



Mentorship in an academic medical enterprise

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Poll question

For this seminar to you consider yourself primarily

1. A mentee/trainee
2. A mentor
3. Not sure
4. Neither



Poll question

I spend my time in the following approximate time breakdown

1. 70% clinical 30% research/admin/teaching
2. 50% clinical 50% research/admin/teaching
3. 30% clinical 70% research/admin/teaching
4. Something different



Agenda

The case for mentoring

Models for mentoring

The mentor, mentee and a mentoring relationship

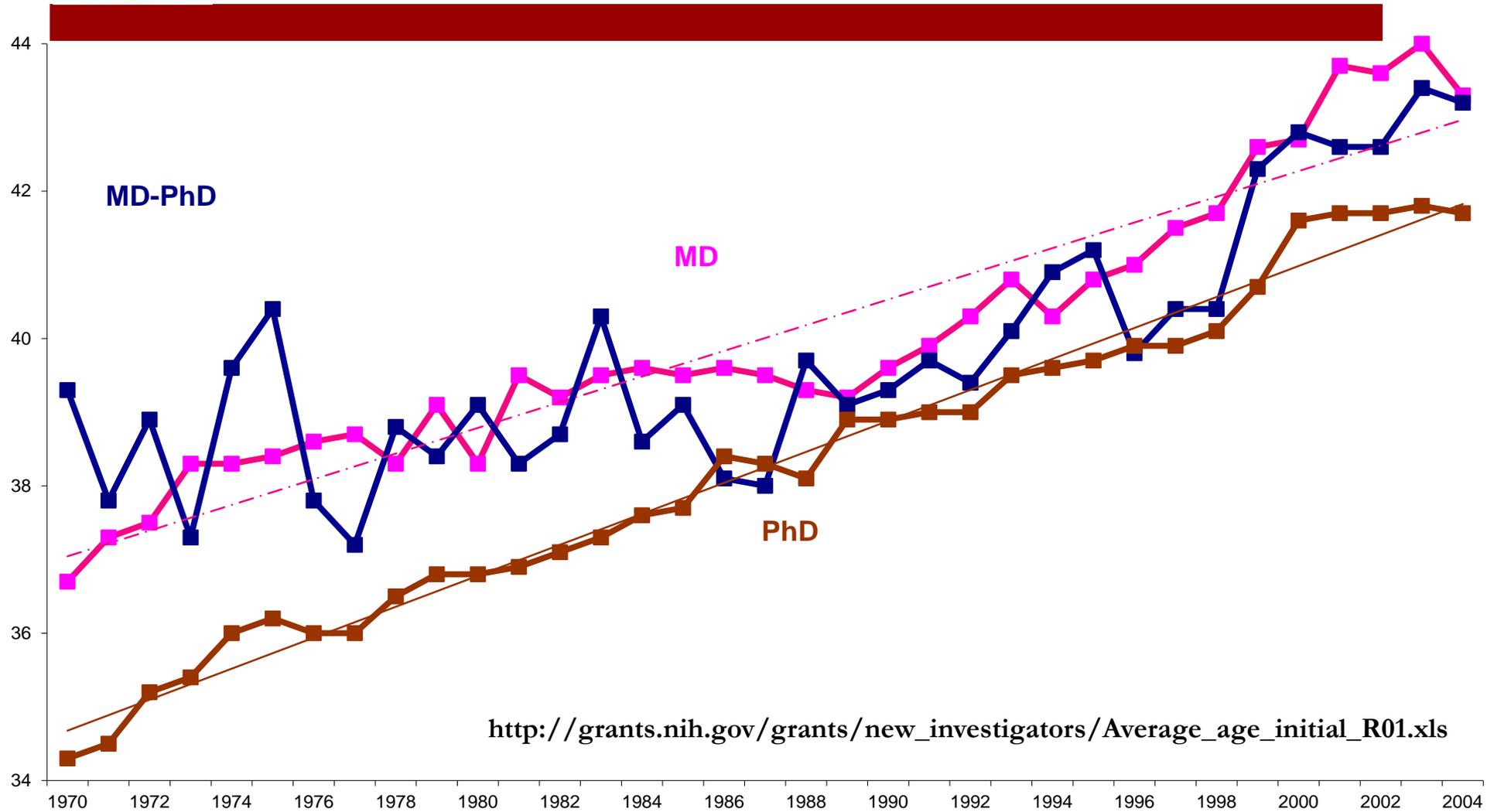
Successful and not so successful mentoring

