Getting the Most Out of Mentoring

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New Faculty Orientation
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Working definition

Mentoring is:
A collaborative learning relationship that proceeds through purposeful stages over time and has the primary goal of helping a mentee to acquire essential competencies needed for success in a profession.

Mentoring is NOT:
• Evaluation
• Supervision
• Same size fits all
Mentee roles

1. Understand the potential roles of a mentor
2. Define your specific mentoring needs
3. Identify a suitable mentor(s)
4. Work with mentor to align expectations
5. Cultivate the relationship
1. Understand Mentor Roles

**Career Development**
In the career-enhancing function, the role of mentors is focused on the external performance of mentees, specifically their professional and intellectual development.

- Support the Research Process
- Enhance Teaching Practices
- Develop Career Management Skills
- Identify Opportunities for Development
- Be an Advocate, Offer Protection
- Foster Independence
- Broker Opportunities
Mentor as sponsor, advocate, broker

- Facilitates ‘referrals’ to mentee
- “Talks up” work of mentee in meetings and conversations with colleagues
- Involves mentee in projects
- Introduces mentee to leaders in the field
- Facilitates nomination for awards, committees, key positions
- Advocates for the mentee
Mentor Roles: Psychosocial

In the psychosocial function, the role of mentors is to address mentees’ internal values and attitudes that will contribute to their success in the profession.
Socialization - Examples

• Facilitating informal opportunities to connect with other peers and experienced members of the organization

• Discussing tacit “rules” of the organization and profession
  – how often one can work from home
  – which service activities are most valued by P&T committees
  – how to negotiate for more resources
  – which, how many conferences to attend for exposure, networking

• Directing mentees to key personnel (who can help troubleshoot specific issues, cut through administrative red tape)

• Sharing info about institution’s mission, traditions, governance structure
2. Determine your mentoring needs

Functional:
Relationship is focused on specific skill acquisition or project

Step 1. Define Your Needs for Mentoring

<table>
<thead>
<tr>
<th>Major tasks or activities associated with the project:</th>
<th>Areas where you need guidance:</th>
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<tbody>
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From Mentoring Checklist developed by Joan M. Laskoski, PhD, University of Pittsburgh and Robert J. Milner, PhD, University of Massachusetts
**Mentor as Coach:**
*Learning new skills, knowledge or behaviors*

<table>
<thead>
<tr>
<th>Research skills</th>
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<tbody>
<tr>
<td>Clinical skills</td>
</tr>
<tr>
<td>Educational skills</td>
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<tr>
<td>Writing a grant</td>
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<td>Writing a paper</td>
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<td>Giving a presentation</td>
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<tr>
<td>Other:</td>
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**Mentor as Sponsor:**
*Advancing an academic or professional career*

<table>
<thead>
<tr>
<th>General career guidance: focusing your efforts</th>
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<tr>
<td>Seeking a promotion</td>
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<td>Getting tenure</td>
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<tr>
<td>Developing scholarship</td>
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<td>Developing/enhancing your professional identity</td>
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<tr>
<td>Identifying resources</td>
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<tr>
<td>Networking</td>
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<td>Other:</td>
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**Mentor as Counselor:**
*Advising on personal and professional situations*

<table>
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<tr>
<th>Interpersonal communication</th>
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<td>Leadership responsibilities</td>
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<td>Managing people</td>
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<td>Negotiation</td>
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<td>Resolving conflicts</td>
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<td>Work-life integration</td>
</tr>
<tr>
<td>Other:</td>
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3. Find a mentor (one or more)

Work your networks

- Talk to colleagues
- Talk to your supervisor
- Talk to your chair or chief
Mentoring

Mentoring is an effective, adaptable, and practical strategy for supporting the development of a successful research career.

View a list of research mentors

Mentor training

The Clinical and Translational Science Institute has developed a free, online, professional development course designed to prepare faculty from a range of disciplines to be effective research mentors for junior faculty, post-doctoral fellows, and graduate students.

http://www.ctsi.umn.edu/education-and-training/mentoring
Welcome to Experts@Minnesota!

The University of Minnesota is committed to using innovative tools and information technologies to create and promote collaboration across all academic disciplines and regardless of organizational affiliation or position.

