

Faculty Mentoring in CE&B

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What Mentoring Is

Mentor = “An experienced and trusted advisor” (Concise Oxford)

Mentee = (a nonexistent term we prefer around here to the proper term, which is “protégé”)

Seven roles of a mentor (Tobin, 2004):

- **Teacher**
- **Sponsor**
- **Advisor**
- **Coach**
- **Agent**
- **Role model**
- **Confidante**

Who Good Mentors Are

“Mentors need to be congenial persons who have had a variety of successful teaching experiences, who have also had success in research, grantsmanship and publication, and who have demonstrated common sense, discretion and good judgment in their service to the institution and in their relationships with graduate students, colleagues and administrators.”

- **Canadian Federation for the Humanities and Social Sciences, 2004**

What Good Mentors Do

They provide:

- Resources
- Advice
- Friendship
- Apprenticeship Opportunities
- Protection

More specifically...

Resources

Direct resources

- Access to Mentor's library & relevant files
- Office supplies & services, research assistance, etc.
- Travel money, conference registration, etc.
- ... and other expenses typical before one's first operating grant is funded

Advocacy for resources

- Negotiation with department, faculty, or centre re: office space, location, start-up funds or equipment, etc.

Advice

Orientation to the unspoken rules of academia

- Interpreting signals from Editors, Chairs, Deans, etc.
- Academic demands and expectations
- When and how to say ‘no’
- Navigating the *next* milestones for accomplishments
- “Packaging” work, self - for peer review, for promotion

Special perspectives or resources

In some cases:

- Status or role in Mentee’s unit - sometimes *outsiders* fill mentoring role more easily
- Status in the Mentee’s field or adjacent fields
- Balancing career and family, life, avocations, etc.
- Disability, gender, culture, etc.

Advice

Priority setting, time management

...Good advice is pretty straightforward:

- “The most important element of time management for academic success is setting aside and ruthlessly protecting time that is spent *writing for publication.*” (Sackett, 2001, p. 98)
- Spend no more than 2 hours per teaching hour in preparation for classes (Boice)

Feedback on work in progress

Friendship

Friendship

- Encouragement, listening, debriefing, etc.
- Welcome and orientation to the community, surrounds, etc.
- Honesty about own limitations
- Good humour, good will
- Note: a close personal friendship is optional, it can be problematic in some cases

Apprenticeship

Opportunities

- Collaboration
- Networking with *other* role models & colleagues
- Access to elite groups, situations, resources

Technical knowledge

- Exposure to good and bad examples of everything; critique
- Research project management
- Grant writing, peer review
- Methods, theories, tools, literature, data, etc.

Modeling

- Academic etiquette, values, diplomacy, negotiation skills
- Character
- Teaching, presentation, management, writing style