Expectations and practical guidelines

Suggestions to enhance mentoring activities at Stanford



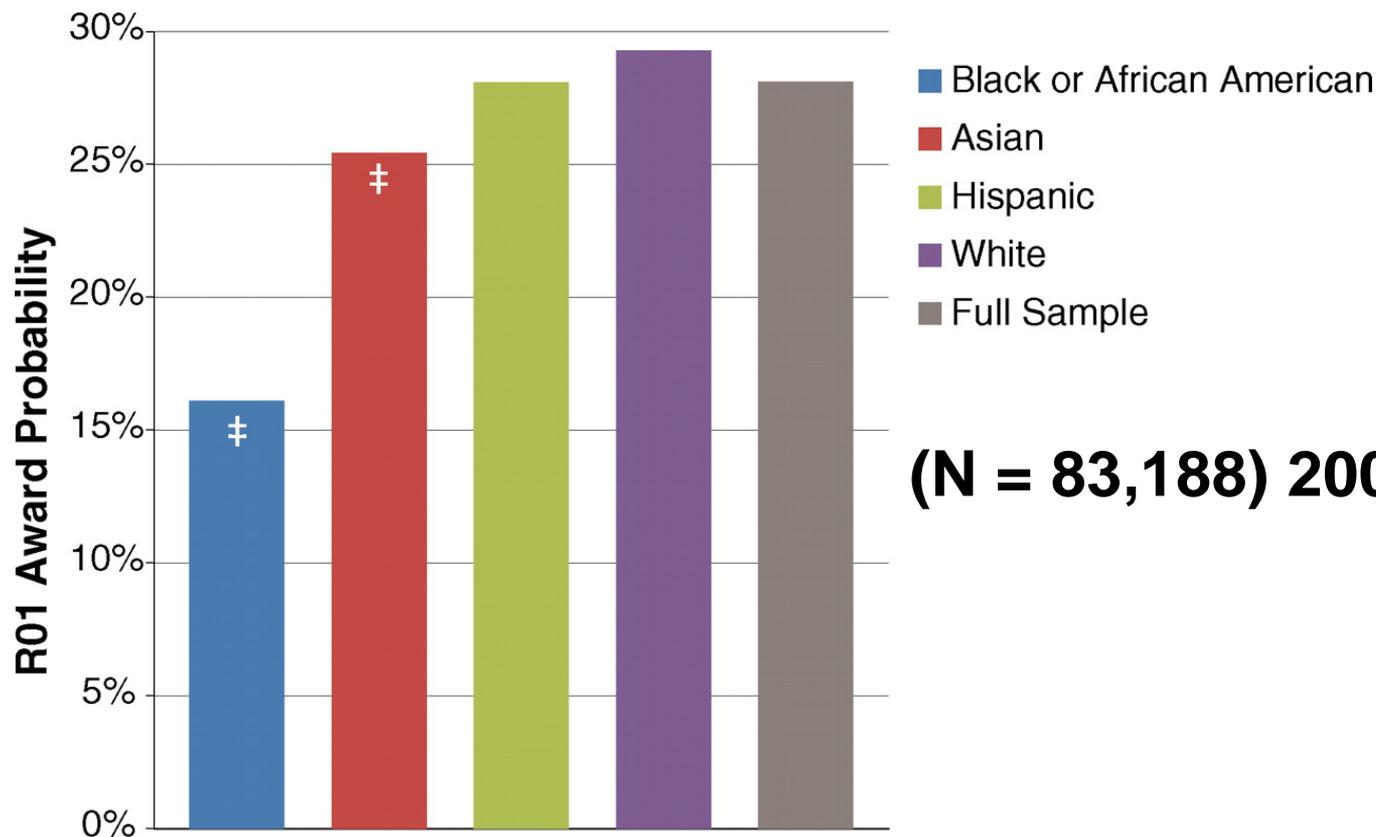
New investigator initial R01



http://grants.nih.gov/grants/new_investigators/Average_age_initial_R01.xls



