

Effective Mentorship: Consultant, Counselor, Cheerleader

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Mentor

"someone of advanced rank or experience who guides, teaches, and develops a novice"

"provide professional and personal support, prompt a mentee to take risks, and help open doors to opportunities"



Mentorship

"a dynamic, reciprocal relationship in a work environment between an advanced-career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development **of both**"

Chopra et al. 2016. JAMA. 315: 1453-1454. Disch. 2018. Crit Care Med. 46: 437-441.

Mentoring Reflection

• Think of a time when a mentor offered advice or counsel that was less than helpful. How did that feel? What might have gone differently?

 Think of a time when a mentor or advisor offered counsel that was especially helpful/ effective/useful. Why was it effective? How did it feel?



Mentoring Reflection

• What goals do you have for yourself as a mentor or advisor? What goals do you have for your mentees?

 Based on your own experiences mentoring and advising (both good and bad) what practices do you try to incorporate as a mentor and advisor yourself?

What does a mentor do?

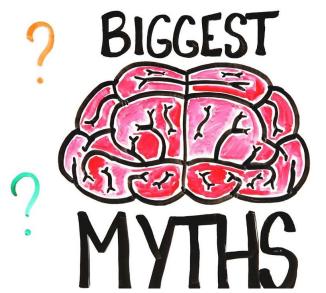
What does a mentor do?

- Develop mutual trust and respect
- Maintain confidentiality
- Active listening: both what is said and how it is said
- Ask open, supportive questions and provide constructive feedback
- Help the mentoring partner solve her/his own problems (rather than direct what to do)
- Focus on mentoring partner's development as an individual (resist urge to produce a clone)
- Be accessible



Common mentoring myths (according to CAB)

- One mentor can do it all
- A mentor must be a subject matter expert in your area
- A mentor will magically know what you need
- Mentoring only benefits the mentee
- Mentors are only for early career faculty
- Mentoring=producing a photocopy of yourself
- A mentor is someone you publish with



Why mentor? What are the benefits?

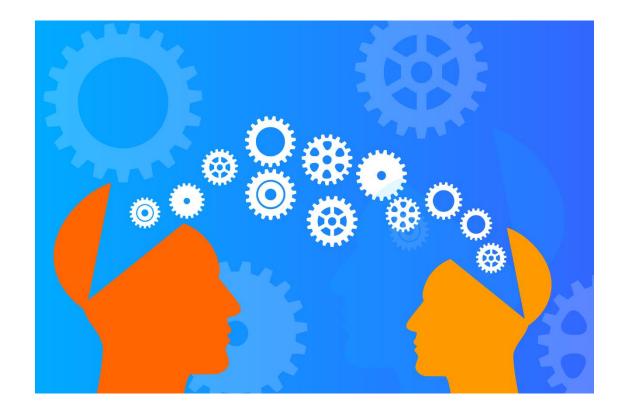
Benefits of Mentoring in Academic Medicine

Benefits for Mentee	Benefits for Mentor	Benefits for Institution
Career progression	Personal enrichment and	Faculty retention
Career satisfaction	satisfaction	Faculty productivity
Personal development	Sense of giving back	
Professional productivity	Develop larger circle of	
	influence and legacy	



Four Archetypes of Mentoring

- 1. The Traditional Mentor
- 2. The Coach
- 3. The Sponsor
- 4. The Connector



The Traditional Mentor

 Usually takes the form of frequent hour-long meetings

 Mentors provide feedback on papers, projects, scholarship, career milestones

Mutual respect, trust, shared values, effective communication



The Coach

- Focus on performance related to a <u>specific topic or</u> <u>issue</u> (rather than growth in multiple directions)
- Spend less time with more mentees
- Mentees who work with coaches should understand
 - Will receive less time from a coach than from a traditional mentor
 - Focused question/topic/goal critical for success
- Examples:
 - Navigating a career decision or job negotiation, gifted writer, specific technical problem
- May be transient but often vital to success



The Sponsor

- Individual committed to development of a program, project, or individual
- <u>Uses influence in the field</u> to enhance visibility of the mentee
 - Speak at national meetings, serve on study section, serve on national committees
- Use position to grow pipeline of talent in the field
- Sponsor puts their reputation on the line with recommendations
- May not be directly visible to the mentee
- Direct benefit to sponsor not common

The Sponsor

 Sponsor does not necessarily have to be in the same field/specialty as mentee, but needs to know influential individuals in the field

 Especially important for female mentees and underrepresented minority faculty; less likely to be sponsored

