



Mentorship that Matters: Building Success in Academic Medicine

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Session Objectives



Explain the purpose and value of mentorship in supporting academic and professional development.



Define the roles, responsibilities, and expectations of mentors in early academic careers.



Identify key strategies and best practices to establish effective, supportive mentoring relationships.

Who are these individuals?



What do Bekele, Dibaba, Tulu and Roba have in common?



A Coach: Sentayehu Eshetu

"I give full attention to my team and I'm always on time, and I will do anything it takes to make them a champion. I tell them what they should do, and if they follow that, they run very well."

How do you define mentorship?



Rules		
Do's	Don'ts	
1) Attention	1) Do not play	
2) Listening	2) Do not make noise	
3) Asking and answering questions	3) Do not leave or forget when being told	
4) Feel free	4) Do not forget	
5) Talking confidently	5) Do not be late	
6) Asking questions	6) Do not be absent	
7) Respect for authority	7) Do not punch others	
8) Being unorganised	8) Do not gossip	
9) Messing with materials	9) Do not waste time	
10) Participation		

“Mentorship is a **professional, working alliance** in which individuals work together **over time** to support the **personal and professional** growth, development, and success of the relational partners through the provision of career and psychosocial support” (CIMER)

Defining Mentorship

But not all mentors do it well...

Antimentor: It's a thing!

"... described as people of influence whose life choices—personal or professional—have led them to circumstances in their lives that you definitely do not wish to experience in your life."

CIVIL DISCOURSE

[Check for updates](#)

LORI A. DEITTE, MD, PRISCILLA J. SLANETZ, MD, MPH

The Good, the Bad, and the Ugly: Mentors and Antimentors

Lori A. Deitte, MD, David M. Naeger, MD, Priscilla J. Slanetz, MD, MPH, Carol P. Geer, MD

It is well-established that mentorship plays a critical role in career advancement. Effective mentors provide guidance and wisdom at key junctures in a career and often serve as role models. Mentors actively advocate on behalf of mentees and help mentees build their network. But not every mentor-mentee relationship is positive. Antimentors, described as people of influence "whose life choices—personal or professional—have led them to circumstances in their lives that you definitely do not wish to experience in your life" [1], can also provide useful life lessons that can impact a career by influencing key decisions. Seeing the dark side of what can happen if an antimentor is too greedy, arrogant, or self-centered provides insight into potential career paths or outcomes that may be less desirable. Such interactions with an antimentor serve as learning opportunities and can better inform choices leading a mentee to seek out other opportunities in the hopes of finding a more rewarding and satisfying career.

GIVEN THAT NEARLY ALL RADIOLOGISTS EXPERIENCE BOTH POSITIVE AND SUBOPTIMAL MENTORING DURING A CAREER, WHAT ADVICE DO YOU HAVE FOR MENTORS ABOUT HOW TO AVOID BECOMING AN ANTIMENTOR? AND WHAT ADVICE DO YOU HAVE FOR MENTEEES ON HOW TO MAXIMIZE LEARNING FROM BOTH MENTORS AND ANTIMENTORS?

David M. Naeger, MD, Professor of Radiology and Director of Radiology, Denver Health and Hospital Authority

To me, "antimentors" are not people who have made poor choices leading to a suboptimal career. We all have made poor choices at times, and nearly always, we are trying to make good choices with the knowledge and experiences we have at the time. No person's career is perfect (no matter how it appears), and no one makes exclusively good choices; failures and mistakes are key to our journey moving forward. I would suggest great mentors can teach us from their good and bad choices alike.

