Tips For Successful Mentoring
Topics

• Choosing a Mentor, Managing the Mentee – Mentor Relationship
• Developing a Career Plan
• Time Management
Progress with Departmental Mentoring Plans in COM

• Each dept. has one in place
• College of Medicine –
  http://academicdepartments.musc.edu/com/faculty/dept_mentoring.htm
Mentoring Plans

Mentoring is an important resource for faculty at every stage of their careers. Each department has developed a mentoring plan and identified a mentoring champion(s) who will work at the department chair’s direction to implement the mentoring plan. Faculty should review their department’s plan and consult with the appropriate mentoring champion as needed. Faculty Affairs associate deans are also available to discuss mentoring.

Anesthesia and Perioperative Medicine
Contact: Fred Guidry, M.D.

Biochemistry and Molecular Biology
Contact: Eleanor Spicer, Ph.D.

Cell and Molecular Pharmacology and Experimental Therapeutics
Contact: Richard Drake, Ph.D.

Dermatology
Contact: John Maize, Sr., M.D.

Family Medicine
Contact: Richard Riddle, Ph.D.
Mentoring Champions

• Each dept. has identified a Mentoring Champion to oversee implementation and progress of plan

• Quarterly Meetings of Mentoring Champions with Mentor Leadership Council and Assoc. Deans of Faculty Development to solve mentoring problems and strategize

• One of Associate Deans responsible for overseeing implementation of mentoring in each department
Mentoring in Academics - Origin of “Mentor”

• Homer’s Odyssey:
• Odysseus placed his old friend Mentor in charge of his son Telemachus when he left for the Trojan war
• “one who imparts wisdom to and shares knowledge with someone less experienced”
Choosing a Mentor(s)

Mentors:

Science/research mentor

Career mentor
5 Characteristics of Outstanding Mentors

1) Time commitment to mentoring
2) Personal qualities: enthusiasm, altruism,
3) Act as a career guide for mentee
4) Support personal/professional balance
5) Leave a legacy of how to be a good mentor

Cho C, Ramanan R, Feldman MD. AJM 2010
1. Finding a Mentor . . . or two

- **Competence**
  - Professional and interpersonal skills, knowledge, and experience
- **Confidence**
  - Shares network, resources and credit
  - Provides opportunities, supports risks
- **Commitment**
  - Invests time and energy to mentoring
  - Mentor should be available and accessible
Acquiring Mentors

- Ask around—what is the mentors track record in working with other fellows
- Schedule a meeting–
- Mutual interview– is there a fit of interests? Chemistry? Potential for reciprocity?
- Be specific– what do you need from this mentoring relationship? What kind of mentor are you looking for?
- Be clear on frequency of meetings, mode of communication
- Plan to re-evaluate at the end of 6-12 months—give and receive feedback
Qualities of Effective Mentors and Mentees
Checklist for Mentees

1. Find a mentor . . . or two
2. Clarify your values and goals
3. Take charge of the relationship
4. Know when to move on
3. Take Charge of the Relationship

- “The mentee is not an empty vessel receiving the mentor’s advice and wisdom but, rather, an active participant, shaping the relationship.”
Planning Your Career
The Individual Development Plan

- **Individual Development Plans (IDPs)** provide a planning process that identifies both professional development needs and career objectives.

- Furthermore, IDPs can serve as tools to help facilitate communication between mentees and their mentors.
MUSC Individual Development Planning Questionnaire
(a modification of the FASEB IDP template)

An effective Individual Development Plan helps individuals identify both the tools to achieve long-term career goals as well as means for improving short-term performance.

1. **Career Objectives:**
   - "Plan A" -
   - "Plan B" -

2. **Assess your skills:**
   a. What are my strengths?
   b. What are my weaknesses?
   c. How am I utilizing my strengths in my current position?
   d. How do my weaknesses impact my productivity?
   e. What am I doing to strengthen my areas of weakness?

3. **Outline your long-term career objectives:**
   a. What type of work would I like to be doing 5 years from now?
   b. What is important to me in a career?
   c. How do non-work issues (e.g. family, lifestyle, etc) relate to my career aspirations?

4. **Establish a plan to achieve your career objective:**
   a. Are my strengths consistent with my career ambitions?
   b. What specific skills do I need for my career objective?
   c. What opportunities are there for me to acquire those skills that I lack?
   d. How long will it take me to acquire those skills?
   e. Where can I seek mentoring related to my intended career?
STEP 1: SKILLS ASSESSMENT

Assess your strengths, weaknesses and skills – Self-Evaluation

Evaluate your skills and abilities in the following areas where:

5 = Highly proficient
1 = Needs improvement

<table>
<thead>
<tr>
<th>General Research Skills:</th>
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<tbody>
<tr>
<td>Designing program evaluations/studies</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>Analytical skills</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>Problem solving/troubleshooting</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Creativity/developing new research directions</td>
<td>1</td>
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<th>Teaching Skills:</th>
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<td>One-on-One Teaching</td>
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<td>4</td>
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<tr>
<td>Small Group Teaching</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>Large Group Presentation</td>
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<td>2</td>
<td>3</td>
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<td>Manuscript writing skills</td>
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<td>Being a mentee</td>
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<th>Leadership and Management Skills:</th>
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<tbody>
<tr>
<td>Leading and motivating others</td>
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<td>2</td>
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<tr>
<td>Budgeting</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>Managing projects and time</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>Organizational skills</td>
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<td>2</td>
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MUSC Department of Medicine IDP

