# How to be an effective mentor and sponsor

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**What do you do?**

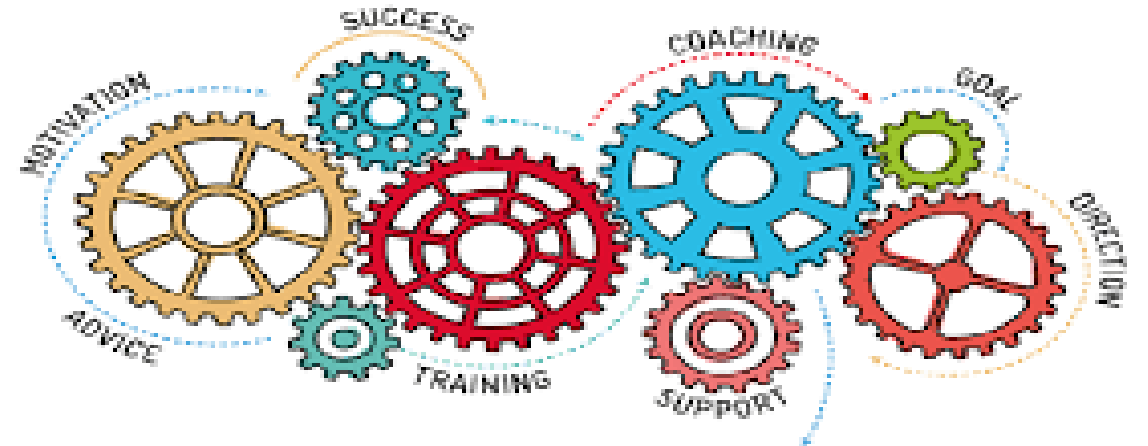ⓘ Start presenting to display the poll results on this slide.

# Learning Objectives

To articulate your mentoring philosophy

Learn about tools to support effective communication as a mentor

Develop strategies to align expectations with mentees

Introduction to culturally aware m

# What is a mentor, sponsor and coach

# What do you need?



Mentor

Coach

Sponsor

**A coach listens to you, a mentor talks with you, and a sponsor talks about you**

# Mentor

- A person who provides advice usually over a prolonged period of time

- Challenges you

- Someone who shares their knowledge, skills and/or experience, to help another person to develop and grow

- Often with similar/complimentary expertise

- Bi-directional relationship

Example: research mentor
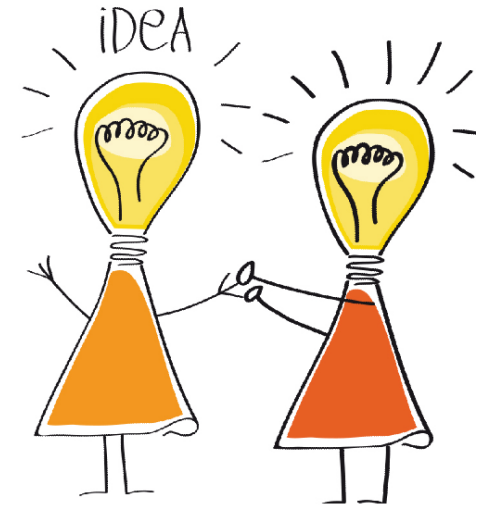
# Coach

- Asks questions so that an individual can determine the next chapter in their career or navigate a challenge

Example: working with a coach to develop skills to become a department chair

# Sponsor

- Someone who vouches for you by putting you forward for career enhancing opportunities

- Senior stakeholder, position of power

- May be a shorter or longer term relationship

Example: recommends you for speaking opportunities or leadership roles in national organizations

