

# Career Development Series



**ITHS**

Institute of Translational Health Sciences  
ACCELERATING RESEARCH. IMPROVING HEALTH.

# The Institute of Translational Health Sciences

## **The Institute of Translational Health Sciences**

is dedicated to speeding science to the clinic for the benefit of patients and communities throughout Washington, Wyoming, Alaska, Montana, and Idaho.

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ITHS promotes this translation of scientific discovery to practice by fostering innovative research, cultivating multi-disciplinary research partnerships, and ensuring a pipeline of next generation researchers through robust educational and career development programs.

# ITHS Research Resources and Services



Biomedical  
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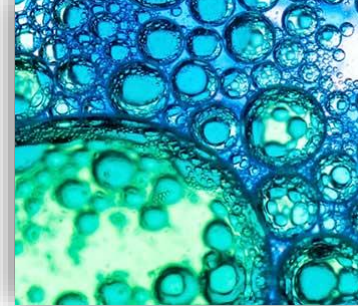
Biostatistics  
SCH & UW



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Research  
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Adult, Pediatric,  
Dental Translational  
Research Units

# Institute of Translational Health Sciences

## Career Development Series



Send ideas for future topics to:  
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Director of Education, ITHS

**SALG@UW.edu**

206-616-6283

Please visit our website for  
Mentoring Tools



## Career Development Series:

# INNOVATIONS & NEW DIRECTIONS IN MENTORING



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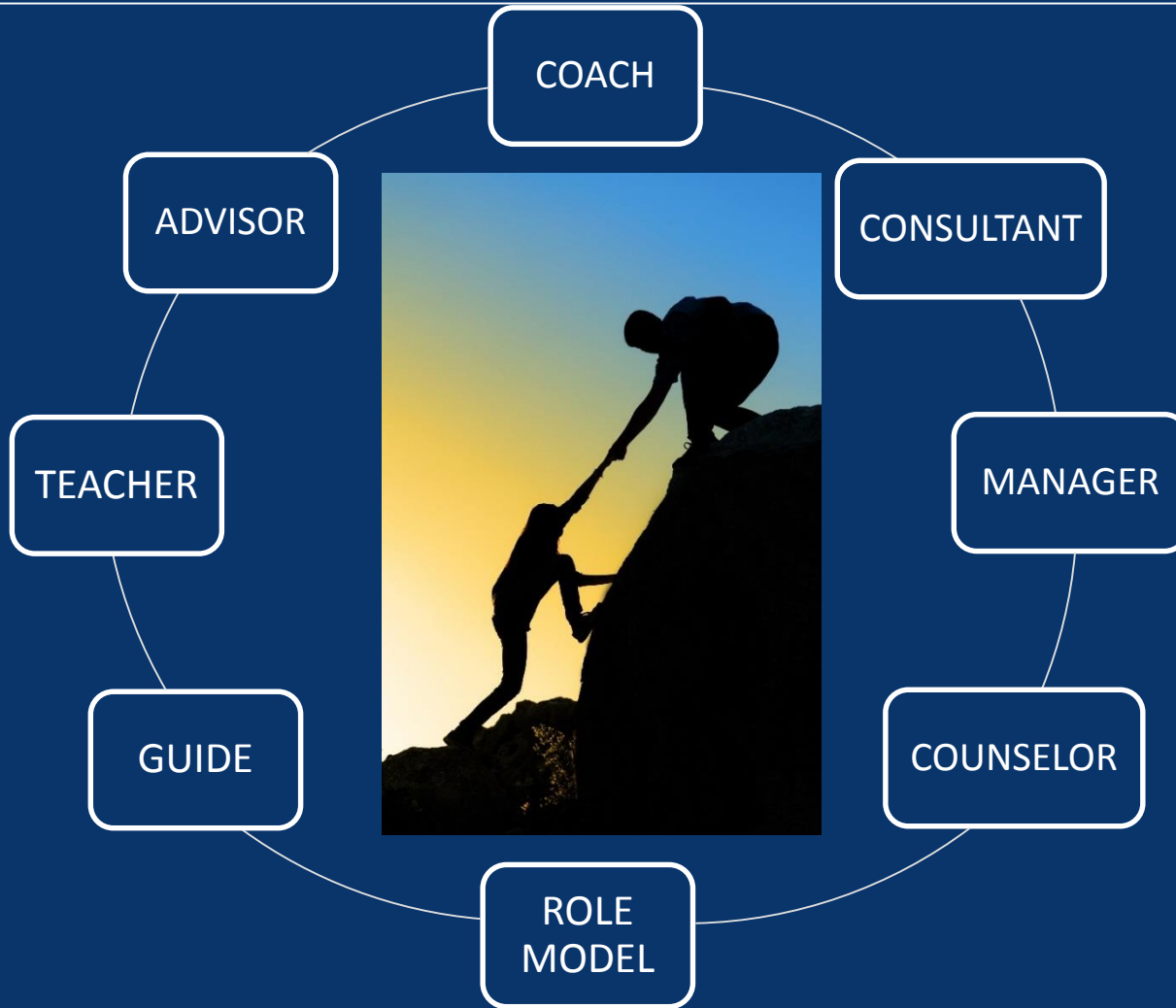
# Learning Objectives

