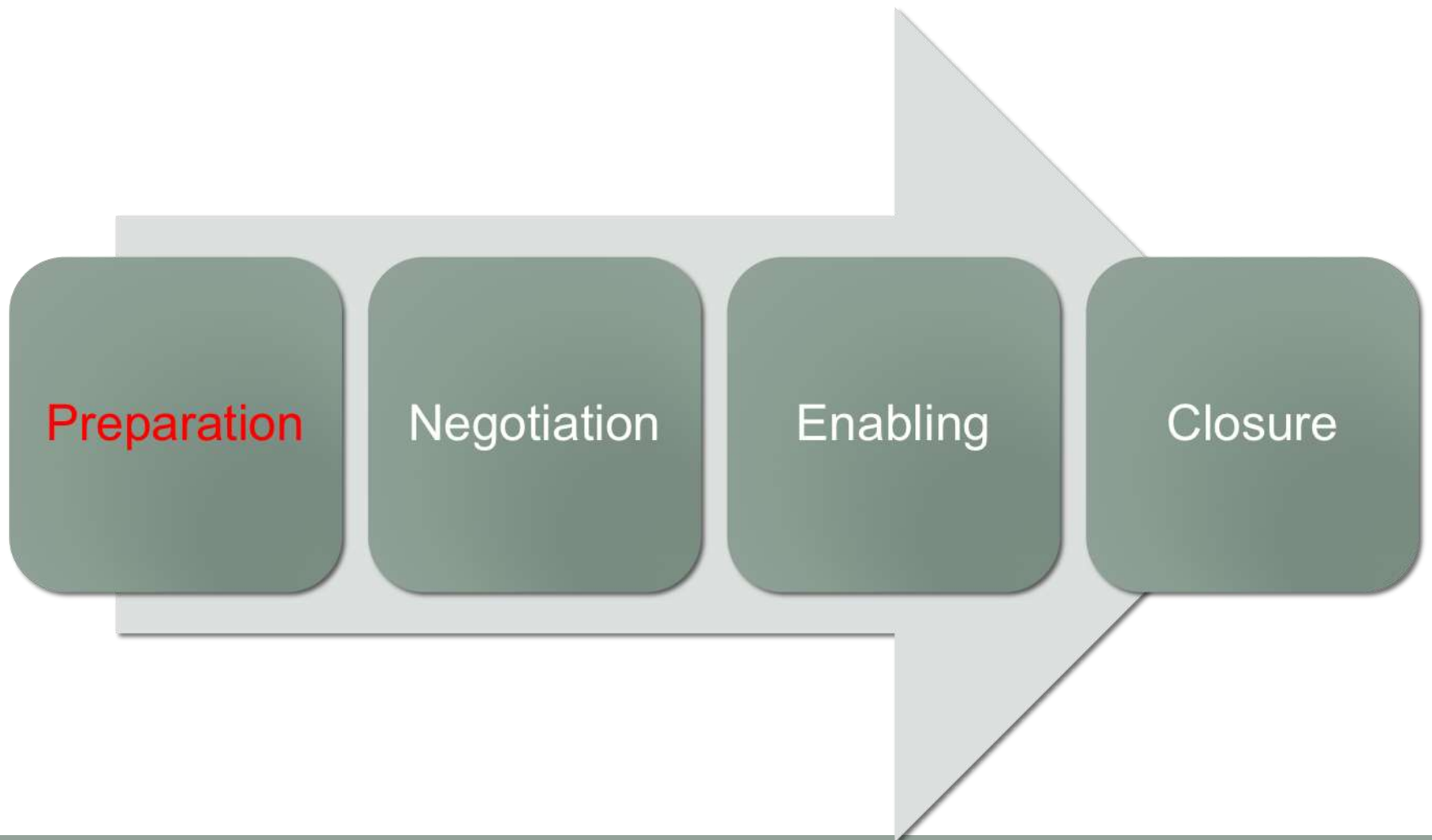
# Prepare Yourself

- What are your knowledge and skill gaps?
  - Skills – clinical, communication, time management, writing
  - Administrative – management, budgeting, leadership
  - Research – study design, grants, publications
  - Professional- networking, career choices
  - Personal – work/life balance, confidence
- Create specific, written goals
  - Short and long term (1, 3 & 5 year)
  - Measurable and specific (SMART)
  - Include a timeline