# My Mentoring Network

(adapted from materials at WEBS 2011/ www.facultydiversity.org)
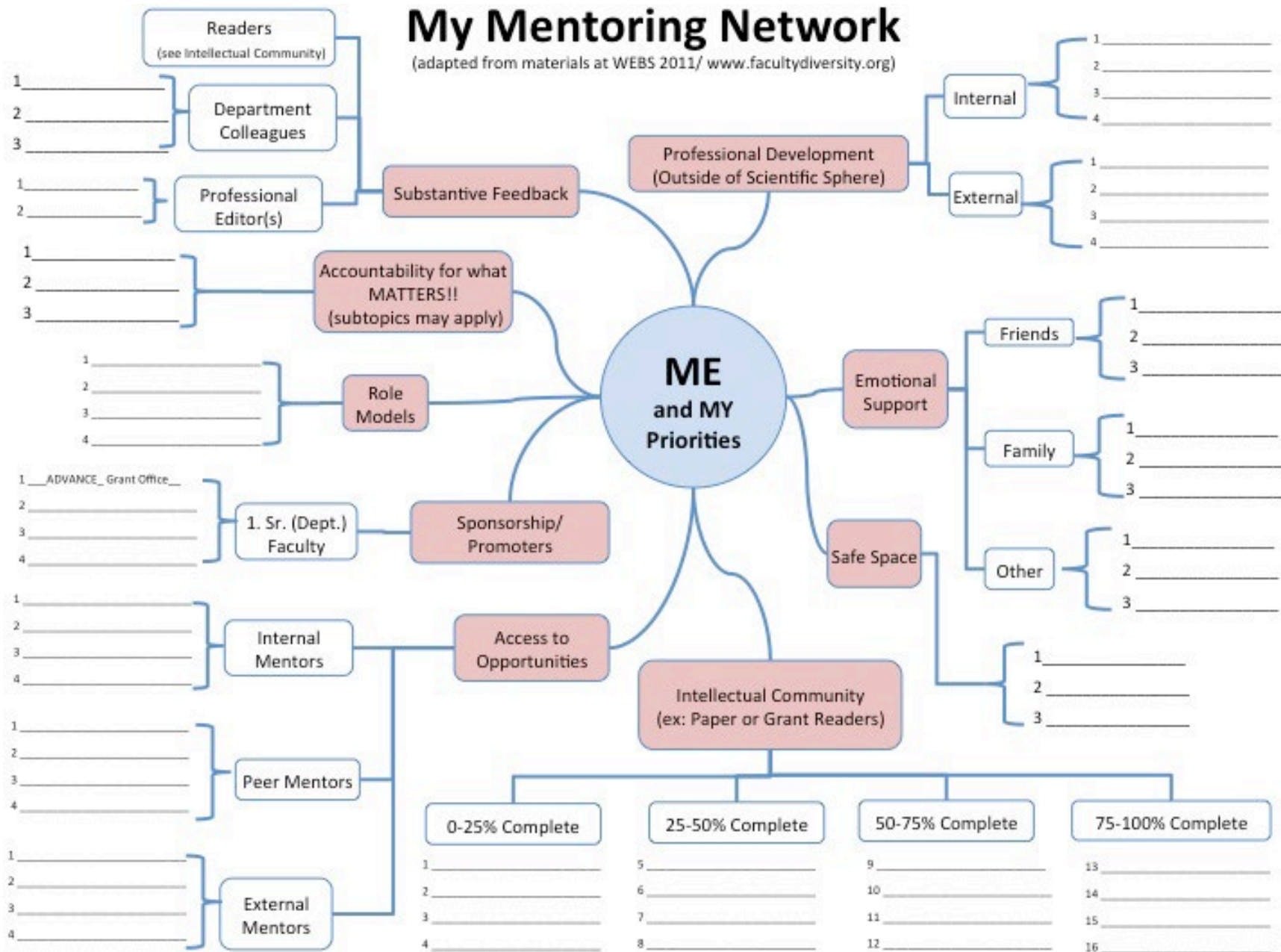
# Effective communication

# Three key aspects to build a relationship with the mentee

- Effective interpersonal communication skills– verbal and non-verbal

- Actively building trust

- Maintain confidentiality

# Communication Styles

Please take 5 minutes to complete the "Effective Communication Styles Inventory"
http://www.whecare.com/images/form.pdf


After you complete the inventory, think about the way you communicate with your current mentees

# Tips for effective communication

▶ *Active listening:* be sure to <u>really listen</u> to what a mentee is saying

▶ *Attending:* Listen while observing; use verbal follow- up (saying "yes" or "I see") or nonverbal cues (making eye contact and nodding the head)

▶ *Reflective listening:* Verbally reflect back what the mentee has just said

▶ *Paraphrasing:* Rephrase mentees' comments in your own words to check understanding

▶ *Summarizing:* Select main points from a conversation and bring them together in a complete statement

▶ *Asking open-ended questions:* encourages a full, meaningful answer using the mentee's own knowledge and feelings

# Tips for effective communication

▶ *Probing:* Identify a subject or topic that needs further discussion and use open-ended questions

▶ *Self-disclosure:* Share appropriate personal feelings, attitudes, opinions, and experiences to increase the intimacy of communication

▶ *Interpreting:* Add to the mentee's ideas to present alternate ways of looking at Circumstances

▶ *Confrontation:* Use questions or statements to encourage mentees to face difficult issues without accusing, judging, or devaluing them

# Exercise

| Statement or question |
| --- |
| How much longer do you think it will take you to finish that project? |

How might it be heard?

