# Mentor Training

Humphrey Fellows Program

Emory University

August 14, 2024

# Introductions

Name, career background

Experience with mentoring?

# Agenda

- What is mentoring?
  - Background
  - Roles and responsibilities
  - Characteristics of good mentors
  - Characteristics of good mentees
- Aligning expectations
- Mentoring tools:
  - RAN
  - IDP
  - Feedback tables

# Learning objectives

**1**
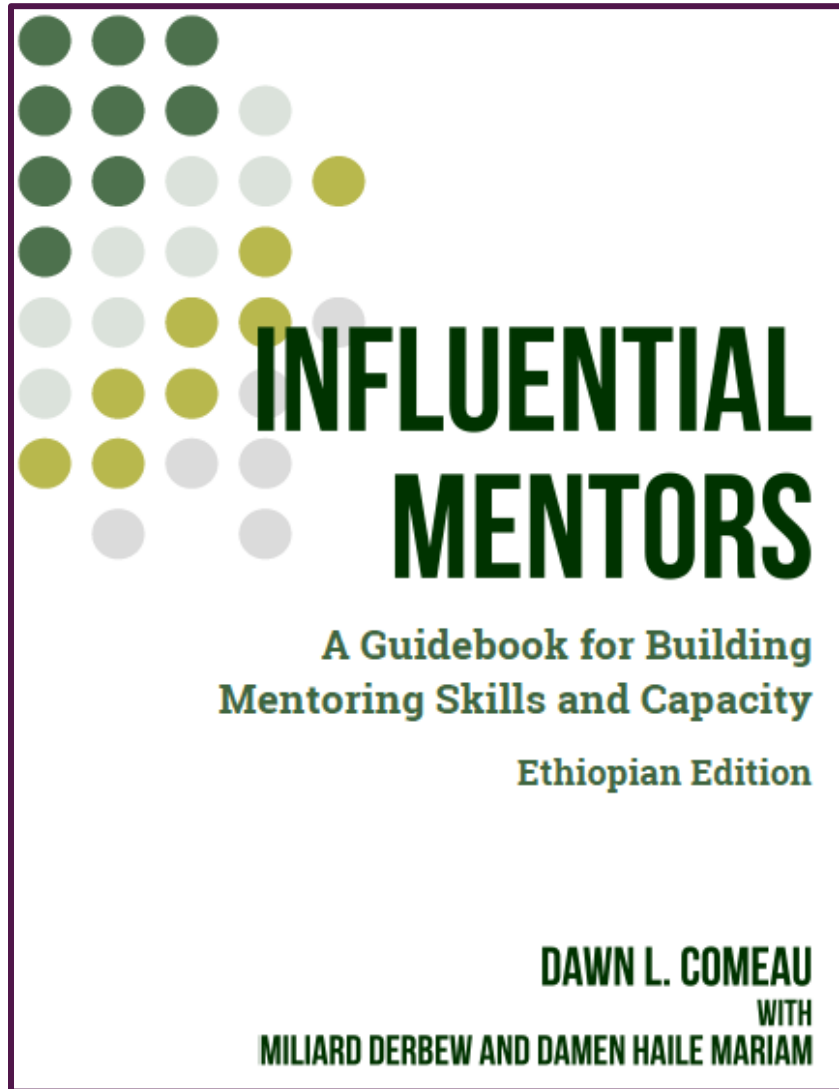Describe the role of a mentee in a mentoring relationship

**2**
List the benefits of mentoring relationships

**3**
Describe how to align expectations between mentors and mentees

**4**
List meeting tools for mentorship

# Training Materials & Acknowledgments

- Miliard Derbew, MD, (PI)

- Damen Haile Mariam, MD, PhD, (Co-PI)

- Henry Blumberg (Emory, PI)

INFLUENTIAL MENTORS

A Guidebook for Building Mentoring Skills and Capacity

Ethiopian Edition

DAWN L. COMEAU
WITH
MILIARD DERBEW AND DAMEN HAILE MARIAM

NIH Fogarty International Center
Advancing Science for Global Health

EMORY UNIVERSITY

ADDIS ABABA UNIVERSITY

AFRE health

# Mentoring:

- A mentor is someone who takes interest in the professional and career development of a junior colleague by providing **guidance** and **support**

- A trusted counselor or guide

- Mutually beneficial relationship

- Transfer of knowledge and wisdom from a senior person to a junior person

# Mentor Definition

A mentor is an individual with expertise who can help develop the career of a less experienced professional.