# Preparing: Finding a Mentor

- Make a list of possible mentors
  - Are they a good fit for your long-term goals?
  - Do they have a record of collaboration?
  - Do they meet program requirements?
- Informational interviews
  - Clearly state your needs
  - Are they willing to commit time and resources?
  - Does their personality type work with yours?
- Formally ask chosen mentor

# Stages of Mentoring Relationship



# Negotiate Expectations for.....

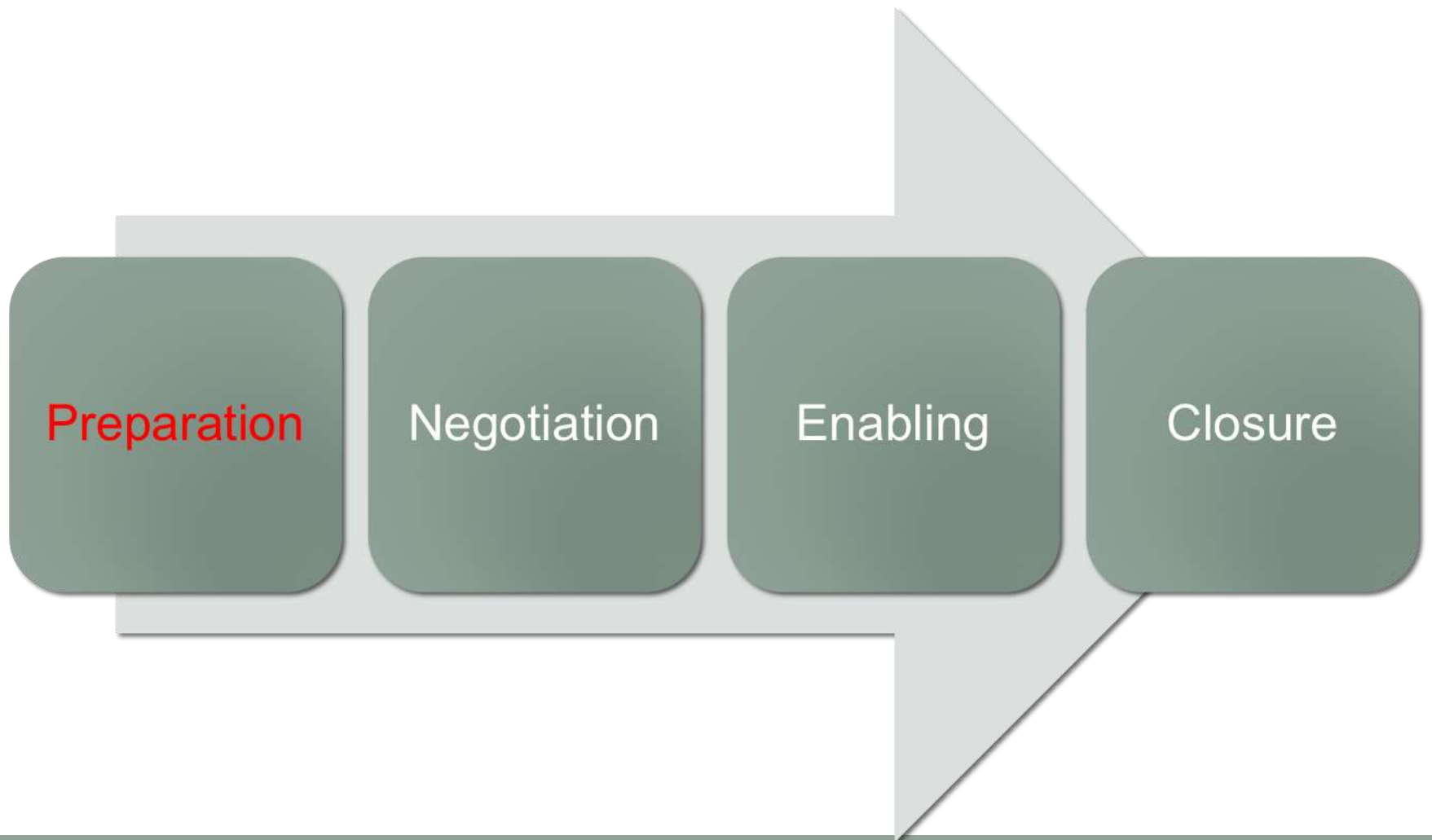
- Education
- Professional development
- Career advancement
- Research
- Support
- Communication
- Personal conduct
- Frequency and scheduling of meetings

