

Tips for Better Mentoring



Marc I. Chimowitz MBChB
Professor of Neurosciences
Director CTSA KL2 Program
Associate Dean of Faculty Development, COM

Goals

- Become a more effective mentee
- Become a more effective mentor
- Institutional resources to help your career development

Take Home Points for Mentees

- **Mentoring is key to career success and satisfaction**
- **Invest time in finding the right mentor(s)**
- **Be proactive – take charge of the relationship and learn to ‘manage up’**
- **Mentoring is reciprocal – look for opportunities to teach your mentor (and give feedback)**
- **Take time to reflect on your values, skills and goals – this will form the foundation for decision-making**
- **Use an IDP**

What is an IDP?

- An IDP is a document that is written by the mentee with help from the mentor to assist the mentee's career development

Setting Goals and Action Plans to Achieve Goals

- Set **long-term** goals that fit your skills, interests, values
- Set **immediate** and **short-term** goals, with action plans to meet goals

What Can an IDP do For You?

- ◎ Increases Productivity
- ◎ Communication tool
- ◎ Visual reminder of how to spend time to achieve goals
- ◎ Displays milestones along the way that can be celebrated

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

To Mentors

1. Practice Your Listening Skills!
2. Advise Don't Instruct
3. Be Available
 - Open Door
 - Answer Emails from Mentee in a Timely Manner
4. Consider Taking MUSC Mentor Training Course to Become a Better Mentor

Institutional Mentoring Programs



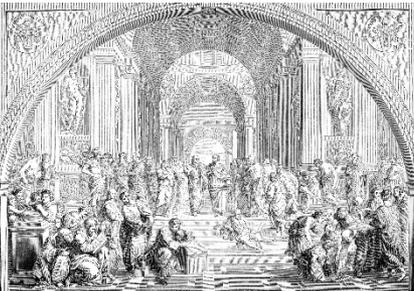
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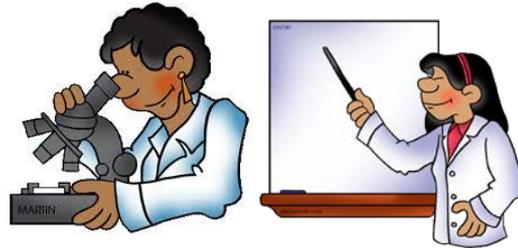
Department Mentoring
Plans



K to R Club



SOCRATES



ARROW and ARROWS



Mentor Training

Departmental Mentoring Plans

- Each COM department has one:

http://academicdepartments.musc.edu/com/faculty/dept_mentoring.htm

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What do Junior Clinical Faculty Need to be Successful?

Junior Research Faculty

- Protected Time
- Start-up Funds
- Collaboration / Networking
- Access to Core Facilities
- Statistical Expertise
- Study Design Consultation
- Biological Specimens
- Regulatory Help
- Recruitment Help
- Coordinator Time
- Advanced Research Training
- Career Development Support – SCTR KL2
- Research Review and Feedback
- Grant and Manuscript Writing
- **Mentorship**
- <https://sctr.musc.edu/index.php/programs/success-center>

Junior Clinician-Educators

- Clinical Program Development
- Teaching Skills
- Developing a Teaching Portfolio
- Institutional, State, and National Committee Opportunities
- Collaborative Research
- Opportunities for Publications and Chapters
- Assistance with Writing
- **Mentoring**

What is Mentoring?

- Mentoring is a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the mentee's professional and personal growth*

* <https://www.management-mentors.com/resources/corporate-mentoring-programs-resources-faqs>

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Center for Drug
and Alcohol
Problems - CDAP



Key Mentoring Responsibilities

- **Communication**
- **Content Mentoring – Research, Education, Clinical**
- **Career and Professional Development**
- **Psychosocial Support**

Key Mentoring Responsibilities

- **Communication**

- Establish expectations
- Frequency of meetings
- Listening skills
- Prompt feedback
- Manage disagreements and conflict
- Foster trust

Key Mentoring Responsibilities

- **Content Mentoring – Research, Education, Clinical**
 - Identify gaps in knowledge and skills
 - Identify training opportunities
 - Identify resources
 - Help formulate aims
 - Help design and develop plan to accomplish aims
 - Monitor progress
 - Step aside to allow independence

