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Unpacking the Mysteries of Mentoring: Getting the Most Out of Your Mentorship Experience

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Acknowledgments

- Alyssa L. Bogetz, MSW
 - Associate Program Director, Pediatrics Residency Program
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 - Associate Chair of Education, Pediatrics Fellowships
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- Mitch Feldman, MD
 - UCSF Faculty Mentor Program

Today's Goals

- Strengthen the 1:1 interaction during all phases of the mentoring relationship
- Highlight the unique features of the research mentoring relationship
- Identify and reflect on your own mentoring style



Your Most Memorable Research Mentor



- Take 1 minute to reflect on your research mentoring experiences
- Share the following with a partner:
 - Who was your most memorable research mentor?
 - What made him/her a good mentor?
 - What could have made him/her better? Why?
- Be prepared to share 1 or 2 qualities of good research mentors with the group

Mentor Qualities



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Mentor Qualities

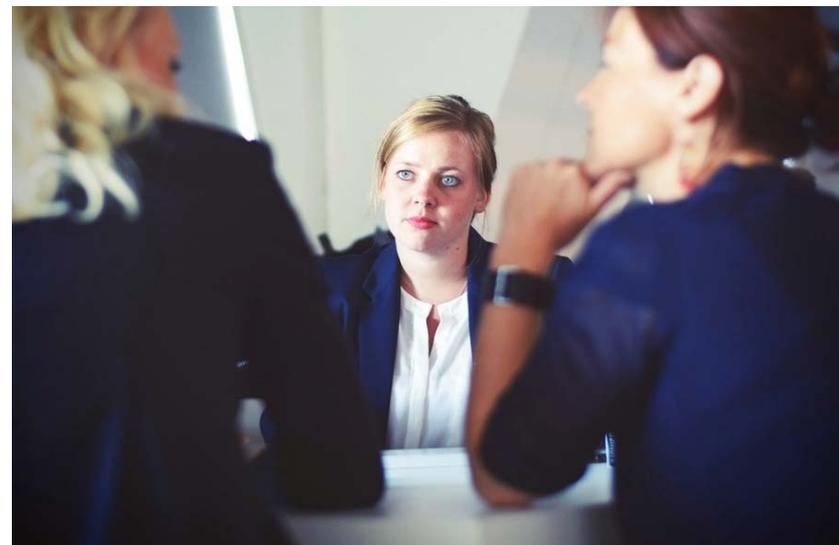
- Available
- Interested
- Committed/makes time
- Empathic
- Authentic
- Provides feedback
- Allows for autonomy
- Personality match
 - Support, praise vs. challenge
 - Communication skills
- Professional Match
 - Methods match
 - Content match
 - Track record
 - Institutionally savvy
 - Part of an extended network