A mentor often has two primary functions:

Career-related function – mentor provides advice to support the mentee's professional performance and development

- Skills and knowledge
- Wisdom and guidance

Psychosocial function - role model and support system for the mentee

- Demonstrates professional behavior and ethics
- Emotional support

Adapted from APA definition provided in: Lanzi, R. G., Footman, A. P., Washington, T., & Ramey, S. L. (2019). Effective mentoring of underrepresented doctoral trainees and early career scholars in the biobehavioral and health sciences: A developmental framework to maximize professional growth. American Journal of Orthopsychiatry, 89(3), 378–389; Original definition can be found here: https://www.apa.org/education-career/grad/mentoring

# NIH & Mentoring

The best mentors are advisors, coaches, counselors and supporters all at the same time. Mentors are experienced scientists who:

- Guide research, but also challenge the mentee to develop your independence.

- Help mentees define research goals, and then support mentees to achieve them

- Mentors share knowledge, provide encouragement, and inspire the mentee

- Mentors help mentee develop career goals and construct a scientific network

- Mentor should be someone the mentee trusts to keep the mentee's best interest in mind



https://www.training.nih.gov/mentoring_guidelines

# Types of mentorship

- Informal

- Formal


- Research mentors

- Career mentors


- Mentoring teams

- Peer mentoring

- Group mentoring

# Informal Mentorship

- An experienced individual (mentor) provides guidance and support to a less experienced person (mentee) without a formal agreement or structure
  - Advice, support and encouragement
  - Flexible
  - Personal connection
  - More relaxed, casual, open
  - Broad scope

# Formal Mentorship

An experienced individual (mentor) who participates in a structured mentoring program designed to provide guidance, support, and development opportunities to a less experienced person (mentee).

- Structured Program

- Clear Objectives

- Matching Process

- Documentation

- Regular Meetings

- Official Recognition

- Training and Resources

- Evaluation and Feedback

# Research or Scientific Mentoring (NIH)

A research mentor focuses on building the research careers of junior scientists, and this often occurs in programs funded by the NIH. Scientific mentoring has several important attributes :

- Teaching an approach and methodology for scientific investigation

- Developing research questions that can be answered

- Transmitting a history of the field or research area

- Identifying the major contributions of previous or existing scientists encouraging the ability to evaluate the mentee's own research and the work of others providing an ethical framework to conduct of research

- Develop verbal and written communication skills

- Connect the mentee with research communities assess the progress of the mentee, make suggestions for improvement on a regular basis, and provide advice and counsel

# Career Mentor

A career mentor is a professional who has experience and knowledge within the mentee's industry or field of interest.  A career mentor has the skills or career the mentee is hoping to pursue. A career mentor helps with:

- Time management

- Work-life balance

- Career decision-making

- Promotion processes

- Career resources

- Professional networks

- Informal knowledge

- Encourage and support

# Mentoring team

- Several mentors working together as a team to guide a mentee
- Several individuals invested in the mentee's success
- Different areas of expertise, stages of career, backgrounds, experiences
- Provide diverse knowledge and comprehensive support
- Extends the mentee's network significantly
- Mentee learns different leadership styles and approaches to problem-solving

# Peer Mentoring

- Reciprocal relationship where individuals of similar status or experience levels support and guide each other in their personal and professional development

- Unlike traditional mentoring where there is typically an experienced mentor guiding a less experienced mentee, peer mentoring involves peers who may have different strengths, experiences, or perspectives but are generally at similar stages in their careers or education

- Both parties in a peer mentoring relationship benefit from sharing knowledge, experiences, and advice with each other

- Support is typically bidirectional, with each person contributing to the other's growth and development

- Learn from each other's successes, failures, and perspectives

- Collaborative learning approach -- leads to new insights and innovative solutions to challenges.