The Connector

- Pair mentors, coaches, and sponsors with mentees
- Master networkers
- Affiliations/connections may span professional societies, government, private sector, etc.
- Extensive political and social capital banked from years of academic successes
- Motivated by legacy
 - Establish that the field can attract, retain, and grow talented faculty at all states of development



Mentor guides, coach improves, sponsor nominates, connector empowers

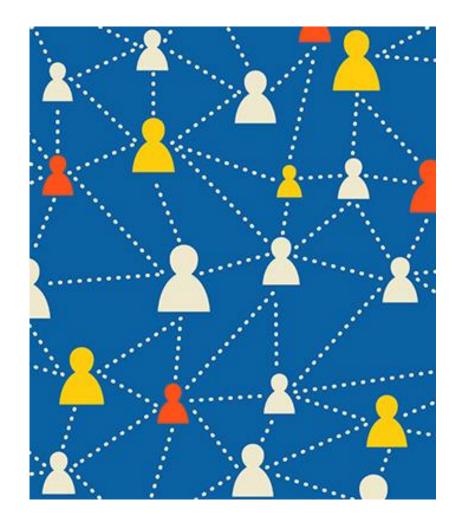
Mentee benefits

Chopra et al. 2018. JAMA Internal Medicine. 187: 175-176.

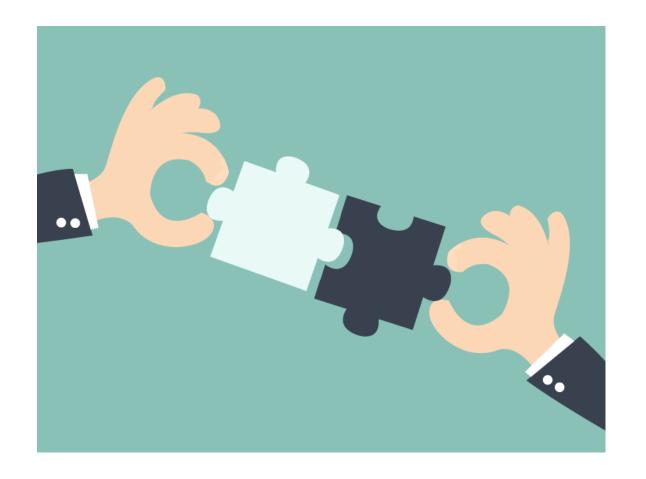
Ask yourself:

•Are you serving in these roles?

Do you have mentors serving in these roles?



Starting a new mentoring partnership



Stages of a mentoring partnership

Preparation

Negotiation and building trust

Enabling advancement/ the middle period

Closure/ redefining the partnership

Building the base

- ~ first 3 to 6 months
- Mentor and mentee are getting to know each other
 - Building trust
 - Developing expectations of each other



- The interaction which occurs at this stage lays the foundation for a strong and beneficial relationship
- Good communication strategies and habits are built
 - Habits which will allow the more difficult conversations (when there is a problem) to take place more readily

Goal setting

 Mentor and mentee should start by sharing goals for their partnership

- Specific questions such as
 - What do you want to get out of this partnership?
 - What goals does the mentee have?
- Set up timelines and benchmarks, points to check progress



Negotiate expectations for....

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



Mentee's Actions for Success

- As you enter into a mentoring partnership:
 - Think about what you are looking for/what type of mentor
 - Communicate about and agree on what success looks like for this partnership
 - Establish a cadence for your initial chats; check in on this as you go
 - Mentee not wanting to take too much time/mentor not wanting to be "pushy"
 - Be on-time
 - Prepare questions/topics/talking points for each <u>meeting—do your</u> <u>homework</u>
 - Let your mentor know what type of opportunities, classes, connections, etc.
 you would like the mentor to look out for
 - Be open to feedback

Mentee's Actions for Success

- As you enter into a mentoring partnership:
 - Think about what you are looking for/what type of mentor

You have the power to make choices about your life and career!

homework

- Let your mentor know what type of opportunities, classes, connections, etc.
 you would like the mentor to look out for
- Be open to feedback

Align expectations

- What will be done?
- How will it be done?
- Who will do it?
- When will it be done?