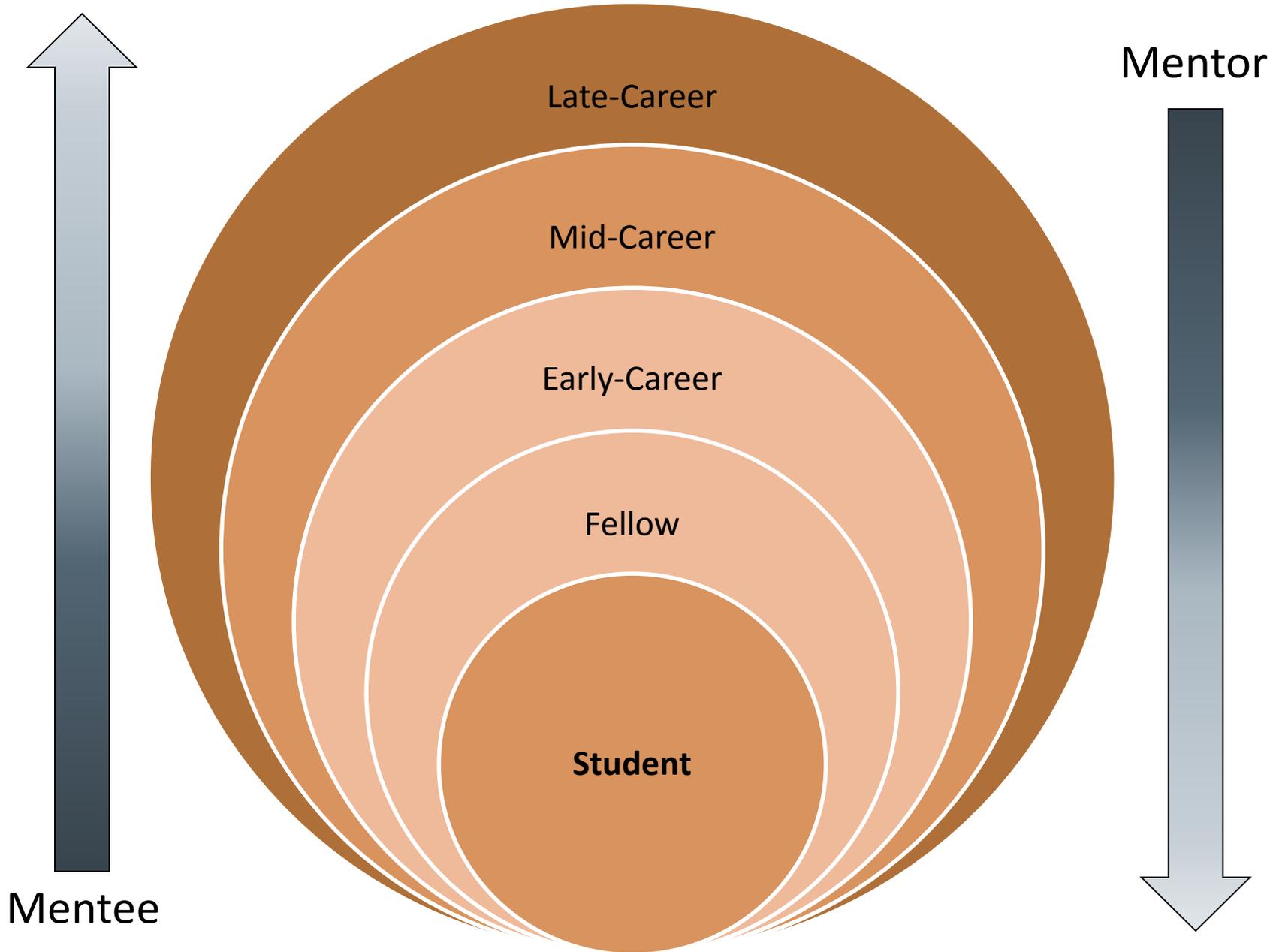
What is Mentoring?

- A process where mentor and mentee work together to discover and develop the mentee's abilities.
- A long-term relationship with a responsibility to provide the support, knowledge, and impetus that can facilitate professional success.
- A personal process that combines role modeling, apprenticeship, and nurturing.
- A process whereby an experienced, regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning, and personal and professional development.