# Group mentoring

- One mentor providing guidance and support to a small group of mentees

- Mentees learn from the mentor and each other

- Broader range of perspectives and shared learning experiences

- Mentees take on roles such as facilitators, coordinators, or leaders for specific activities or discussions, enhancing their leadership capabilities

- Scalable approach to mentorship - optimizes the mentor's time and resources while still providing valuable guidance and support to each mentee
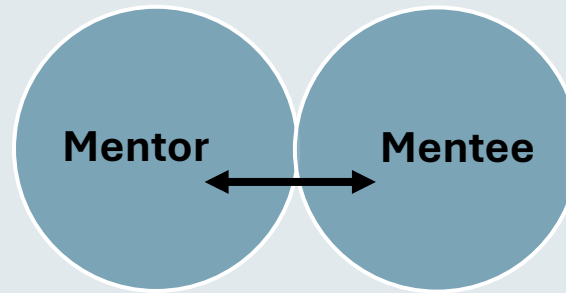
# Mentorship



MENTORING IS A 2-WAY STREET, A MUTUAL LEARNING RELATIONSHIP

BOTH MENTOR AND MENTEE BENEFIT

# Benefits of Mentoring Relationships

**Mentor** ⟷ **Mentee**

Mentor Outcomes:

- Learn about generational differences
- Energy and enthusiasm
- New ideas
- Leadership, management and communication skills
- Work satisfaction
- New teammates and colleagues
- Recognition and rewards.
- Inspiration

Mentee Outcomes:

- New skills and knowledge
- More goal achievement
- Increased productivity
- Increased satisfaction
- More promotions
- Higher income
- Stronger commitment to work
- Lower turnover
- Less feelings of alienation

# Organizational Benefits of Mentoring

| | | | |
|---|---|---|---|
| Develops a diverse, high-performing workforce | Builds and reinforces a culture of learning | Strengthens retention and succession planning efforts | Empowers trainees to manage their career development |
| Increases self-confidence for mentees and mentors | Improves organizational communication | Reaffirms value of building effective relationships | Preserves organizational and institutional knowledge |

https://hr.nih.gov/working-nih/mentoring/nih-mentoring-program

# Actions Taken by a Good Mentor

**Sets clear expectations:** Describes expectations up front and works to meet common goals

**Collegiality:** Introduces mentee to collaborators and colleagues

**Exchange:** Shares examples of successful and unsuccessful work (research proposals, grant applications, articles, article reviews, presentations, etc.)

**Gives credit:** Gives mentee credit for his/her work and contributions

**Troubleshoots:** Assists mentee with roadblocks and follow-ups with areas of concern in performance

# Typical Characteristics of a Good Mentor

**Accessible:** Responds to emails and phone calls; sets time aside to meet with mentee

**Listens with an open mind:** Asks questions and is genuinely interested in getting to know the mentee as a person (experiences, working style, career goals)

**Honest:** Communicates truths, even when it hurts

**Patient:** Recognizes making mistakes is part of learning and that people learn at different rates; gives benefit of the doubt

**Inspirational:** Brings enthusiasm and motivation to mentee
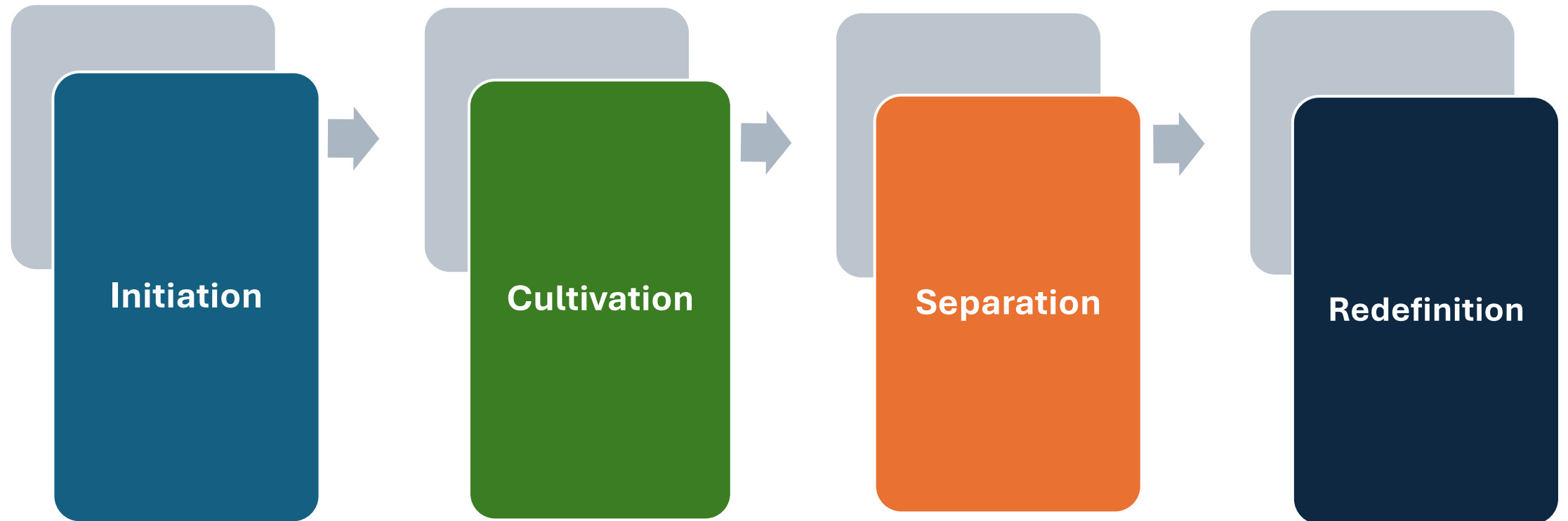
# Case Study: Mentorship in Public Health