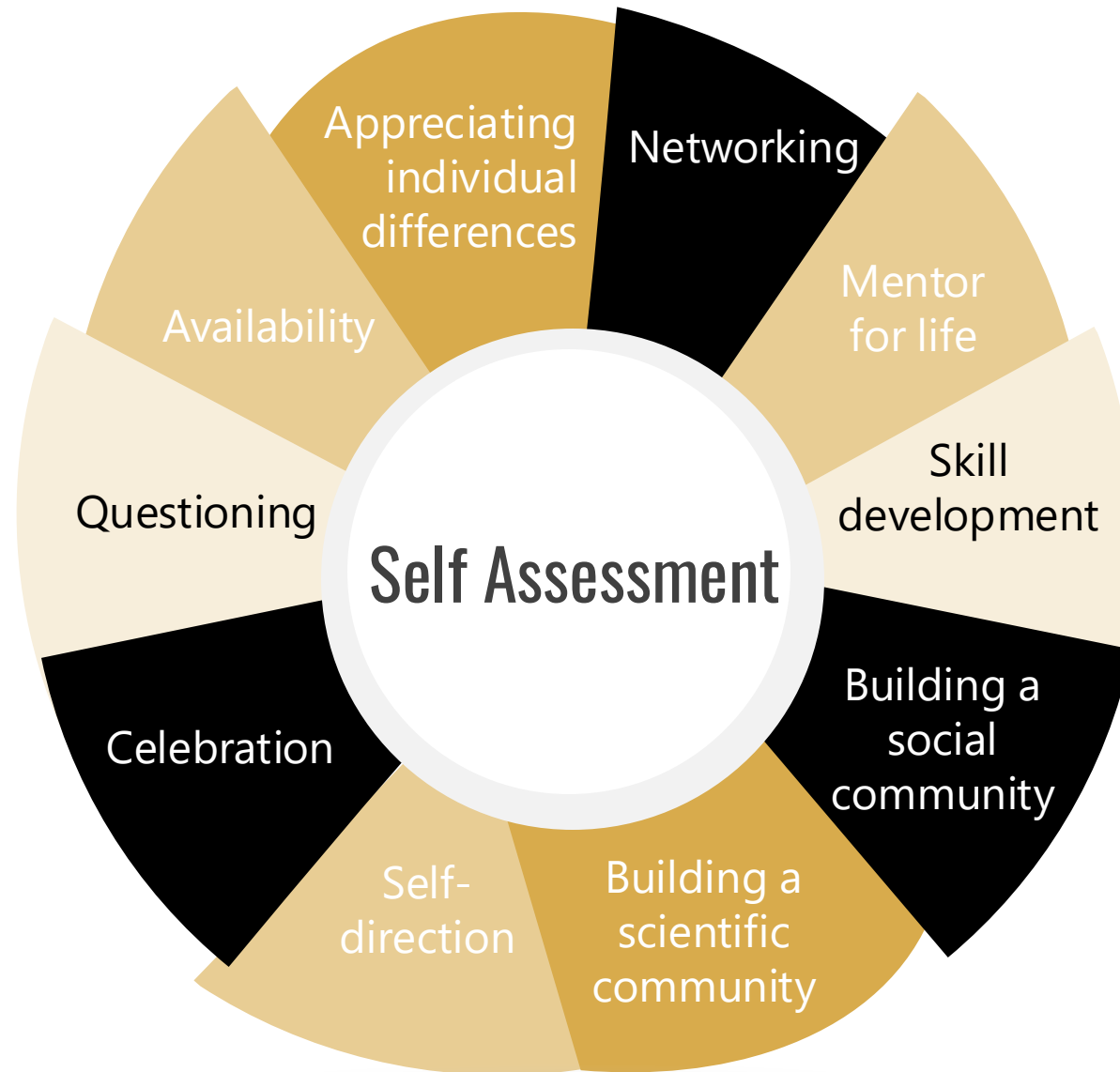
Antimentors, to me, are people who we would intentionally *not* select as a mentor; indeed, they are often people we would choose to avoid entirely if possible. In medicine, we often have no choice but to interact with some individuals who negatively impact those around them. These can be people who are demeaning, combative, arrogant, and selfish. Other traits that are less toxic, but still negative, include being ineffective, conflict avoidant, or gossipy. We can encounter individuals harboring these traits almost anywhere. They may be our leaders, our colleagues, or our referring clinicians. Toxic or negative traits can lead to less fulfilling work relationships and poorly functioning teams and sometimes can harm individuals' career progression (though not always; narcissism is prevalent in "successful" individuals).

We have much to learn from our unavoidable interactions with antimentors. We all harbor at least some negative tendencies that may harm our work relationships, the functioning of our teams, and our careers. Observing these traits in others and seeing the effects (including how these individuals make us feel) can be a powerful motivator to assess when and how we may behave similarly. The key to benefiting from these antimentor interactions is having the humility and bravery needed to look inward and self-assess. It is tough work, but essential for professional growth.

