Mentoring Matters

Roger B. Fillingim, PhD
Distinguished Professor, College of Dentistry
Director, Pain Research and Intervention Center of Excellence
Director, Mentor Academy
University of Florida
I Wish My Mentor Knew...

• what it means to be a mentor
• that sometimes we both need to sit together to interpret my results and google is not my mentor, she is!!
• the importance of being transparent
• that I need to feel like I belong in science
• that the color of my skin does not determine the quality of my work!

www.nrmn.net
What Is Mentoring?

• A reciprocal relationship in which one person (the mentor) helps another (the mentee) to articulate their personal and professional goals and assists them in acquiring the resources needed to achieve them.
Developmental Phases of the Mentoring Relationship

Initiation
- Establish Trust
- Build rapport

Negotiation
- Set goals & timeline
- Align expectations

Enablement
- Help each other
- Assess progress

Closure
- Evaluate outcomes
- Review and reflect
Multiple Types of Mentoring

- Dyadic or One-on-one
- Peer Mentoring
- Drive-by Mentoring
- Team Mentoring/Mentoring Committees
  - Career Mentor
  - Content Mentor
  - Situational Mentor
What Mentoring is Not

- Mentor ≠ advisor
- Mentor ≠ coach
- Mentor ≠ sage
- Mentor ≠ boss
WHY IS MENTORING IMPORTANT?
If you want one year of prosperity, grow grain
If you want ten years of prosperity, grow trees
If you want one hundred years of prosperity, grow people.

- Chinese proverb
Benefits of Mentoring

• Better job (or, academic) performance
• More involvement in professional organizations
• More networking and job opportunities
• Greater satisfaction with organization/program
• Lower attrition rates
• Stronger sense of professional identity
• Higher productivity
• More likely to mentor others

Adapted from Brad Johnson, 2018
Single Most Important Quality of a Good Mentor  
(informal survey of 8 of our lab’s mentees)

• Integrity
• Genuinely invested in being a mentor
• A good listener
• Provides unbiased guidance and outside perspective
• Equanimity
• Encouraging and supporting mentee to pursue the areas of research they are most interested in
• Taking time to listen to your mentee especially when you have a million other things to do
• Genuineness/Trust – someone who has your best interest in guiding you toward your career goals (not other agendas).
Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers
Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD

Abstract

Purpose
To explore the mentor–mentee relationship with a focus on determining the characteristics of effective mentors and mentees and understanding the factors influencing successful and failed mentoring relationships.

Method
The authors completed a qualitative study through the Departments of Medicine at the University of Toronto Faculty of Medicine and the University of California, San Francisco, School of Medicine between March 2010 and January 2011. They conducted individual, semistructured interviews with faculty members from different career streams and ranks and analyzed transcripts of the interviews, drawing on grounded theory.

Results
The authors completed interviews with 54 faculty members and identified a number of themes, including the characteristics of effective mentors and mentees, actions of effective mentors, characteristics of successful and failed mentoring relationships, and tactics for successful mentoring relationships. Successful mentoring relationships were characterized by reciprocity, mutual respect, clear expectations, personal connection, and shared values. Failed mentoring relationships were characterized by poor communication, lack of commitment, personality differences, perceived (or real) competition, conflicts of interest, and the mentor’s lack of experience.

Conclusions
Successful mentorship is vital to career success and satisfaction for both mentors and mentees. Yet challenges continue to inhibit faculty members from receiving effective mentorship. Given the importance of mentorship on faculty members’ careers, future studies must address the association between a failed mentoring relationship and a faculty member’s career success, how to assess different approaches to mediating failed mentoring relationships, and how to evaluate strategies for effective mentorship throughout a faculty member’s career.
Characteristics of Effective Mentors

(Straus, et al, 2013, Acad Med, 88: 82-89)

• Altruistic
• Honest/trustworthy
• Active listeners
• Experienced in mentoring
• Professional experience & networks
• Accessible
• Able to identify mentees’ strengths & weaknesses
# Summary of Good Mentor Qualities

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>Professional Characteristics</th>
<th>Specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment/Desire to mentor</td>
<td>Respected/Connected</td>
<td>Communication/Active Listening</td>
</tr>
<tr>
<td>Altruism/Accessibility</td>
<td>Mentoring Experience</td>
<td></td>
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<tr>
<td>Honesty/Integrity</td>
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</tbody>
</table>
ACTIONS OF EFFECTIVE MENTORS
(Straus, et al., 2013, Acad Med, 88: 82-89)
1. Providing Career Guidance

- Advising
- Advocacy
- Networking
- Creating opportunities
- Goal Setting
- Career monitoring
- Helping mentees navigate the workplace
2. Offering Emotional Support

- Sharing their own feelings
- Help mentees identify stressors contributing to their emotional state
- Provide encouragement
3. Focus on Work/Life Balance

• Meaningful daily achievement and enjoyment across four life quadrants: Work, Family, Friends, Self (worklifebalance.com)
The Elements of Mentoring

W. Brad Johnson • Charles R. Ridley

75 Practices of Master Mentors

W. BRAD JOHNSON PHD
CHARACTERISTICS OF EFFECTIVE MENTEES
“I’m looking for a mentor who can show me how to get rich without boring me with a lot of advice.”
Characteristics of Effective Mentees

(Straus, et al, 2013, Acad Med, 88: 82-89)

• Open to feedback
• Active listeners
• Responsibility
  – Take responsibility for driving the relationship
  – Paying attention to timelines
• Respectful of mentor
  – Be prepared for meetings
  – Recognize other demands on mentor’s time
Successful vs. Failed Mentoring Relationships

<table>
<thead>
<tr>
<th>Successful</th>
<th>Failed</th>
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<tbody>
<tr>
<td>Reciprocity</td>
<td>Poor Communication</td>
</tr>
<tr>
<td>Mutual Respect</td>
<td>Lack of Commitment</td>
</tr>
<tr>
<td>Clear Expectations</td>
<td>Personality Differences</td>
</tr>
<tr>
<td>Personal Connection</td>
<td>Perceived (or Real) Competition</td>
</tr>
<tr>
<td>Shared Values</td>
<td>Conflicts of Interest</td>
</tr>
<tr>
<td></td>
<td>Lack of Experience</td>
</tr>
</tbody>
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Communication and Mentoring

- Communication is the most potent active ingredient in the mentoring relationship.