• Build trust

• Expectations evolve over time



List 1

Checklist for Mentees to "Manage Up" to Create Successful Mentoring Relationships

Checklist for Mentees to "Manage Up"

Getting ready

- □ Clarify your values
- Identify your work style and habits
- □ Identify knowledge and skill gaps
- o Personal
- Professional development
- Skill development
- Academic guidance
- Research
- □ List specific opportunities sought e.g. grant writing, presentation
- □ Write down goals: 3 months, 1 year, 5 year

Finding a mentor . . . or two

- □ Meet with people you know
- □ Get recommendations
- ☐ Ask people you meet with who else they recommend
- □ Be persistent
- ☐ Find multiple mentors, both junior and senior people

Things to look for in a mentor

- □ Is available and accessible
- □ Provides opportunities and encourages mentee to take risks
- □ Helps mentee develop own agenda
- □ Has prior mentoring experience

The first meeting

- □ Tell your mentor how he or she has already helped you
- □ Share your background, values, and needs
- Send a thank-you note after the meeting

Cultivating the mentor-mentee relationship

- ☐ Agree on structure and objectives of relationship
- □ Plan and set the meeting agendas
- □ Ask questions
- □ Actively listen
- □ Follow through on assigned tasks
- □ Ask for feedback
- □ Manage up
- Set goals and expectations
- Be responsive and flexible
- O Direct the flow of information
- o Follow a regular meeting schedule with agenda

Separation

- □ Talk about when the relationship should end
- □ Talk with your mentor about next steps
- □ Talk about future mentors

Fit/no-fault termination

- Partnership does not "gel"
- Pre-assigned mentor/mentee
 - Not necessarily negative
 - Through no fault of the mentee or the mentor, some relationships may never gel
 - Much less likely if you begin your mentoring relationship with a frank and honest discussion about what you want and need, and how you see the role of mentor and mentee
- Foundation--mentoring relationship should have a no-fault termination possibility so that mismatched mentoring partners are not trapped in a negative relationship

The middle period

- Typically the most rewarding time for both mentor and mentee
- Mutual trust; confidence to ask questions, share concerns and disappointments
 - Challenge the ideas of the mentor

 Mentee's ideas can be challenged by the mentor, who can help the mentee think more strategically about her/his career



Evolution of the partnership

- After a period of time, partnership may evolve or mentor and mentee may move apart
- At this stage, important that the mentor discuss with the mentee how they would like the partnership to move forward
- Questions to check the process of the relationship might include:
 - What is going well?
 - What needs to be changed?
 - How do we feel about the structure, format, activities of the mentoring pair/group?
 - What other topics/activities would be helpful that we haven't tried? In what other areas does the mentee still need guidance?

Re-defining the partnership

- Mentoring partners begin to regard one another more as equals
- Partnership may continue as a productive, collegial one
 - Might contribute to new collaborations
- Might begin to cool as the mentee gains independence and distance from the mentor
 - Can sometimes be hurtful to mentors, considering the time and effort they have put into helping their junior faculty succeed
 - Do not take it personally!
 - Normal phase in some kinds of mentoring partnerships
 - Mentee has developed own directions, confidence in career

Characteristics of mentoring relationships

Successful

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

Where/how can things go wrong in a mentoring relationship?

Characteristics of mentoring relationships

Successful

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

Unsuccessful

- Poor communication
- Lack of commitment
- Personality differences
- Lack of alignment in expectations
- Unrealistic expectations
- Mentor malpractice

Mentorship Malpractice









WWW.PHDCOMICS.COM

"Mentorship Malpractice"

Active Mentorship Malpractice

- Dysfunctional behavior, often blatant and easy to identify
 - The Hijacker, The Exploiter, The Possessor

Passive Mentorship Malpractice

- Insidious; inaction by the mentor
 - The Bottleneck, The Country Clubber, The World Traveler
- How to recognize and potential countermeasures

The Hijacker

- Take mentee's ideas, projects, or grants hostage
- Mentor labels as his/her own for self-gain



Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Self-preserving behavior related to a string of failures	Academic or intellectual insecurity, financial challenges, limited creativity, fear of being overtaken by others	Sacrifice first-author positions; name mentor as principal investigator on projects	Quick and complete exit

The Exploiter

- Torpedoes mentee's success by overloading them with low-yield activities
- Commandeer mentees by thrusting non-academic activities on to them

Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Self-serving philosophy with tendency to self-worship; promotes personal interests over mentees	Assignment of tasks such as supervising staff, managing projects unrelated to mentee. Believes mentee should be privileged to work with them.	Willing to accept nonacademic chores that support mentor rather than self.	Trial of firm boundary setting and use of additional mentors to evaluate requests. If cannot resolve, may need to exit the relationship.