- Dr. Emily Roberts, a mid-level public health professional with an MD/PhD, works at the Ministry of Health and holds an adjunct appointment at a local university. Balancing these roles, frequent travel, and significant family responsibilities, she mentors at least five junior professionals, focusing on reducing health disparities and improving national health outcomes. Her mentorship activities include bi-monthly meetings, creating and monitoring professional development milestones, and tailored guidance. Despite the success of her program, Dr. Roberts faces challenges: some mentees feel that she does not fully listen to their concerns, which affects their willingness to open up, and she struggles to provide timely feedback due to her busy schedule. These issues are further complicated by her demanding work and personal commitments.

- Dr. Roberts aims to use her mentoring experience to advocate for formal mentoring programs within the Ministry of Health, believing such programs could enhance professional support across career stages. However, she encounters obstacles such as limited resources and a general lack of understanding about the value of mentoring within her organization. Her challenge is to demonstrate the benefits of structured mentoring and to find ways to balance her numerous responsibilities while pushing for systemic change.

# Discussion Questions

1. How can Dr. Roberts improve her listening skills to ensure that her mentees feel fully supported and engaged during their meetings?

2. What strategies can Dr. Roberts use to provide timely and constructive feedback to her mentees despite her busy schedule, travel commitments, and family responsibilities?

3. What steps can Dr. Roberts take to advocate effectively for the establishment of formal mentoring programs within the Ministry of Health, considering the current resource limitations and lack of understanding about mentoring?

4. How can Dr. Roberts manage her dual roles, travel, and family responsibilities while maintaining her effectiveness as a mentor and avoiding burnout?

# Phases of Mentoring

# Phases of Mentorship



Initiation → Cultivation → Separation → Redefinition

# Phases of Mentorship

**Initiation**
Goal setting
Excitement
Self-discovery
Groundwork
Connection
Homework
High expectations
Assumptions

**Cultivation**

**Separation**

**Redefinition**

Adapted from: Phases of the mentor relationship, Kathy E Kram Academy of
Management Journal; Dec 1983; 26, 000004; ABI/INFORM Global