The expertise profiled by Experts@Minnesota should not be considered comprehensive. Our scholars' profiles provided by this tool are generated from Scopus®, a proprietary database, which focuses primarily on journals in the biological, medical, physical, social, and engineering sciences (the database also indexes journals in the arts & humanities, the majority of which start in 2002). The profiles provide limited information about other scholarly contributions such as books, book chapters, collections of essays, gallery exhibits, musical compositions, and theatrical performances.

http://experts.umn.edu/
Search online

- PubMed using institutional identifiers
- Databases of funded grants (NIH Reporter)
Assess your choices

• Funding, publications, clinical expertise, teaching or leadership experience
• Reputation in the field
• Success of previous mentees
• Type and quality of mentoring provided!
  – current and former mentees
  – other senior faculty
4. Align Expectations for the Relationship

• What do you hope to learn from your mentor? What types of support do you expect? Does your mentor share these same expectations? What does your mentor expect from you?

• How do you learn best? How much direction do you want and need?

• How often will you meet? Who is responsible for setting meetings? What is your preferred communication style?

• What will be the ground rules for discussions? (e.g., confidentiality, openness, candor, truthfulness, etc.)

• Are any topics off limits?

• We have agreed that our initial meetings will focus on these three topics: ______________

• How will you address challenges in the relationship?

• When will the mentoring relationship come to a close?
Written compacts can be used to frame a more structured conversation about expectations.

http://med.umn.edu/medical-school-faculty/faculty-affairs/mentoring/index.htm
Offers **compact examples**, 5 frameworks:

- Pre-determined list (AAMC, postdoctoral mentees)
- Team-based
- Individual lab
- Question-based
- General purpose
5. Cultivate the Relationship

- Take initiative (e.g., prepare for meetings, ask questions, be active in managing your research and career, seek out info, ask for feedback).
- Be receptive to feedback, new ideas and perspectives, challenges.
- Express appreciation.
- Follow through on commitments.
- Share feedback with the mentor (e.g., give updates on progress, share whether the mentor’s advice was helpful).
- Don’t neglect having difficult conversations.
- Teach, support, and give back to the mentor as able.
- Keep your eye on the prize – your career!
A Faculty Career is a LONG Career
IDPs can help you chart your course:

Example info from a real IDP:

Career Mission Statement and Strategic Goals for a teaching track, general internal medicine faculty member

Career Mission Statement:
Become a leader in the development and dissemination of innovative curricula and assessment tools in graduate medical education – with a focus on educational approaches that optimally prepare our graduates to practice patient-centered care and work in interprofessional teams.

Strategic Goals:
Collaborate with colleagues in the development and implementation of a new Masters Program in Health Professionals Education at the University of Minnesota (5-7 year goal).

Complete thesis project for Masters degree in Medical Education (2 year goal)

Publish the findings from thesis project: Use of social media for monitoring e-professionalism in resident trainees (3 year goal).

Serve on APDIM council (5-7 year goal)

APDIM: Association for Program Directors in Internal Medicine
## Example info from a real IDP:
### Annual goals for same faculty member

<table>
<thead>
<tr>
<th>Professional Work Area</th>
<th>My Annual Goals</th>
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</table>
| **Research, Scholarship**               | • Publish findings on the Value-based morning report in peer-reviewed education journal  
• Complete Milestones Assessment project; publish in MedEdPORTAL and APDIM toolbox |
| **Education, Teaching, Mentoring**      | • Prepare grand rounds on Teaching Value-based care  
• Meet with all mentees individually on a quarterly basis, twice yearly as a group |
| **Clinical Service**                    | • Reintegrate into the primary care center and work on establishing a new panel of patients |
| **Professional Networking**             | • Attend networking event at Academic Internal medicine week to find collaborators for future research projects, possibly in EPAs |
| **Leadership, Administration**          | • Get involved with a national committee through APDIM (survey committee, program planning committee) |
Minorities are underrepresented in all levels of the biomedical workforce. Our country's changing demographics make it imperative that new interventions take place to keep America competitive in biomedical and behavioral sciences. Mentoring will help us meet the challenge.

NRMNet Mentoring and Networking
Long-term, culturally responsive interactions between mentors and mentees, within a sustainable process where today’s mentees become tomorrow’s mentors
Learn more

Mentor Training
Career-stage appropriate training for mentors and mentees, tailored to foster the persistence and success of a diverse group of biomedical researchers, with a specific focus on deepening the alignment and impact of these mentoring relationships
Learn more

Professional Development
Transformative career experiences providing innovative, high impact professional development programs to support mentees from diverse backgrounds at various career stages across a wide range of biomedical disciplines
Learn more
Thank you!

Your questions?