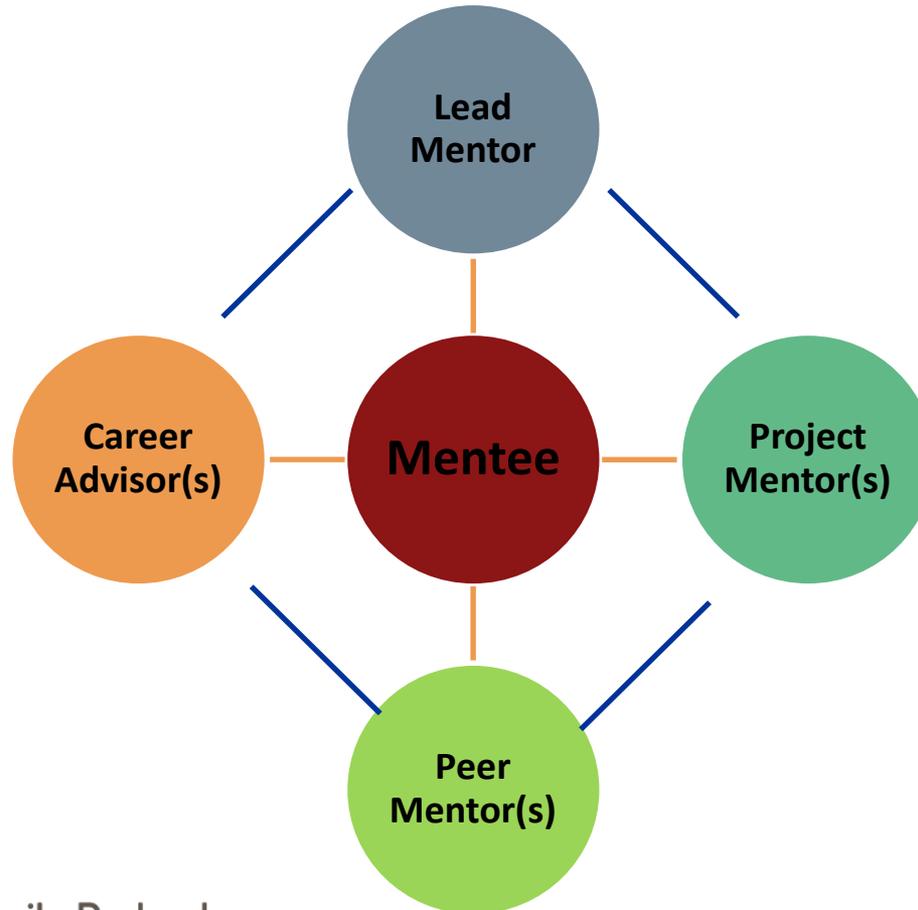
Unpacking Mentorship

- Shared understanding of goals, clear expectations, and good communication are the keys to a successful experience

