Career Development Series 2021
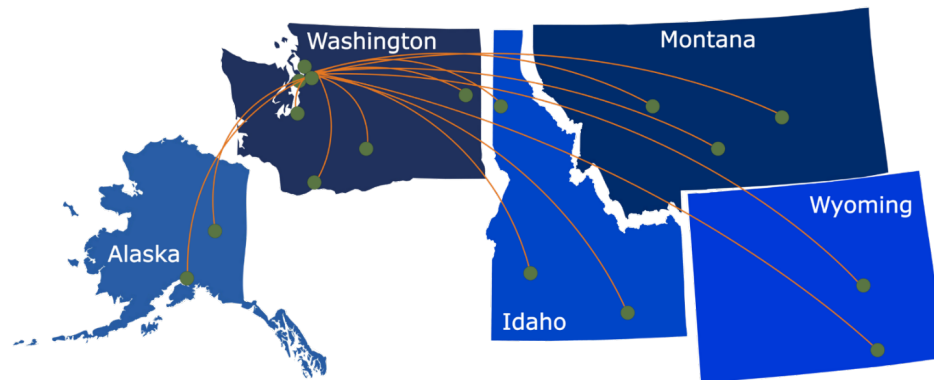
The Ins and Outs of Being a Good Research Mentee

Presentation will begin at 12:00 PM (PT)

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What We Offer:

1 **Research Support Services:** Members gain access to the different research services, resources, and tools offered by ITHS, including the ITHS Research Navigator.

2 **Community Engagement:** Members can connect with regional and community based practice networks

3 **Education & Training:** Members can access a variety of workforce development and mentoring programs and apply for formal training programs.

4 **Funding:** Members can apply for local and national pilot grants and other funding opportunities. ITHS also offers letters of support for grant submissions.

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Contact our Director of Research Development

- Project Consultation

- Strategic Direction

- Resources and Networking

Melissa D. Vaught, Ph.D.
ithsnav@uw.edu
206.616.3875

Feedback

At the end of the seminar, a link to the feedback survey
will be sent to the email address you used to register.

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Career Development Series 2021

The Ins and Outs of Being a Research Good Mentee

Presented by:

Allison Lambert, MD, MHS

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Learning Objectives

1   Define the potential benefits of a working mentee-mentor relationship

2   Distinguish mentorship from sponsorship and allyship

3   Recognize the features of an effective mentee

4   Understand how an individual development plan can clarify goals, strengths and development needs

5   Identify the benefits specific to peer mentorship

Potential benefits for mentorship stakeholders

MENTEES

- Increased job satisfaction

- Feeling of empowerment

- Increased research grant opportunities

- Enhanced productivity

- Increased protected time for scholarly activities

- Improved academic self-efficacy

- Greater networking opportunities

- Career advancement

Potential benefits for mentorship stakeholders

MENTORS

- Personal fulfillment

- Assistance on projects

- Development of leadership & coaching skills

- Increased recognition

- Renewed interest in personal career

- Potential financial reward

- Career advancement

Potential benefits for mentorship stakeholders

ORGANIZATION

- Increased work performance

- Enhanced strategic planning

- Improved communication and organization culture

- Professional development of employees

- Retention & distribution of organizational knowledge

- Reduced turnover

- Accelerated training

- Cost effectiveness

Audience Poll

Are you:

- In the process of identifying a mentor

- Paired with a mentor, optimizing working relationship

- Mentoring others, optimizing working relationship

- Other

Not all mentor relationships are positively impactful

- Among faculty respondents in the Dept of Medicine at MGH, 56% of participants reported having a mentor, of whom 21% indicated a 'low quality' score

- Faculty reporting a high-quality mentor had:
    - decreased likelihood of delayed promotion
    - increased likelihood of high job satisfaction

- Those with a low-quality mentor had job satisfaction similar to those without a mentor.
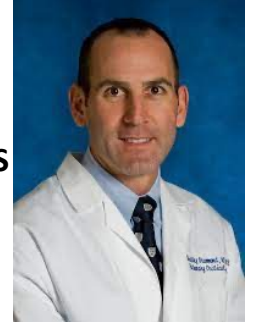
What have you learned from prior failed mentor relationships?