Priscilla J. Slanetz, MD, MPH, Professor of Radiology, Boston University Chobanian & Avedisian School of Medicine

Mentorship and sponsorship play a pivotal role in nearly everyone's careers. As I reflect on my career, my advice to mentees is to adopt a growth mindset—that is, to view every experience, whether positive or negative, as a learning opportunity that informs the next steps forward. Stepping back and taking the time to reflect on interactions with mentors helps mentees integrate new knowledge and perspectives into every career decision. In addition, mentees should regularly express gratitude for the advice and support that mentors provide. Gratitude deepens the connection between mentor and mentee, leading to long-lasting relationships that often evolve into sponsorship.

How effective are you as a mentor?



Some barriers to effective mentoring...



Training, experience and confidence



Time



Institutional rewards



Financial rewards

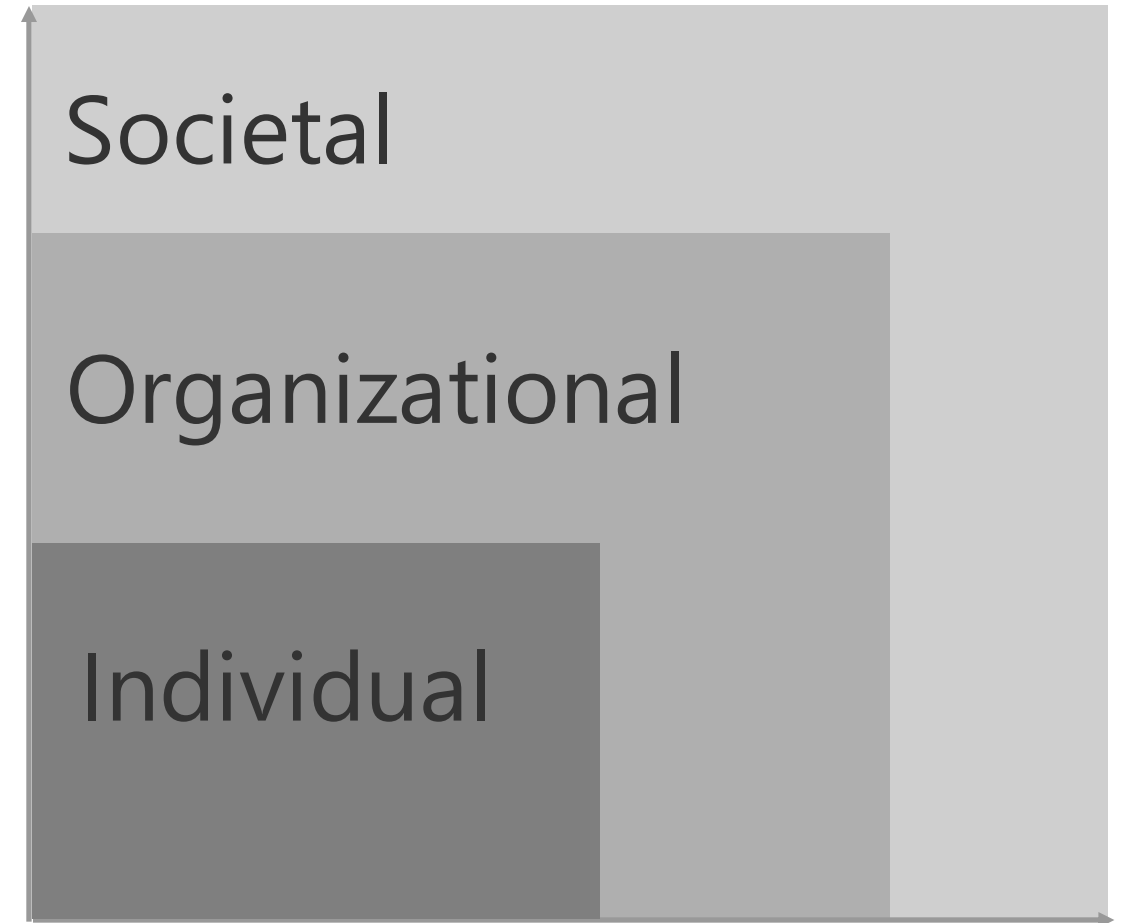


Misalignment with the faculty identity

Benefits of mentoring

Multi-level impact

There is a strong link between effective mentorship and **improved health outcomes** in medicine.