Key Mentoring Responsibilities

- **Career and Professional Development**
 - Facilitate opportunities and connections
 - Promote mentee in and out of institution
 - Help understand promotion requirements and fiscal realities
 - Help ensure sufficient protected time
 - Help navigate the system
 - Model and instruct on ethical behavior

Key Mentoring Responsibilities

- **Psychosocial Support**

- Discuss work-life balance
- Effective time management
- Demonstrate leadership skills
- Be sensitive to cultural diversity
- Encourage peer mentoring (often similar issues for colleagues at same level of training)
- Serve as role model

Key Mentee Responsibilities

Key Mentee Responsibilities

1. Find a Mentee or Two..
2. Clarify Your Goals
3. Take Charge of the Relationship

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**

Checklist for Mentees

1. Find a Mentee or Two..
2. Clarify Your Goals
3. Take Charge of the Relationship

Individual Development Plan (IDP) – An Essential Tool for Successful Mentoring

- <https://saterninfo.nasa.gov> > IDP Information
- Rachel Begley, Office of Postdoctoral Affairs, Case Western University
- Kristen K. Mighty, PhD, MPH, Office of Postdoctoral Affairs, Northwestern University

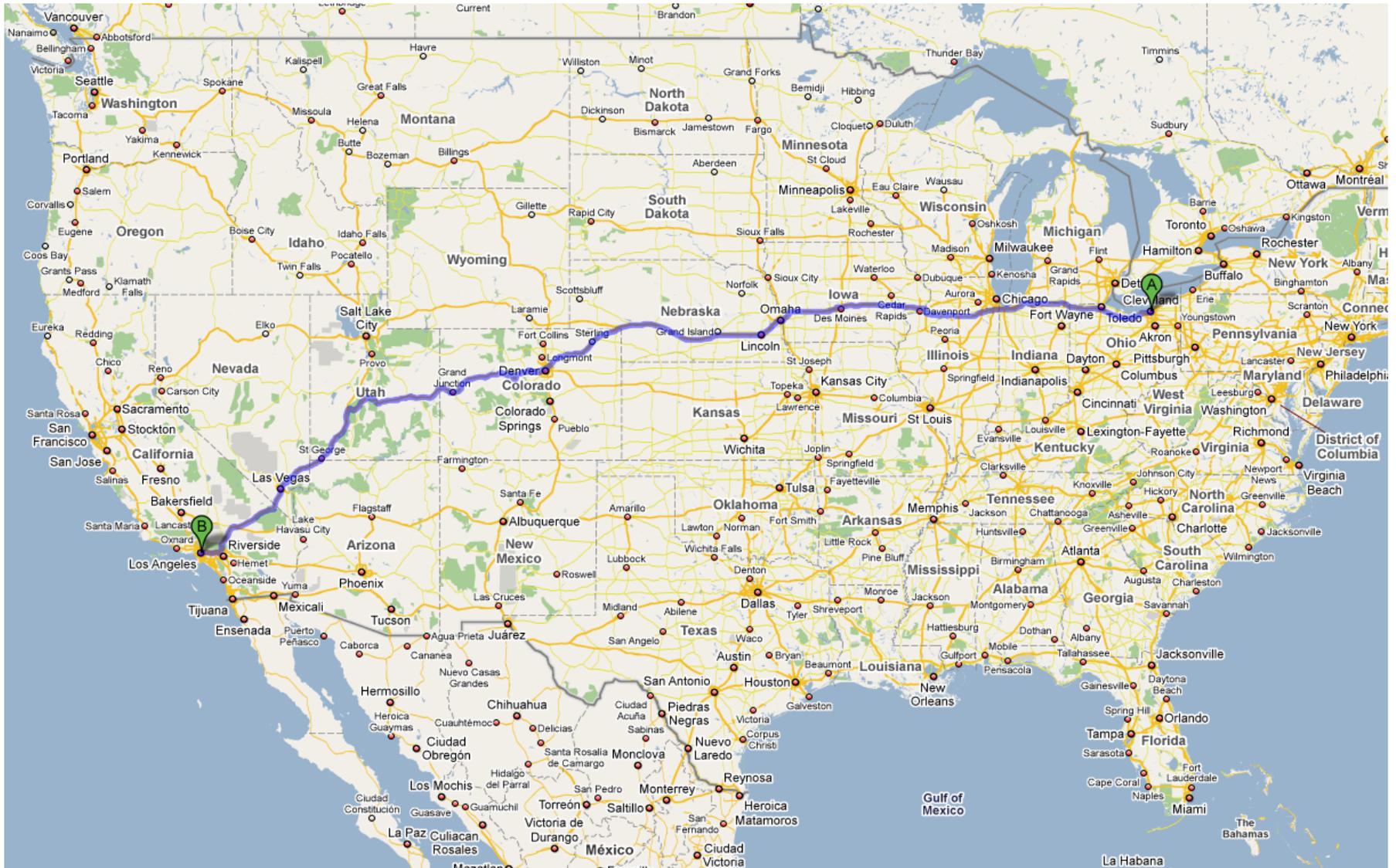
Major US Cities



If you don't have a destination and a route mapped out, then you can take any direction to get there



2,300 miles



What Can an IDP do For You? (the Mentee)

- ◎ Help you to identify both short-term and long-term goals that can push you towards action
- ◎ Serve as a communication tool between you (mentee), mentor, and others
- ◎ Function as a visual representation
/reminder of how you will spend your time achieving your goals
- ◎ Serve as a display of milestones along the way that can be acknowledged and celebrated

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.

Domain	Objectives	Scale				
<i>Research Design & Methodology</i>	Critically evaluate research literature Formulate hypotheses and variables Construct an experimental study design Select measurements and apply operational definitions Utilize sampling techniques Understand sample size and power Understand methods of experimental control and threats to internal and external validity Knowledge of human laboratory procedures and techniques	1	2	3	4	5