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How else could you say it?

# Case: Delivering Feedback

**Mentor is giving feedback on a presentation:**

Mentor: "I do think there are a few things that could tighten your presentation. For example you had some long sentences and even whole paragraphs on your slides. You could try to shorten some to bullet points. Then you can still make those points without just reading your slides to the audience."

*He looks up and sees that she is near tears and looking at the floor.*
Mentor: "What do you think?"

Mentee: "OK"

Mentor: "Any questions for me?"

Mentee: "No"

Mentor: "Ok, good luck!"

# Questions on case

How could this situation been handled differently?

What should the mentor do now?

Does lack of response constitute feedback?

# Tips for assessing understanding

1. Taking a minute to consider any assumptions made about what my mentee knows or does not know

2. Taking time to remember what it was like to not understand something before I became an expert

3. Writing out an explanation and asking a colleague from outside the discipline to identify all of the terms they do not understand

4. Asking my mentee to explain something back to me so I can assess their understanding

5. Asking my mentee to explain something to another scholar or trainee

6. Asking my mentee to organize information with a flowchart, diagram, or concept map

# Aligning Expectations

# Case: Aligning Expectations
# Breakout groups with report out

A third-year fellow in my lab is adept at performing experiments and analyzing data but is a very slow writer. Last fall, I set multiple deadlines that this trainee missed.

Setting deadlines for detailed outlines, manuscript/thesis sections, figures, etc. hasn't worked. Communicating the importance of manuscripts to the scientific endeavor hasn't worked. Encouragement hasn't worked. Veiled threats don't seem professional.

**Other than being patient, what should I do?**

# Aligning Expectations: A shared understanding of what each expects is critical to effective mentor-mentee relationships

1. Effectively establish mutual expectations for the mentoring relationship
   ◦ How do you establish and communicate your expectations of your mentee?

2. Clearly communicate expectations for the mentoring relationship
   ◦ What do you do when your mentee repeatedly does not meet your expectations?

3. Align mentee and mentor expectations
   ◦ What are strategies for uncovering the unspoken expectations mentees and mentors may have about issues such as authorship, hierarchy, etc.?

4. Consider how personal & professional differences may impact expectations,esp with multiple mentors
   ◦ How can you help a mentee navigate the different expectations articulated by multiple mentors? What if you have different expectations as to life-work balance?

# How to clarify & align expectations?: Compacts

**Compact** (or contract): Document that outlines bi-directional mentor-mentee expectations

◦ The **essential** aspect is the process of discussion → sharing goals and expectations and arriving at a common understanding

◦ Create foundation for discussion & documentation of key 'domains':
  ◦ What are the mentoring needs of the mentee?
  ◦ Meetings, Communication and Work Expectations
  ◦ Funding/Financial Support
  ◦ Research
  ◦ Approach to Scholarly Products
  ◦ Career and Professional Development

◦ Compact is **modifiable**→ revisit regularly

*See Compact examples*

Individual development plans may complement compact to tailor a holistic plan for mentee

# When things aren't working…

"Failing" mentoring relationships characterized by:
- Poor communication incl inability to listen, missed deadlines/appointments,
- Imbalances - hierarchies/aloofness, lack of respect, personality differences
- Priority changes - lack of commitment, change of research/career interest
- Conflicts of interest, perceived (or real) competition
- Inexperienced mentors

Can the problem be identified? Discussed? Improved?