Probability of NIH R01 award by race and ethnicity



(N = 83,188) 2000-2006

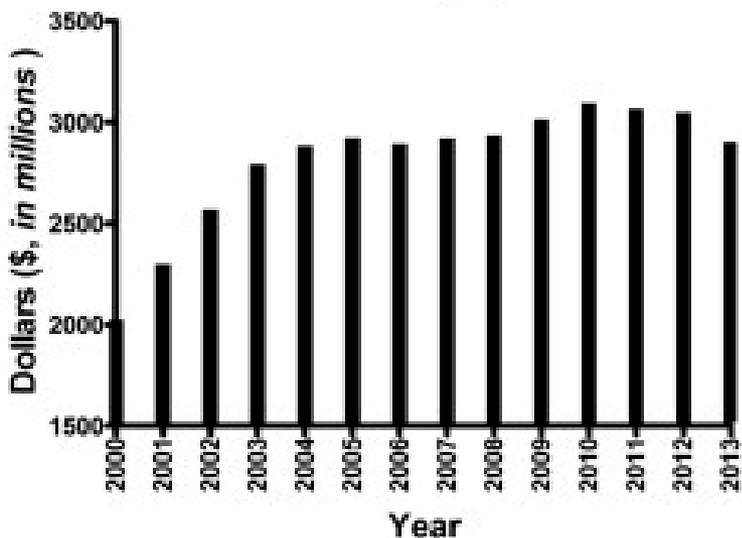




NHLBI funding

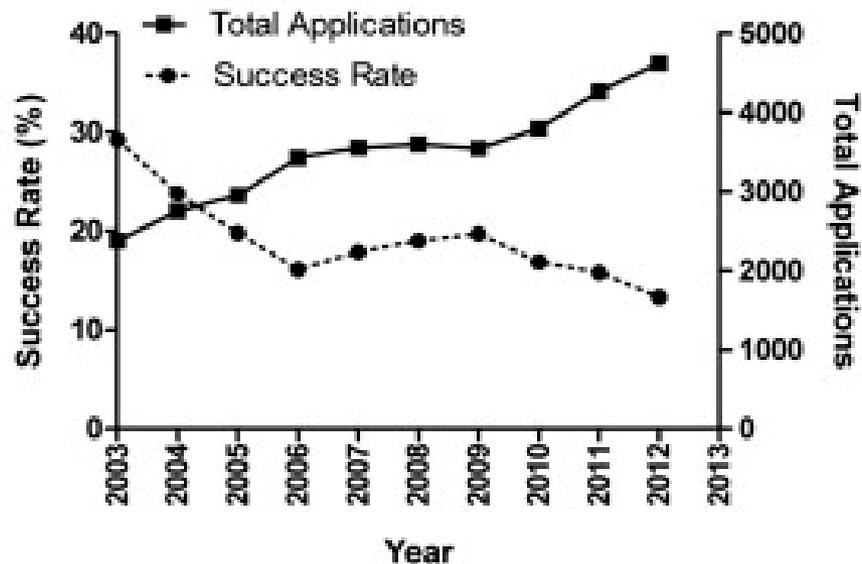
A

NHLBI Funding by Year



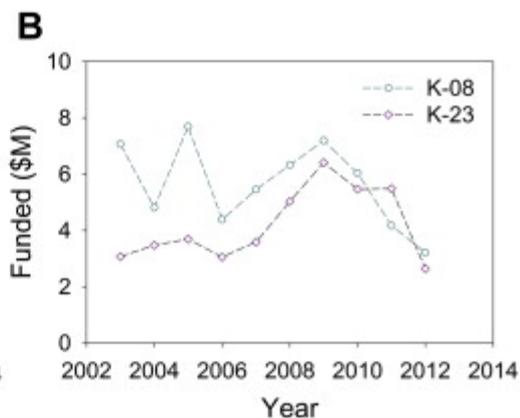
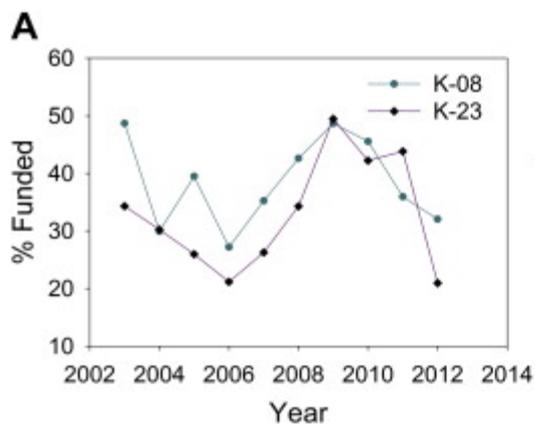
B