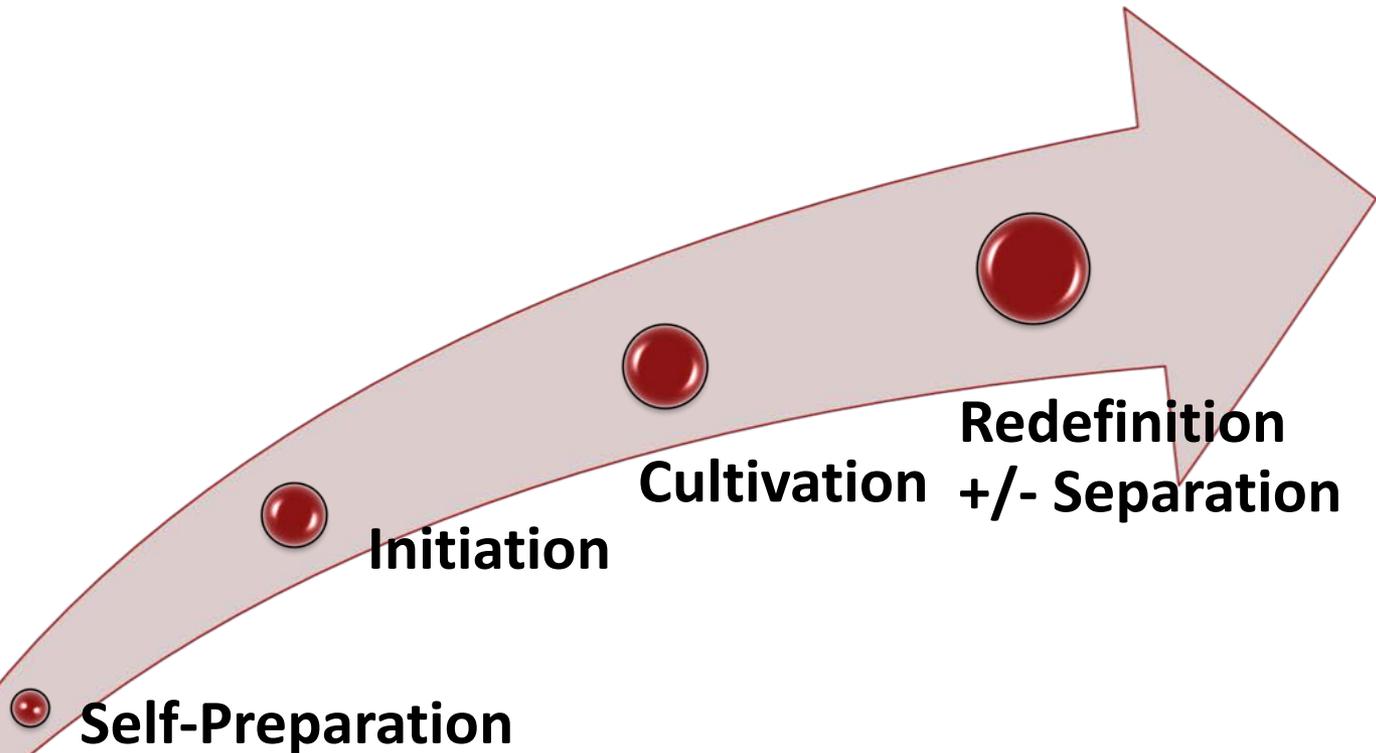




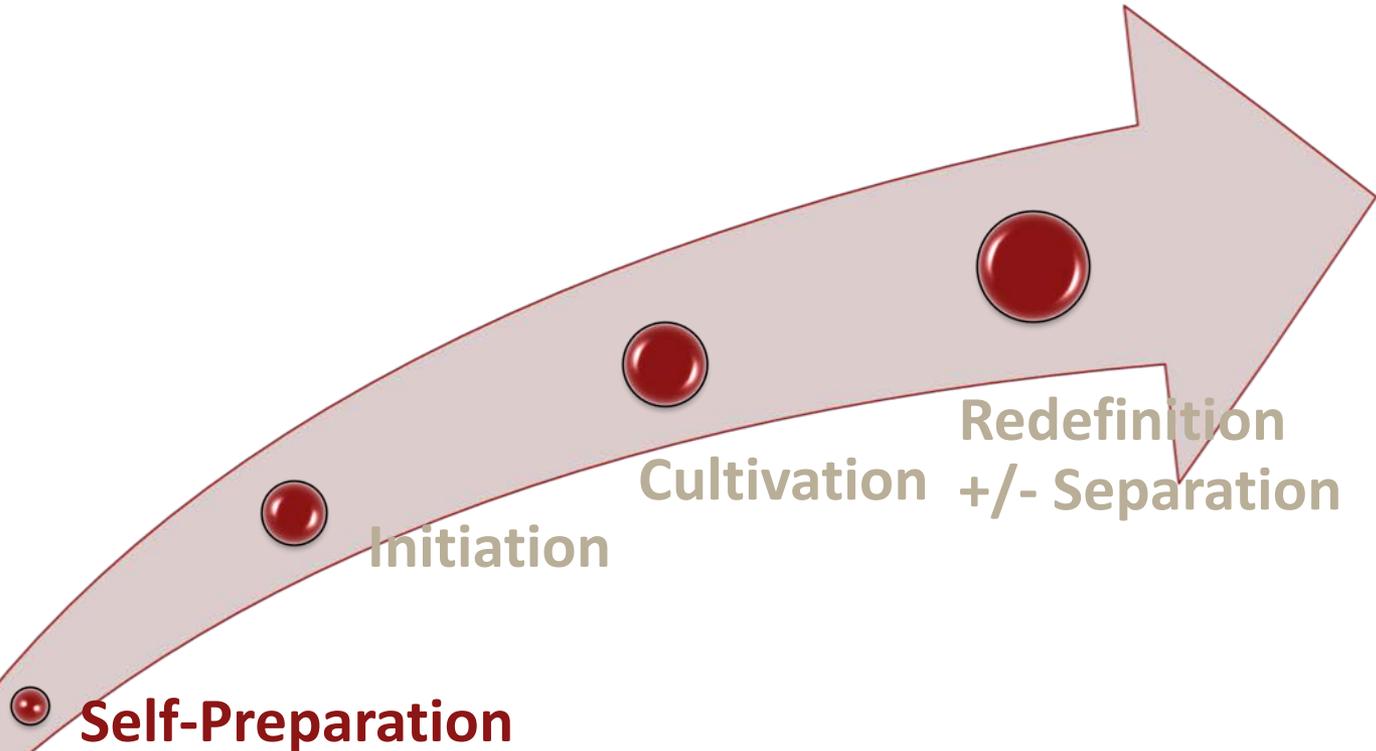
A Mentoring Team



Phases of the Mentoring Relationship



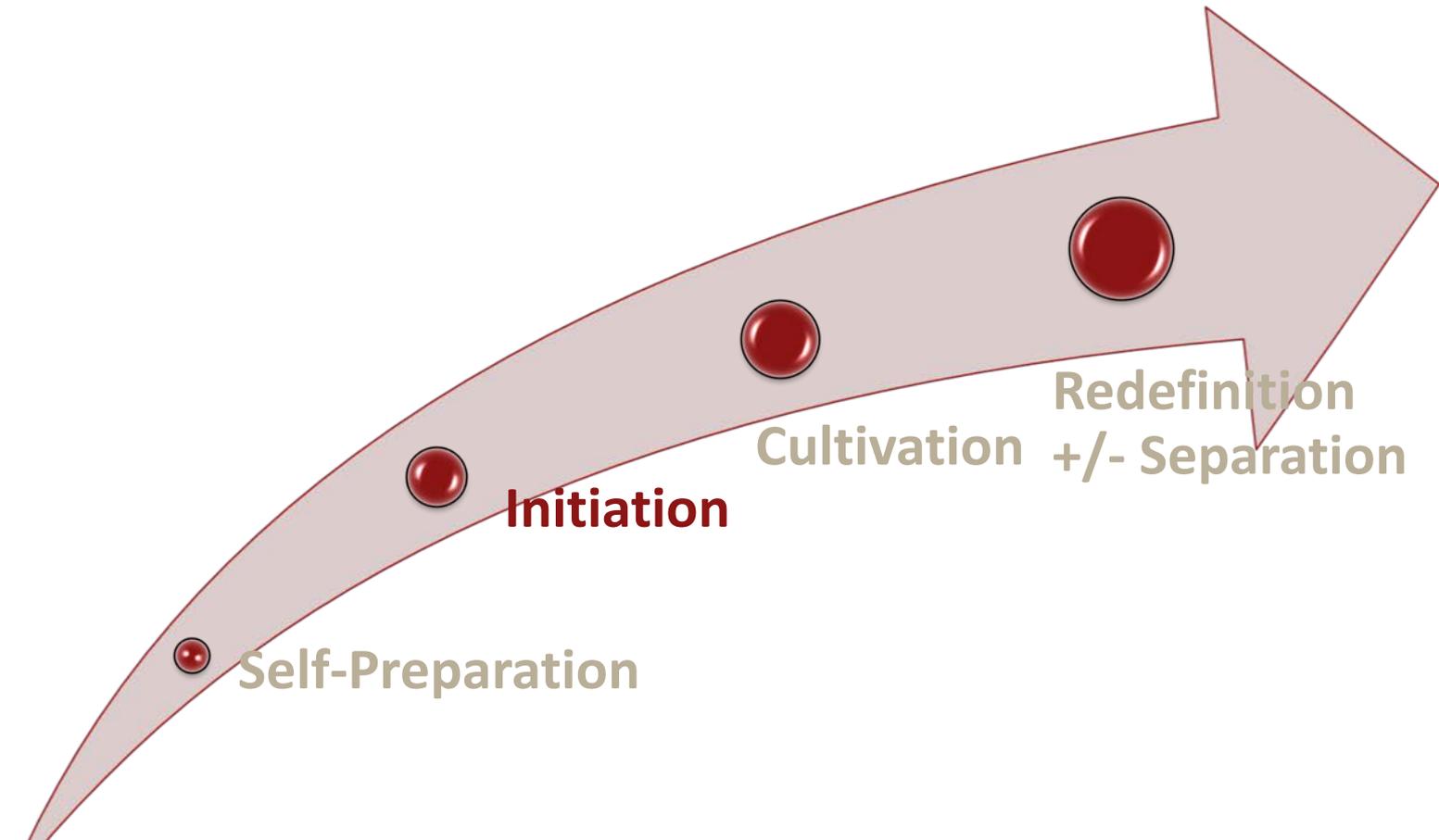
Phases of the Mentoring Relationship



Self-Preparation

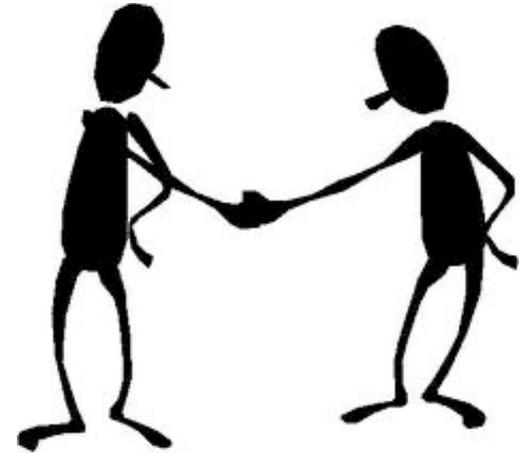
- Reflect on mentoring and work style
 - What do you need to be at your best?
- Anticipate how mentees will fit into your team
 - Roles and responsibilities
- Consider how you will make time for mentees
 - Monthly check-ins are ideal
- Identify projects that are appropriate for mentees
 - Clear, answerable research question
 - Can be completed on own time

Phases of the Mentoring Relationship



Initiation

- Take the time to get to know each other
- Talk openly about the following:
 - Frequency of meetings
 - Frequency and mode of communication between meetings
 - Agenda format (open, fixed)
 - Exchange of feedback
 - Authorship
 - Confidentiality
 - Agreement on goals and anticipated work product



