




MANAGING CAREER RELATIONSHIPS AND CAREER DEVELOPMENT

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Mentor and Mentee
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OVERVIEW

Defining Mentorship

Mentor Archetypes

Mentees: Mastering Menteeship

Effective Menteeship

Avoiding Mentee Missteps

Mentors: Mastering Mentorship

Effective Mentorship

Avoiding Mentorship Malpractice



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WHAT IS MENTORSHIP?

Mentorship: “a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development of both.”

“Mentees benefit from mentors through developing critical thinking skills, advice on research ideas, scholarship, and networking opportunities.”

Source: Healy CC, Welchert AJ. Educ Res. 1990;19:17-21

THE 4 ARCHETYPES

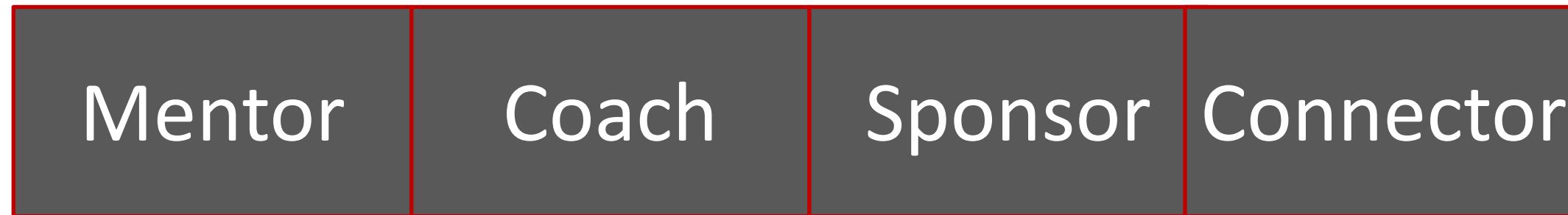
Team sport; more than the traditional mentor-mentee dyad

4 archetypes – mentor, coach, sponsor, & connector

THE 4 ARCHETYPES

Team sport; more than the traditional mentor-mentee dyad

4 archetypes:





The Mentor Guides...

The Coach Improves...





The Sponsor Nominates...

The Connector Suggests...



... And Always,
the Mentee Benefits

THE 5TH ARCHETYPE...



The Peer Mentor...



The Peer Mentor...

ROLES CAN CHANGE OVER TIME

Mentors change

Promoted (exacerbating time limitations, changing focus)

Change Institutions

Mentees' needs change

New area → need new coaches

New goals → need different sponsors

Mentees start becoming mentors

Reflection

1. What categories do you have (hint: one person often fills multiple roles)
 1. Mentor, Sponsor, Coach, Connector, Peer
2. Which categories, if any, are you missing?
3. Which category most describes you?

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Effective Menteeship- Managing up

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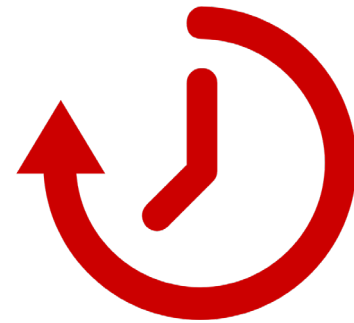
Avoiding Mentorship Malpractice



4 GOLDEN RULES OF MENTEESHIP



Select the right
mentor(s)



Be respectful of
mentor's time



Communicate
effectively



Be engaged
and energized

Chopra V, Saint S. "What Mentors Wish Their Mentees Knew." *Harvard Business Review*.

1. LOOK FOR A **CAPE** MENTOR



Vineet Aurora, MD

Capable?

Available to you?

Project of interest to you?

Easy to get along with?



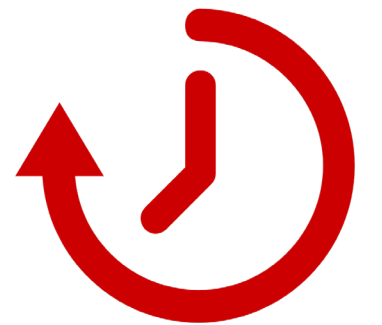
2. BE RESPECTFUL OF YOUR MENTOR'S TIME

Your Mentor's time is precious so manage it wisely

Meet regularly and frequently (***agendas!***)