<i>Human Subjects Protection and Research Ethics</i>	Knowledge of critical historical information Develop strong foundation in best practices and ethical standards for conducting clinical research Understand ethical considerations specific to research with individuals with substance use disorders or other vulnerabilities Knowledge of professional ethics, such as authorship and conflicts of interest					
<i>Data Collection, Management, Analysis and Interpretation</i>	Construct plan for data collection and entry Construct data file management plan Understand statistical and clinical significance Knowledge of commonly used statistical tests & software packages Interpret statistical output					
<i>Disseminating Research Findings</i>	Display outcomes data Prepare/submit conference abstracts Prepare/submit journal manuscripts and respond to critiques Integrate findings into existing literature Provide clear written and oral interpretation of results Create and deliver oral presentations Create and deliver poster presentations					
<i>Research Administration</i>	Secure and maintain IRB approval Develop and revise study timelines Prepare and manage study budgets Supervise research staff Liaison with clinical, financial and university-wide research administrative personnel					
<i>Grant Writing</i>	Learn about various types of R-series funding opportunities (e.g., R03, R21, R01) Knowledge of funding sources, mechanisms, forms, cycles, and review procedures Develop proficient grant writing skills					
<i>Professional Development</i>	Career phases and academic expectations Promotion and tenure requirements and cycles Collaborators, consultants, and networking Time management					
<i>Computer Skills</i>	Searches, software, file sharing					

Step 2: Setting Goals and Action Plans to Achieve Goals

- Set **long-term** goals that fit your skills, interests, values
- Set **immediate** and **short-term** goals, with action plans that will improve productivity and ensure goals are met

SMART/SMAHT Goals

Specific

- Is it focused and unambiguous

Measurable

- Could someone identify whether or not you achieved this goal?

Action-oriented

- Is there an action required on your part?

Realistic/**H**elp

- R: Considering difficulty and timeframe, is this goal attainable?
- H: Does it identify what support you need and where you'll get it?

Time-bound

- By when should you complete this goal?



**Now it's time
to take action!**

The plan is just the beginning of the career development process and serves as the road map.

