Elements of Successful Mentoring

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Key to Research Career Preparation

Development of a Long-Range Plan

• Where is mentee going and how are they going to get there?

• Are they thinking broadly and imaginatively as they develop a personal plan?

• Are they maintaining a rolling five-year plan, revised annually?
Early Research Career Tracking Tool

- Year: 0 1 2 3 4 5 6 7
- Investigator A
  - Publications
  - Funding
- Investigator B
  - Publications
  - Funding

- ![Diagram](image)
  - ◆ = Career Development (CDA) Award
  - ◇ = R01 Submission
  - ◆ = R01 Award
  - Gap in funding
Selecting Research Mentors

- What is the mentor’s research strength?

- Does it match with the mentee’s needs/interests?

- Does the mentor have:
  - Independent funding?
  - Robust record of scientific publications?
  - Track record in mentoring?
  - Time for another mentee?
Selecting Research Mentors

- Having > 1 mentor (a mentoring team) is typical

- Content, methods, and career ("big picture") mentors

- Peer mentors can be extremely helpful adjuncts
Mentor-Mentee Relationships

Goals

• Mentee:
  • Career Success, Promotion
  • Independence (Continuing funding, finding a niche)
  • Personal/Professional Growth

• Mentor:
  • Mentee Success
  • New Colleagues/Collaborators
  • Research Program Growth
The Mentoring Relationship
Key Elements

• Mentoring responsibility – somewhat difficult to define

• Little formal teaching of mentoring process (historically)

• Mentoring traditionally learned by example of colleagues and as “on-the-job” training
The Mentoring Relationship

Key Elements

• Mentoring NOT directing

• Mentoring should NOT interfere with becoming independent

• For this to happen, there must be good two-way communications with mentee’s interest considered foremost
The Mentoring Relationship

Key Elements

• Essential element of good mentoring - generosity

• Modest, but not inconsequential, rewards for mentoring

• Two-way street
Mentor- Mentee Relationships
A Two Way Street

Meeting Agenda

Advisor’s office
9:30am Project Update
- Review goals from last week
- Present new graphs, data, hypotheses
- Feedback and discussion
9:45am Next Steps
- Clarify outstanding issues or questions
- Agree on goals for next week
- Evaluate overall milestones and general thesis progress
10:00am Conclude Meeting
Mentor- Mentee Relationships
A Two Way Street

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Meeting Reality
9:30am Wait for advisor to show up.
10:05am Keep waiting. Ah, there he is.
10:10am Remind Professor who you are and what you do.
10:12am Review goals from last week.
10:13am Admin. assistant interrupts.
10:17am Uncomfortable silence.
10:18am Phone call from someone more important.
10:29am Present plot you made an hour ago.
10:30am Advisor tells you what to do.
10:31am Oops! He’s late for another meeting!
Mentor-Mentee Relationships

The Mentee

• Passion (“fire in the belly”)

• Self-Disciplined
  • Available
  • Patient
  • Action oriented and Meets Deadlines

• Able to “Referee” Between Multiple Mentors

• Honest/sincere (including shares reservations)
Mentor Mentee Relationships: The Mentor

• Clear On Expectations

• Provides Opportunities
  • Existing Data
  • “Insertional Research”
  • Presentations (including rehearsals)
  • Chapters/Review Papers (?) (can be distracting)
# The Mentoring Contract Example

**Mentoring Contract**

Scholar: __________________________

Mentor Team: (Primary): __________________________
(Secondary): __________________________

1. What type of assistance does the mentee want from the mentor?

2. What expectations do the mentors have of the mentee?

3. What expectations does the mentee have of the mentors?

4. How often will you meet, where?

5. What will meeting topics include?

6. What core competencies will be obtained? How will they be obtained? Please refer to the list of core competencies and provide section and number for each competency that you will obtain. For example B.8, for section B. Data Methods and item 8. Interpret results from PCOR studies.

7. What senior level biostatistician will you meet with to discuss design and statistical analysis plan?

   How often will you meet with biostatistician?

8. How will you know when the mentoring relationship has served its purpose and needs to be terminated?

9. We have agreed that our initial meetings will focus on these three topics:
   1).
   2).
   3).

<table>
<thead>
<tr>
<th>Mentee Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Primary Mentor Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Co-Mentor Signature</td>
<td>Date</td>
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Mentor Training Resources

“Entering Mentoring” program

• U. Wisconsin Program for Scientific Teaching
• Howard Hughes Medical Institute Professors Program
• CTSA Supplement funding
• Specific curricula available online* for following areas
  • Clinical & Translational Researchers
  • Biomedical Researchers
  • Clinical and Behavioral Researchers
  • Community-Engaged Researchers

*https://mentoringresources.ictr.wisc.edu/?q=TrainingCurriculumChoices
Some Final Advice For Mentees…

“The 4 P’s of Success”

- Perserverance is key
- Patience is a virtue
- Be Persnickety
- Play well with other
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