Benefits of mentoring: Individual

Multi-level impact

- Enhances productivity, self-efficacy & career satisfaction
- Reduces burnout
- Strengthens decision-making (clinical, academic, degree attainment)
- Improves communication, leadership, opportunities

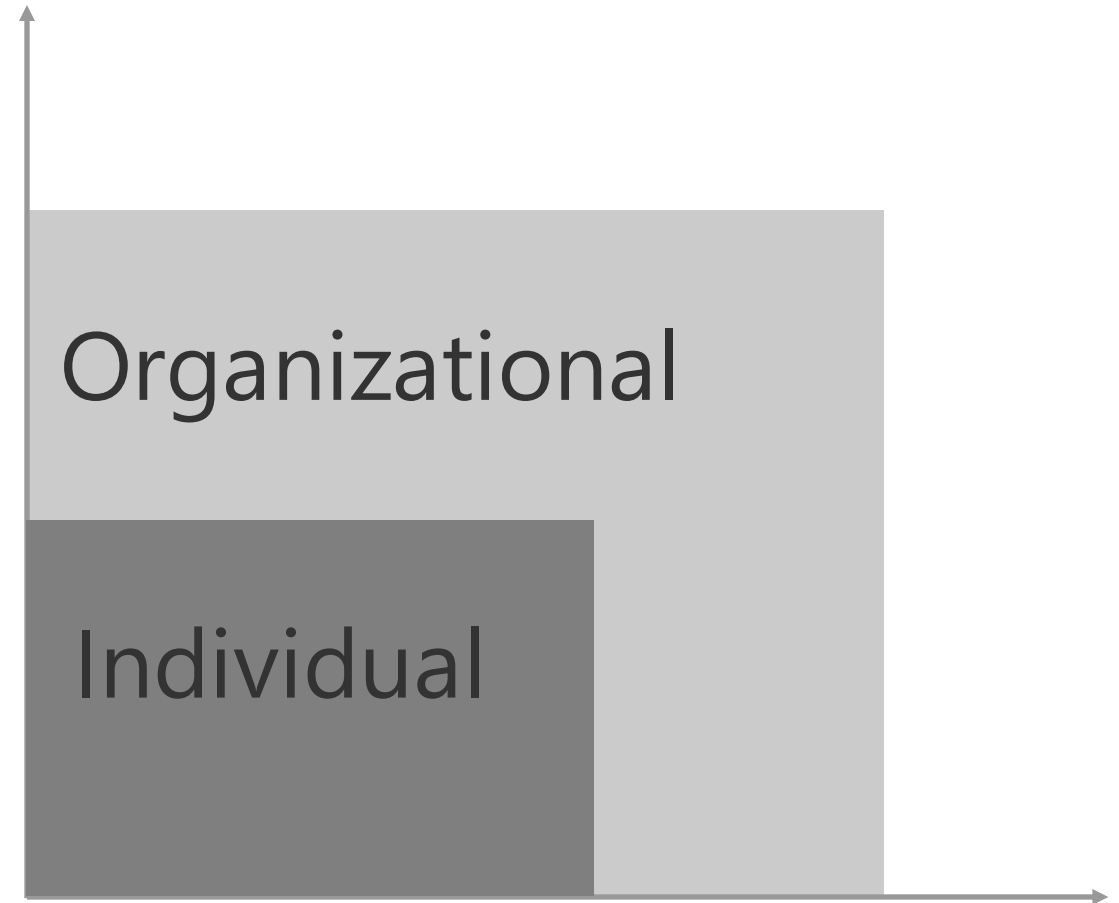


Individual

Benefits of mentoring: Organization

Multi-level impact

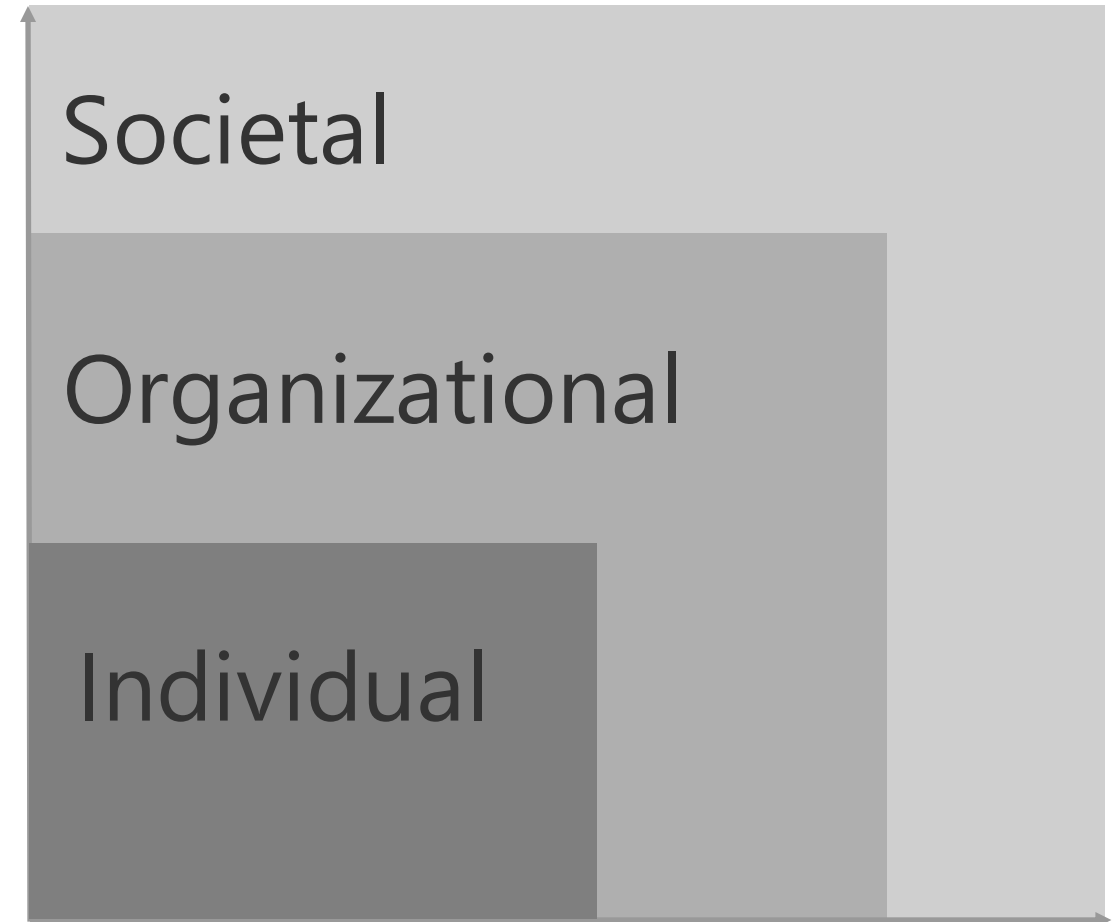
- Improved recruitment and induction
- Enhanced staff planning and fewer clinical errors
- Increased communication and efficiency
- Cultivation of community culture and sense of belonging



Benefits of mentoring: Society

Multi-level impact

- Maximized human capacity
- Stronger networks
- Increased continuity as older and younger persons contribute to the workplace and community



Multi-level impact of mentoring





Tedros Adhanom Ghebreyesus ✓ @DrTedros · Mar 20, 2017

...

.@PeterByass Thank you my mentor. Thanks so much for investing in me as my supervisor for my PhD. Please accept my respect and appreciation



Peter Byass @PeterByass · Mar 20, 2017

From @DrTedros @devex Putting people first at the @WHO — from ill health to public health emergencies devex.com/news/opinion-p...



Tedros Adhanom Ghebreyesus ✓ @DrTedros · Nov 1, 2019

.@WHO is scaling up its Global Mentoring Programme, which aims at sharing knowledge, growing & retaining talent, and fostering a working environment that favours staff engagement & technical excellence. I am proud to be part of the programme & to participate as a mentor.



WHO: Global Mentoring Programme



Peter Byass @PeterByass · Mar 21, 2017

Replying to @DrTedros

thanks - I would say it was a great experience for us both.