Total Applications and Success Rate by Year



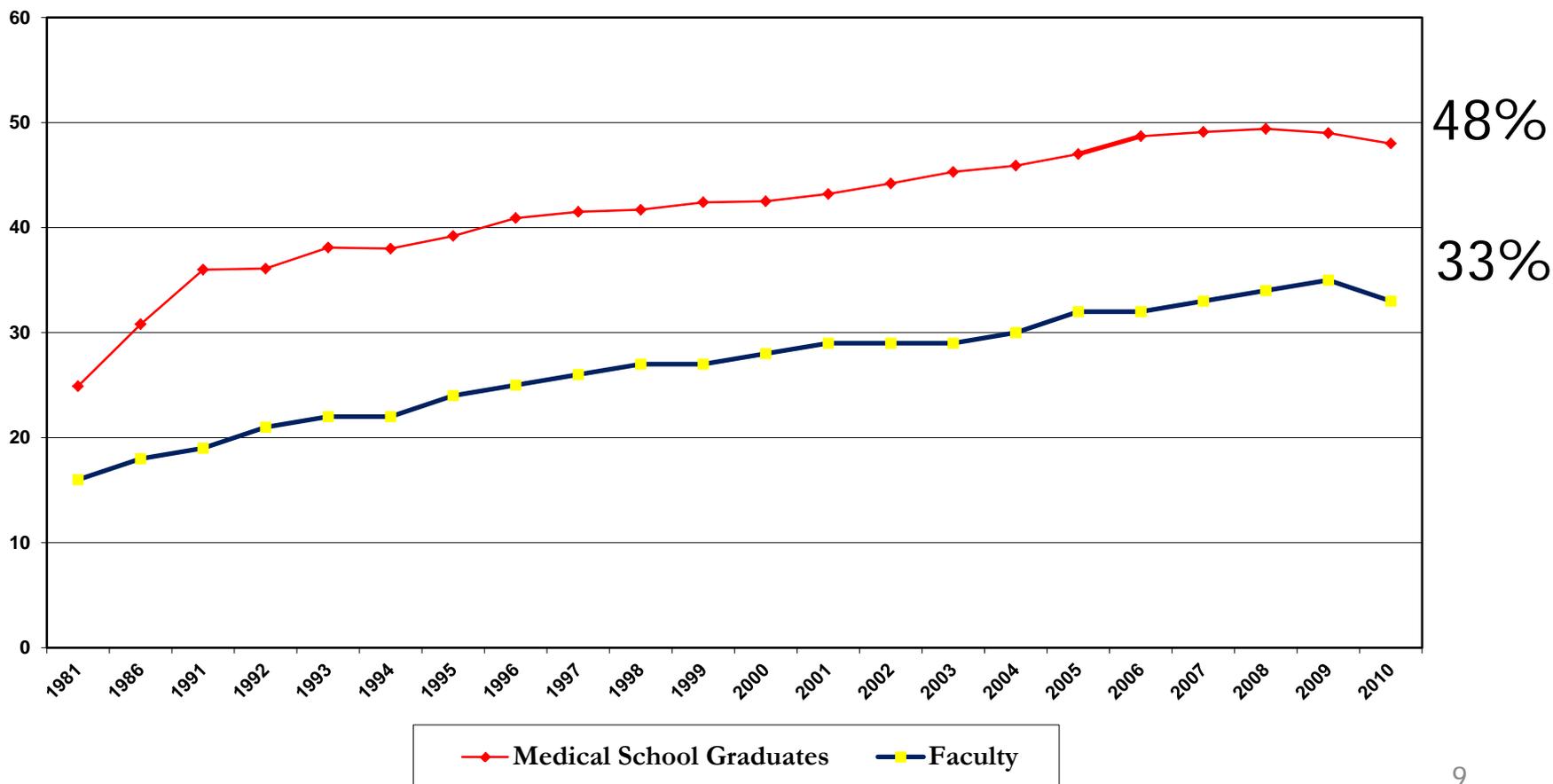


NHLBI initial awards



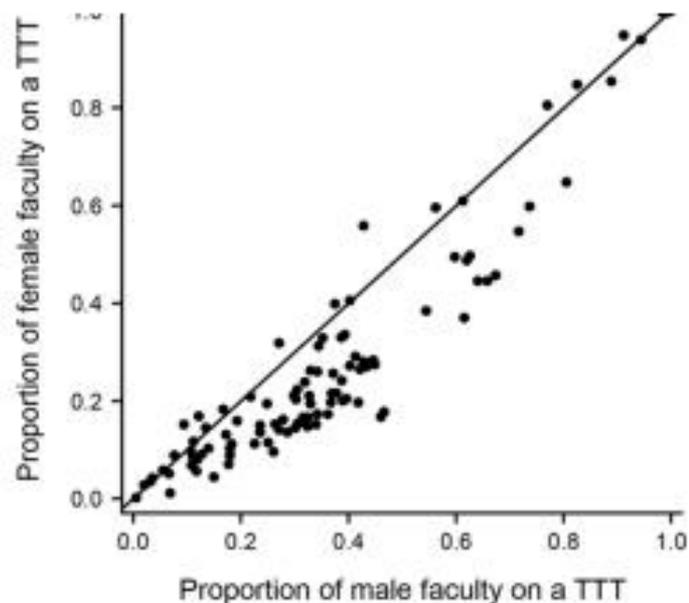
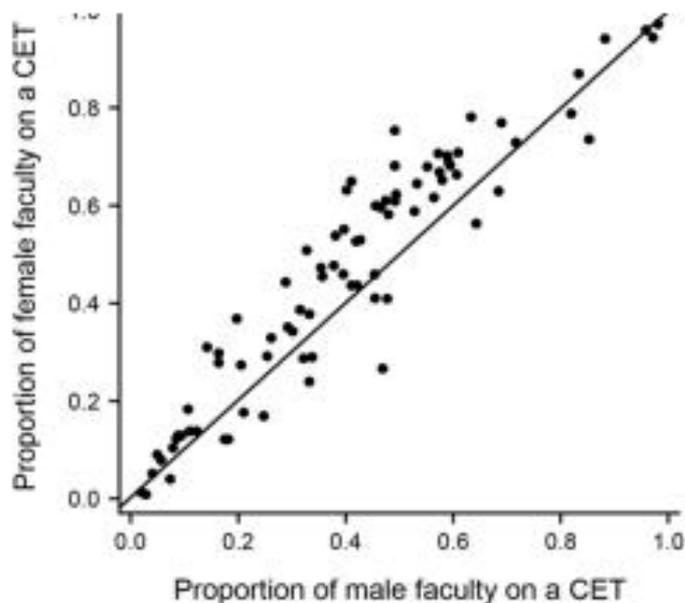