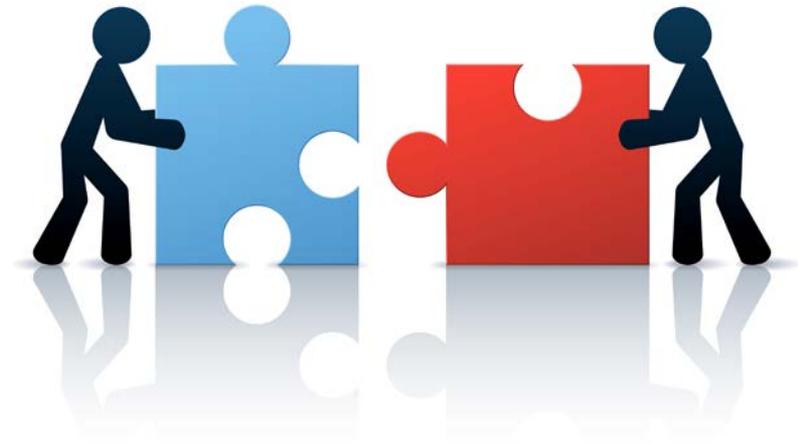
- **Mutual understanding and agreement about project goals and scope is an important determinant of a successful mentoring experience for both mentor and mentee**
- Mentees enter relationship at different starting points:
 - Research knowledge, skills and previous experience
 - Professional goals
 - Personal goals
 - Time available to dedicate to research
- Take the time up front to discuss mentees' experience, goals, learning needs and time available

Initiation: Identify Outcomes

- Work product linked to:
 - Mentee time, goals
 - Mentor time, goals, expertise
 - Program requirements
- Establish markers of success early in the process (IRB approval, abstract submission/presentation, manuscript)
- Examples:
 - **Educator track** → develop and evaluate new course or curriculum
 - Needs assessment, curriculum development, piloting, evaluation
 - **Research scientist** → abstract submission, presentation, peer-reviewed article
 - Research question and methods, IRB approval, data collection, data analysis

Initiation: Is it a Match?

- Goal or work product
- Shared passions/interests
- Skills
- Commitment/time
 - Mentor
 - Mentee

