2013 CTSI
Mentor Development Program Retreat

Noon – 1 PM  Lunch and Networking
1 – 1:15 PM  Laurence Huang – Welcome and Overview
1:15 - 1:45 PM  Introductions – Updates from Participants
  -- Name, Academic Rank, School, Department
  -- Role in MDP (e.g., MDP leader, MDP Graduate/Class)
  -- Updates (e.g., K24 application, new mentees)
1:45 – 2:00 PM  Mandana Khalili – CTSI Mentoring Consultation Service
2:00 – 2:15 PM  Kathy Lee – Profiles Mentoring Tool
2:15 – 2:30 PM  Mitch Feldman - Electronic Mentor Evaluations
2:30 – 2:45 PM  Jeanette Brown – Online Course and Manuscript
2:45 – 3:00 PM  Break and Photo
3:00 – 3:45 PM  Laurence Huang, Moderator – Group Discussion on
  Joys and Challenges of Distance Mentoring
3:45 – 4:00 PM  Laurence Huang – Wrap Up
Distance Mentoring – Mentoring Roles

• Distance mentoring can apply to all of the UCSF MDP mentoring roles and definitions
Distance Mentoring – Rewards and Challenges of Mentoring

• Distance mentoring has all of the same rewards and challenges as “conventional” mentoring
  – Potential for greater reward?
    • Greater need/impact = greater reward?
  – Additional challenge of limited in-person interactions, requirement for alternative communication (e.g., e-mail, phone, Skype), and potential for cultural differences (especially international mentees)
Distance Mentoring – Communicating Effectively with Mentees

• Potential for miscommunication is increased in distance mentoring

• **Active listening** involves forgoing all other activities for the time being and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words ...

Distance Mentoring – Life-Work Balance

- Distance mentoring can affect a mentor's (and mentee's) life-work balance
  - International travel - Conference calls during “non-work” hours
Distance Mentoring – Understanding Diversity

• For distance mentoring in an international setting, understanding cultural differences can be challenging (bi-directional)
  – Example 1: Role of physicians
  – Example 2: Role of women
Distance Mentoring – Understanding Economic and Fiscal Realities

- For distance mentoring in an international setting, understanding economic and fiscal realities can be challenging (bi-directional)
  - Example 1: Economic realities regarding extended families
  - Example 2: Fiscal realities regarding allowed NIH expenses
Distance Mentoring –
Grants and the IRB

• For distance mentoring in an international setting, grant management and the IRB pose additional challenges
  – Grants: Subcontracts, advances, 8% international F&A
  – IRB Ex 1: Subject reimbursement
  – IRB Ex 2: Research procedures
    • Risk:Benefit
    • Subject reimbursement
    • Insurance
Distance Mentoring – Understanding Academic Advancement

- The academic advancement policies and the “value” attached to different activities and accomplishments may differ greatly at mentor and mentee’s institutions
  - Ex: UCSF vs. CDC and NIH
  - Ex: University College London
Distance Mentoring – How to Build a Research Team

- Co-Investigator
- Study Coordinator
- Leadership Team
- Research Team

- Junior US-based Co-Investigators
### Distance Mentoring – Best Practices

#### Table 1: A framework for setting up a long-distance mentoring program

<table>
<thead>
<tr>
<th>Level of importance</th>
<th>Components</th>
<th>Description</th>
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<tbody>
<tr>
<td>Critical</td>
<td>Context</td>
<td>The context defines the purpose of the relationship, funding available, and duration</td>
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<tr>
<td></td>
<td>Mentor</td>
<td>An experienced, knowledgeable, and committed mentor</td>
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<tr>
<td></td>
<td>Mentee</td>
<td>A motivated and productive mentee</td>
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<td></td>
<td>Goals and expectations</td>
<td>Specific goals and expectations established mutually</td>
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<td></td>
<td>Environments</td>
<td>An environment creating the need for long-distance mentoring</td>
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<tr>
<td>Important</td>
<td>Communication plan</td>
<td>A pre-established communication plan specifying the frequency and type of communication</td>
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<td>Funding</td>
<td>Sufficient funds to ensure communication and achievement of goals</td>
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<td>Face-to-face contact</td>
<td>At least one face-to-face meeting is desirable</td>
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<td>Supportive</td>
<td>Multidisciplinary teams</td>
<td>Other senior researchers to broaden mentee’s horizons and foster interdisciplinary collaboration</td>
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<td>Co-mentoring</td>
<td>Reduces the burden of mentoring and increases sources of knowledge</td>
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<td>Local support</td>
<td>Essential to keep mentee comfortable with the relationship</td>
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<td>Evaluation</td>
<td>The success and impact of the mentoring should be evaluated using measurable outcomes</td>
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Mentoring


Distance Mentoring