Representation of Women in Academic Medicine, 1981-2010





Women and men faculty tract



A. Mayer et. al. Gender distribution of US Medical School Faculty by Academic Track. Academic Medicine 89 (2):312-7



The case for mentoring

NIH budget is flat or downward trending with more and more applications for this precious support

Success rate for funding is declining; and if successful then funding occurs at an older age

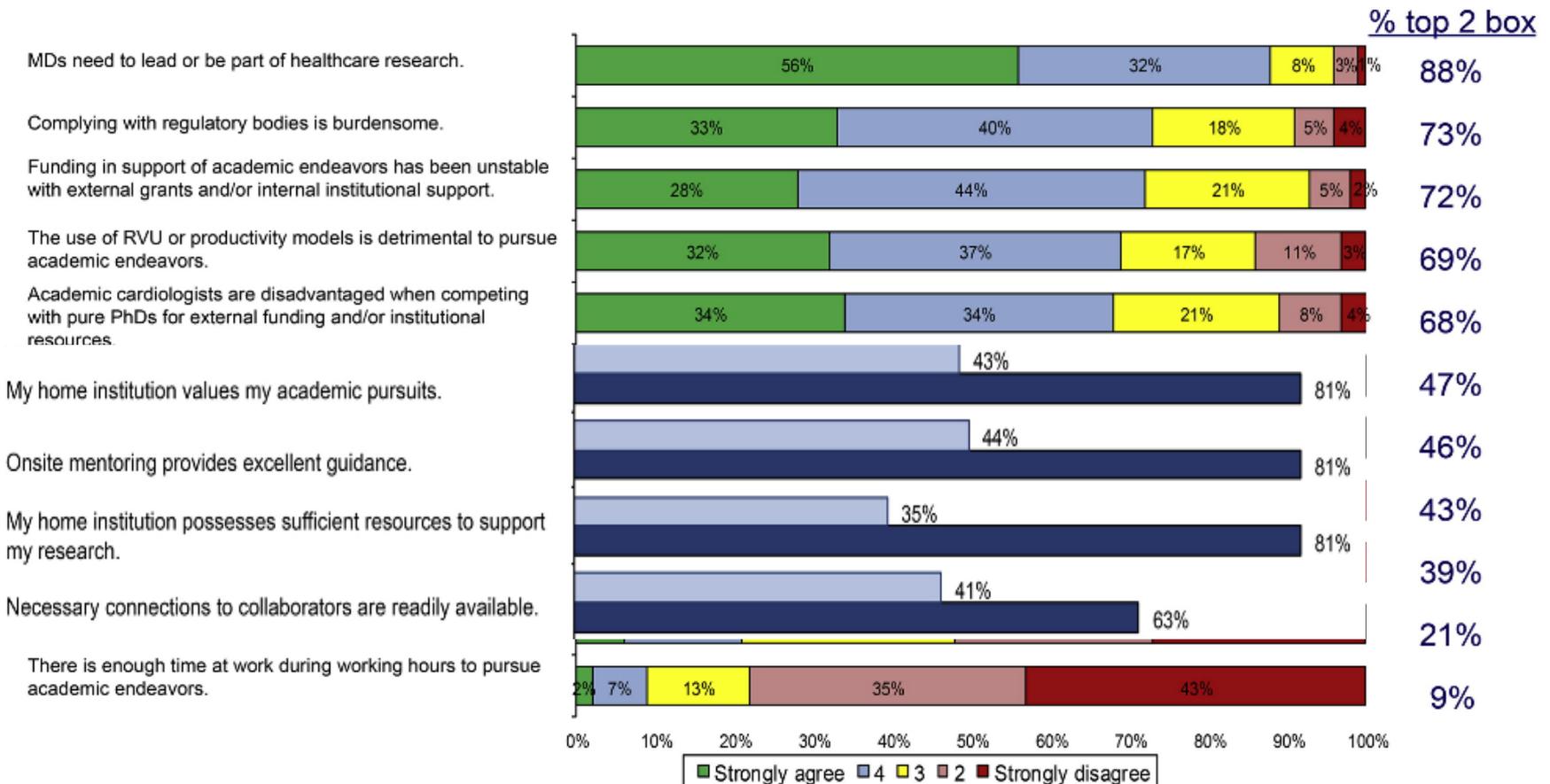
Underrepresented groups face significant funding challenges and there is a faculty gender gap

NIH financial support is flat and adjusted for inflation has declined (data not shown)

“We are continually faced with great opportunities which are brilliantly disguised as unsolvable problems.” — Margaret Mead



Perceived obstacles to academic pursuits



Factors leading to > 500K of external grant funding



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What do mentees want?

