Mentoring Challenge:
Fellow Not Meeting Expected Task and Developmental Timelines
Two-year combined research and clinical fellowship (50/50). Encouraged but not required to apply for additional funding through NRSA, to complete in 1st 6 months.

My role: Career mentor, and primary clinical supervisor. Weekly meetings.
Fellow w Early Signs of Trouble: Research Timelines Not Met

- 1 month: Did not consider feasibility issues until mentor raised them; resulted in selection of a different target population and clinic.

- 4 months: Not yet requested problem prevalence data from clinic selected for study.
Other Performance Issues

- 2 months: Continued lack of advanced planning in clinical settings. Followed some instructions, forgot others.
- 2 months: In seminars, not providing constructive feedback on other participants’ written work.
Situational/developmental Leadership (MDP Sem 9, Ldrship Lab Bk p. 8)

2 dimensions (task, relat) -> 4 combinations:

- **Needs skills, motivation** ->
  - Direct (high task/low relat)

- **Applying skills in new situation** ->
  - Coach (high task/high relat)

- **Skilled but needs more confidence, mot**
  - Empower (low task/high relat)

- **Independent** ->
  - Delegate (low task/low relat)
Situational Leadership Strategy
Selection (p. 8)

- Needing **skills** in grant writing, as well as project management → Direct or Coach?
- Needing **motivation**: *temporarily* decreased emotional connection to the work
  - Distraction by external stressors (relocation, first generation doctoral student)
  - Concerns about career (Fewer academic jobs, decreased NIH funding)
- --> Directing leadership approach.
- When to move to coaching?
4 Crucial Elements for Motivation
(MDP Sem 9, Ldrship Lab Bk p. 6)

- **Competence/skills** –
  - 4 1st and 2nd author peer reviewed pubs,
  - but no grant writing experience.

- **Choice** – chose to write NRSA.

- **Meaningfulness** – had focused program of research with publication track record, clinical work secondary.

- **Growth** toward clear goals w feedback -
  - encouraged use of IDP,
  - provided ongoing formative feedback,
  - mutual evaluation at 4 months.
Directive Leadership for Decreased Emotional Connection/Motivation

- **Choice/meaningfulness**: Reviewed professional and life goals – committed to clinical research career.
- **Skills**: Demystified UCSF organizational culture, shared personal experiences in navigating barriers and developing relationships.
- **Skills**: Discussed launching research career, incl.
  - how to be an effective mentee (e.g. IDP),
  - Professional & Academic Success Skills Seminars (PASS).
- **Growth/feedback**: Encouraged critical reflection using LEAP SOAP note; continue to encourage fellow to obtain feedback from others, including FSAP.
Directive Leadership for Project Management Skills

- Primary mentor asked fellow to draft project timeline, using example from another grant, provided feedback.

- Provided links to grant writing instructions
  - for fellow’s own grant writing, and
  - feedback on seminar participants’ writing.

- Instructed fellow about how to request frequency data not routinely summarized by clinic, followed up weekly on progress.
Confrontation (MDP Sem 9, Ldrship Lab Bk p. 15)

- When to confront?
  - “A number of problems that might be addressed directly are left to grow into major issues.”
  - “But people need room to grow so being too aggressive can alter development in a negative way.”

- How to confront?