

Department of Otolaryngology
Lewis Katz School of Medicine

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Mentoring Essentials for Faculty Career Development

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Conflict of Interest Disclosure

I have no financial
conflicts of interest
to disclose.



What is Mentoring?

Berk et al (2005) attempt a broad definition of faculty mentoring as when a faculty member:

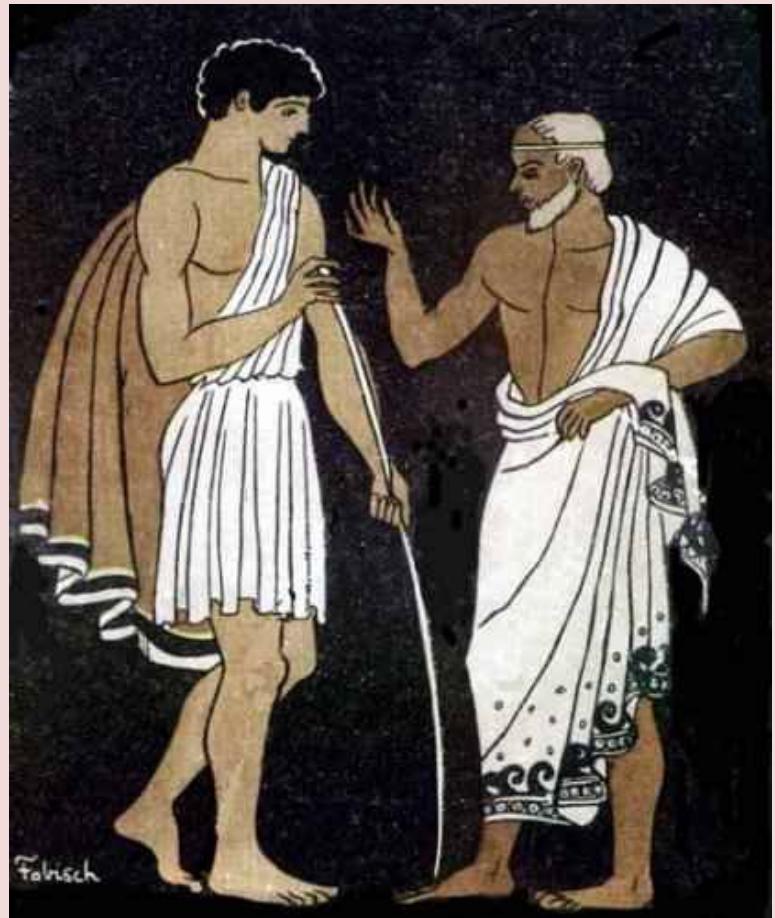
“.. with useful experience, knowledge, skills, and/or wisdom offers advice, information, guidance, support or opportunity to another faculty member ...for that individual’s professional development”.

Berk RA, Berg J, Mortimer R, Walton-Moss B, Yeo TP. Measuring the effectiveness of faculty mentoring relationships. Acad Med. 2005; 80(1): 66-71.

The First Mentor

In Greek mythology, when Odysseus was leaving for the Trojan war, he asked his friend Mentor to take care of his son Telemachus.

The term ‘mentor’ has come to mean someone who imparts wisdom to, and shares knowledge with, a less experienced colleague.



Telemachus and Mentor

Impact of Faculty Mentoring

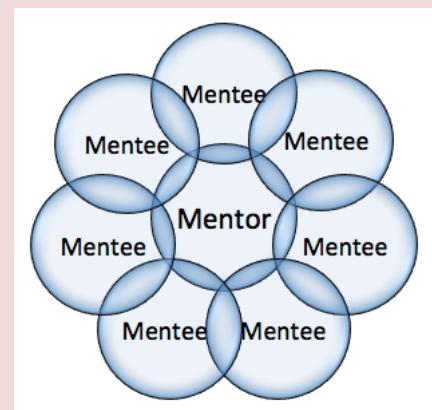


- Improved job satisfaction
- Enhanced sense of “fit”
- Greater faculty productivity
- Higher retention rates

Dandar VM, Corrice AM, Bunton SA, Fox S. Why Mentoring Matters: A Review of Literature on the Impact of Faculty Mentoring in Academic Medicine and Research-based Recommendations for Developing Effective Mentoring Programs. Poster presented at the 2011 First International Conference on Faculty Development in the Health Professions in Toronto, Canada.

