Responsibilities of Mentors and Mentees

Elyse R. Park, Ph.D., MPH
November 29, 2016
Thank you to Jennifer Temel, M.D.

Mentee-----Mentor

Elyse Park, PhD, MPH, 2016
Mentoring Questions

- How many of you have a mentor?
- How many of you are mentors?
- How many of you have had any training to be a mentor?
Disclosures

- Mentorship training??
- Mentee experience??
- The accidental mentor…
- Imposter mentors…
Self reflection: For a mentee and mentor

What has your path been like?

Who has influenced it?

How have (THE WHO) influenced it?
My Mentoring Path
My Pathway to Research and Mentoring: A path less traveled

- B.A. in Psychology & English
- Ph.D. in Clinical Health Psychology
- Clinical internship
- Postdoctoral fellowship
- Masters in Public Health
Clinical Work & Research

- Survivorship outcomes
- Integration of behavioral treatments
- Qualitative research
- Mind/body medicine
- Tobacco treatment
- MGH Cancer Center
- MGH Tobacco Research & Treatment Center
- MGH Benson-Henry Institute for Mind-Body Medicine
- DCR Qualitative Core
My mentees

- Clinical supervision
- K24 mentees
- Research trainees
- Psychologists ----- interns, postdocs, junior faculty
- Physicians ----- fellows, junior faculty, colleagues
- Other types of Ph.D. faculty
Application Section

- Candidate’s Background
- Career Goals and Objectives
- Candidate's Plan for Career Development/Training Activities During Award Period
- Training in the Responsible Conduct of Research
- Candidate’s Plan to Provide Mentoring
Review Criteria: Candidate

- Evidence of ongoing high quality POR?
- Evidence of the candidate's capabilities and commitment to serve as a mentor in POR?
- Will funding relieve the candidate from patient care and administrative duties?
- Demonstration of independent grant support for POR that is likely to continue
Review Criteria: Plan to Provide Mentoring

- Adequate plans to provide mentoring or supervising new clinical investigators in POR?
- Adequate plans to integrate appropriate clinical research curricula into the mentoring plan?
- Appropriate level of effort proposed for mentoring?
So you want to be (or are) a mentor
When are you ready to start formal mentoring?

- When you feel as if you are at a point in your career that you have the experience, expertise, time, commitment (and money?) to serve as a mentor.
- When you are dedicating much of your time to informal mentoring.
- Some (much?) of your time spent mentoring will not “pay off” so you need to be at a point in your career where that is acceptable to you.
When you are dedicating much of your time to informal mentoring.

- DOCUMENT
- Apply for training grants
- Make proposals
- Negotiate
When are you ready to start mentoring?

- Experience
  - R01 or similar level of funding
- Expertise
  - National reputation in your field
- Time
  - Time to spend with mentees (either funded or unfunded)
- Commitment
  - Priority for you to train others
- Money
  - Few sources of funding for trainees
Having the time (and bandwidth)

- Sufficient time to commit to supporting, educating and training the mentee:
  - Participating in regular meetings
    - Clinical & research supervision
  - Providing training on writing grants and manuscripts
  - Reviewing and editing grant applications and manuscripts
When are you ready to start mentoring?

- When you are at a point in your career when you can be more “selfless”.
- You certainly advance your own career by being a mentor (salary support, senior author publications).
- However, a substantial portion of the time/effort you invest will not lead to grant funding and publications.
When are you ready to be mentored?

- Always!
- Seek advice, support, guidance from individuals you respect as much as you possibly can.
- Don’t be afraid to seek out leaders in your field at other institutions as most will be happy to help.
Mentoring considerations
Relating Mentor Type and Mentoring Behaviors to Academic Medicine Faculty Satisfaction and Productivity at One Medical School
Shollen and colleagues, Academic Medicine, 2014

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>SD</th>
<th>Correlation with Satisfaction</th>
<th>Correlation with Article production</th>
<th>Correlation with Role as a PI/co-PI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction</td>
<td>3.59</td>
<td>1.24</td>
<td>-</td>
<td>0.17</td>
<td>-0.06</td>
</tr>
<tr>
<td>Article production</td>
<td>4.21</td>
<td>5.16</td>
<td>0.00</td>
<td>0.06</td>
<td>-0.06</td>
</tr>
<tr>
<td>Role as a PI/co-PI</td>
<td>0.77</td>
<td>0.42</td>
<td>-0.57</td>
<td>-0.03</td>
<td>-0.02</td>
</tr>
</tbody>
</table>