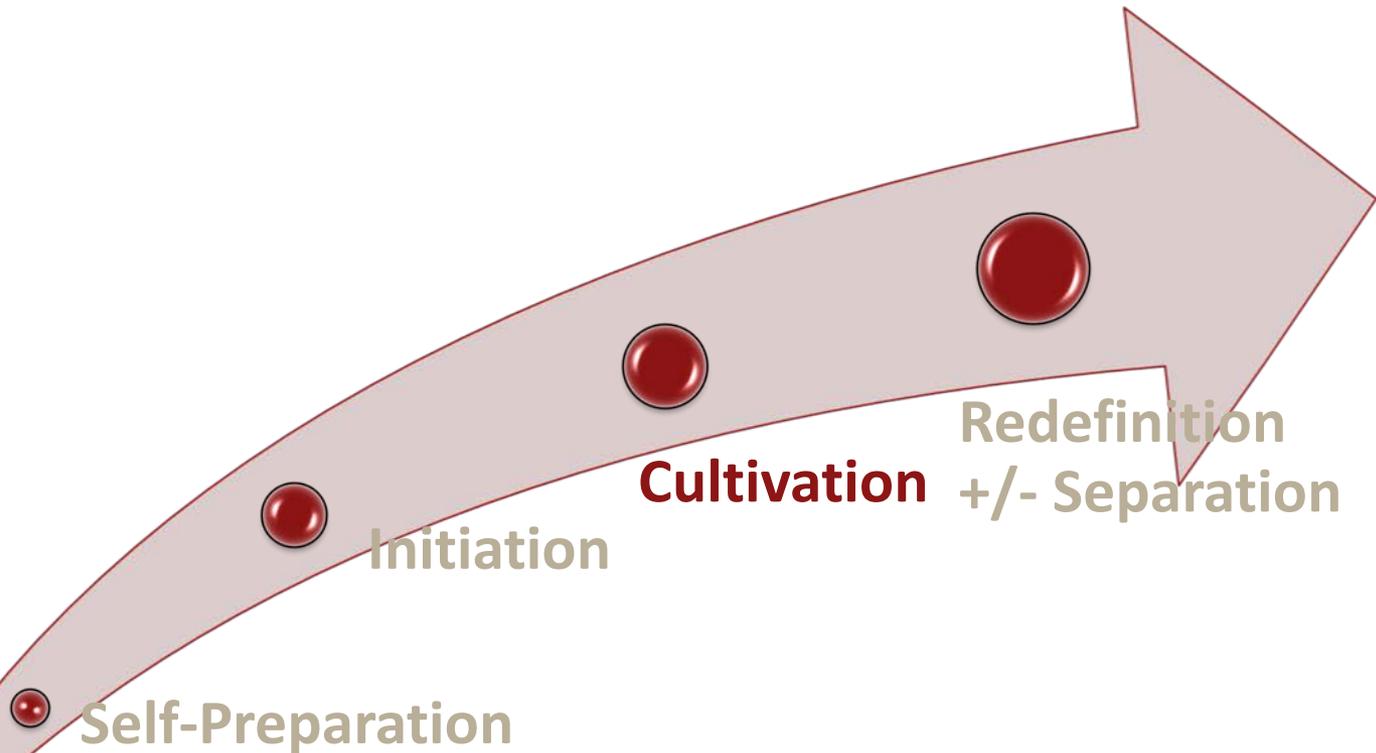


Initiation: Is it a Match?



- **If it doesn't fit, it's okay to say "no"**
- Suggest alternative contacts
- Be honest about what you can do
- Be honest about what your mentee can do
- Mentoring is a time commitment

Phases of the Mentoring Relationship



Cultivation: **Mentor** Responsibilities

- Commit time, energy, and effort
- Focus on mentees' professional development
- Share contacts and resources
- Provide access to new opportunities
- Anticipate obstacles and brainstorm strategies to address them
- Promote independence, allow for autonomy
- Share credit



Cultivation: **Mentee** Responsibilities

- “Mange Up”
- Mentee takes ownership of and manages the relationship:
 - Active participant – mentee shows initiative, responsibility, and appreciation
 - Plans and sets meeting agendas, asks questions, listens, completes tasks, requests and accepts feedback
- Easier for a mentor to help a mentee
- Relationship is more satisfying and successful

Cultivation: Meeting Agenda

- Personal check-in (10 min)
 - Schedule this, it will happen anyway!
- Review past meeting notes/progress (10 min)
- Address “front burner” issues (20 min)
 - Review work product provided by mentee ahead of time
 - Discuss any challenges or obstacles and how to overcome them (resources, etc.)
- Discuss current and long-term goals (15 min)
 - Discuss timeline and clinical schedule to ensure feasibility
- Ask learner to set goals for next meeting and schedule next meeting (5 min)

Cultivation: Project Proposal

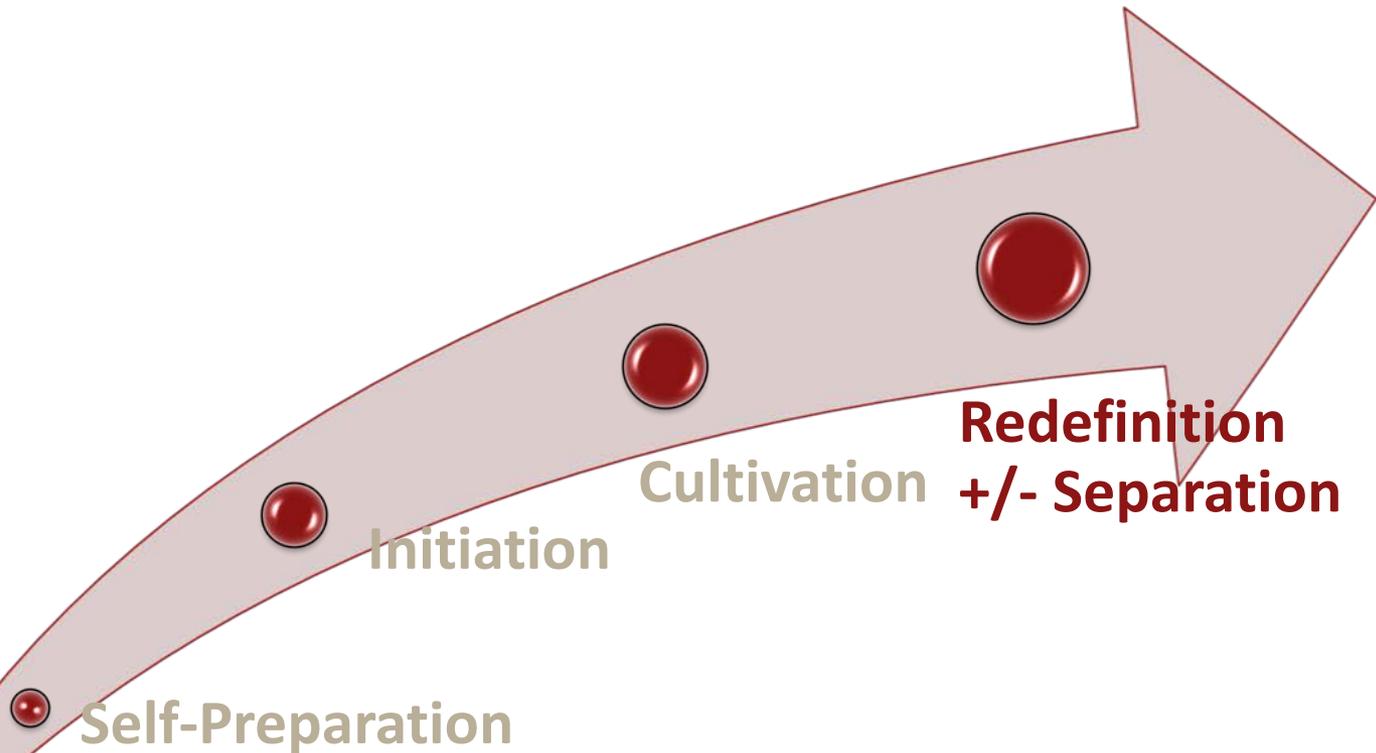
- Working draft of proposal that comes to all meetings
- Format:
 - Project title and team members
 - Specific aims/goals/hypotheses
 - Methods
 - Current status
 - Questions for discussion
- Mentee updates after each meeting and sends to mentor and team
 - One way to document agreement on goals