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By the end of the event, you will be able to:

- Define key tools for successful mentoring (IDP, contracts, progress tracking)
- Discuss best practices in providing feedback
- Summarize methods for helping mentees to build their network

# What Is A Mentor?



# Types of Mentoring

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- **Career Mentor**
- **Content Mentor**
- **Project Mentor**
- **Co-mentor**
- **Peer Mentor**
- **Advisor**
- **The Mentor Team**



# Data...

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- Better career development;
- Improves success of women and URM faculty;
- Linked to funding, publications, student evaluations;
- Predicts promotion in academia;
- Leads to less work-life balance stress.

# Importance of Mentor Development Programs

- Not everyone who mentors can mentor.
- Information specific to promotion.
- How you mentor often depends on how you were mentored.
- Practice/guidance using mentoring tools.
- Understanding the mentor process.
- Learning how to communicate feedback.

# Components of a Mentor Development program are...

- Stages of mentoring
- Using an Individual Development Plan and contract
- Creating SMART goals
- Meeting format
- Challenging conversations
- Identifying and matching your mentorship style to mentee learning style.
- Generational and cultural mentoring.

# Stages of Mentoring

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- **Initiation:** When a mentor/mentee engage in a contract to help the mentee advance to the next step in their career.
- **Cultivation:** Mentor guides the mentee in meeting career goals and milestones;
- **Separation:** Sometimes the hardest part of the process.
- **Redefinition:** Becoming colleagues.

# Stage One: Initiation

## What You Need to Succeed

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- Clear understanding of roles.
- Clear understanding of outcome.
- Individualized Development Plan (IDP)
- Contract



# IDP

- **Opportunity for the mentee to reflect on strengths, weaknesses and career goals**
- **Creates milestones to help the mentee achieve goals**
- **Helps the mentor(s) bench mark progress objectively**
- **Sets the stage for a contract between mentee and mentor**

# Components of an IDP

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- Self assessment
- Long term goals
- Short term goals
- List of opportunities the mentor can create
- Time line for mentee



# SMART Goals

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- Specific
- Measurable
- Attainable
- Relevant
- Timeline

# EXERCISE: ASSESS THESE SMART GOALS



# SMART Goal #1

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Assistant Professor Granger has struggled to publish her research. Part of the problem is too many clinical demands on her time. Her plan is:

- I will publish four papers in the next three months by telling my supervisor I plan to set aside two days a week dedicated to writing.



# How Smart is this Goal?

- Is it specific?
- Is it measurable?
- Is it attainable?
- Is it relevant?
- Is there a timeline?



# SMART Goal #2

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Assistant Professor Potter is known to give disorganized presentations. His plan is:

- I will improve my presentation skills by practicing one talk a month over the next three months at the weekly Works In Progress seminar. I will ask for specific feedback after each presentation.

# How Smart is this Goal?

- Is it specific?
- Is it measurable?
- Is it attainable?
- Is it relevant?
- Is there a timeline?



# Mentorship Contract

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- Simple agreement between you and mentee.
- Sets the frequency of mentoring visits. There is no set guideline, but meeting frequency depends on mentee developmental level:
  - Graduate students and post docs: once a week
  - Junior faculty: monthly (for skill specific development and project advancement)
  - Senior faculty: twice a year (for advancement advice)
- Sets goals and timelines.

# Stage Two: Cultivation

## What You Need To Succeed

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- Time/Meeting agenda
- A mentor network
- Feedback skills



# Meeting Agenda – General\*

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- General Check in (5 minutes).
- Review progress on near term goals (15 minutes).
- Make adjustments to IDP, if needed (10 minutes).
- Go over product review, such as papers, presentations (25 minutes).
- Schedule the next meeting (5 minutes).