To Learn

Technical skills to build
expertise

Self management and
personal productivity

Functional knowledge

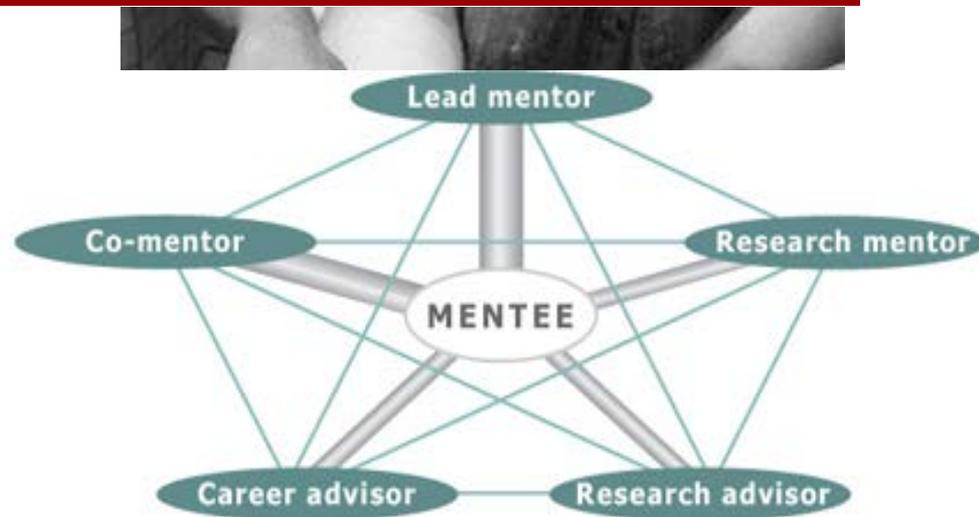
Leadership

Creativity and innovation



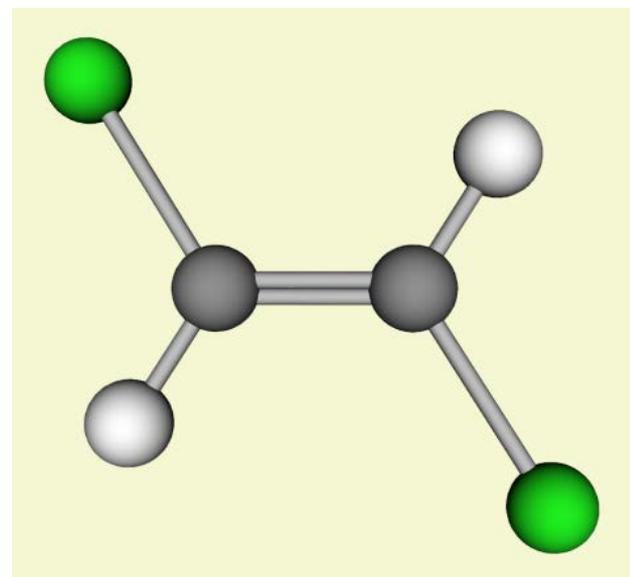
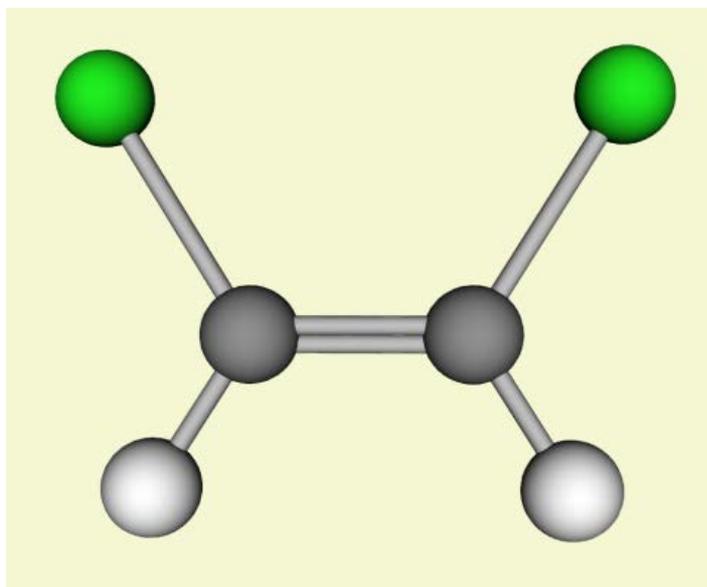
It Takes a Village

There are different roles for mentors. It takes a variety of mentors to provide support and direction to mentee





Models of mentoring



Cis and Trans Mentoring



Scholarly or Research Mentor

Responsible for developing the creative and/or independent research careers of their mentees. The scholarly mentor *must* have expertise in the mentee's area of scholarship and help provide resources to support the mentees work. Scheduled meetings take place 1-2 times per month.



Co-Mentor

Works with the mentee and scholarly mentor to provide specialized content area or methodological expertise. Scheduled meetings every 1-3 months.



Career Mentor

The career mentor is responsible for overall career guidance and support for their mentee. Often affiliated with a Faculty Mentoring Program, the career mentor should not serve as the scholarly mentor. Scheduled meetings take place at least 2-3 times per year.

This type of relationship has been the focus of our mentoring program.