# Phases of Mentorship

**Initiation**
Goal setting
Excitement
Self-discovery
Groundwork
Connection
Homework
High expectations
Assumptions

**Cultivation**
Expectations tested against reality
Refine goals
Feedback
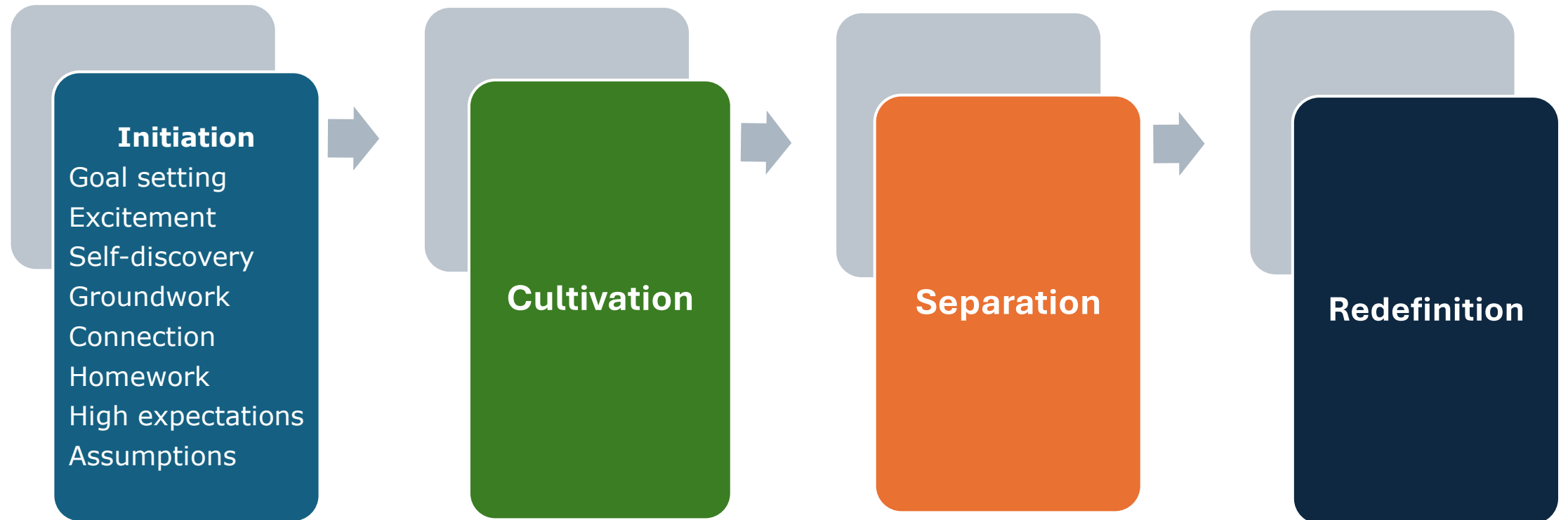Psychosocial support
Role modeling
Career Support
Assumptions and missteps

