


Tips For Successful Mentoring



Mentee

Mentor

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

COLLEGE OF MEDICINE

[COM : Faculty Affairs](#)

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.

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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

General Research Skills:						
	Designing program evaluations/studies	1	2	3	4	5
	Analytical skills	1	2	3	4	5
	Problem solving/troubleshooting	1	2	3	4	5
	Creativity/developing new research directions	1	2	3	4	5
Teaching Skills:						
	One-on-One Teaching	1	2	3	4	5
	Small Group Teaching	1	2	3	4	5
	Large Group Presentation	1	2	3	4	5
Professional Skills:						
	Grant writing skills	1	2	3	4	5
	Oral presentation skills	1	2	3	4	5
	Manuscript writing skills	1	2	3	4	5
	Mentoring skills	1	2	3	4	5
	Being a mentee	1	2	3	4	5
Leadership and Management Skills:						
	Leading and motivating others	1	2	3	4	5
	Budgeting	1	2	3	4	5
	Managing projects and time	1	2	3	4	5
	Organizational skills	1	2	3	4	5
Interpersonal Skills:						

MUSC Department of Medicine IDP

<https://redcap.musc.edu/surveys/?s=mTUUEI>

First Name <small>* must provide value</small>	<input type="text"/>
Last Name <small>* must provide value</small>	<input type="text"/>
Degree(s)	<input type="checkbox"/> MD <input type="checkbox"/> PhD <input type="checkbox"/> MS <input type="checkbox"/> MSCR <input type="checkbox"/> RN <input type="checkbox"/> JD <input type="checkbox"/> DO <input type="checkbox"/> MBBS
Current Rank <small>* must provide value</small>	<input type="radio"/> Instructor <input type="radio"/> Assistant Professor <input type="radio"/> Associate Professor reset
Years at Current Rank	<input type="text" value=""/>
Academic Track <small>* must provide value</small>	<input type="radio"/> Clinician Educator <input type="radio"/> Academic Clinician (Clinician Investigator) <input type="radio"/> Academic Investigator (Basic Investigator) reset
Are you in the high intensity mentoring group? <small>* must provide value</small>	<input type="radio"/> Yes <input type="radio"/> No reset
Would you like to review examples of IDPs? <small>* must provide value</small>	<input type="radio"/> Yes <input type="radio"/> No reset
How many mentors do you have? <small>* must provide value</small>	<input type="text" value=""/>
Overarching Goals 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. <small>* must provide value</small>	<input type="text"/> Expand

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.

How many clinical objectives would you like to establish?

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 a master teacher, or become recognized as an outstanding educator of (students/residents/fellows).

How many teaching objectives would you like to establish?

* must provide value

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".

How many research objectives would you like to establish?

* must provide value

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."

How many leadership objectives would you like to establish?

* must provide value

I fully understand the criteria for faculty promotion.

* must provide value

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.

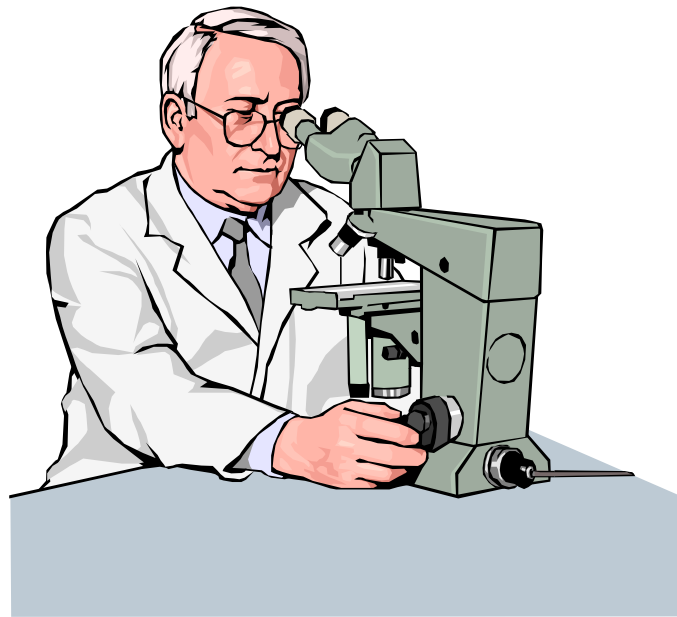
IDP – 3 Steps to Success

- **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 Symposiums 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

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