Ask for feedback in small bites

Provide Adequate Notice



Agenda 1/24/23

1. CDI Brief Report- draft attached
 - a. What to add/expand on, under word count
 - b. Only 1 table or figure, so what do I think about what she did
 - c. Review discussion, has a lot more stuff
2. SHM Posters – not yet started
 - a. February 6th
 - b. Maybe March 7th DGIM WIP presentation
3. Was offered APD position – competing goals? Synergistic?
4. Email from Jennifer

Since 11/28/22

1. Rural and reflex accepted to SHM
2. SGIM pending

Career Timeline

- 1) CMR year completes June 2023
- 2) UU hospitalist position July 2023-June 2024
- 3) Husband applying to residency fall 2023, match March 2024
- 4) Applying for out of state hospitalist positions Fall 2023
- 5) Likely moving June 2024
- 6) ? Applying for fellowship Fall 2024

Active Projects with VV

- 1) Reflex urine cultures
 - a. Accepted: SHM poster presentation March 2023
 - b. Active: Manuscript – ?data just back from Jennifer
 - c. Submitted: SGIM May 2023
- 2) Discharge ~~abx~~ for rural locations
 - a. Accepted: SHM poster presentation March 2023
 - b. Active: Brief report – writing manuscript

Non-VV Projects

- 1) No active research/QI at this time
- 2) Residency schedules – January – February
- 3) On service at VA: schedule TBD, February – April
- 4) APD position?

Conferences/Events Etc

- 1) SGIM – Abstract submitted, awaiting response, meeting May 10-13 (Aurora)
- 2) SHM – Posters accepted, March 26-29 (Austin)

3. COMMUNICATE EFFECTIVELY

Goals and Aspirations

Most communication should be during meetings

Use agendas as template/warning



4. BE ENGAGED, ENERGIZING, AND COLLABORATIVE

Be an energy donor, not a recipient (you drive your project!)

Be a “closer”



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NOW THAT YOU KNOW ABOUT IDEAL HABITS... WHAT ABOUT MISTAKES?

A PIECE OF MY MIND

Mentee Missteps Tales From the Academic Trenches

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Mentorship takes many forms, from personal and professional counseling to clinical and research guidance. The wisdom and guidance of experienced mentors not only help mentees ascend the academic ladder, but may also prevent burnout.¹ Given the importance of this relationship, it is imperative that mentees put their “best foot forward.” Unfortunately, young physicians are rarely taught what is expected of them as mentees, and mentors vary in discussing “menteeship” with protégés.

Many mentees overlook the fact that they are still learning. Instead, they may feel pressure to appear immediately successful. This desire to please, admixed with paroxysmal bouts of self-doubt, may work against trainees. Rather than appear flawed—or risk displeasing mentors—a mentee may unintentionally “misstep.” These missteps could have devastating consequences, including rejection by a mentor and career implosion.

Mentee missteps are thus paths by which mentees might undermine their careers. We outline six such missteps, using colloquial names to portray extreme examples of what are otherwise common, intermittent mentee behaviors. Our aim is to help mentees self-diagnose before a single misstep becomes a pattern.

may be cultivated by mentors that “malpractice”—especially those who are possessive or exploitative.²

The Vampire

The Vampire drains the lifeblood of his or her mentor. Vampires are typified by countless emails, text messages, phone calls, and meeting requests. Although these mentees are often intelligent, they are paralyzed by decision making and rely on mentors for validation. Regardless of the mentor’s generosity, the Vampire demands more, eventually forcing the mentor to sever the connection.

The Lone Wolf

The Lone Wolf appears to have no need for a mentor. This type of trainee has often succeeded previously sans assistance and boldly carries forth this behavior. Although Lone Wolves may appear stubborn or confident, internally they fear asking for help lest they appear weak or foolish. This fear becomes their undoing when a preventable but highly embarrassing error occurs due to lack of guidance.

The Backstabber

By the time the Backstabber is identified, it is often too late for the mentor to do anything to help.

Source | Vaughn et al. JAMA 2017; 317: 475-76.

Background

Universal angst

System issue vs personal issue

What is a mentee's contribution to the problem?

MENTEE MISSTEPS: TWO ORIGINS OF MISTAKES

Lack of Confidence

Conflict Aversion

MENTEES WHO LACK CONFIDENCE

May have a “fixed mindset”

Or suffer from the “imposter syndrome”

Three main phenotypes...