Seek help as mentor. Support mentee in turning to advocate or career mentor

Decision: change mentor?  Behooves you to support mentee's success

# BREAK

# Culturally-aware mentoring
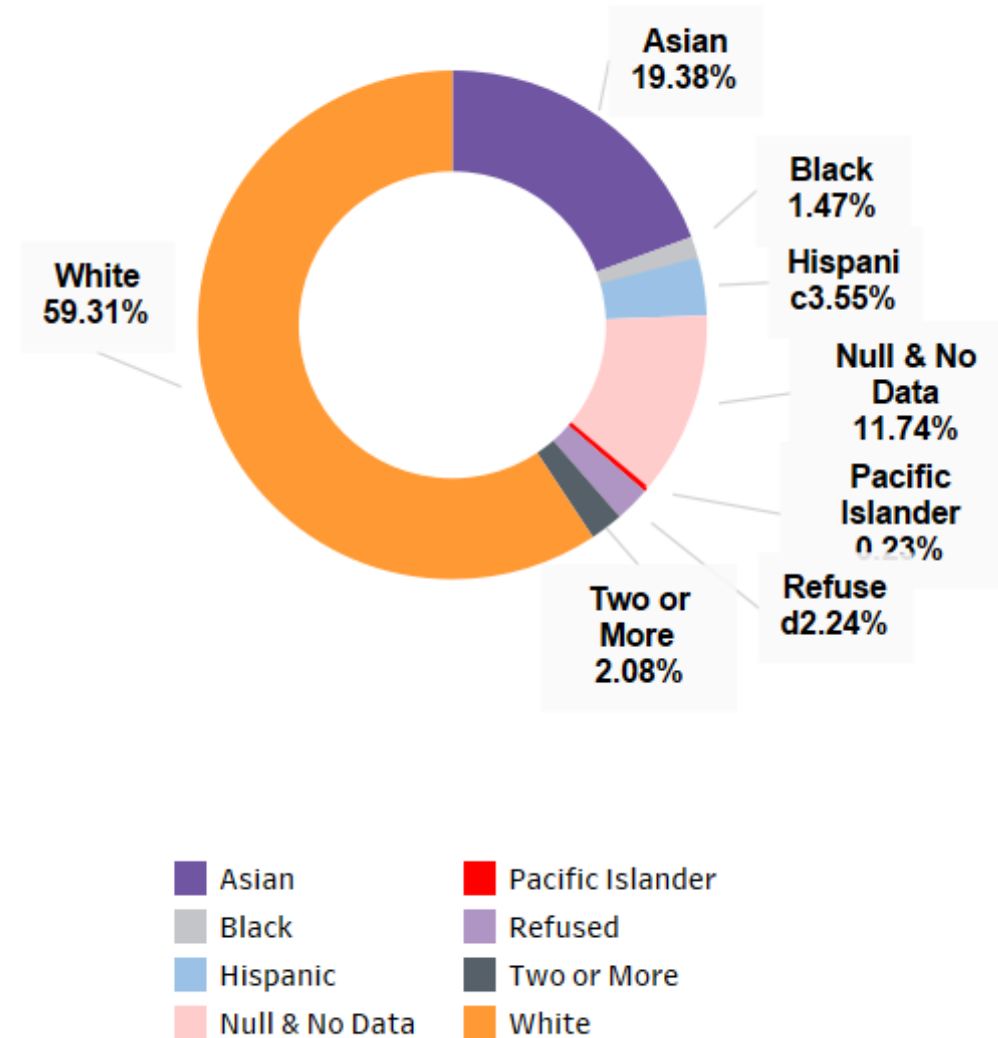
# Culturally-aware mentoring - exercise

As I read a series of words, focus on the first image that comes to mind and quickly jot down three words that describe the person you picture.

# Culturally-aware mentoring: Mentees' Challenges

Non-Hispanic Whites: 71% of faculty in postsecondary education, to Hispanics 4%, Black 5%→ few mentors of color and can lead to junior URM scholars leaving academia at higher rates.