- **Put your plan into action**
- **Revise and modify the plan as necessary. The plan is not cast in concrete; it will need to be modified as circumstances and goals change.**
- **The challenge of implementation is to remain flexible and open to change.**

Take Charge of the Mentee – Mentor Relationship

- *“The mentee is not an empty vessel receiving the mentor’s advice and wisdom but, rather, an active participant, shaping the relationship”*

Zerzan et al. 2009



Slide Courtesy of Dr. Mitchell Feldman, UCSF

“Manage Up”

- “Managing up” -- *the mentee takes ownership of and directs the relationship, letting the mentor know what he or she needs . . . Managing up makes it easier for a mentor to help a mentee*

Institutional Resources For Career Development

Mentoring Programs



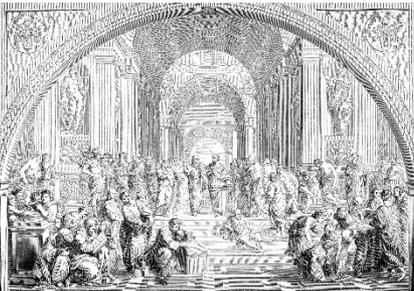
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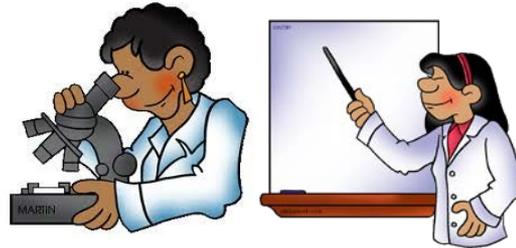
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Mentoring Champions

- Each department has a Mentoring Champion to oversee implementation and progress of plan
- Find yours, meet
- Mentoring Champions meet quarterly with Assoc. Deans to solve mentoring problems and strategize
- One Associate Dean responsible for monitoring implementation of mentoring in each department

- **SUCCESS Center**
- **Research Nexus**
- **Biomedical Informatics**
- **Community Engagement**
- **Biostatistics**
- **Education & Training**
- **Pilot Projects**
- **Retreats**
- **Science & Commercialization**
- **Evaluation**
- **Ethics**



SCTR : Programs : SUCCESS Center

SUCCESS Center

The "Front Door" of the SCTR Institute

The Support Center for Clinical & Translational Science (SUCCESS) is the universally accessible, consolidated entry point for SCTR and other institutional research services, cores, and programs. SUCCESS support spans the entire research spectrum, from inception of ideas through technology transfer and dissemination of best practice models. Support services include: guidance, training, and resources for investigators and study teams at any point in the research process.



The SUCCESS Center is available to help you answer any research question or help you locate the best resource available.

Research Navigation

Research Navigation is the process of leading researchers and staff through the complex areas of research at the Medical University of South Carolina. This is accomplished by using experienced research professionals with regard to conducting research with Good Clinical Practices in mind. The types of services offered include the following examples: collaborator matching consultations; individualized research policies and procedures consultations; linkages to institutional and/or off site research services; assistance with research process questions; and guidance on study site organization.

For a more detailed breakdown of MUSC research resources across the translational spectrum, visit the [Research Toolkit](#).

Regulatory

Individualized training and consultation for regulatory submissions and documentation. Types of services offered include the following examples: guidance on the [clinicaltrials.gov](#) registration process; information on and assistance with obtaining federal certificates of confidentiality (CoC); feedback on human subject components of trials; assistance with Institutional Animal Care & Use Committee (IACUC)/Institutional BioSafety Committee (IBC)/Institutional Review Board (IRB) applications and submissions; consultations on Investigational New Drug (IND) applications and Investigational Device Exemption governances; information on running multi-site research studies; consultations on general regulatory considerations; instruction on appropriate regulatory documentation; guidance with responding to IRB comments; assistance with the study initiation process; pre-audit preparation; and regulatory training sessions (e.g. consent training).

Recruitment

Based on your needs and target population, you will be matched with the appropriate person (or team of