PHENOTYPES OF MENTEES LACKING CONFIDENCE



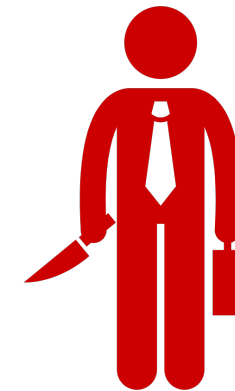
The Vampire

Drains the lifeblood of the mentor. Typified by countless emails, phone calls, and meeting requests



The Lone Wolf

Although they may appear confident, internally they fear asking for help lest they appear weak or foolish



The Backstabber

May initially perform well. However, they resent criticism and produce excuses for every failure

MENTEE MISSTEPS: TWO ORIGINS OF MISTAKES

Lack of Confidence

Conflict Aversion

MENTEES WITH CONFLICT AVERSION

Yes people

Often hide or bury own interests in favor of interests of others

Leads to burnout or career disillusionment

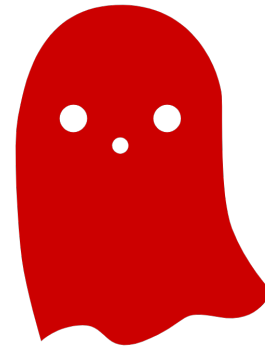
Also have three main phenotypes...

PHENOTYPES OF **CONFLICT AVERSE** MENTEES



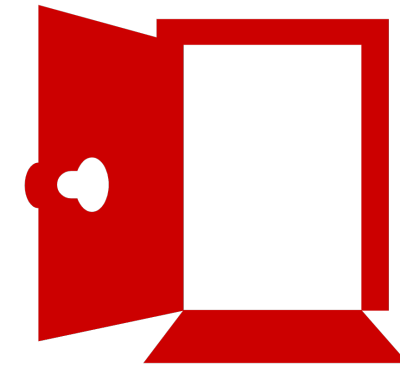
The Over-committer

Says “yes” to everything; high-output failure due to lack of prioritization and development



The Ghost

Hides hoping that poor performance goes unnoticed. Avoidance is only a temporary fix



The Doormat

Often used but seldom noticed. Take on tasks without recognition or advancement

CASE #1

Your mentor has been looking for someone to help lead the development of a new project within your division. Your mentor turns to you and let's you know that they've been having difficulty finding someone and thinks that you would be great. On the one hand, it is not something you're really interested in doing and you are already swamped with your other projects. On the other hand, your mentor really seems to need the help and maybe it won't be too much work...

Q1: Do you agree to leading the project? If no, how do you say "no" without letting your mentor down?

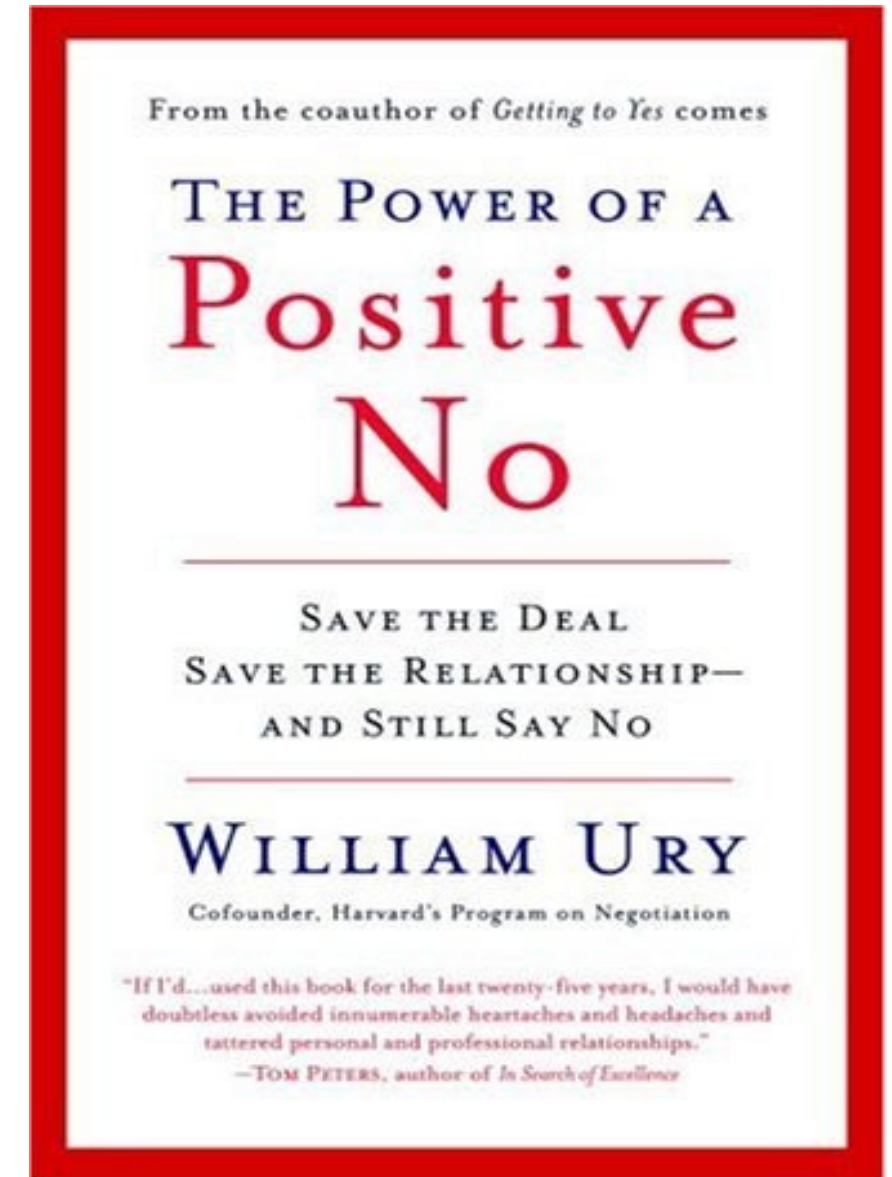
Q2: What issues may be contributing to the problem?