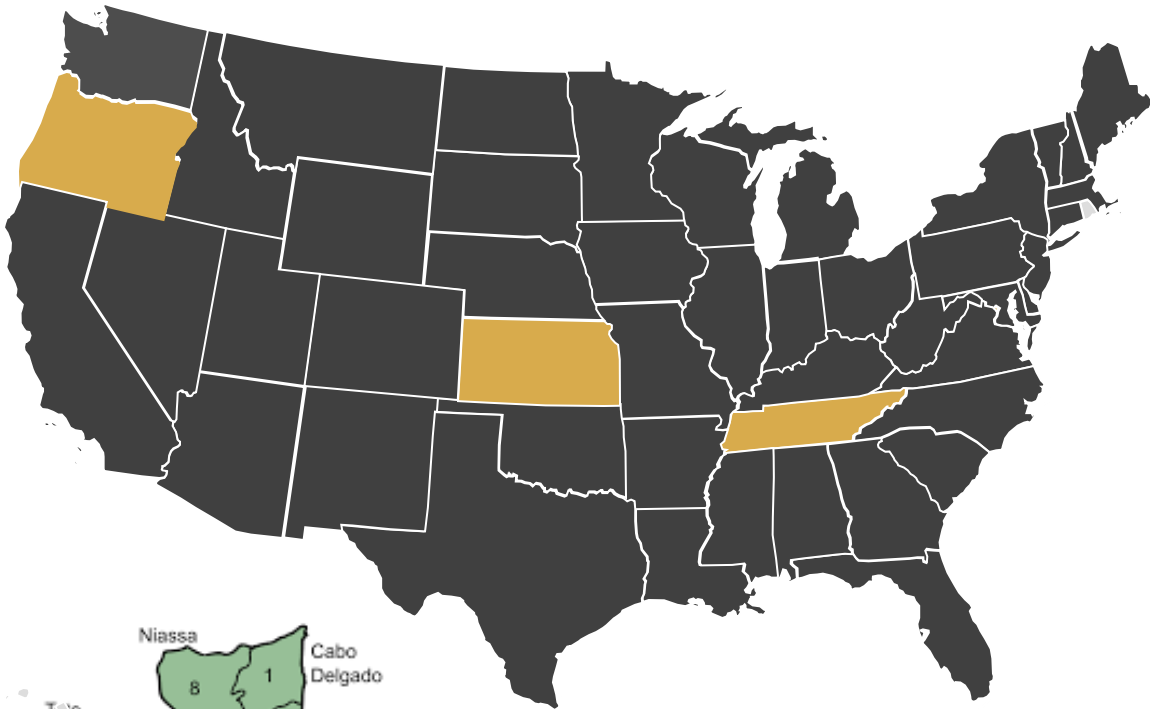


Mentorship Matters!

Vanderbilt Institute for Global Health

Vision: Improve health and well-being of people in local and global settings

Mission: Provide leadership in interdisciplinary research, education, health systems strengthening, and advocacy for health and development in resource-limited settings around the world



Mozambique



VIGH: Global Mentorship Programs



10

**Countries where training
has occurred**

550+

**Individuals trained
globally**

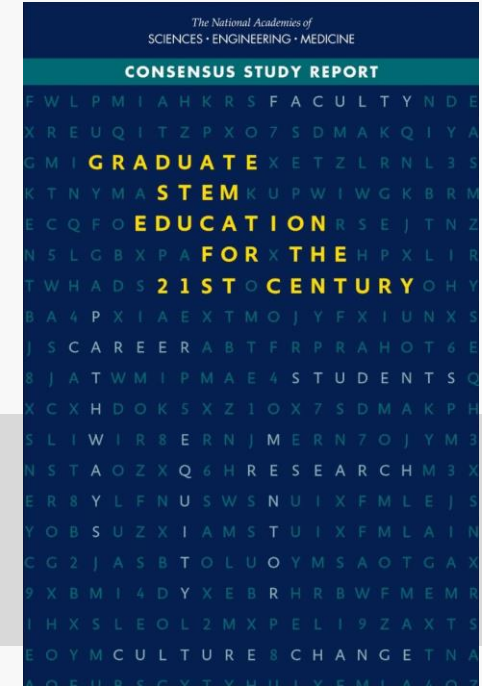
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**Institutional mentorship
programs established**

Here at home: Perceptions of Vanderbilt faculty

Vanderbilt COACHE Faculty Survey results

- Faculty value mentoring at Vanderbilt
- Faculty want greater support of mentoring



82% Agree that mentoring is fulfilling

87% Agree that having a department mentor is important

23% Agree that there is adequate support for faculty to be a good mentor

Where do you begin? **Mentoring Programs!**

Dept of Anesthesiology

- Mentorship Program with resources for mentors/mentees and links to department mentors
- Diverse array of support

AEE Fleming Society

- This program is designed to provide facilitated peer mentorship for medical educators
- Small group, monthly sessions for 2 years

AEE Promoting Excellent People

- The PEP Club offers tailored mentoring for faculty members keen on developing as a medical educator and advancing in medical education.
- one-on-one mentoring

"Social
Cognitive
Career Theory"

Mentorship Best Practices

Communicate
effectively

Align
expectations

Foster
independence

Address
issues of
diversity

Promote
development

Mentoring Tools

Mentoring
Contract

Mentorship
Agreement

Mentoring
Compact

Individual
Development
Plan (IDP)