Institutional K Awards

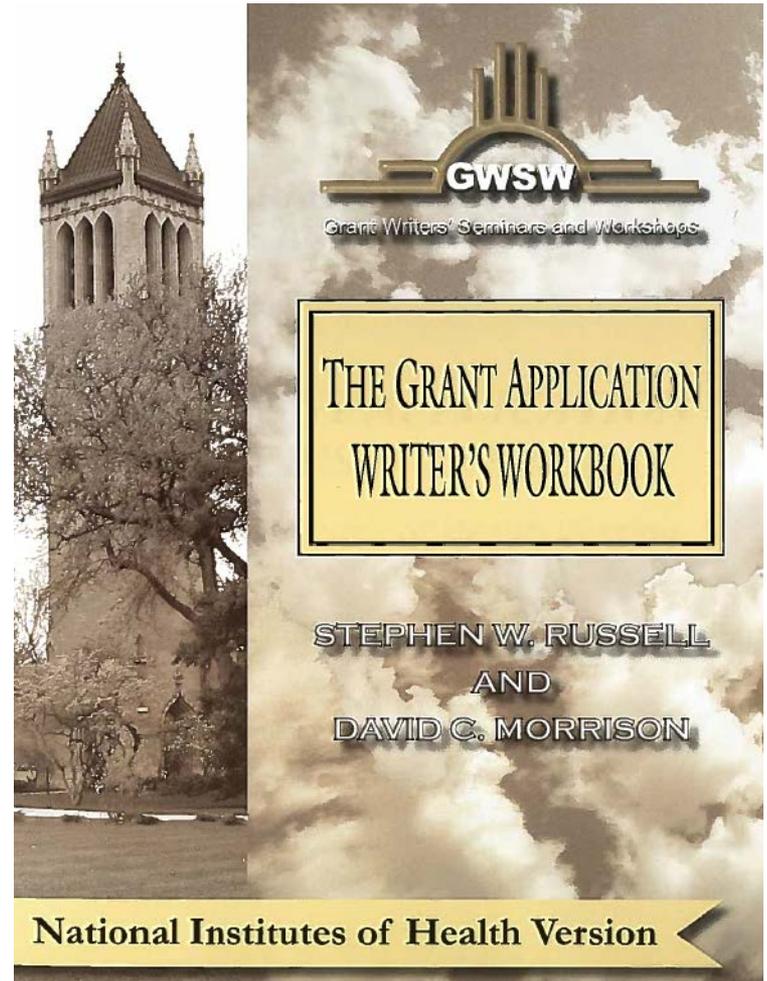
- BIRCWH –research careers in women’s health
- CTSA KL2 –translational research training
- COM K12 –clinical to translational research
- NIDA K-12 – clinician scientists in substance abuse
- HCC K-12 – career development for clinical & translational oncology program

Institutional K Awards

- Common elements
 - 40-75% minimum time for research
 - Research/travel budget
 - 2-3 years funding (accelerated trajectory)
 - RCR
 - Orientation
 - K to R club (4th Tuesday of each month at 5pm in BEB 201)
 - Grant writing course
 - Mock study sections
- Program-specific elements

K SCHOLARS GRANT WRITING COURSE

- Annual
- Faculty: Chimowitz, McRae, Gray, McGinty
- Follows text for first 4 weeks
 - Scholars to review material
 - Faculty facilitator
- Weeks 5-9 review individual timelines, specific aims



Society of Clinical Research and Translational Early Scientists (SOCRATES)

- Faculty Present Research Projects in Front of Peers, Senior Researchers, Statisticians (1st and 3rd Wednesday of each month at 4pm in BEB 201)
- Opportunity to Foster Collaboration Across Multiple Subspecialties at MUSC
- Listserv: Research Updates (e.g., grant announcements, courses, lectures)

contact: Denise Helton – heltoncr@muscc.edu

ARROWS

Advancement, Recruitment
and Retention of Women in Science

ADVANCEMENT, RECRUITMENT, AND RETENTION OF WOMEN IN SCIENCE (ARROWS)



