

Mentoring

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Disclosures

None

Outline

- Review importance of the mentoring relationship
- Identify qualities mentee should seek in a mentor
- Review responsibilities of a mentee
- Factors that translate into a successful mentoring relationship



Definition

- A *more experienced* faculty member takes a *less experienced* faculty member (mentee) under his/her wing
 - Teach
 - Encourage
 - Ensure success
- Fosters mentee's professional, academic and personal development

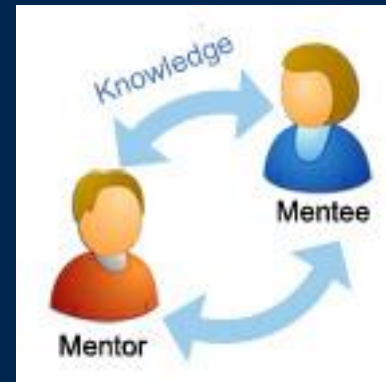


Mentor-mentee relationship

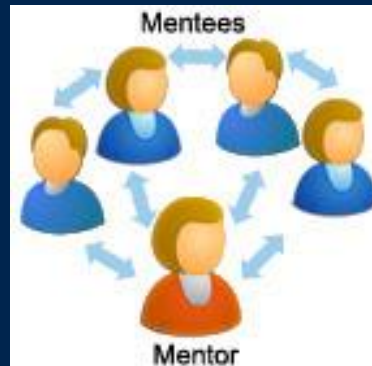
- First and foremost a professional relationship but frequently gives rise to a long lasting friendship/relationship

Mentoring models

- One-on-one mentoring



- Group mentoring



- Contextual mentoring



Types of mentoring styles

- Traditional
 - Formal
 - Informal
- Peer mentoring
- Co-mentoring
- Long distance

Types of mentoring relationships

- Formal (set up by institution):
 - Personality traits and professional goals are matched
 - Training provided for mentors
 - Required meeting times are provided (i.e. frequency)
 - Items to be discussed are outlined:
 - Goals
 - Areas of need
 - Trouble spots
 - Follow up meetings with organizers set up to identify problem areas

Formal mentoring relationships

- Advantage: regular meetings are “enforced”
- Disadvantage:
 - May be viewed as too formal
 - May not be a good fit

Informal mentoring

- Self-identification of mentors
 - Seek out individuals with similar goals and trajectories
- Faculty with informal mentors demonstrated higher incomes, superior career development and more promotions than those with formal mentors

Types of mentoring relationships (ctd)

- Co-mentoring: More than one individual serves as a mentor
 - Mentors with expertise in different areas can provide a more well-rounded mentorship experience
- Long-distance:
 - May provide opportunities for multi-institutional collaboration
- If nurtured properly all different types of mentoring can lead to success.

Importance of mentoring

- Mentored faculty more likely to be promoted earlier
- More likely to publish articles & receive grants
- More likely to pursue their initial interests
- Experience greater career satisfaction than their unmentored peers

Career satisfaction and mentoring

- Associate professors have the lowest career satisfaction in all domains
 - Institutional focus on early career development
 - Failure to apply the same degree of support to mid-career faculty
 - Assumption that mentorship is no longer required once a certain level is attained
- Career stagnation, long gaps between promotions

Reasons for mentorship

- Desire skills to manage change
- Trying to make career decisions
- Desire to develop leadership skills
- Difficulties at work
- Issues with work-life balance