Cultivation: Feedback

- Provide feedback when relationship is off track, and on track
- Effective feedback:
 - Timely
 - Focused
 - Solution-oriented
 - Includes specific examples
 - Reciprocal
 - Addresses problem areas
 - Includes areas for growth along with strengths
 - Provides insight into how others perceive them
 - Especially if challenging



Phases of the Mentoring Relationship



Signs That It's Time To Separate

- Project is complete!
- Mentor can no longer focus on the mentee or mentee project
- Mentor no longer has adequate expertise
- Mentee is able to independently conduct a project

Common Challenges



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Common Challenges

- Mentee does not “manage up” or take initiative
- Mentee cannot easily ask for help
- Projects are too big (disappointment, “failure”)
- Disputes (authorship, resources)
- Mentee is not responsive to emails, disorganized, or repeatedly late

Solutions?



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- Set expectations from the start
 - Initiation phase
- Remember to talk openly about:
 - Mentee career goals and learning needs
 - Time available for research
 - Meeting frequency and location
 - Preferred form of communication
 - Project goals, anticipated work products
 - Markers of success (IRB, poster presentation, manuscript)
 - Timeline
 - Authorship

Solutions (continued)

- Provide ongoing feedback
- **Have a project back-up plan!**
- **Bring in a third party!**

- Alert up! Get support!
- **Residents**
 - Alyssa Bogetz, abogetz@stanford.edu (Director, Scholarly Concentrations Program)
 - Becky Blankenburg, rblanke@stanford.edu (Residency Program Director)
- **Fellows**
 - Fellowship Program Director
 - Fellowship Associate Program Director
- **Post Docs**
 - Sofie Kleppner, kleppner@stanford.edu (Associate Dean, Postdoctoral Affairs)

Opportunities to Become a Mentor

- Residents, Scholarly Concentrations Program
 - Contact Alyssa Bogetz, abogetz@stanford.edu
- Fellows, Fellowship Training Programs
 - Contact Allison Guerin, aguerin@stanford.edu
 - Contact Program Directors, Associate Program Directors, or Coordinators
- CAP Profiles “Find a Mentor”

- Library support at LANE (Nicole Capdarest-Arest, MLA)
- Research Compliance Office for IRB tutorials and support
- Department of Pediatrics Research and Statistical Unit (Suzan Carmichael, PhD, etc.)
- Fellows Research Club (Gary Shaw, DrPH & Jeff Feinstein, MD, MPH)
- Survey Design Tools: Qualtrics and REDCap
- Stanford Center for Clinical and Translational Research and Education (SPECTRUM)
- JMP statistical software & Endnote for all residents and fellows

- Scholarly Concentrations Block Rotations
 - Clinical Research
 - Medical Education
 - Quality and Performance Improvement
 - Community Engagement and Advocacy
 - Global Health
- Clinical Research
 - Intensive Course in Clinical Research (ICCR)/Spectrum
- Medical Education
 - Clinical Teaching Seminar Series (1st Wednesday of every month)
 - Rathmann Fellowship
- APA Research Scholars program (*national*)

How can we better support you?

What questions do you have?

Thank you!

- Bonnie Halpern-Felsher: bonnieh@stanford.edu
- Alyssa Bogetz: abogetz@stanford.edu