**Mentoring behaviors**
- Serves as a role model: 2.33 (0.76), 0.20
- Promotes career through networking: 1.61 (0.93), 0.30
- Advises about preparation for advancement: 1.61 (0.98), 0.28
- Invites to networking events: 1.54 (1.03), 0.31
- Advises about getting published: 1.60 (0.94), 0.12
- Advises about department politics: 1.45 (0.95), 0.29
- Advocates for mentee: 1.96 (0.93), 0.33
- Critiques scientific/research/scholarly work: 1.79 (0.99), 0.17
- Critiques teaching/education work: 1.23 (0.99), 0.14
- Critiques clinical work: 1.07 (1.04), 0.08
- Promotes participation in professional activities: 1.50 (1.01), 0.31
- Advises about criteria for promotion and progress toward achievement: 1.37 (1.00), 0.28
- Annually reviews career development: 1.67 (1.23), 0.23
- Advises about balancing work and personal life: 0.85 (0.90), 0.21

Elyse Park, PhD, MPH, 2016
What Are the Necessary Qualities of a Successful Research Mentor?

- Sufficient expertise in the mentees’ field of interest to be able to guide their research.
  - While the interests should be related, best for them to not be completely overlapping.
- Willing to learn new aspects and areas in the field.
What Are the Necessary Qualities of a Successful Research Mentor?

- If you have clear weaknesses – probably best to address it before you start mentoring.
- Harvard Catalyst, MGH Research Program, foundations in your research area can help.
- If you cannot address some of your deficiencies – ask for help/seek co-mentors
What Are the Necessary Qualities of a Successful Research Mentor?

- You don’t need to be completely familiar with the mentees clinical interests, as long as you have the research skills and experience to ensure they are asking relevant questions and planning well-designed research.
- CAVEAT – probably less true for basic science research.
Deciding Who to Mentor

- One of the most significant challenges.
- As a young mentor, err on the side of agreeing to mentor.
- As you have more mentees, can be more selective.
- Be honest with yourself about what is important to you and who you can effectively mentor.
Deciding Who to Mentor

- Be honest with the potential mentee about what you are like to work with.
  - Have them speak with other mentees.
- Set expectations regarding productivity and follow through.
- Share your limitations!
- Establish guidelines regarding your role and authorship.
Social Support for Mentoring

Emotional
Informational
Tangible
Affirmational
Belonging
Types of mentoring

- Individual
- Team
- Peer
Mentoring constructs to consider

- Self evaluation/assessment
- Mentee evaluation/assessment
- BOUNDARIES
- Work-life balance
Choosing a Mentor

- Express your interests and gauge their enthusiasm.
- Inquire about their previous experience mentoring.
- Ask about their time commitment to meeting and reviewing your work.
- Try to get to know them to ensure you can establish a positive relationship.
- Ask about their expectations.
Mentoring nuts & bolts
Mentor questions: UMICHIGAN

- What kind of mentoring did you have?
- What did you like/dislike about your mentoring?
- How well did your mentor help you progress?
- How well did your mentor prepare you for your academic career?
- What did you not receive that would have been helpful for you?
Initial Mentee-Mentor Topics

- Goals
- Meeting schedule
- Communication modality
- Assessment and feedback
- Data and publication acknowledgements
- Funding for training opportunities
Consider Team Mentoring

- Allows greater collaborations amongst mentees.
- Efficient for mentee feedback.
- Longer meeting times.
- Need for flexibility if mentees need 1:1 meetings.
- Difficult to schedule multiple people.
Establishing Relationships

- Get to know your mentees.
- Model boundaries.
- Schedule periodic celebratory meetings.
- Acknowledge and promote their accomplishments.
Meeting Format and Schedule

- I meet with some of my mentees every week and some less frequently.
- Some I meet with 1:1, some in group meetings.
- I try to accommodate mentee meetings when traveling.
- I request meeting agendas: ongoing projects, grants and manuscripts in preparation and future study ideas.
Mentoring Up Principles
The Mentoring Continuum, Glenn Wright (ed; 2015)

1. Maintaining Effective Communication
2. Aligning Expectations
3. Assessing Understanding
4. Addressing Equity and Inclusion
5. Fostering Independence
6. Promoting Professional Development
7. Ethics
Key Responsibilities as a Mentor