# Negotiating - Expectations

- Identify and align expectations
  - What will be done?
  - How will it be done?
  - Who will do it?
  - When will it be done?
- Expectations evolve over time



# Stages of Mentoring Relationship



# Enabling - Process of mentorship

- Formal structure
  - Regular meetings
  - Regular evaluations of mentee to assess progress and understanding
  - Regular evaluations of mentor
  - Annual contract
- Informal, apprenticeship-style learning

# Enabling: Cultivating the Relationship

- Agree on expectations
- Write them down
- Schedule regular meetings
- Create your IDP and use for monitoring progress
- Ask a lot of questions, discuss needs, goals, plans
- Show work and ask for feedback
- Assess top priorities vs. how actually spend time
- Identify strengths and weaknesses

# Individual Career Development Plan



# Individual Career Development Plan (IDP)

- Where do you want to be in 5 years?
- What do you want to be doing?
- What do you need to get there and be successful?

# What is Your Vision for Career Success?



# Setting Goals

- Get promoted to .....
- What are candidates measured on?
- What is the timeline?
- In what order do you need to perform activities?
- How should activities be prioritized?

# Understand the Promotion Process

- 3 tracks (Investigator, Research, Clinician/educator)
- Promotion Criteria
  - Washington University School of Medicine Appointments & Promotions Guidelines and Requirements (APGAR)
  - <https://facultyaffairs.wusm.wustl.edu> (Appointments and Promotions)
- Timelines
- Components of promotion packet



# Examples of Goals/Objectives

- Become a good Doctor (“World Peace”)
- Pass the Boards (Expectation, not a goal)
- Score in the top 10% of Boards (measurable & specific)
  - Form a study group
  - Board review course
  - Read text book, one chapter a week
  - Take four practice tests before May

# IDP Sample

## Educational Goals

### •Attain competency in basic statistical genetics

Enroll in fall 2013 course offered through the GEMS program M21- 5483: Human Linkage and Association Analysis (T and TH 9:30 – 11:00 a.m., August – December 2015), attend all classes, do homework, Get an A

## Research Goals

### •Breast cancer QOL grant

- a. Work on readmission/clinic visit database and revise (June – July 2015)
- b. Pilot test new QOL questions (August 2015 – December 2015)
- c. Data collection (January 2016 – June 2016)
- d. Data analysis (July 2016 – August 2016)
- e. Prepare and submit R21 (August 2016 – October 2016)

## Professional Goals

### •Improve time management skills

- a. Schedule a dedicated block of time each week for writing (to begin immediately – ongoing)
- b. Delegate more work to research assistants (to begin immediately – ongoing)

# Individual Career Development Plan Sample

	2015							2016									
	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
<b>Educational Goals</b>																	
Continue learning new statistical techniques																	
Human linkage and association analysis course																	
<b>Research Goals</b>																	
<b>Breast cancer QOL grant</b>																	
Work on readmission/clinic visit database and revise																	
Pilot test new QOL questions																	
Data collection																	
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Prepare and submit R21																	
<b>Professional Goals</b>																	
<b>Improve time management skills</b>																	
Schedule a dedicated block of time each week for writing																	
Delegate more work to research assistants																	

What are desirable characteristics in  
a mentor?