Women physicians experience lower sense of belonging, unequal work-life responsibilities, and higher rates of burnout than their male counterparts

Percent of Black male physicians (2.7%) did not change from 1940 to 2018

# Culturally-aware mentoring: Mentees' Challenges

R01 applicants' (2006) Black and Asian applicants 13% & 4% less likely to be awarded funding compared to White counterparts after controlling for educational background, training, publication record, employer

Be aware of "Stereotype threat" -  a phenomenon in which performance is impaired due to fear of confirming negative stereotypes

College and University Administrators, by Position and Race and Ethnicity: 2017
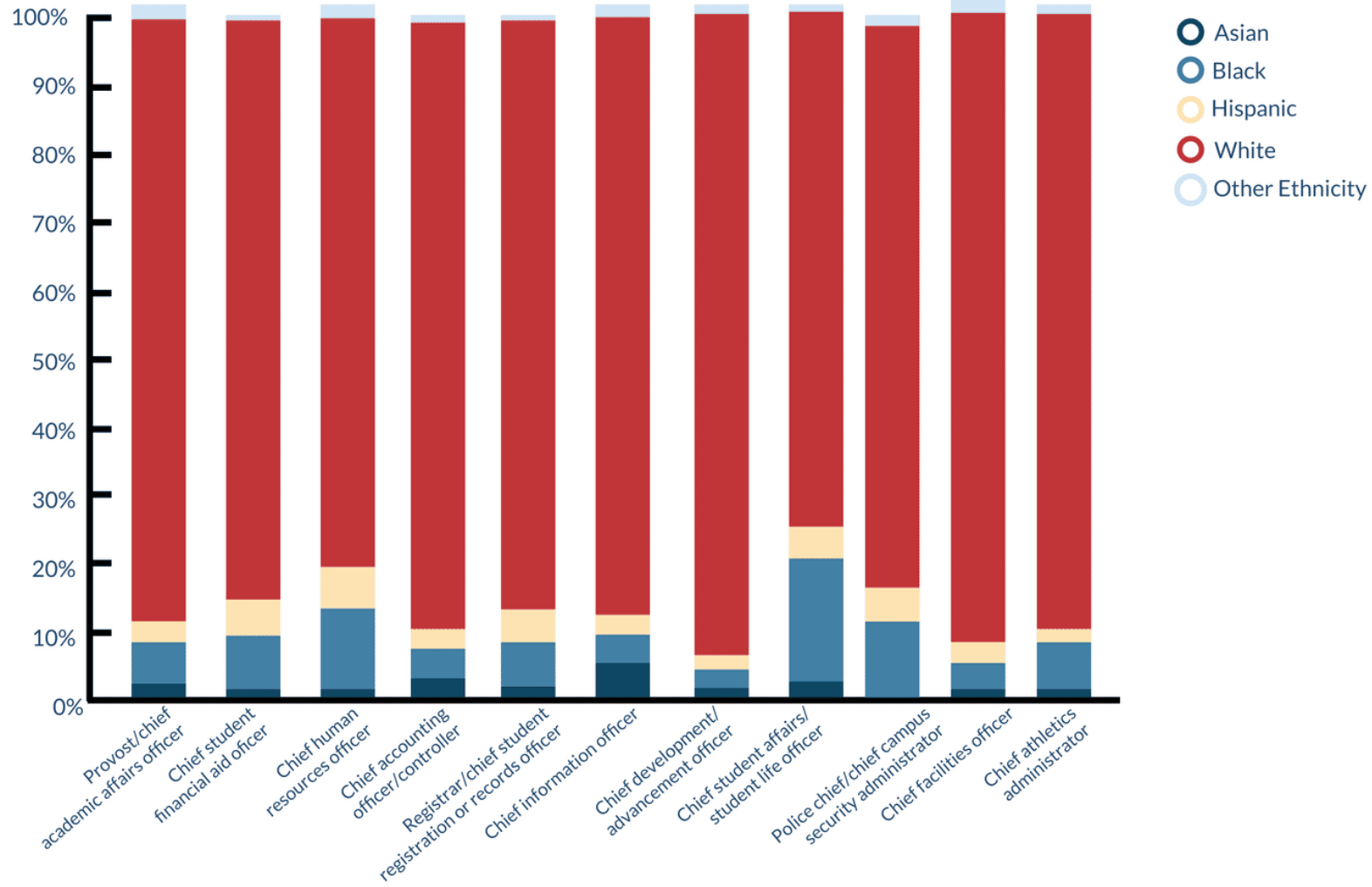
# Culturally Aware Mentoring

Equity – how do we meet trainees where they are at, offer support and level opportunities for "success"

Inclusion – how do we help trainees to feel a sense of belonging?

How do we encourage and support mentees in bringing their full selves to work?

How do we interrupt our biases, address racial dysconsciousness and practice anti-racism?