Protection

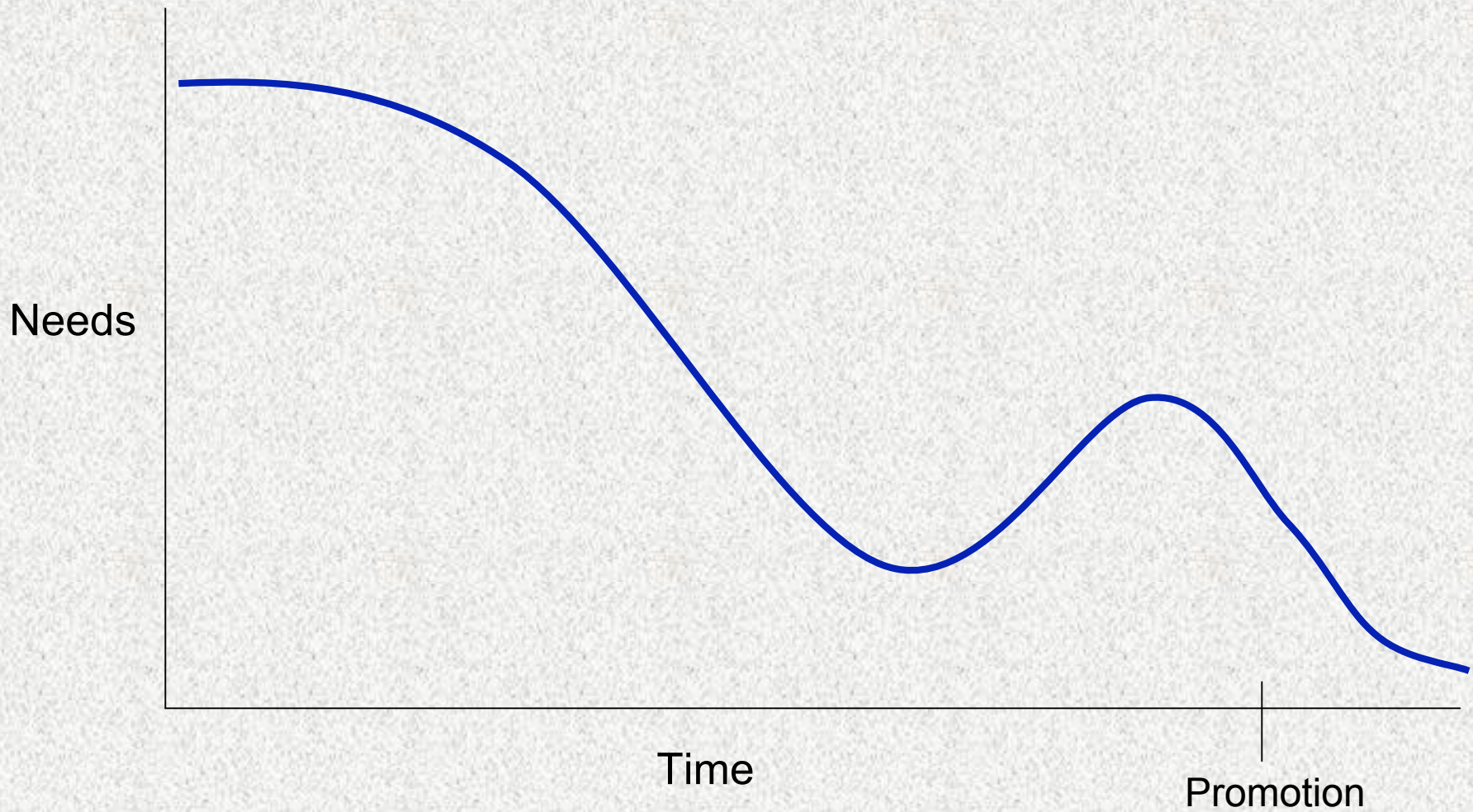
From others

- When and how to say 'no'
- Preemptive - saying 'no' on behalf of Mentee
- Deflecting inappropriate requests
- Negotiating appropriate contracts

From self

- Confidence to pursue great things
- Setting realistic expectations, managing stress
- Constructive responses to failure, disappointment, criticism

The Formal Mentoring Life Cycle



What the Mentor gets out of it

- **Energy**
- **Ideas**
- **Collaboration**
- **Enjoyable experience**
- **Reflected glory**
- **Satisfaction of a legacy**
- **‘Good karma’**

What Mentoring Isn't

Insurance

- Mentors don't ensure the success of the Mentee's own work
- Mentors don't compensate for the Mentee's own work
- Goal is to build the Mentee's skills and self reliance

Supervision

- Relationship is voluntary, requires mutual respect, cooperation
- Either person can withdraw from their role if it isn't working

An indefinite relationship

- The bond *may* become a long term collegial relationship or friendship - beyond the scope of the formal mentoring program
- But the crucial dependency period should have a beginning, middle, and an end

Bad Mentors

Don't do enough of the good mentoring stuff

- Inadequate availability, time, energy, enthusiasm, friendship

Don't have enough to offer

- Inadequate resources, experience, power, confidence, success

Don't take the Mentee's side

- Compete, disrespect, or otherwise don't fundamentally support Mentees and their interests
- Strive to replicate themselves, not to cultivate a unique colleague

Use Mentees for their own purposes, to Mentees' detriment

- Delegate work, takes credit, etc.
- Abuse power - harassment, etc.

The Good Mentee

(adapted from Marks & Goldstein, 2005)

- **Attitude**

- Is responsible for own development and success
- Is open to learning, responds to advice
- Takes advantage of the opportunities provided
- Is interested in, & serious about, mentoring relationship
- Is honest with Mentor, able to express needs, etc.

- **Respect, giving back**

- Respects Mentor's time, is flexible
- Has realistic expectations of Mentor
- Consults with mentor re: difficult decisions
- Shares expertise, gives assistance
- Shows gratitude & respect
- Mentors *others* junior to self

The Good, the Bad, and the Normal

*“Good judgment comes from experience,
and often experience comes from bad judgment.”*

- Rita Mae Brown

- **Nobody's perfect**
- **Our junior faculty deserve the best - if not perfection**
- **Consider:**
 - **Own failures as lessons (“Do as I say, not as I did...”)**
 - **Shared mentoring - multi mentors, complimentary strengths**
 - **Pointing to sources of support & wisdom beyond yourself**

The CE&B Mentoring Program

We formally appoint Mentors to junior faculty

- Sr. faculty have mentors too, but not the focus of the program

We strive for good matches & good relationships

- If there's a problem, let the Coordinator or Chair know

We explicitly support and reward formal mentoring

We cultivate new mentors

We encourage informal mentoring too

- Expectations of the formal relationship should be realistic
- “It takes a village”

References

There are many, many excellent books and articles on mentoring - the following list includes only the few sources that are cited in this presentation:

- Tobin, M. J. (2004). Mentoring: Seven Roles and Some Specifics. *American Journal of Respiratory and Critical Care Medicine*, 170, 114-117.
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- Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Boston: Allyn & Bacon.
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