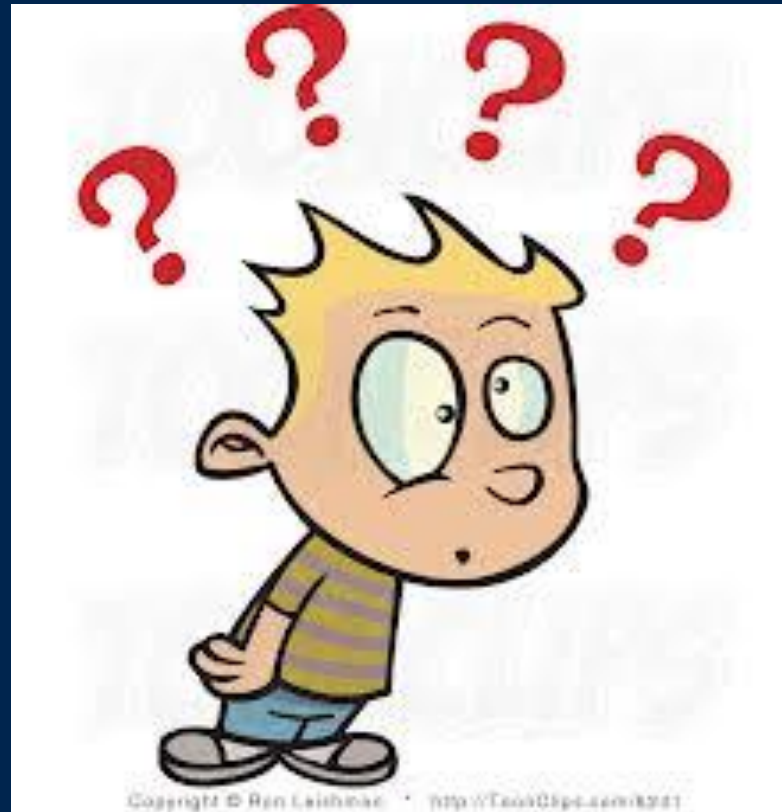


Mentorship in a scientific career

- Scientific careers include talents and pathways not included in medical training.
- Mentor functions to teach:
 - Critical, experimental thinking
 - A new type of knowledge
 - A source of techniques (the core of experimental knowledge)
 - Successful writing – manuscripts and research grants



Qualities of an appropriate mentor



Qualities of an appropriate mentor

- Couple of steps ahead of mentee professionally
- Approachable, available & enthusiastic
- Good interpersonal skills
- Good reputation at national level
- Good track record of former mentees (mid-career)
- Outstanding publication record:
 - Number and quality of publications
 - High Impact factor journals:
(Nature/Cell/Science/NEJM/Lancet/JAMA vs. Anesthesiology/A&A vs. J. Clin Anesth/Acta Anesth Scand)

Qualities of an appropriate research mentor

- Able to assist with study concept, design and completion (including manuscript preparation)
- Has obtained extramural funding
 - Can help identify funding sources
 - Experience with grant preparation
- <http://faer.org/programs/research-mentor-academy-members/>

Responsibilities of a mentor

- Makes long-term commitment to further the professional and personal development of mentee
- Provide support:
 - Protection from institutional demands
 - Encourage and demonstrate confidence in protégé
 - Assists in formation of professional relationships that may lead to future collaborations
 - Successful collaborations

Responsibilities of a mentor- Guidance

- Help identify research opportunities
 - Encourages mentee to acquire skills to enhance research knowledge
- Help explore options for outside grants
- Ensure mentee is on national committees and professional organizations
- Identify “career killers” and “career growers” for mentee and guide accordingly
- Encourage early start to promotion portfolio to ensure mentee meets criteria for academic advancement

Characteristics of an inappropriate mentor



"This really is an innovative approach, but I'm afraid we can't consider it. It's never been done before."

- Inappropriate criticism
- Competes with mentee
- Disregard for mentee's opinions
- Immoral behavior

What if you have a “bad” mentor?

- Seek advice from senior members of department
- Seek alternative mentor

Qualities of a good mentee

- Willing (eager) to actively participate in their own future
- Desire to work towards goals
- Open to feedback and criticism
- Able to deliver (and do so well) on tasks entrusted to them

Qualities of successful mentoring relationship

- Good personal fit
- Shared values/personal connection
- Confidentiality
- Professional
- Honesty
- Active listening
- Mutual respect

Challenges of a good mentoring relationship

- Time constraints
- Lack of research funds
- Lack of research infrastructure

Females & Minority groups

- Achieve senior ranks in lower proportion than males at equivalent career stages
- Lack of mentorship is frequently cited as greatest deficiency in career development
- Effective mentoring plays greater role in female career advancement

Females & Minority groups

- Females should actively seek out mentors
- Mentors do not have to be of same gender with regards to scientific career development

Transition

- As relationship evolves, both parties should understand mentees may progress along and develop different needs
- May be awkward but should always be viewed as positive by both parties and as indication of success of the mentoring relationship
- Mentee should prepare to mentor others.

Summary

- Mentorship is key to a successful research career
- Mentoring models
- Reviewed factors that make for a successful mentor-mentee relationship

Conclusion

- Mentors have the opportunity to leave parts of themselves in everyone they mentor
- Work of the mentor will go on long after leaving the world of grants and publications

Thank you



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