Q3: What can be done to help prevent this situation in the future?

Set/communicate goals *before*
problem arises

Before saying “yes” to a project,
determine which project is now
getting a “no”

Learn how to give a “positive no”



PREVENTING MENTEE MISSTEPS

Open, honest communication (goals, missteps)

Reframe mistakes as a learning opportunity

Develop peer mentoring group

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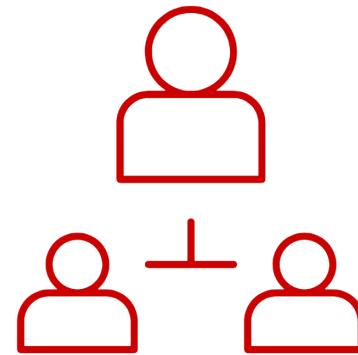
Avoiding Mentorship Malpractice



6 THINGS EVERY MENTOR SHOULD DO



**Choose Mentees
Carefully**



**Establish a Mentorship
Team**

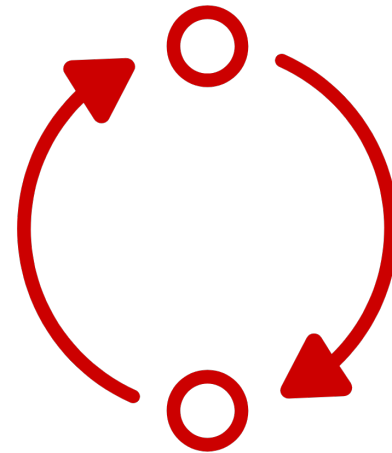


Run a Tight Ship

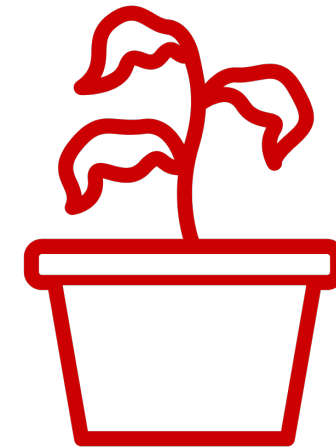
6 THINGS EVERY MENTOR SHOULD DO



**Head Off Rifts ... Or
Resolve Them**



**Prepare for the
Transition**



**Don't Commit
Mentorship Malpractice**

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A PIECE OF MY MIND

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Mentorship Malpractice

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Spielberg

The word *mentorship* evokes strong emotional and intellectual chords. In formal parlance, *mentorship* has been defined as “a dynamic, reciprocal relationship in a work environment between an advanced-career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development of both.”¹ In our careers in academic medicine, we have seen mentees benefit from mentors through development of critical thinking skills and advice on research ideas, scholarship, and networking opportunities. Similarly, now as mentors we have also benefitted by gaining an ally to support our work, developing larger circles of influence, and establishing legacies as academic leaders. It is thus not surprising that mutually beneficial mentor-mentee relationships are a key predictor of academic success.²

While much has been written about the qualities that constitute an ideal mentor,³ little attention has been given to behaviors that make one less desirable. This gap is important because mentor-mentee relationships are, by definition, unequal, with mentees being more vulnerable. Mentees are also likely to disproportionately suf-

fer from a negative association. In the exploiter syndrome variant, the mentee willingly gives up lead positions on manuscripts or grants, mistakenly expecting that the success of the mentor will ultimately cascade down to him or her. It is only when this fails to occur that mentees realize they have been cheated, but usually the damage from such a negative association is already done.