Advisor

More limited role than a mentor. Provides guidance on an as-needed basis generally around a specific issue. No expectation for ongoing contact.



Poll question

I would like to receive more mentoring from my
(select all that apply)

1. Research mentor
2. Co-mentor
3. Career Mentor
4. From someone outside my own expertise
5. From someone with experience in my areas of interest



Mentoring: formal & informal

Preliminary data suggests that informal mentoring is more important for satisfaction, and formal mentoring is more important for productivity

Therefore mentor types and specific mentoring behaviors may have different effects on satisfaction and productivity



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The best mentors

Provide a different perspective

Identify the issues and stumbling blocks that hinder the individual's or the team's progress

Teach problem solving skills

Stimulate growth through effective feedback

Willing to discuss life work balance



Expectations of mentors

Listen attentively and empathetically

Available to review presentations and provide feedback manuscripts and grants

Facilitate introduction at local and national meetings

Provide help with ideas on advancement

Navigation when needed

Perspective, even when not asked



Mentoring the mentors

Good mentoring is teachable

Mentor-mentee communication

Leadership styles

Emotional intelligence

Understanding the impact of diversity (unconscious bias, discrimination)

Specific tools and techniques for effective mentoring

Teach how to make powerful presentations



Mentee responsibilities

Develop the plan for the year

Communicate the plan

Anticipate problems and discuss them

Communicate the purpose for wanting mentoring—

What do you want out of the relationship?

Bottom line don't be passive!



Expectations of mentees

Review your last performance evaluation; do you need more development and expertise?

Read job descriptions for positions you aspire to hold in the next 3-5 years. What skills do you have already? What skills/experiences do you need to develop?

List three basic needs that you want to change (e.g., less stress, more responsibility, more challenge, more respect)

Think about what you currently enjoy in your current situation and what's missing



Invite a mentor's interest

Know what you need and want from the relationship

Have clearly-defined objectives

Identify problems you believe might be obstacles to you

Articulate how you think a mentor could assist you

How might you reach your objectives with a mentor

Be purposeful and pleasant, and have challenging goals

Treat your mentor relationship with care; don't abuse it by asking for inappropriate favors or information



Assess mentors' competency

Maintain effective communication: listening, constructive feedback, trust, coordination

Align expectations; clarity, goals, differences

Assess understanding; accessing and estimating

Foster independence: motivate, stimulate creativity, build confidence, acknowledgment, negotiating

Address diversity: account for biases

Promote professional development: networking, career goals, work/life balance, impact, resources



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Making the case

View without mentoring

It is tough to be successful in an academic environment

It is stressful on the individual and on the family

Sometimes the pathway to success is unclear

This was not what I expected and I am unsure how to get what I need

View with mentoring

You are right but the work is rewarding and exciting

You are right but collaborative work makes a difference

You are right but your work has impact and we can add clarity

You are right but flexibility and creativity is a hall mark of your work—how can we help?



Successful mentoring

Reciprocity including strategies to make the relationship sustainable and rewarding

Mutual respect for the time, effort and qualifications

Clear expectations outlined at the outset and revised over time with accountability

Personal connection

Shared values regarding research, clinical work and personal life



Not so successful mentoring

Poor communication including a lack of open communication and lack of tact and failure to listen

Lack of commitment including time or interest

Personality differences that interfered with mentoring

Not willing to listen or change

Failure to recognize success



Managing for success

Behaviors

Take initiative and risks; accept each other; agree upon and working toward specific goals; deal effectively with expectations or objectives

Factors

Mutual respect.; acceptance and flexibility; honesty and direct communication; preparation; commitment; trust

Get Off to a Good Start: be prepared

Reciprocating the Relationship--What will you offer?

Leverage the larger enterprise



Poll question

Areas of great interest for me include (select all that apply):

1. Grant review and submission
2. How to run a lab or lead a group
3. How to obtain jobs or make transitions
4. How to move up the academic ladder
5. How to have greater work/life balance



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The mentoring meeting

Set the time and place

Be prepared

Formulate concise questions

**Provide the mentor in advance with any
information/documentation**

Stay focused during a meeting

**Follow-up with an email and thank the mentor and
review the discussion**



A mentoring plan

Development: What specifically is your need? Why do you have this need now?

Outcomes: What do you expect to do this year? Will the mentoring relationship help you accomplish your outcomes?

Activities: How will you gain the experience you are looking for to help you be successful?

Challenges: What are the obstacles?

Review: What progress has been made? What have you learned so far?