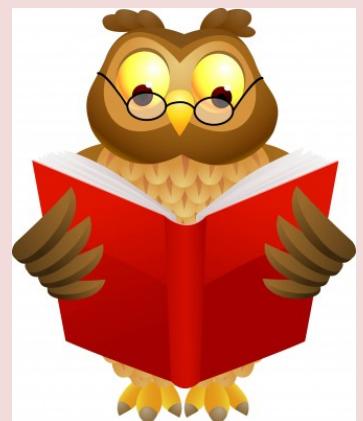
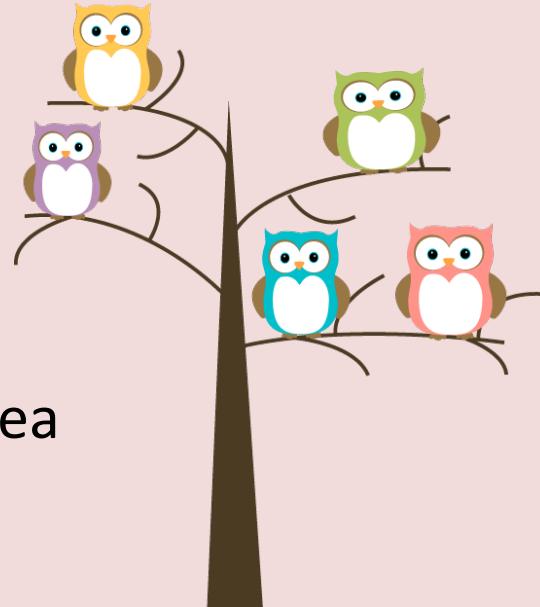
Types of Mentoring Relationships

- Formal (structured) or informal
- One-on-one or one mentor per group of mentees (mentoring circles)
- Traditional ‘senior’ mentor - ‘junior’ mentee or peer-mentoring
- Single mentor or multiple mentors
- Assigned mentor or mentee-selected
- Short-term mentoring or sustained
- Targeted mentoring (new hires, leadership development, URM) or open for all



Multiple Mentors

- Most faculty members “wear more than one hat”, and are evaluated on more than one area of expertise.
- Responsibilities include research, teaching, clinical/patient care, administration.
- Different mentors can help with different aspects of a faculty member’s job.
- One mentor can’t do it all (and usually won’t have the time to!)



Barriers to Effective Mentoring

Lack of :

- Senior faculty willing to serve
- Mentor incentives
- Effective mentors
- Mentor training
- Mentee appreciation for value of mentoring





Mentor Incentives

- Release time from other responsibilities (teaching, clinical, research, administrative)
- Financial (stipend)
- Mentoring awards (recognition)



A successful career requires planning (by you) and input (from your mentors)

Step 1. Make a detailed career plan

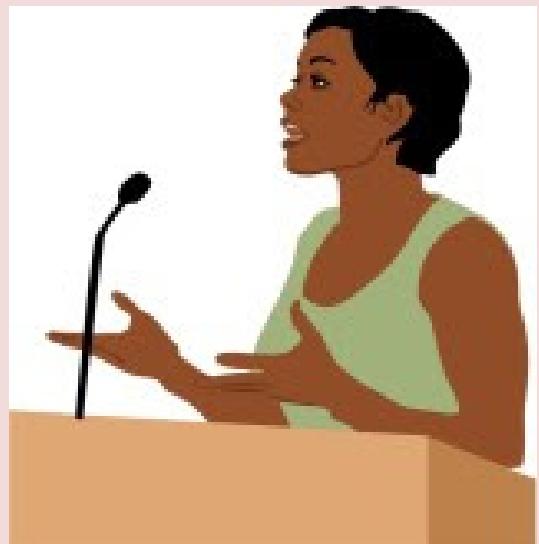
- Set specific one-year goals and broader 3 -5 year goals
- Include deadlines
- Review your plan and your CV with your mentor(s)



A successful career requires planning (by you) and input (from your mentors)

Step 2. Determine which skills you need to accomplish your goals and how to learn those skills, e.g.

- Scientific writing
- Statistical & analytical
- Managing finances
- Managing people
- Leadership
- Public speaking



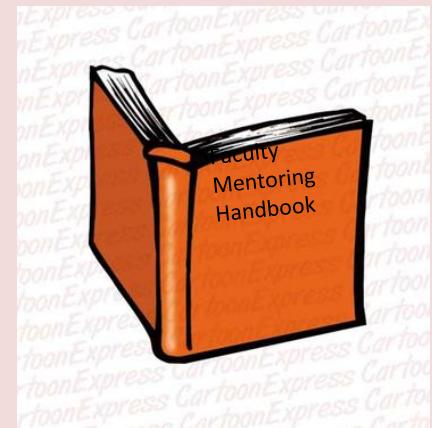
Resources from UCSF

- UCSF Faculty Mentoring Program:

[http://academicaffairs.ucsf.edu/ccfl/faculty mentoring program resources.php](http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program_resources.php)

- UCSF Faculty Mentoring Toolkit:

[http://academicaffairs.ucsf.edu/ccfl/media/UCSF Faculty Mentoring Program Toolkit.pdf](http://academicaffairs.ucsf.edu/ccfl/media/UCSF_Faculty_Mentoring_Program_Toolkit.pdf)



Mentor Roles and Functions

Mentors serve to guide and support the mentee.