The Exploiter

The Exploiter torpedoes mentees' success by saddling them with low-yield activities. Typified by self-serving advice, Exploiters commandeer mentees by thrusting their scientific agenda or nonacademic responsibilities onto them, often justifying such behavior as “the price of mentorship” or “a valuable learning experience.” Exploiters may assign mentees to mentor other trainees, supervise project staff, or manage projects central to the mentor, but not the mentee's area of expertise. In this way, Exploiters value managers, not independent scientists, and have no interest in cultivating mentees.

The Possessor

The trademark of the Possessor is domination of the mentee. Possessors are insecure and view seeking assistance from others as a threat to their position. Such anxieties lead possessors to take a passive-aggressive approach to collaboration, disparaging potential co-mentors or demean-

Source | Chopra V, et al. JAMA 2016; 315: 1453-54.

MENTORSHIP MALPRACTICE: 2 CATEGORIES

Active: Dysfunctional behavior that is easy to spot, purposeful and deliberate.

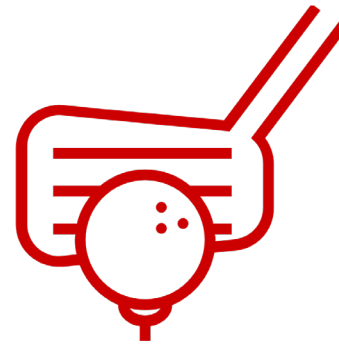
Passive: Insidious, less easy to identify, typified by inaction rather than action.

PHENOTYPES OF **PASSIVE** MENTORSHIP MALPRACTICE



The Bottleneck

Preoccupied with own priorities; lack bandwidth or desire to be a committed mentor.



The Country Clubber

Views mentorship as a ticket to popularity, to build social capital and not take responsibility.



The World Traveler

Highly successful and sought after by many. Little time for trainees on a day-to-day basis.

CASE #2

You and your mentor have worked together successfully for more than a year. However, she was just promoted to a new position which requires much more time. Since then, it's been difficult to find time to meet one-on-one and she has rescheduled multiple meetings at the last minute. Furthermore, you just missed the deadline for a project submission because she didn't provide feedback or sign off on the project in time.

Q1: What type of mentorship malpractice is this?

Q2: What issues may be contributing to the problem?

Q3: What can the mentee do to help solve the problem? How about the mentor?



PREVENTING MENTORSHIP MALPRACTICE

Don't Be Complicit

Set Boundaries and Communicate Needs

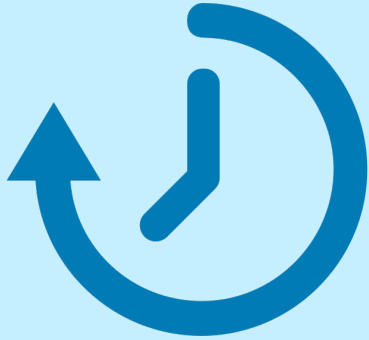
Establish a Mentorship Team

Know When to Walk Away

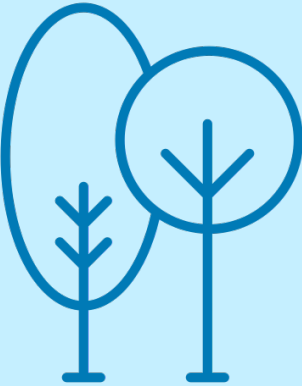
Considerations for virtual mentorship



Recruit
mentors from
near and far



To be
punctual,
be early



Get outside
(or do in
person when
you can)



Build rapport
(so much
harder!)