\* Times are recommended, but not fixed

# Meeting Agenda – Crisis Management

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- Check in (5 minutes).
- Allow mentee to tell their story (20 minutes).
- Discussion (30 minutes).
  - Empathize (but don't commiserate).
  - Ask about what they learned from situation.
  - Talk about how they might do things differently.
  - Determine if you need to intervene or allow mentee to solve on their own.
  - Discuss next steps.
- Wrap up (5 minutes).

# Meeting Agenda - Feedback

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- Check in (5 minutes).
- Feedback (40 minutes).
  - Ask the mentee to do a self evaluation.
  - Engage in the “feedback sandwich”: start with with positive, discuss growth opportunities, end with a review that includes positive.
- Schedule time for next review.

# WHAT DO YOU DO WHEN A MENTEE IS NOT MEETING THEIR MILESTONES?



# Prevention Strategies

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- Regular meetings should always include milestone check in.
- Readjust the milestones and expectations for any delays.
- If the mentee continues to miss milestones, check whether the career goals are still meaningful.
- Make sure you are giving the type of guidance they want.



# Remediation Strategies: The Difficult Conversation

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- Begin by asking permission to provide feedback.
  - “Roger, I have some concerns about your progress in the program. Do you mind if we take a moment now to discuss?”
- Open the conversation as gently as possible.
  - “I want you to know that I am your mentor, and I am here to help you with your career and your projects. Any feedback I give you is to ensure you are happy in your career.”
- Ensure you leave any emotion out; focus on the behavior you would like to address – not the person.
  - “Let’s talk about your publication record.”
- Ask for the mentee's insights into the problem.
  - “What do you think may be getting in the way of you submitting papers?”
- Ask the mentee to come up with a potential solution, and then develop an action plan.
  - “What do you think we could be doing differently.”

# Stage 3: Separation and Re-definition - What You Need To Succeed

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- Clear end goals
- Celebrate successes
- Review skills learned
- Discuss opportunities for further growth
- Reassure you aren't gone, but the need for regular mentoring is no longer necessary

# Mentoring Styles

# Selling them ←————→ Sell themselves

## Telling

Here are the goals and implementation specifications for this project....

This is what I need you to do...specifically

Non-negotiable

Here are the consequences of failure....

## Mentoring

In my experience....

One thing you need to consider is...

Things to watch out for are...

Call this person for advice

## Coaching

Now you know the goals for the project...how do you see yourself implementing it?

You have done this before. How did you do it?

What does success look like to you?

# Can You Adjust Your Style To Your Mentees?

# What Would You Do?

## Cases

# Mentorship Vignettes: Part 1

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Luna is a junior faculty person who is new to the department. She is in the research track and would like you to be part of her mentoring team. You recruited her, and you know her from previous work. You consider her to be a good colleague, you know her pretty well.

How do you set up the arrangement?



# Mentoring the New Generations



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# Giving Feedback

	Silent	Baby Boomers	Generation X	Millennial
Work Ethic and Values	Hard work, respect authority, sacrifice, duty before fun, adhere to rules	Workaholics, work efficiently, crusading causes, personal fulfillment, desire quality, questions authority	Eliminate the task, self-reliance, want structures and direction, skeptical	What's next, multi-tasking, tenacity, entrepreneurial, tolerant, goal oriented
Work is...	An obligation	An exciting adventure	A difficult challenge, a contract	A means to an end, fulfillment
Leadership Style...	Directive, Command-and-control	Consensual Collegial	Everyone is the same, challenge others, ask why	TBD
Interactive Style...	Individual	Team Player, Loves to have meetings	Entrepreneur	Participative

# What Would You Do?

Ron is a new junior faculty person who has been very successful with his K award. However, he is having trouble with a follow up plan. His pilot study did not go as planned, and he is feeling directionless. He also has a new baby at home, and is finding it hard to work on papers and other tasks. Other faculty have mentioned that he has come to them with ideas, but he never seems to follow through. He is very promising but is not sure what his career path should look like. How would you mentor Ron?

# Exercise

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What did you learn from today that you can take back to your program?

# Examples of MDPs

- UCSF: for mid-career K24 awardees.
  - 6 month program
  - One day intensives
  - Video review of mentor interactions
- UW Psychiatry and Behavioral Sciences
  - 8 monthly half day meetings
  - Intensive review of mentoring strategies + peer mentoring hour.

# Thank You!

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# Please Complete the Session Evaluation

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