Mentoring Tools: General Considerations

Expectations from the mentee

- You will take ownership of your career path and experience
- You will develop your personal research skills
- You will contribute to the department/unit

Expectations from mentor

- I am committed to mentoring you now and in the future
- I will encourage you to advance along your career path
- I will be available for regular meetings and will provide timely review of your progress
- I will provide a space that is supportive, safe, and free from harassment

Logistics

- Individual meetings
- Group meetings
- Means of communicating and responsibility
- Annual evaluations

Mentoring tool examples

Mentorship Agreement Template

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. While mentors and mentees may find mentorship agreements to be useful, they are optional. This template is expected to be altered to meet individual needs.

- [1] **Goals** (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.):
- _____
- _____
- _____
- _____
- [2] **Steps to achieving goals** as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):
- _____
- _____
- _____
- _____
- [3] **Meeting frequency** (frequency, duration, and location of meetings):
- _____
- _____
- _____
- _____
- [4] **Confidentiality:** Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:
- _____
- _____
- _____
- _____
- [5] Plan for **evaluating relationship effectiveness** (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):
- _____
- _____
- _____
- _____
- [6] **Relationship termination clause:** In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.
- [7] **Duration:** This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until: _____

Mentor's Signature _____ Mentee's Signature _____ Date _____

McMahon Mentor-Mentee Contract
Revised 9/8/11

McMahon Mentor-Mentee Contract

The broad goals of my research program

As part of my job as a professor, I am expected to write grants and initiate research that will make tangible contributions to science, the academic community, and to society. You will be helping me carry out this research. It is imperative that we carry out good scientific method, and conduct ourselves in an ethical way. We must always keep in mind that the ultimate goal of our research is publication in scientific journals. Dissemination of the knowledge we gain is critical to the advancement of our field. I also value outreach and informal science education, both in the classroom and while engaging with the public. I expect you to participate in this component of our lab mission while you are part of the lab group.

What I expect from you

Another part of my job as a professor is to train and advise students. I must contribute to your professional development and progress in your degree. I will help you set goals and hopefully achieve them. However, I cannot do the work for you. In general, I expect you to:

- Learn how to plan, design, and conduct high quality scientific research
- Learn how to present and document your scientific findings
- Be honest, ethical, and enthusiastic
- Be engaged within the research group and at least two programs on campus
- Treat your lab mates, lab funds, equipment, and microbes with respect
- Take advantage of professional development opportunities
- Obtain your degree
- Work hard – don't give up!

► You will take ownership over your educational experience

✓ **Acknowledge that you have the primary responsibility for the successful completion of your degree.** This includes commitment to your work in classrooms and the laboratory. You should maintain a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.

✓ **Ensure that you meet regularly with me and provide me with updates on the progress and results of your activities and experiments.** Make sure that you also use this time to communicate new ideas that you have about your work and challenges that you are facing. Remember: I cannot address or advise about issues that you do not bring to my attention.

✓ **Be knowledgeable of the policies, deadlines, and requirements of the graduate program, the graduate school, and the university.** Comply with all institutional policies, including academic program milestones, laboratory practices, and rules related to chemical safety, biosafety, and fieldwork.

✓ **Actively cultivate your professional development.** UW-Madison has outstanding resources in place to support professional development for students. I expect you to take full advantage of these resources, since part of becoming a successful engineer or scientist involves more than just doing academic research. You are expected to make continued progress in your development as a teacher, as an ambassador to the general public representing the University and your discipline, with respect to your networking skills, and as an engaged member of broader professional organizations. The Graduate School has a regular seminar series related to professional development. The Delta Program offers formalized training in the integration of research, teaching, and learning. All graduate degree programs require attendance at a weekly seminar. Various organizations on campus engage in science outreach and informal education activities. Attendance at conferences and workshops will also provide professional development opportunities. When you attend a conference, I expect you to seek out these opportunities to make the most of your attendance. You should become a member of one or more professional societies such as the Water Environment Federation, the American Society for Microbiology, or the American Society for Limnology and Oceanography.

Mentoring Compact

As mentor and mentee, we are voluntarily entering into a mentoring relationship. We have agreed upon the terms and conditions of our mentoring relationship as outlined in this agreement.