https://redcap.musc.edu/surveys/?s=mTUUEI
<table>
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<th>Field</th>
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<tr>
<td>Last Name</td>
<td></td>
</tr>
<tr>
<td>Degree(s)</td>
<td>MD, PhD, MS, MSCR, RN, JD, DO, MBBS</td>
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<tr>
<td>Current Rank</td>
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<td>Years at Current Rank</td>
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<tr>
<td>Academic Track</td>
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<td>Are you in the high intensity mentoring group?</td>
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<tr>
<td>Would you like to review examples of IDPs?</td>
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<tr>
<td>How many mentors do you have?</td>
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<tr>
<td>Overarching Goals</td>
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In no more than 2 sentences, for the foreseeable future, as well as for the long term, what do you wish to achieve in your career?

Then list your goals below, for the next five years. Be as specific as possible. Be both qualitative and quantitative.
**CLINICAL GOALS**
This should describe your view of how you would like to develop your clinical expertise, if at all. Include elements that describe your lifelong learning goals. For example, a goal may be to become an expert clinician, or perhaps the best clinician in your field in the region.

<table>
<thead>
<tr>
<th>How many clinical objectives would you like to establish?</th>
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**TEACHING GOALS**
This should focus on how you envision your contributions to teaching and education of others within the institution. For example, a goal may be to become known as an outstanding educator of students/Residents/Fellows.

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<tr>
<th>How many teaching objectives would you like to establish?</th>
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**RESEARCH GOALS**
This should relate to a global vision of how your research will ultimately improve medicine. For example, a research goal could be: "To understand the pathogenesis of lung cancer so as to develop novel therapies." A clinical research goal might be: "To determine the best therapy or therapies for patients with COPD, and to thus improve all patients health with this disease."

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<thead>
<tr>
<th>How many research objectives would you like to establish?</th>
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**LEADERSHIP and CAREER GOALS**
This should reflect a leadership or administrative title you see yourself holding in 5-10 years, such as Director of a Program or Center, or Division Director. For example, a personal career goal might be: "To lead a multidisciplinary Center for Human Genetics."

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<th>How many leadership objectives would you like to establish?</th>
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**I fully understand the criteria for faculty promotion.**

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**Please update metrics for previous academic year as applicable.**

- [ ] Manuscripts submitted
- [ ] Manuscripts published
- [ ] Manuscripts rejected
- [ ] Manuscripts resubmitted
- [ ] Editorials, reviews, etc. published
- [ ] Grants submitted
- [ ] Grants awarded
- [ ] Nominations, teaching awards, etc.
IDP – 3 Steps to Success

- **Step 1 Conducting a Skills-assessment:** Conduct an assessment of your strengths, weaknesses, and skills; then ask your mentor/colleague to review your skills assessment with you.

- **Step 2 Completing the IDP:** State your career goals and write your Annual IDP.

- **Step 3 Implementing your IDP:**
  - Set an appointment with your mentor.
  - Discuss your IDP with your mentor;
  - Implement the steps in your IDP;
  - Periodically review progress with your mentor.
Learn to Manage Your Time Efficiently!
Focus!
FOCUS

One of the *most important* keys to success

- Do not try to do too much (spreading yourself too thin)
  e.g., being a co-author on many multi-author papers is not as valuable as being the primary author on a few high impact papers

- Learn to say no, but in a nice way!
  - Do not read your emails all day!!
    - Read them in the AM and PM
Persevere!

NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSEVERANCE

TALENT WILL NOT; NOTHING IS MORE COMMON THAN UNSUCCESSFUL MEN WITH TALENT

GENIUS WILL NOT; UNREWARDED GENIUS IS ALMOST A PROVERB

EDUCATION WILL NOT; THE WORLD IS FULL OF EDUCATED DERELICTS

PERSISTENCE AND DETERMINATION ALONE ARE OMNIPOTENT.

-- Calvin Coolidge
Mentor Training

- CTSA Annual Symposia to Train Mentors Across Campus and Provide a Forum for Mentors and Mentees to Discuss Ways to Improve Mentoring

- Mentor Leadership Council (CTSA) and Apple Tree Society Hold Monthly Lunch and Learns on Mentor–Mentee Issues and Training
## Mentor-Mentee Training Series

<table>
<thead>
<tr>
<th>Topic</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>Resources</td>
<td>Marc Chimowitz, Mary Mauldin</td>
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<tr>
<td>Grants &amp; Contracts: Not Just NIH</td>
<td>Joann Sullivan</td>
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<tr>
<td>Understanding Economic &amp; Fiscal Realities for Successful Academic Careers</td>
<td>Rita Ryan &amp; Don Rockey</td>
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<tr>
<td>Stress Management &amp; Work Life Balance</td>
<td>Gail Stuart</td>
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<tr>
<td>Addressing Collegial Relationships</td>
<td>Ray Greenberg</td>
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<tr>
<td>Conflict Resolution &amp; Communication</td>
<td>Dan Smith</td>
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<tr>
<td>Motivating Mentees &amp; Team Building</td>
<td>Amy Blue</td>
</tr>
<tr>
<td>Building a Career as an Educator</td>
<td>Maralynne Mitcham/Ruth Patterson</td>
</tr>
<tr>
<td>Tips on Research Career Development and Promotion</td>
<td>Ed Krug</td>
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