# Your experience as a mentee

Consider your current mentoring situation and identify:

- One aspect you would not like to change
  
- One aspect you would like to change

# Successful Mentoring Relationships: Mentor Characteristics

## Personal

- Altruistic, honest
- Active listener
- Substantial mentorship and professional experience

## Relational

- Accessible
- Identify potential strengths/limitations of mentee

# Mentoring Activities

- Research
  - Develop disciplinary research skills
  - Learn disciplinary knowledge
  - Develop technical skills
  - Assess understanding
  - Value ethical behavior and RCR
  - Develop mentee research self-efficacy
- Interpersonal
  - Active listening
  - Align expectations
  - Build trust

# Mentoring Activities (cont)

- Psychosocial and Career
  - Provide motivation and teach coping
  - Develop career self-efficacy
  - Develop sense of belonging
- Diversity
  - Advance equity and inclusion
  - Reduce impact of bias
- Sponsorship
  - Foster independence
  - Promote professional development
  - Foster professional networks
  - Advocate

Pfund, 2016



# MENTORING SKILLS

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# RCT of structured mentoring curriculum, Pfund et al, 2014

## Study population:

- 283 mentor/mentee dyads from 16 institutions
- Mentees from clinical/translational science, mostly Ks
- 144 intervention, 139 controls

## Intervention:

- 8 hour, case-based curriculum
- 6 mentoring competencies

## Outcome:

- Higher change in mentors self-reported competency

# Key Mentoring Competencies

- Establish and align expectations
- Maintain effective communication
- Assess understanding
- Address diversity
- Foster independence
- Promote professional development

# Mentoring Skills: Aligning Expectations

- Read Dr. Lumen case
- What kinds of conversations regarding expectations might have been helpful earlier on?
- What kinds of conversations would be helpful now?
- Who should be involved?

# Aligning Expectations: Mentor Compacts

- Written contracts, statement of philosophy, identifying and aligning goals
- Roles, responsibilities, expectations of mentor and mentee
- Progressive responsibility, seek regular feedback, formal evaluation
- Commitment to lifelong learning

AAMC 12/06

# What I expect from you:

- Learn how to plan, design, and conduct high quality scientific research
- Learn how to present and document your scientific findings
- Be honest, ethical, and enthusiastic
- Be engaged within the research group
- Work hard – don't give up!
- Treat your colleagues, staff, research funds, equipment, and research subjects with respect
- Take advantage of professional development opportunities
- Publish your research findings in scientific journals in a timely manner

# What you should expect from me:

- I will serve as an advisor in your research, offering guidance and advice. Together we will design a research project tailored to your interests that is feasible to complete. I will ensure that you have sufficient opportunities to acquire the skills necessary to become an expert in an agreed upon area of investigation.
- I will be available for regular meetings (once a week or every other week). At these meetings we will talk about what you have done lately in your research, or what you have read. I will do my best to answer questions that you have, and help you solve problems that you experience in your research. Research is not easy. There are many pitfalls and many failures. It is my responsibility to be your cheerleader and help keep you excited about your work. Only with perseverance will you generate high quality results.
- I will help you learn to present your work.
- I will be your advocate. If you have a problem, come and see me. I will do the best I can to help you solve it.

# Mentoring Skills: Effective Communication

- Read Dr. Timms
- How do you communicate with a mentee whose progress is disappointing?



# Effective communication

- Nonverbal is important (up to 93%)
  - posture, eye-contact, nodding, facial expression
- Active listening (pay attention)
- Attending (nod, “yes”)
- Reflective listening....”So it seems that....”
- Paraphrasing....”It sounds like...”
- Summarizing....”Let me tell you what I heard, so I can be sure that I understand”

# Effective communication (cont)

- Open-ended questions... "Can you summarize what we discussed today?"
- Probing.... "I heard you say.... Please tell me more about that"
- Interpreting... Provide alternative ways to interpret situation... "...have you also considered....?"
- Confrontation... Gently point out contradictions in behavior. Guide them to face an issue that is being avoided.

# Effective Communication (cont)

- How do you communicate with a mentee whose progress is disappointing?
- Learn their story
  - Help me to understand....
- Avoid blame, think contribution
  - How might I have contributed...?
- Problem solve together
  - Let's work on how we might...

# Questions?