Mentoring should be:

- Focused on the professional and personal development of the mentee
- Based on the mentee's expressed needs
- Driven by specific learning agenda identified by the mentee
- Outside the hierarchy of direct reporting relationships
- **Confidential**



Choosing a Mentor

Choose a mentor who has the following qualities:

- Is interested in developing your career
- Is committed to mentoring
- Matches your emotional needs
 - Do you need more support and praise or more challenge?
- Matches your professional needs
 - Help with writing? Methodological skills?
 - Research/scholarly interests
- Has a successful track record
- Has good communication skills
- Will provide networking opportunities
- Is institutionally savvy
- Expresses interest in you as a person
- Offers potential for reciprocity



From the UCSF Mentoring Toolkit

Potential Mentors

Everyone needs at least one mentor - preferably more than one.

Each mentor should probably have no more than 3 mentees if one-on-one or no more than 8 if part of a mentoring circle.

Potential mentors:

- Your Department Chair and/or Section Chief (** but remember that mentoring is supposed to be outside the hierarchy of direct reporting relationships!*)
- Some departments/centers/sections set up mentoring committees
- Mid-level and senior-level faculty from your own or other departments at LKSOM
- Mid-level and senior-level faculty from outside TU
- Peers

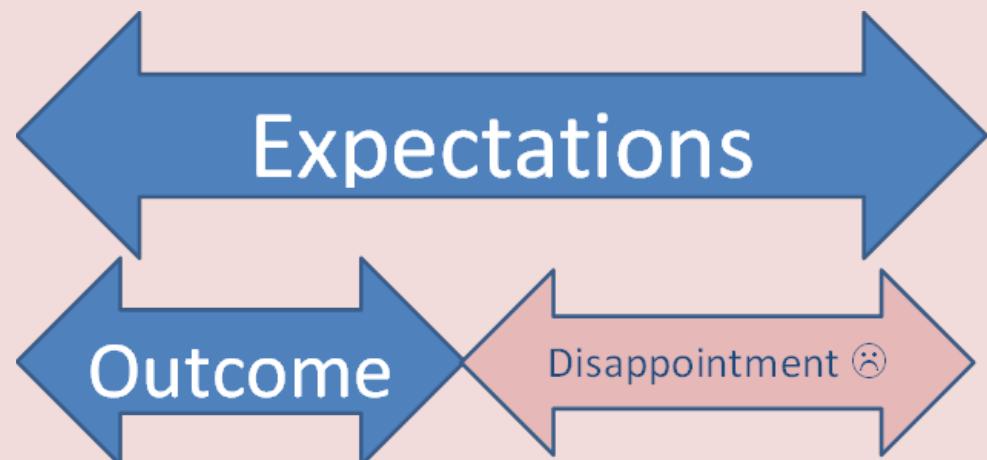


Getting Started: Expectations

Clarity of expectations is a critical aspect of effective mentoring relationships:

- State expectations
- Clarify meaning
- Reality check - Determine which expectations are reasonable for the year
- Reach agreement

Dissatisfaction results from unmet expectations



Mentoring Partnership Agreement

As a mentor and mentee in the Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis,
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other: _____



Mentor

Mentee

Date

First Meeting Checklist

Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

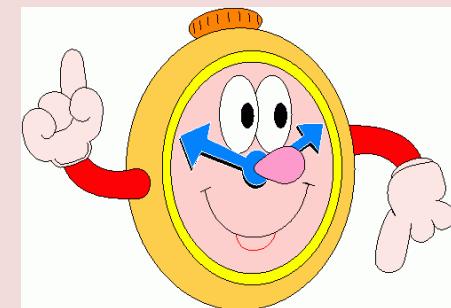
- Schedule date, time and place of future meetings



Structuring Meeting Time

Determine how to use your time together. One suggestion is the **“10/20/60 Rule”** that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

- **First 10 Minutes**
 - Engage in personal/professional—“check-in”
- **Next 20 Minutes**
 - Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)
- **Last 60 Minutes**
 - Discuss current and long term goals and priorities



Individual Development Plan (IDP)



Instructions to Mentees:

- Complete the form yearly.
- Give a copy to your mentor before your mentoring session.
- Attach an updated CV.

Instructions to Mentors:

Review your mentee's IDP and CV prior to your meeting.