The Possessor



- Domination of the mentee
- Insecure, view seeking assistance from others as a threat to their position
- May demean mentee for reaching out to others

Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Anxious personality with powerful feelings of inadequacy, fears loss of mentee to others	Specific instructions to not engage with other mentors or collaborators; constant supervision of mentee activities.	Foster isolation by following mentor demands; misinterpret undivided attention	Insist on a mentorship committee; confront mentor with concerns regarding a silo-ed approach

The Bottleneck

- Preoccupied with their own competing priorities
- Have neither the bandwidth or desire to attend to support mentees
- Rate-limiting behavior is accentuated if they insist on signing off on a work product (handcuff the timeline)

Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Internal preoccupation coupled with limited bandwidth or interest to support mentee growth.	Often busy with own tasks or projects; limited time to meet face-to-face; inadequate response to requests for help; delays in feedback.	Allows the mentor to set timelines; facilitate behavior by silence or lack of insistence on clarity/detail.	Set firm deadlines and be clear about what happens on those deadlines. Follow through with action and articulate frustration with mentor inability to prioritize.

The Country Clubber

- Wants to be everybody's friend; avoids conflict (regardless of need)
- View mentorship as a ticket to popularity

Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Conflict-avoidant personality, needs to be liked by colleagues, values social order more than mentee growth.	Avoids advocating for mentee resources such as staff, protected time; discourages mentee from similar debates.	Fail to ask mentor to advocate for mentee.	Develop a mentorship team so other mentors may engage in conflict on your behalf. Approach conflict/debate with focus on impact if not addressed.

The World Traveler

- Highly successful and sought after for a variety of activities
- Little time for trainees
- Mentee may be mentor-less from lack of interaction/direction

Underlying Pathology	Diagnostic Signs and Symptoms	Complicit Mentee Actions	Potential Countermeasures
Academic success fueling personal ambitions, travel requirements, desire for fame/appreciation.	Internationally renowned, highly sought-after for speaking engagements. Limited face-to-face time due to not being physically present.	Accept lack of mentor availability; fail to connect with mentor via alternative methods of communication.	Establish a regular cadence of communication. Reserve time well in advance for in-person meetings. Use alternative communication methods.

Best Practices

- Sounding board, not "bored"
- Recognize and weigh options and multiple solutions
- Discuss the impact of various actions
- Patience (problems can be more complex than may be initially obvious)
- Respect mentee's choice to do what is right for her/his situation
- Accommodate changes in goals
- Encourage getting outside comfort zone
- Evaluate progress and adjust goals
- Be a safe harbor for venting (trustworthy confidant)
- Meet regularly (it is not mentoring if it does not happen)
- Provide the connection between the mentee's goals and the organization's goals
- Share your passion, have a passion for sharing

Best Practices

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- Patiendbe initial
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- Accom
- Encour
- Evalua
- Be a sa confida
- Meet r happer
- Provide goals a
- Share



Worst Practices

- Cancel at the last minute because "something really important" has come up
- Come late, leave early (People vote with their time)
- It worked for me, it will work for you
- Just do what I say, don't ask questions
- No explanation necessary: surely you can learn by osmosis
- Confidentiality, what confidentiality?.....

DEPARTMENT OF

Pathology & Immunology

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For Mentees



Ensuring a Successful Mentoring Experience

OFD is here to assist you with the forming of a supportive community-based mentoring committee to provide you clear, objective advice and facilitate networking and faculty development opportunities to build a successful academic career.

The **Guidelines for Junior Faculty Mentoring Program** were developed to ensure a program that provides the structure to keep your committee active and moving forward through your progression in academic rank.

Office of Faculty Development

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Mentoring Committees (Junior Faculty)

- Intended to be advisory, rather than evaluative
- Not a substitute for annual meeting with Division Chief/Department Head

Committee Composition:

- Typically, three but no more than five faculty members
 - Committee members associate or full professor
- At least one member should be faculty in another Department (or another institution)
- Mentee will select one committee member from WUSTL to serve as the committee chair
- Composition of the committee can evolve with the junior faculty's career objectives

Mentoring Committees (Junior Faculty)

Committee to be developed in conjunction with, and reviewed by P&I
 OFD

Meetings every 6 to 12 months

- Mentee to provide CV and update form 1 week in advance of meeting
- Meeting ~1 hour
 - Brief PowerPoint to focus discussion, outline major points for feedback
 - Use meeting for feedback (not re-statement of update form or CV)

Mentoring Committees (Junior Faculty)

Committee chair provides feedback to the P&I OFD

- Feedback loop/communication between mentoring committee and Division Chief
 - Meeting Summary
 - Communication through OFD

Mentoring Committee Meeting Update Form Elements

- What part of your profession/position gives you the most satisfaction?
- Which accomplishments since your last committee meeting (or from the past year if the first meeting) are you most proud of?
- What were your challenges since your last meeting?
- What things went well since your last meeting?