Schedule
frequent
mentor & peer
check-ins

CONCLUSIONS

Mentorship is a two-way street, and at its best a team sport

Involves mentors, sponsors, coaches, connectors, peers

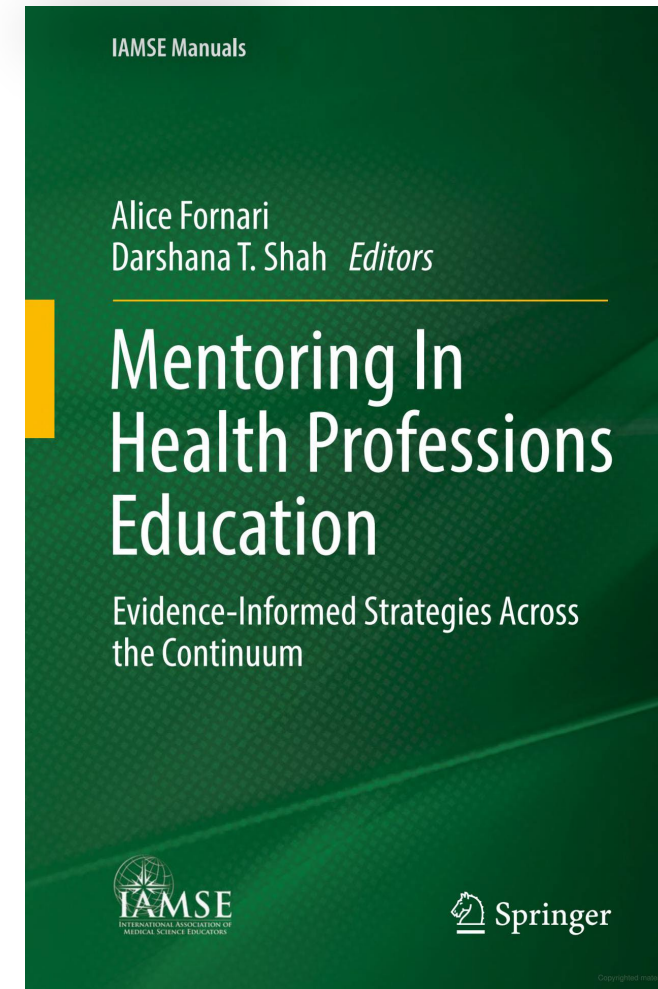
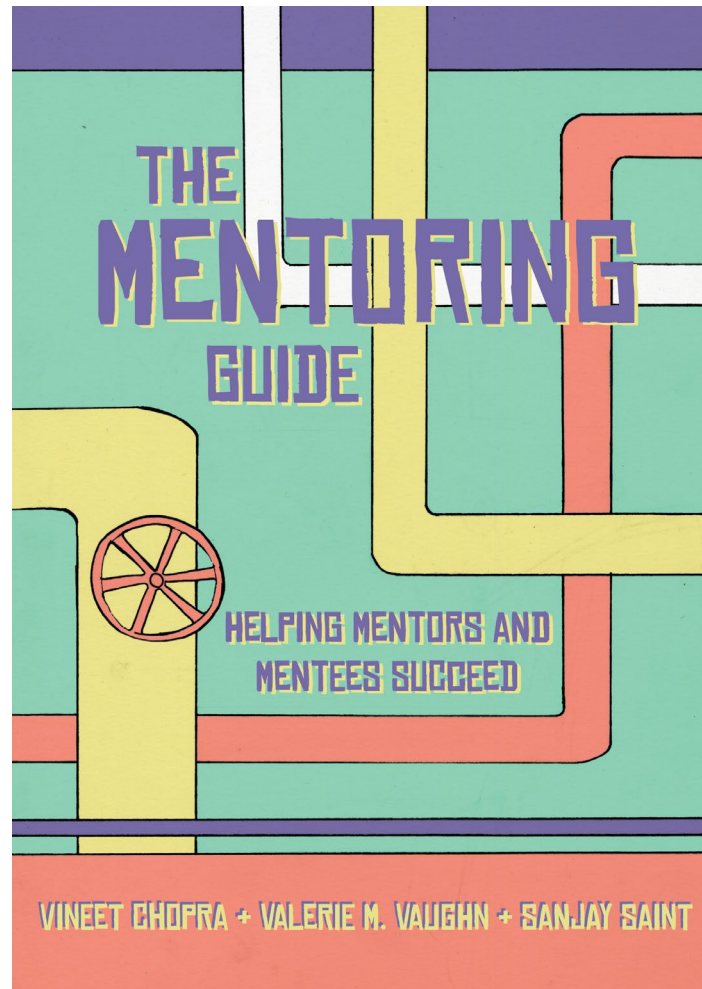
Mentee missteps can be avoided with good communication and by setting goals and priorities

Mentorship malpractice threatens the mentee-mentor relationship, and can lead to major problems for the mentee

Proactive mentorship needed to improve equity



Thanks to all my
mentors!





Questions?

Keep In Touch!



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