Mentee Dos and Don'ts

Do	Don't
<ul style="list-style-type: none">• Take initiative• Look for opportunities to teach your mentor• Be respectful of mentor's time• Communicate agenda and goals with mentor prior to meeting• Clarify goals and expectations• Practice self reflection• Support your peers• Keep your CV, IDP, etc. up to date• Have multiple mentors• Clarify your values	<ul style="list-style-type: none">• Be passive—don't wait for the mentor to initiate interactions• Be late, disorganized• Stay in the comfort zone• Stay in a mentoring relationship when it is no longer helpful



Mentor Dos and Don'ts

Do	Don't
<ul style="list-style-type: none">• Listen actively• Support and facilitate networking and brokering• Teach by example• Be aware of role conflict• Encourage and motivate mentee to move beyond their comfort zone• Promote independence• Promote balance• Rejoice in success and convey your joy• Encourage reciprocity	<ul style="list-style-type: none">• Fix the problem• Take credit• Take over• Threaten, coerce or use undue influence• Lose critical oversight—allow friendship to cloud judgment• Condemn (mistakes or lack of agreement are not career altering disasters)



I'm not talking too fast. You are just thinking too slowly.

Another Mentor Don't

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K.Spear

"I'd like to mentor you. We can start by you
getting me some coffee."

How can your mentor help you?

- Facilitate orientation for new faculty
 - Navigating TU and LKSOM
 - Networking
- Review career plan
- Assist in preparing for promotion:
 - Teaching portfolio
 - Scholarship
 - Regional/national recognition
 - Clinical reputation
 - Service (=committees)



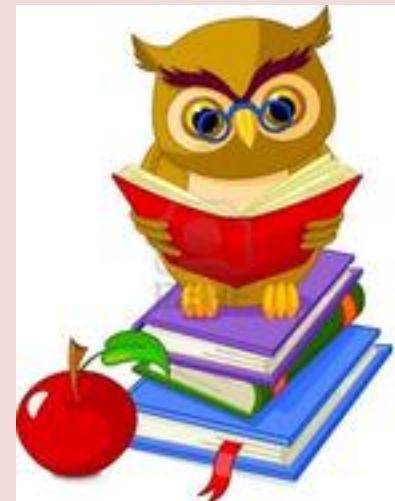
Essentials of a Teaching Portfolio

- Teaching philosophy
- Chronological list of all teaching activities
- Examples of teaching materials, e.g.
 - Course syllabi
 - Handouts
 - PowerPoint presentations
 - Innovative teaching methods or materials
- Teaching evaluations
 - Student evaluations
 - Peer evaluations
- Educational scholarship



Scholarship/ Research

- Learn about resources at Temple
 - Grant-writing workshops
 - The Temple Clinical Research Institute (TCRI) Internal Grant Review Service
- Look into grant funding options
 - Department/School of Medicine
 - Foundations
 - Industry
- Prepare publications and presentations for scientific meetings



Regional/National Recognition

Gain recognition outside TUHS by:

- Being invited to give Grand Rounds or seminars at other institutions
- Presenting posters and platform presentations at national meetings
- Being invited to chair scientific sessions, review abstracts, moderate panels for national meetings
- Contributing to national guidelines, question banks etc
- Volunteering for committees in your national organization
- Developing a strong referral base
- Being interviewed by print or broadcast media for clinical or research expertise

Who can help with introductions? Your mentor!



Mentoring vs Sponsorship

“A sponsor: a senior-level champion who believes in your potential and is willing to advocate for you as you pursue that next raise or promotion”.

Forget a Mentor, Find a Sponsor: The New Way to Fast-Track Your Career by Sylvia Ann Hewlett, Harvard Business Review Press, 2013.

SPONSOR



Mentor/Sponsor as Advocate

Progress in a faculty career depends entirely on having an advocate – someone who will put their mentee's name forward to:

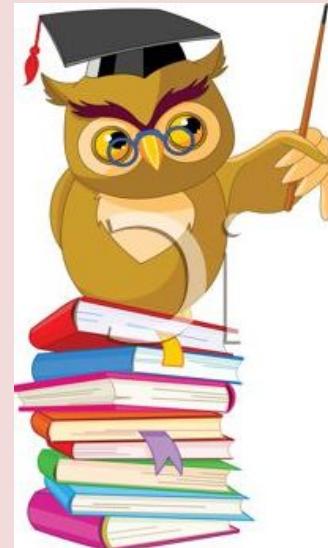
- Journal editors looking for manuscript reviewers
- Meeting planners looking for speakers or session moderators
- SROs at NIH looking for study section members
- Colleagues at other institutions looking for seminar/grand rounds presenters



Conclusions

Effective mentoring facilitates faculty career development, and depends on:

- selecting the right person to be your mentor
- establishing a constructive mentoring relationship
- managing expectations



Wishing you the best of luck in your
mentoring endeavors!

Thanks for your attention!