- Advise your mentee on scheduling/time management.
- Establish timelines and goals.
- Establish milestones on their career goals.
- Inform them of grant opportunities.
- FACILITATE INTRODUCTIONS.
- Recommend them for talks, manuscript review, collaborations.
- Review their grant applications and manuscripts and teach them how to improve!!
Key Lessons Learned

- Don’t agree to mentor someone that you don’t feel that you can successfully mentor.
  - Even if it’s personal....
- Be honest with your mentees early. Don’t wait until the point that you are frustrated to give feedback.
Key Responsibilities as a Mentee

- **Be timely**
  - Meetings with mentor
  - Plan ahead for grants and manuscripts
- **Be responsive**
  - To feedback
- Let them know when you are struggling.
- If you don’t know if something is within the boundaries of mentoring---ASK
- Check in with them if someone else asks you to do work for them!
- Be respectful of their time
  - Provide lead time for requests for reviews, letters of support
- Express appreciation!
Transition Mentees to Independence

- Encourage mentees to begin working on their R01 or equivalent grant applications in the last years of their career development award.
- MGH and Harvard Catalyst training programs regarding transitioning to R01.
- Be in check with your reactions.
- Meet with your mentees and *their* mentees.

Elyse Park, PhD, MPH, 2016
Centering on Mentoring
Types of mentors

- **Career Functions**
  - Teach the “ropes”
  - Career advancement
  - Coaching/protection

- **Psychosocial Functions**
  - Help to develop sense of confidence
  - Help to develop a sense of clarity of identity

Elyse Park, PhD, MPH, 2016
Stages of mentoring

Stages
- Initiation Stage
- Cultivation Stage
- Separation Stage
- Redefinition Stage
Advantages for the mentor

- Career enhancement
- “Passing the torch to a new generation”
- Learning from mentee – new technologies, new developments, important features of next generation
What challenging mentoring situations have you experienced?
Dealing with Difficult Situations as a Mentor

1. Mentee not meeting expectations about completing tasks, on time
2. Mentee has poor writing skills that are not improving with feedback
3. Mentee getting input from too many others
4. Authorship issues
Dealing with Difficult Situations as a Mentee

1. Mentor not dedicating adequate time to the relationship
2. Mentor not providing adequate career guidance
3. Mentor not sufficiently reviewing grant applications and manuscripts
4. Mentor not giving proper credit
5. Mentor not acknowledging your independence
Example 1

- Your division hires a Instructor who just completed fellowship training from an outside institution and asks you to provide research mentorship after only after she was offered the position.
Example 2

- Despite providing feedback and the mentee completing additional training – things do not improve and you think it is unlikely that this mentee will become an independent researcher.
- This mentee never completes his/her research project.
- What do you do? When you are asked for a letter of recommendation?
Example 3

- The mentee would really like to obtain clinical research experience co-facilitating groups.
- You provide the opportunity for this to happen, but the only schedule available is in the evening, and the mentee says he/she can’t do evenings.
- What do you do?
Example 4

- You have invested time and funds into a mentee's project and expect to be senior author on the publication.
- The mentee has an internal medicine resident help out with the chart review and agrees to have the resident serve as first author on the manuscript.
- What do you do?
What other challenges/successes have you encountered? Lessons learned??
Resources
Training Resources for You

- LIWP (American Psychological Association)
- HMS Leadership Institute
- MGH trainings
  - Center for Faculty Development
  - Office of Women’s Career’s
- Harvard Catalyst
- Professional Societies (Society of Behavioral Medicine, APOS)
  - In-person
  - Webinars
Resources

- MA Association for Women in Science (AWIS)
  http://mass-awis.org/mentoring-circles/
- BWH Mentoring Circles Program
  http://www.mentoring.org/
- National Center for Faculty Development and Diversity
- AAMC
  http://mentor.unm.edu/online-resources
Resources

- MA Association for Women in Science (AWIS)  
  http://mass-awis.org/mentoring-circles/
- BWH Mentoring Circles Program  
  http://www.mentoring.org/
- National Center for Faculty Development and Diversity
- AAMC  
  http://mentor.unm.edu/online-resources
Resources
Academic Medicine Articles

- Mentor type and behaviors in academic medicine – Shollen (2014)