My Current Mentorship Team

Chris Goss, MD
Assoc. Medical Director
Therapeutic Development
Network
Cystic Fibrosis Foundation

Robert Wise, MD
Johns Hopkins
&
Brad Drummond, MD MHS
U. North Carolina

Kristina Crothers, MD
&
Engi Attia, MD MPH
UW, Puget Sound
VA Medical Center

Pulmonologist, Clinician Researcher
Adult Cystic Fibrosis Care Center Director
UW School of Medicine Faculty

Katherine Tuttle, MD
Executive Director
Providence Medical
Research Center

Breadth of Mentorship Styles

Mentoring Style	Characteristics
Classic model	Formal approach; Well planned with a specific setting One on one; A more experienced mentor and less experienced mentee from the same field
Shadowing	Not considered a true form of mentoring; based on observation of experienced professionals
"Trans" model	Mentor works outside of the mentee's area of focus: e.g. clinical research paired with basic scientist Widens professional network; fosters multidisciplinary and multi- departmental collaborations
Networking model	Less intense than traditional styles; offers a wider range of perspectives Less dependence on an individual mentor
Reverse mentoring	Both parties act in the capacity of mentor / mentee; brings different employee generations together Two- way learning experience (both the mentor and the mentee learn)
Group mentoring	Suitable in organizations with lack of senior leaders; Peer mentoring also occurs Possibility of rotating between mentors
Spot mentoring	More casual approach; One- off mentoring 'spot' meetings Seek out a senior leader; specific and focused

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Questions to define before you pursue mentorship

What are my specific needs:
- Training in basic science methodology
- Clinical shadowing time
- Letter of recommendation for next position

What is my timeline for accomplishing my goals

What is my preferred method of communication*

Asking a Mentor to Be a Mentor

Consider writing a job description for your ideal mentor

- Your goals & challenges (SMART)

- How your mentor can help you achieve your goals

- Why mentoring you will align with mentor or institutional goals

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A few tenets of seeking a mentor for your team

☑ Do they have the ability to provide the experiential learning that I need?*

☑ Have they successfully mentored someone like myself in the past? If not, is there a reasonable explanation?

☑ During my initial communications, has correspondence been timely, clear and welcoming?

☑ Have our initial conversations identified actionable ways for us to work together on a project with educational value regardless of outcome?

Allies, Mentors and Sponsors

Ally

- Proactively help you achieve your goals
- Often a co-worker or colleague
- Respect, know your professional goals, advocate on your behalf

Mentor

- Experienced and trusted advisors
- Set aside specific times to offer advice on your career, work and trajectory

Sponsor

- Have assets/power to affect your career trajectory (network connections, opportunities)
- Often choose you based on a positive impression or interaction

Audience Poll

Check all that apply:

I have identified and am working with:
- a mentor
- a sponsor
- an ally

Sponsors of My Spokane Move

Natalie West, MD MHS
Co-fellows
Ally, now sponsor

Colleagues from training
Allies

Jerry Krishnan, MD
University of Illinois,
Chicago
Sponsor

Sonya Danoff, MD PhD
Fellowship faculty
Sponsor

Pulmonologist, Clinician Researcher
Adult Cystic Fibrosis Care Center Director
UW School of Medicine Faculty

Mike Boyle, MD
CEO, Cystic Fibrosis
Foundation
Sponsor

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What are your expectations of your mentor?

Please type your response in the Zoom chat box

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Attributes & Behaviors of Effective Mentors

- Generous

- Enthusiastic and motivating

- Patient and honest

- Responsive

- Excel at active listening

- Makes themselves accessible & available

- Offers helpful and useful advice

- Works in a way that is compatible with mentee's practice style and personality

- Assists mentees in reaching goals

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Burgess et al. The Clinical Teacher 2018; 15:197-202

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Which of these do you hope to amplify within your mentor relationship?

Attributes & Behaviors of Effective Mentees

- Understanding

- Responsive

- Open to feedback

- Excels at active listening

- Honest and patient

- Non-judgemental

- Takes responsibility for driving the relationship

- Respectful of meeting times and mentor's time

- Proactive in identifying problems & issues

- Comes to meetings prepared

- Self evaluates

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How can you integrate one of these behaviors into your daily practice?

Mentee Expectations: Run Effective Meetings

- Send calendar invitations with location/link, relevant files for review in advance

- Maintain a consistent schedule, without cancellations; allocate appropriate time

- Circulate agenda, take notes and send minutes with thank you, action items

- Begin with completed tasks and close with action items

- Save non-urgent questions for these meetings

- Utilize face-to-face time for discussion or more complex concerns

- Consider combining meetings with other mentees for overlapping content

Mentee Expectations: Create structured accountability

- Remain centered on goals (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**imebound)

