Goals for today

- 25 minutes: slides
- 15 minutes: cases, discussion
- Who reviewed on-line materials?
Why Become a Mentor

- Rewarding and fun
- Learn from mentees
- Develop a team and *increase productivity*
- One of the most important goals of academic life
- Sometimes gain lifelong colleagues and friends
Definitions of Mentoring
Mentor Definitions

- Lead/Scholarly Mentor = Not you
- Co-mentor = Not you
- Career Mentor = Not you (Faculty Mentoring Program)
- Research Mentor = You
UCSF Mentoring Programs

- **UCSF Faculty Mentoring Program**
  [http://acpers.ucsf.edu/mentoring/](http://acpers.ucsf.edu/mentoring/)

- **Dept Mentor Facilitators**
  - Coordinate career mentors for
    - All junior faculty
    - All series

- **CTSI Mentor Development Program**

- **Coming soon to a CTSI near you**
  - Mentor Consultation Service
  - Find a mentor/find a mentee
Level of Mentoring
Appropriate for KL2

- Probably inappropriate for junior faculty to be a lead or co-mentor
  - Need to focus on your own career development
  - Don’t have the expertise or resources needed
  - Don’t have the mentoring experience needed

- But, you have superb expertise and resources for Research Mentoring/Advising
  - Methodologic skills
  - Clinical expertise
  - Time
  - Enthusiasm

- Move on to lead/co-mentor as you gain experience
Research Mentor

• **Supervise and support specific project(s)**
  – Expert in methodologic discipline and/or clinical discipline
  – Provide mostly time and expertise, *but might* provide resources: databases, access to programmers/biostatisticians *Can you?*
  – Mentoring for a *set period of time*
  – Start with: *life of a project*
Tips for Mentors

• Know thyself
• Practice active listening
• Promote self-efficacy in your mentee-teach them to “manage up”
• Help mentee move on when appropriate
Good Projects to Mentor

- Secondary data analysis
- Systemic review and meta-analysis
- Small primary data collection with *adequate resources*
- Manuscript preparation
  - Mentee might assist
    - *Insure clarity of authorship*
- Well thought-out, feasible projects
Choosing a Mentee

• **Good choices of mentees**
  – Junior faculty > fellows > residents > students
  – Mentees with *research training* and adequate funding, resources to complete project
  – Just need expertise in research methods, biostatistics, and writing (you)

• **Dangerous choices of mentees/projects**
  – Students *without* training or funding
  – Other mentees without research training, adequate funding or resources
  – Need a lot more help than you can provide
Evaluating Mentees

• Conduct a formal interview
  - Level of clinical training
  - Prior research methods training
  - Mentoring team
  - Research question and plan
  - Timeline
  - Expectations (authorship)

• Check references
  - Other mentors
  - Professors
  - TAs

• Other suggestions?
Set Clear Parameters

- Clearly defined project
- Clear end date if all goes well
- Reasons why collaboration ends early
  - Mentee doesn’t come to meetings prepared
  - Mentee doesn’t meet timelines
  - Mentee materials poor quality
  - Due to unanticipated problems, project is no longer feasible
- A good mentee will set similar parameters for the mentor!
Consider a Contract

We agree to the following:

- Project title, scope, time line
- Commit to time to meet on a regular basis
- Keep the content of conversations confidential
- Practice active listening
- Provide each other with honest, direct and respectful feedback

Both sign
How to Find Good Mentees

- Get to know your department’s junior faculty and fellows
- Ask clinical trainees and colleagues if they are interested in research
- Teach in CTST or other research methods courses
- Let people know that you are eager to mentor
- Consider a formal research mentor role in your department (funded)
- Actively search (UCSF, Google, Profiles)
How to Be a Good Mentor

- Make sure you have time
- Make sure you (or the team) have resources
- Make expectations and timeline clear
- Make meetings efficient and productive
  - Agenda developed by mentee
  - Adequate materials
  - Brief minutes or action items
- Keep on schedule
- Respond quickly to emails or calls
How to Get Rid of a Bad Mentee

- Make it clear that nonperformance is reason for dissolving the collaboration
- Review specific timelines and deliverables at each regular meeting
  - Revise expectations if appropriate
  - If the collaboration not going well, terminate early
    - No longer have time
    - Work and/or communication styles differ
    - (Hardest) mentee has not met expectations or done a good job
Getting Credit for Mentoring

Solutions now

- Get letters from mentees at time of mentoring
  - Send to you and appropriate Dept. staff
- List specific mentoring role on your CV

Coming soon

- Formal mentor evaluation (Eval)
How Should CTST Facilitate Mentoring by K Scholars

- Training
- Competitive funding for mentees
- Website with K scholar information available to students, residents, fellows
- Pairing with more senior faculty mentors
- Other ideas?
Thank you!

More ideas or cases?