- List the committees that you participate on, both inside and outside of Washington University
- In what areas would you like specific advice and guidance?
- Are there areas that your Division Chief has specifically indicated on which you should focus?
- Are there any specific ways you would like your committee members to sponsor or connect you?

 What would you like to accomplish (start, finish) this upcoming year?



Office of Faculty Development

Pathology & Immunology

Annual Mentoring Committee Meeting Discussion Form

(Please distribute to mentoring committee members at least one week prior to meeting. Please include an updated CV with this form.)

•	What part of your profession/position gives you the most satisfaction?

 Which accomplishments since your last committee meeting (or from the past year if the first meeting) are you most proud of?

Meeting Summary Form

- The summary should not score or rank the faculty mentee
- Cover all aspects of their academic work
 - (e.g. research, education, clinical, professional development, service at the medical school or hospital, service outside of the school, etc.)
- General summary of topics discussed at the meeting
- Additional resources that the faculty member needs to thrive
- What is going well?
- Did the committee identify opportunities for improvement or advancement for the faculty member?



Office of Faculty Development

Pathology & Immunology

Faculty Mentoring Committee Summary

Return completed form to mentee

Faculty Mentee:	
Date of Meeting:	
Committee Members Present:	

Please provide a summary of the meeting. The summary should not score or rank the faculty mentee in any way. Be sure to cover all aspects of their academic work (e.g. research, education, clinical, professional development, service at the medical school or hospital, service outside of the school, etc.). In your summary please consider:

- General summary of topics discussed at the meeting
- Are there additional resources that the faculty member needs to thrive?
- What is going well for the faculty member?
- Did the faculty member share concerns?
- Did the committee identify opportunities for improvement or advancement for the faculty member?
- Do the service activities and obligations of the faculty member seem aligned with the scope of work of the faculty member, and their career goals

List 1 or 2 recommendations that the committee had for the mentee
Next Meeting Date:
Treat triceting bute.



Office of Faculty Development

Pathology & Immunology

Faculty Mentoring Committee Confidential Comments

Return form to OFD Program Manager, Janet Braun

Faculty Mentee:
Date of Meeting:
Committee Members Present:
Are there any confidential comments you would like to share with the Office of Faculty Development?
(These comments will not be directly shared with the faculty member. They will also not be automatically
shared with the Division Chief or Department Head. However, please indicate whether there are any
•
aspects you specifically suggest for the OFD to discuss with Division/Department leadership).

Mentor agreement form (optional but recommended)



Department of Pathology & Immunology Office of Faculty Development

Faculty Mentorship Program Agreement

Mentee Name:	
Mentor Name:	
Goals: What do you hope to achieve with	this partnership?
1.	
2.	
3.	
expectations for this partnership:	
in postation of this partition ship.	
Market as an area and a constraint as a constraint as a	Mentor Expectations of Mentee
Mentee Expectations of Mentor	Mentor Expectations of Mentee

Additional	The Mentor agrees to be honest and provide constructive feedback while
1	sharing insight on their own experiences as well. The Mentee agrees to be open to feedback that the Mentor shares and will respect the insight and experiences shared by the Mentor.

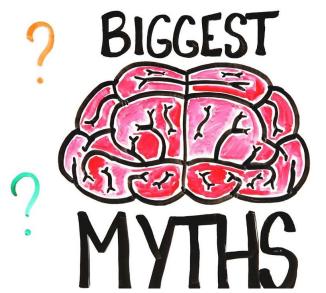
No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to honor one another's decision.

Mentee Signature	Date	
Mentor Signature	Date	

Common mentoring myths (according to CAB)

- One mentor can do it all
- A mentor must be a subject matter expert in your area
- A mentor will magically know what you need
- Mentoring only benefits the mentee
- Mentors are only for early career faculty
- Mentoring=producing a photocopy of yourself
- A mentor is someone you publish with



Mentoring Reflection

• Think of a time when a mentor offered advice or counsel that was less than helpful. How did that feel? What might have gone differently?

 Think of a time when a mentor or advisor offered counsel that was especially helpful/effective/useful. Why was it effective? How did it feel?

 Based on your own experiences mentoring and advising (both good and bad) what practices do you try to incorporate as a mentor and advisor yourself?

Summary: Mentoring

Challenges: communication and lack of alignment of expectations

 Mentorship is a partnership; requires time and attention to develop, partnership will change over time

Strategies to optimize success

Mentorship benefits both the mentor and mentee

Questions?