Goals. We hope to achieve the following through the mentoring relationship:

Mentor:

Mentee:

Expectations. In an effort to achieve these goals, we expect the following from each other (*e.g., to meet regularly; communicate via email; be fully present when meeting; etc.*):

Privacy. Both parties agree to keep conversations private, unless there is a belief that the other person may harm themselves, harm someone else, or there is a legal obligation to report information that was shared. Topics that should not be discussed in meetings include:

Relationship Maintenance. Acknowledging that time can pass quickly, we agree to engage in the following activities to consistently gauge the quality of the mentoring relationship (*e.g., meet at the end of each term; review this compact after completion of each milestone; etc.*):

Accountability. While we both trust the other to uphold this agreement, we understand that either one of us may fall short of meeting an outlined expectation. Below are steps we have identified for each in the event that either one of us does not meet a stated expectation.

If the mentor behaves in a way contrary to this agreement, the mentee will:

If the mentee behaves in a way contrary to this agreement, the mentor will:

MPH Individual Development Plan (IDP)

Please complete this IDP template cataloging your training goals and specific activities that will support your goal attainment. There are several examples provided in the template below.

Section 1: Goal Planning - Identify your intermediate & long-term professional goals and several academic and professional objectives to accomplish those goals.

Long Term Goal:
addresses the question:
“Where do you want
to be in 5 years?”
What is my “ultimate
“job?”

Goal Statement for 5 Years

Intermediate Goals:
What do you need to
achieve in the next 1-3
years to make your 5-
year goal happen?

Intermediate Goal A

Intermediate Goal B

Intermediate Goal C

Objectives: the
specific product or
outcome that will
enable you to meet
your goal

Mentor(s): who is
your mentor for this
objective

Objective A1:

Objective B1:

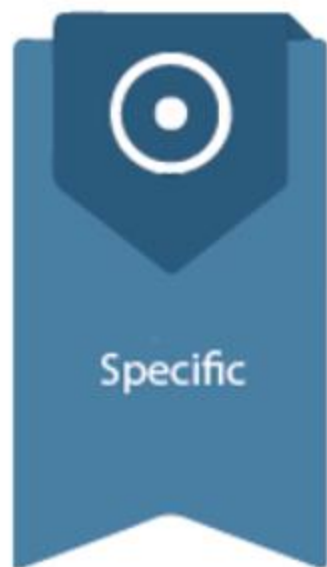
Objective C1:

Mentor(s):

Mentor(s):

Mentor(s):

S



Specific

M



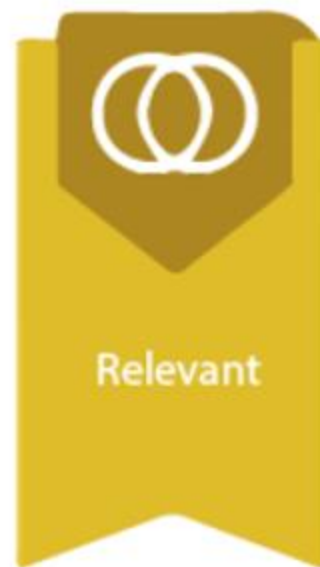
Measurable

A



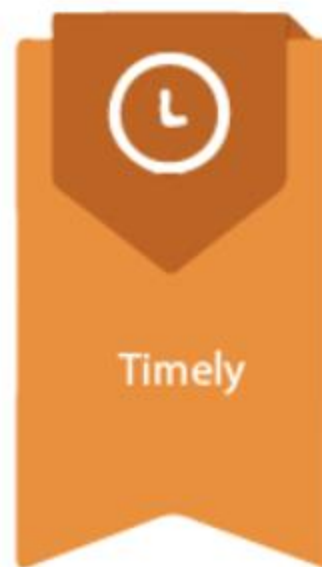
Attainable

R



Relevant

T



Timely

GROW: A mentoring framework

Goal	Specific and measurable endpoint that the mentee wants to attain
Reality	Mentee's situation and current issues
Obstacles & Options	Obstacles that keep the mentee from attaining the goal and the 'options' that are available to resolve this issue
Way forward	Steps needed to execute the chosen option and reach the goal

Types of Mentoring Structures

One-to-One mentoring

Traditional model

One mentor: one student



Team mentoring

Group of mentors: Group of students



Session Objectives



Explain the purpose and value of mentorship in supporting academic and professional development.



Define the roles, responsibilities, and expectations of mentors in early academic careers.



Identify key strategies and best practices to establish effective, supportive mentoring relationships.