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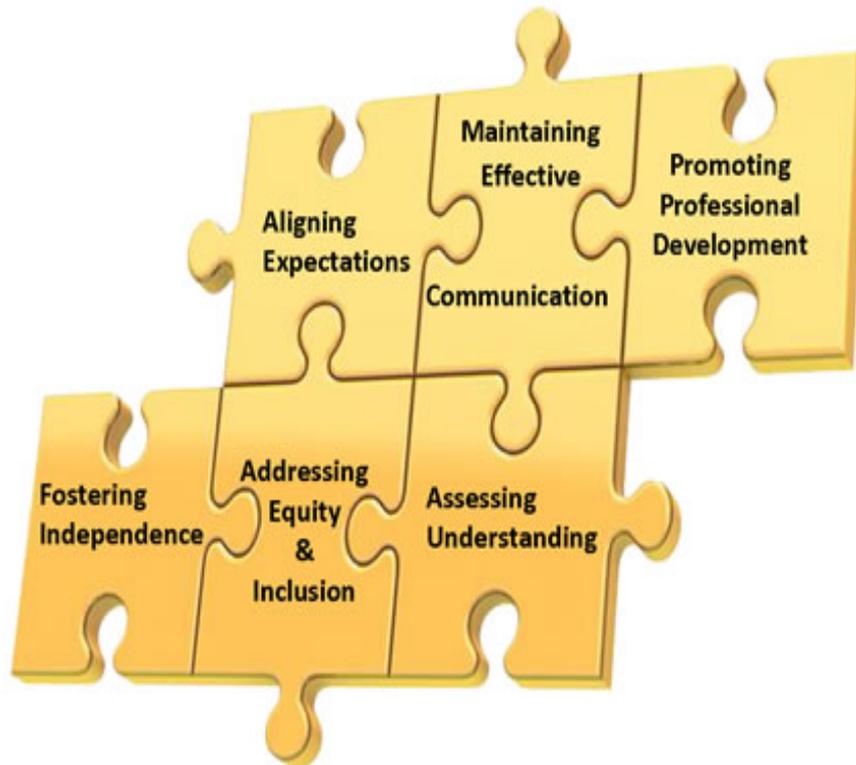


CONTACT US

[LEARN MORE](#)

Mentor Training Course

- Mentoring Competencies



SCTR Annual Mentor Training Symposium

- Began in 2010
- Half day – Open to all faculty
- Keynote Address
- Different focus each year:
 - 2019: Improving Scholarly Writing Skills
 - 2018: Coaching as a Supplement to Mentoring
 - 2017: Professional Communication Skills
 - 2016: Negotiation Skills for Mentors and Mentees

Tools for Mentors & Mentees Series

Topic	Speakers
NIH Reporter	Joann Sullivan
Using Palmetto Profiles to Find Collaborators and Mentors and Using EPIC for Research	Jihad Obeid
How to Use an Individual Development Plan to Enhance Career Development	Gerard Silvestri
Mentoring Tips from Dr. Dennis Watson, 2015 Peggy Schachte Research Mentor Awardee	Denis Watson
Budget Tips for Preparing NIH grants (pre-award, administrator perspective)	Debra Siler
Scholarship in Clinical Education Track	Eric Rovner
Practical Application Workshop: Professional Networking ?	Elaine Krug

** Previous topics and recordings can be found on the SCTR website under "Education & Training".

Master of Science in Clinical Research Program (MSCR) Dr. Daniel Lackland

- Teach core competency in clinical research methods
- Foster development of a sustainable research focus
- Provide participant with the skills to compete for extramural support

MSCR Program Specifics:

- Part time – 2 years, Full time – 1 year
- Course examples include ethics, epidemiology, biostatistics, design and conduct of clinical trials
- Required item: development of a grant proposal with the goal of being ready for submission by the end of the MSCR program

Office of Research Development

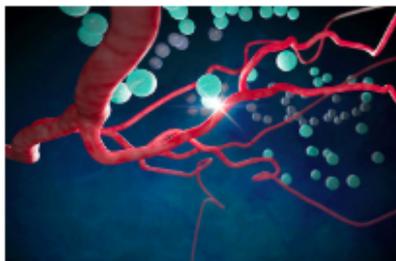
Funding Opportunities



Explore the resources available to assist with identifying new funding opportunities.

[Search For Funding](#)

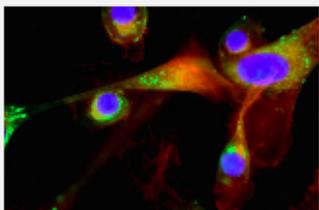
Proposal Development



The ORD offers a variety of tools, including a proposal library, best practice guidelines, and consultation services to assist with the development of grant proposals.

[Review Our Tools](#)

Research Education



Discover seminars and workshops designed to improve your grant writing skills, and a newsletter and blog focused on research news.