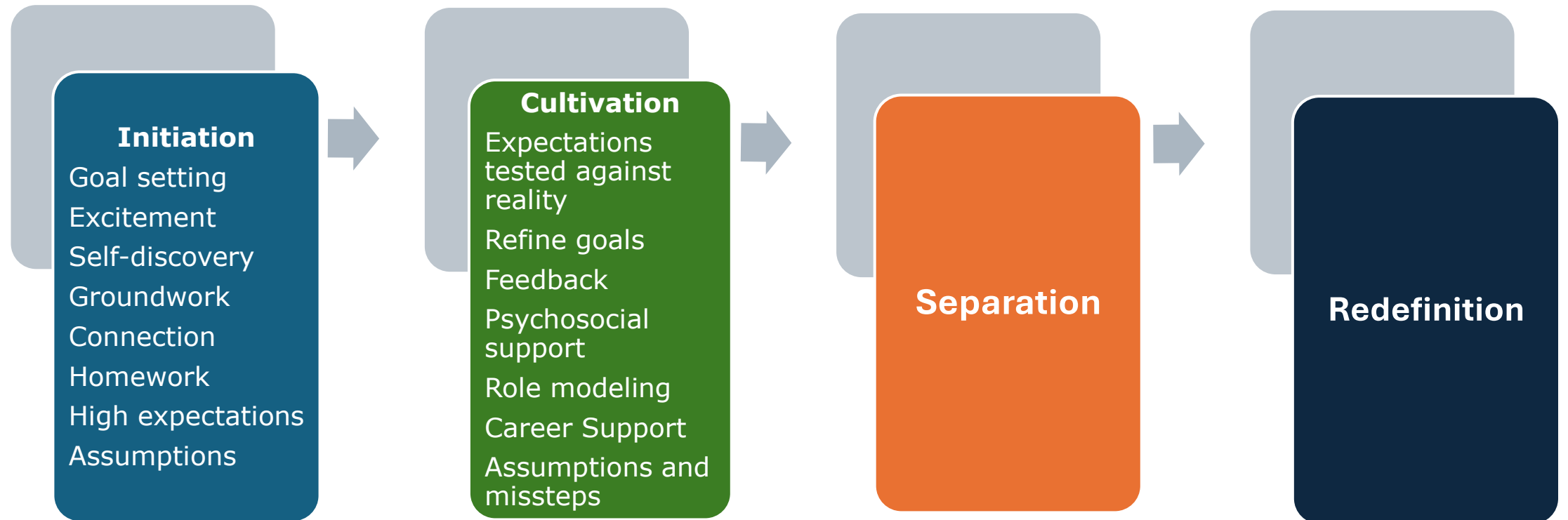**Separation**

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**Separation**
Establish independence
Redefine relationship
Negotiate closure
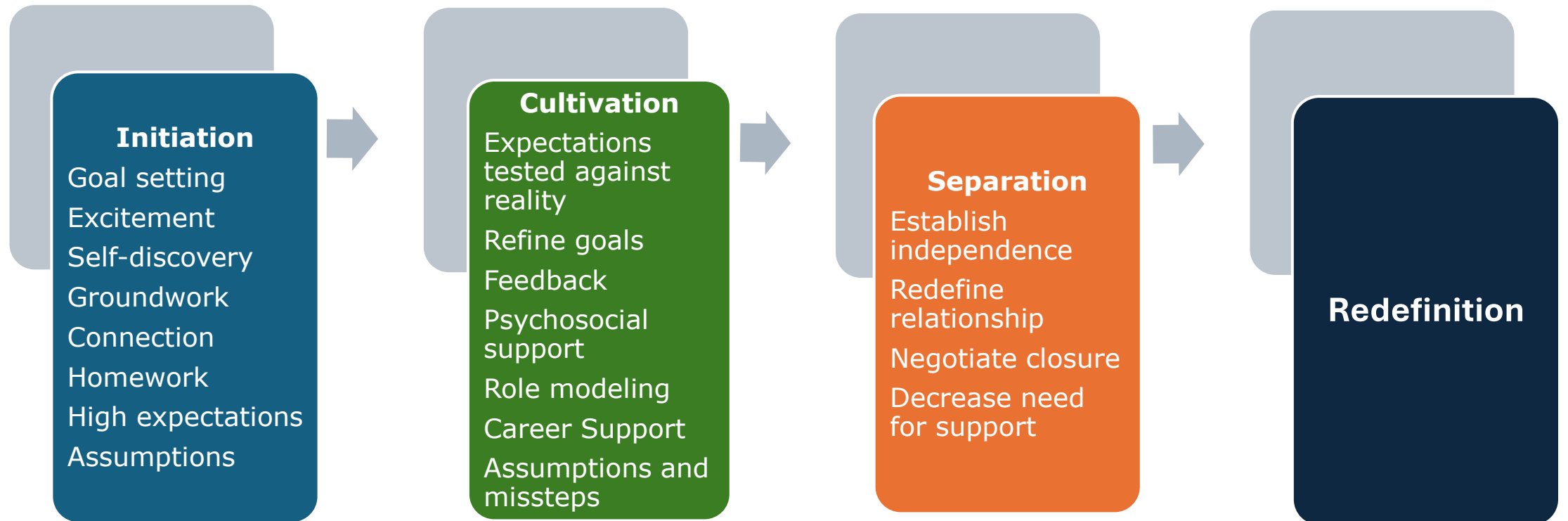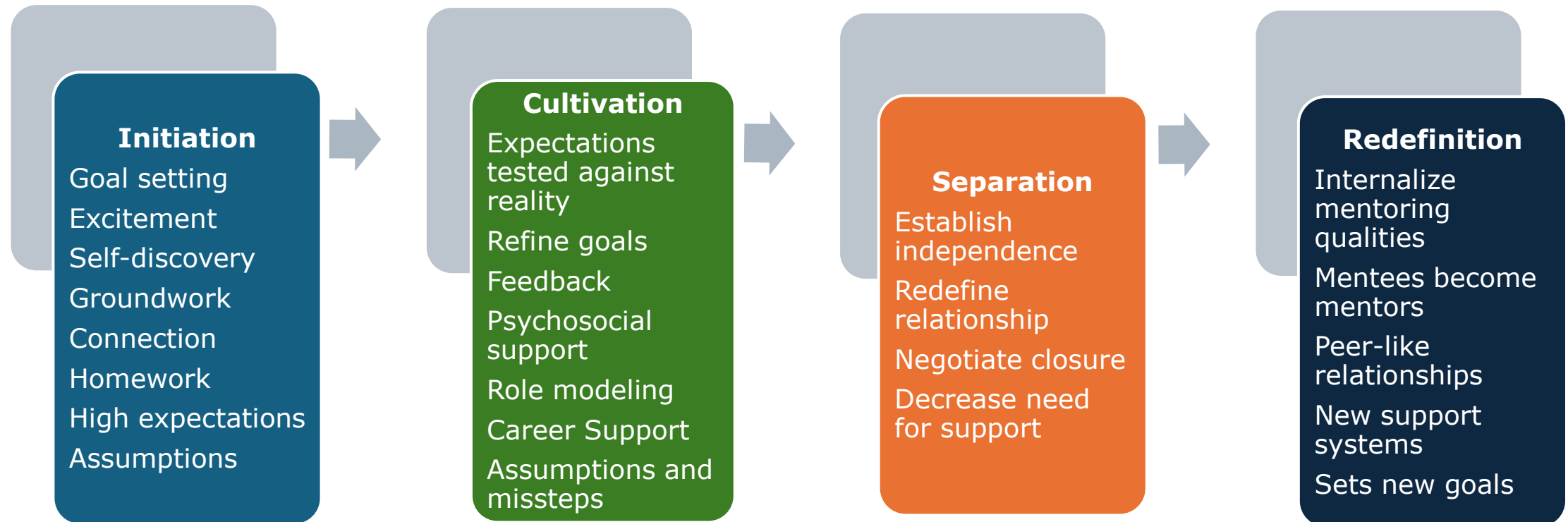Decrease need for support