Actions to take forward



Mentoring Myths

You have to find one perfect mentor

Mentoring is a formal long-term relationship

Mentoring is for junior people

Mentoring is something more experienced people do out of the goodness of their hearts



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Establish a mentoring culture

Any research organization requires generous measures of the following:

Space for personal initiative and creativity

Time for ideas to grow to maturity

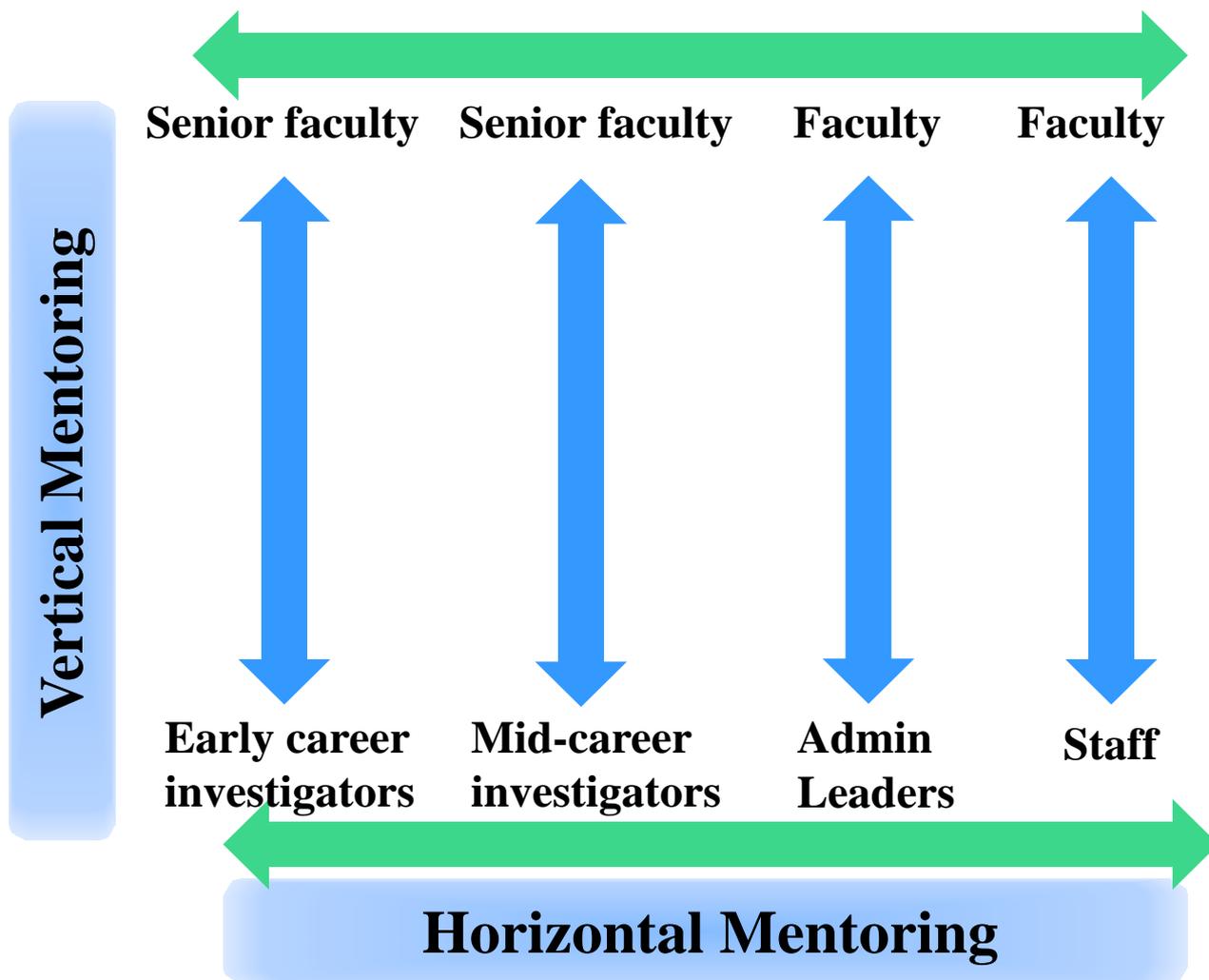
Openness to debate and criticism

Hospitality toward novelty

Respect for specialized expertise



Model for mentoring innovation





Address mentoring

Recognize the critical importance of mentoring

Encourage and develop a culture for mentoring

Train senior faculty to be outstanding mentors

Tie mentoring closely to our training programs

Develop expectations of excellent mentoring

Provide time and promote academic mentoring

Reward outstanding mentoring



Practical considerations

Formal pre-submission grant reviews for all first R01 and K submissions

Identify mentors and a mentoring program specifically for clinical educators

Bring staff and faculty together to promote communication, understanding and mentoring

Include a mentoring section in a CV at the time of promotion review



Mentoring leads to changes

Mentoring should contribute to change if not it is cheer leading (an important but alone, an insufficient aspect to mentoring)





Acknowledgment

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The Mentees based throughout our research, education and clinical enterprise.

The Mentors at Stanford providing consistent and effective mentoring





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Guides on mentoring

On Being a Scientist

Responsible Conduct in Research

National Academy of Sciences (US), National Academy of Engineering (US), and Institute of Medicine (US) Committee on Science, Engineering, and Public Policy.

Washington (DC): [National Academies Press \(US\)](#); 1995.

ISBN-10: 0-309-05196-7

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