- Effective communication will not guarantee success, but poor communication will guarantee failure.
Mehrabian’s 7-38-55 Rule

- Verbal: 55%
- Tone of Voice: 38%
- Non-Verbal: 7%
Communication Styles

<table>
<thead>
<tr>
<th>Dominant</th>
<th>Influencer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisive</td>
<td>Outgoing</td>
</tr>
<tr>
<td>Efficient</td>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Intense</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Results-oriented</td>
<td>Relationship-oriented</td>
</tr>
<tr>
<td>Competitive</td>
<td>Lively</td>
</tr>
<tr>
<td>Risk-tolerant</td>
<td>Optimistic</td>
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<table>
<thead>
<tr>
<th>Conscientious</th>
<th>Steady</th>
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<tbody>
<tr>
<td>Systematic</td>
<td>Cooperative</td>
</tr>
<tr>
<td>Logical</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Reserved</td>
<td>Patient</td>
</tr>
<tr>
<td>Process-oriented</td>
<td>Support-oriented</td>
</tr>
<tr>
<td>Cautious</td>
<td>Friendly</td>
</tr>
<tr>
<td>Risk-averse</td>
<td>Thorough</td>
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Aligning Expectations

**Outcome Expectations**
- Scholarly Productivity
- Reaching milestones
- Time management
- Performance in the lab
- Completing training activities
- Progression toward independence

**Process Expectations**
- Nature/goals of the relationship
- Frequency of meetings
- How meeting time should be used
- Mentee & mentor roles
- Open communication
- Grounds for separation
• Individual Development Plans (IDPs)
  – http://myidp.sciencecareers.org

• Mentor-Mentee Compacts
Ethics Are Important in Mentoring

• Many mentees report receiving no training in research ethics

• Research misconduct is common among trainees and may be increasing

• Mentors are responsible for what trainees do in the lab

• Ethical mentoring is critical to effective mentoring
Mentor Academy

The Mentor Academy provides research mentors with opportunities to develop mentoring skills through biweekly sessions during a four-month program.

https://www.ctsi.ufl.edu/education/faculty-career-development/mentor-academy/
Training Mentors of Clinical and Translational Research Scholars: A Randomized Controlled Trial

Christine Pfund, PhD, Stephanie C. House, MA, Pamela Asquith, PhD, Michael F. Fleming, MD, Kevin A. Buhr, PhD, Ellen L. Burnham, MD, MSc, Julie M. Eichenberger Gilmore, PhD, W. Charles Huskins, MD, MSc, Richard McGee, PhD, Kathryn Schurr, MS, Eugene D. Shapiro, MD, Kimberly C. Spencer, and Christine A. Sorkness, PharmD

Academic Medicine (2014) 89: 774-82

Abstract

Purpose
To determine whether a structured mentoring curriculum improves research mentoring skills.

Method
The authors conducted a randomized controlled trial (RCT) at 16 academic health centers (June 2010 to July 2011). Faculty mentors of trainees who were conducting clinical/translational research ≥50% of the time were eligible. The intervention was an eight-hour, case-based curriculum focused on six mentoring competencies. The primary outcome was the change in mentors’ self-reported pretest to posttest composite scores on the Mentoring Competency Assessment (MCA). Secondary outcomes included changes in the following: mentors’ awareness as measured by their self-reported retrospective change in MCA scores, mentees’ ratings of their mentors’ competency as measured by MCA scores, and mentoring behaviors as reported by mentors and their mentees.

Results
A total of 283 mentor–mentee pairs were enrolled: 144 mentors were randomized to the intervention; 139 to the control condition. Self-reported pre-/posttest change in MCA composite scores was higher for mentors in the intervention group compared with controls ($P < .001$).

Retrospective changes in MCA composite scores between the two groups were even greater, and extended to all six subscale scores ($P < .001$). More intervention-group mentors reported changes in their mentoring practices than control mentors ($P < .001$). Mentees working with intervention-group mentors reported larger changes in retrospective MCA pre-/posttest scores ($P = .003$) and more changes in their mentors’ behavior ($P = .002$) than those paired with control mentors.

Conclusions
This RCT demonstrates that a competency-based research mentor training program can improve mentors’ skills.
Mentor Academy Structure

- Eight sessions over 4 months (Fall, Spring)
- Meetings from 5:30 – 7:30 PM
- 10-12 Faculty Attend
- Attendance at 7 of 8 sessions required
Results: Overall

* p’s < 0.005; Significant increases emerged for 22 of 26 individual items.
Summary

• Mentoring is grounded in a relationship
• Mentoring benefits both mentee and mentor
• Good mentors and mentees have specific qualities
• Mentors perform 3 main functions: 1) Guidance, 2) Emotional Support, 3) Work-Life Balance
• Communication & alignment of expectations are critical
Thank You
International Mentoring Association

Save The Date!
February 23rd And 24th, 2021
University Of Florida Hilton Conference Center
Details Coming Soon

https://mentoringassociation.org/2021_conference.htm