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**Cultivation**
Expectations tested against reality
Refine goals
Feedback
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Career Support
Assumptions and missteps

**Separation**
Establish independence
Redefine relationship
Negotiate closure
Decrease need for support

**Redefinition**
Internalize mentoring qualities
Mentees become mentors
Peer-like relationships
New support systems
Sets new goals

Adapted from: Phases of the mentor relationship, Kathy E Kram Academy of Management Journal; Dec 1983; 26, 000004; ABI/INFORM Global

# Setting expectations between mentors and mentees

# Mentoring tools

- Reminders, Agenda, Notes (RAN)

- Individual Development Plan (IDP)

- Mentor-mentee Agreement

# "RAN"

- Reminders
    - Discuss calendar systems, send meeting invites for several months at a time
    - Be sure to send reminders about upcoming meetings, attach your agenda so mentors are prepared
    - Don't cancel just because things seem "slow"
- Agenda
    - For each meeting, send an agenda ahead of time – even if it is only 3 bullet points
- Notes
    - Take notes of your meeting topics, distribute notes after the meeting back to mentors, include action items

# Managing the meetings

**Meeting format**

- Check-in (5- 10 minutes)

- Most pressing items (10- 15 minutes)

- Lest pressing items (20 minutes)

- Summarize action items (5- 10 minutes)

- Additional time for other issues (work-life balance) (10 minutes)

# Individual Development Plan (IDP)

- It's a plan customized to mentees individual needs
  - Understand, evaluate, and strengthen competencies
  - Identify and commit to goals based on priorities/goals
  - Create and develop strategies for goal achievement
  - Track progress
- Helps mentees practice confidently discussing strategies for aligning expectations with those of colleagues/supervisor
- Helps mentees make the most out of a job opportunity, promotion, or other developmental prospect

# The Individual Development Plan (IDP)

- Research shows having a structured IDP leaves the mentee...

  - More satisfied
  - More productive
  - Fewer conflicts with superiors
  - Less default on fellowship and other positions
  - Better overall experiences

Adapted from Tami Hutto, Emory BEST program

# Examples of IDPs can be found on the websites of these organizations:

- [American Association for the Advancement of Science/Science Careers myIDP](#)
- [American Chemical Society ChemIDP](#)
- [American Psychological Association Resources for IDPs](#)
- [Imagine PhD Career Exploration and Planning Tool for humanities and social sciences](#)

# Mentor-mentee agreements:

- Ensure a mutual understanding of expectations from the beginning

- Can be short or long and extensive

- Identifiable benchmarks and goals to work towards and evaluate progress

- Tool for communication

- Mutually developed, mutual agreement

- Addresses confidentiality

- Evaluation of mentor-mentee relationship

- Length of relationship, when and how to separate

# Additional resources:
# The Science of Effective Mentoring in STEMM



The Science of Effective Mentoring in STEMM committee systematically compiled and analyzed current research on the characteristics, competencies, and behaviors of effective mentors and mentees in STEMM and developed a practical resource guide for mentoring practitioners to create and support viable, sustainable mentoring support systems.

https://www.nationalacademies.org/our-work/the-science-of-effective-mentoring-in-stemm

**QUESTIONS ?**

# THANK YOU!

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