# Case: Breakout Groups + Report Out

An underrepresented in medicine and science junior faculty is questioning their future at in academia and is meeting with you for advice and assistance. He tells you that he often feels humiliated by his mentor and that the mentor treats him as if he lacks basic knowledge. The mentor wonders if the mentee had adequate training at his prior institution, a HBCU. You seek out the mentor to ask if he has discussed his concerns with the mentee and he responds that he fears he may "say the wrong things"

**What would you advise the mentor and/or mentee?**

# Case: Breakout Groups + Report Out

Your lab has several Chinese post-doctoral students who often converse among themselves in Mandarin. A US born trainee in your laboratory asked them to stop "talking in Chinese" as it was interfering with her work. Now the lab is silent.

**Should there be a policy on languages used in lab?**

**How would you address lab dynamics?**

# Fostering Independence

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## BENEFITS

- Affirmation of your ability to train another researcher

- Increased capacity in your research field

- Increased creativity and research in your field

- Authorship on joint publications

- Increased capacity and skill in your research group

- Broadening diversity within your research group

## CHALLENGES

- Competing demands on time and need to get research done

- Slower progress

- Greater risk of new ideas not panning out

- Issues of intellectual property

- Time needed to mentor effectively

- Misalignment of expectations and goals

- Overlapping interests

- Ending the relationship once independence is achieved

# Case Study: fostering independence

An experienced researcher is constantly seeking input from his mentor on minor details regarding his project. Though he had regular meetings scheduled with his mentor, he bombards her with several e-mails daily or seek her out anytime she was around, even if it meant interrupting her work or a meeting that was in progress. It was often the case that he was revisiting topics that had already been discussed. This was becoming increasingly frustrating for the mentor, since she knew the student was capable of independent work.

**How would you handle this situation?**

# Promoting Professional Development

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Goal of most mentoring is to support mentee in identifying/achieving professional outcomes <u>after</u> training

Recognize and identify the roles mentors play in the professional development of mentees
- Professional identify formation and more

Engaging in professional development:
- Develop strategy for guiding professional development using a written document (e.g. IDP)
- Sustain periodic conversations on professional goals and career development objectives/strategies
  - If appropriate, 10-year plan
- Open dialogue on balancing competing demands, needs, and interests of mentors and mentees
- Maintain insight as to what drives you, Empathy as to how your mentee differs

# Professional Development: Mentor roles

Networking-social and professional

Socialization to local professional culture

Finding funding

Managing staff, role definition

Time management

Leadership skills

Writing or IRB protocols

Career path exploration and guidance

Career path exploration and guidance

Work-life balance

Public speaking

Research ethics

Writing skills

Drafting a grant budget

# Professional Development: IDP

What are your career goals?

What are the steps in attaining these goals? How can your mentor support your?

What training or skills do you need to reach these goals?

When do you anticipate a job search? What are your priorities?

What are your personal goals?

Mentees recent progress (publications, presentations, grants, talks)

Accomplishments in last year. Current funding and duration. What support, training, opportunities would be most helpful to you in the next year?

# Case: Discussion

Harriett has not kept up with the goals of her IDP over the last few years. She remains unpublished, without grants, and seems unhappy. Her mentoring team, including her career mentor in the department, is very pessimistic about her chance to advance.

**What would you do?**

# Summary

- Mentors, sponsors and coaches all play an important role in the mentoring team

- Effective communication should include assessing understanding and delivery feedback

- Fostering independence is an important step that involves a shared understanding of expectations from the mentor and mentee

- Develop a mentoring compact that reflects the mentor you want to be

- Culturally aware mentoring requires insight, humility and curiosity

- Mentoring goal is to support mentee in identifying/achieving professional outcomes after training

# Resources

University of Wisconsin, CIMER training/website - https://cimerproject.org/

UCSF: Mentor Training Program - https://accelerate.ucsf.edu/training/mdp-cases

CFAR Mentoring the mentor

CAM: https://nrmnet.net/


Compacts:
https://docs.google.com/spreadsheets/d/1eBq02ibBu2h50jI38f6STt9TSfkzoJOts0OWaYDdXYc/edit#gid=117517556

# Please give us feedback!

# Handouts

Communication style survey – helpful to complete ahead of time

Compact

IDP