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Office of Research Development

173 Ashley Ave, MSC 502
Basic Science Bldg. 101
Charleston, SC 29425

The Writing Center

- Publications
- Grant writing
- Drop-in help in Library
- Head: Dr. Tom Smith



Teaching Skills

- Center for Academic Excellence/Writing Center
- Apple Tree Society
 - Brown Bag Sessions
 - Series for Faculty New to Teaching
 - Resources

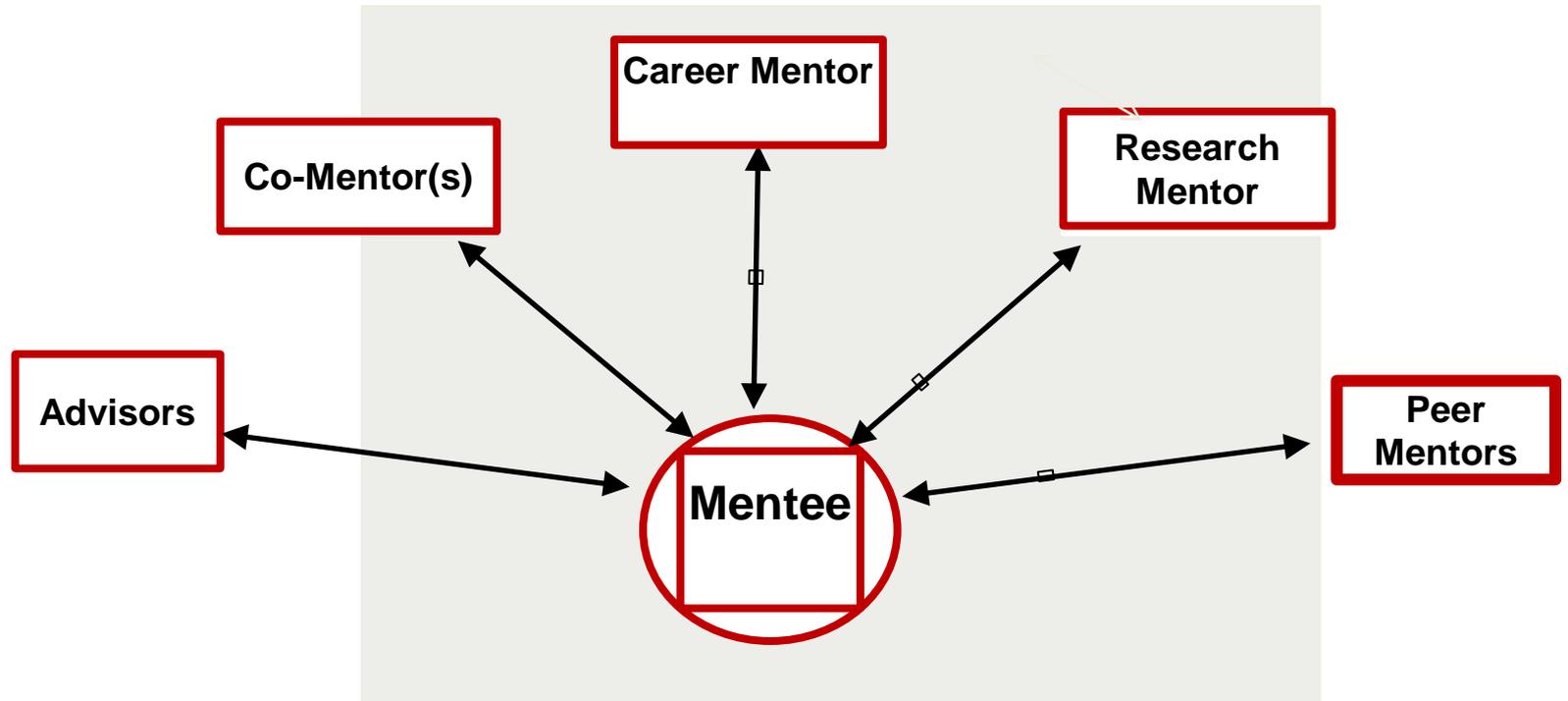


Teaching Portfolio

- Teaching Experience & Responsibilities
- Philosophy & Goals
- Teaching Methods & Strategies
- Professional Development
- Goals & Future Plans



Mentoring Team



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