- Writing accountability groups

- Individual development plans

Structured Accountability: Writing Accountability Group

WAG YOUR WORK
WRITING ACCOUNTABILITY GROUPS
BOOTCAMP FOR INCREASING SCHOLARLY PRODUCTIVITY

- Meet once a week in small groups
- Goal is to develop a writing habit
- Time divided into:
  - reporting accomplishments
  - peer mentorship, trouble shooting
  - writing
  - setting goals

Consider starting your own WAG today:
https://www.hopkinsmedicine.org/fac_development/career-path/wags.html
https://www.wagyourwork.com/

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Structured Accountability: Individual Development Plan

Post-docs using IDPs report this tool:
- Helped assess their skills and abilities and identify the skills needed to advance careers
- Defined the goal and then maintained the goal at the forefront
- Facilitated communication about career goals with mentors

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myIDP **Science**Careers
INDIVIDUAL DEVELOPMENT PLAN

AAAS

Overview

Overview Summary
Personal Information

Assessment

Skills Assessment
Interests Assessment
Values Assessment

Career Exploration

Consider Career Fit
Read About Careers
Attend Events
Talk to People
Choose a Career Path

Create Plan

Career Advancement
Goals
Skill Goals
Project Goals

Implement Plan

Mentoring Team
Print & Export
Completion Certificate

Scientific Skills Assessment

Previous Step   **Next Step**

| **Quick Tips** | **My Assessment** | **Summary** |

This assessment will help you identify the scientific skills and knowledge areas in which you are proficient and those that could use some attention.   It is based on the National Postdoctoral Association's core competencies for PhD scholars.

This is a subjective self-assessment of your skills.

As you rate each of these skills and knowledge areas, it will be most helpful if you **use the full range of scores (1-5)**.   Rating just a few items as a "1" will help distinguish the skills that need the most improvement, and rating just a few items as a "5" will help discern the skills that you are best at.

How will your responses be used?

Later in this module, your skills and interests will be compared to those relevant to various scientific career paths.   You can use this comparison, and information you gather on your own, to identify which career paths are a good fit for you.

You will also have a chance to set goals related to the skills you would like to improve.

To learn more about skills self-assessment, read an article on this topic >
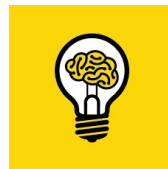
Visit: *http://myidp.sciencecareers.org* to create your IDP, determine a timeline, set reminders and clarify your needs from your mentor.

Peer Mentorship / Allyship

- Benefits: satisfaction, comradery, confidence, testing taking, retention
- Benefits are demonstrated across spectrum of healthcare fields (RN, CRC, MD, patients, education)
- As with traditional mentorship, can be structured in a multitude of ways and approach will need to be defined based upon needs and goals
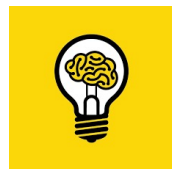
How might you add peer mentorship to your existing mentorship plan?

Peer Mentorship / Allyship

Group Type	Strengths	Weaknesses
Formal program	Multiple mentees, networking opportunities across institutions, longer follow-up	Less individualized, travel/time/cost
Professional organizations	Meet leaders in the field; gain national reputation; sponsorship; resources for awards	Less individualized; difficult to approach more personal topics
Trainee programs	multiple points of alignment: professional type, stage in training, supported by organization	May require application; larger group; limited time with senior members
Grant based	more personalized, inclusive; opportunities for networking and sharing knowledge	Limited to grant recipients, similar career stage
Social media	Geographic diversity; free/accessible; easily solicit advice	Informal; less personal; potential negative comments without oversight
Ad hoc	Pulled together by uniting factor	Can be exclusive; lack defined expectations; narrow perspectives

Learning Objectives

1 Define the potential benefits of a working mentee-mentor relationship

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5 Identify the benefits specific to peer mentorship

What I thought at the onset of my mentoring relationship	What I did not know at the onset of my mentoring relationship
• I would be elated if I became a replica of like my mentor	• 10 years later and I'm still working working to become like my mentors
• My mentors were infallible and I should work hard to become infallible too	• Mentors are also continually learning. My failures represented an opportunity to learn in a supervised, supportive environment.
• We would exist in a hierarchical relationship until I graduated, at which time we would lose our connection	• We became friends and are still working together despite 2 new institutions, 2600 miles, and a basketball rivalry.
• A single mentor would singularly meet all my career development needs	• As new needs arose, we pulled in additional mentors, allies and sponsors.

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Thank You!

Open for Questions

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Feedback Survey

A link to the feedback survey has been sent to the email address you used to register.

Please get out your device, find that email, and spend a few moments completing that survey before you leave today.

Tip: If on a mobile device, shift view to landscape view (sideways) for better user experience.

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