

# Pediatric Research Alliance K-CLUB



## “Transitioning from Mentee to Mentor”

### Discussion Leader:

**Lou Ann Brown, PhD**, Professor of Pediatrics, Neonatology & Director, Office of Postdoctoral Education

### Panel:

**Pam Coltrane**, Human Resources Director, Pediatrics

**Larry Greenbaum, MD, PhD**, Professor, Nephrology, Pediatrics

**Larry Scahill, MSN, PhD**, Professor, Marcus Autism Center, Pediatrics

**Paula Vertino, PhD**, Professor, Radiology Oncology, Winship

**12 noon to 1 pm**

**Monday, February 12, 2018**

**Egleston, Classrooms 5-7**

[Add to my calendar](#)

A light lunch will be provided. Please [RSVP](#) to attend in person or [remotely](#) by Thursday, February 8<sup>th</sup>, which you may do by going to [www.pedsresearch.org/calendar](http://www.pedsresearch.org/calendar) and clicking on the event. If you have questions or need additional information, contact Barbara Kilbourne at [Barbara.kilbourne@choa.org](mailto:Barbara.kilbourne@choa.org) or call 404-712-8356.

# Survey Drawing



# Announcing – Remaining Spring 2018 K-Club Schedule

<b>Month</b>	<b>Topic</b>
March	Georgia CTSA Roadshow: A personalized tour of the available educational offerings
April	K Applications: Focus on the candidate information section and the career development plan
May	NIH Grant Review: Strategies to effectively review grant applications (and how to use this information to prepare your own application so that it fares well!)

# *What are the essential functions of a mentor?*

Not for the faint of heart

## MENTORING



GOALS



COACHING



GUIDANCE



TRAINING



MOTIVATION



KNOWLEDGE



SUPPORT



SUCCESS

***What are some characteristics of a successful mentor/mentee relationship?***



***What is the best advice you can give to a new mentor?***



***What are some obstacles or potential pitfalls to mentoring that one should avoid?***

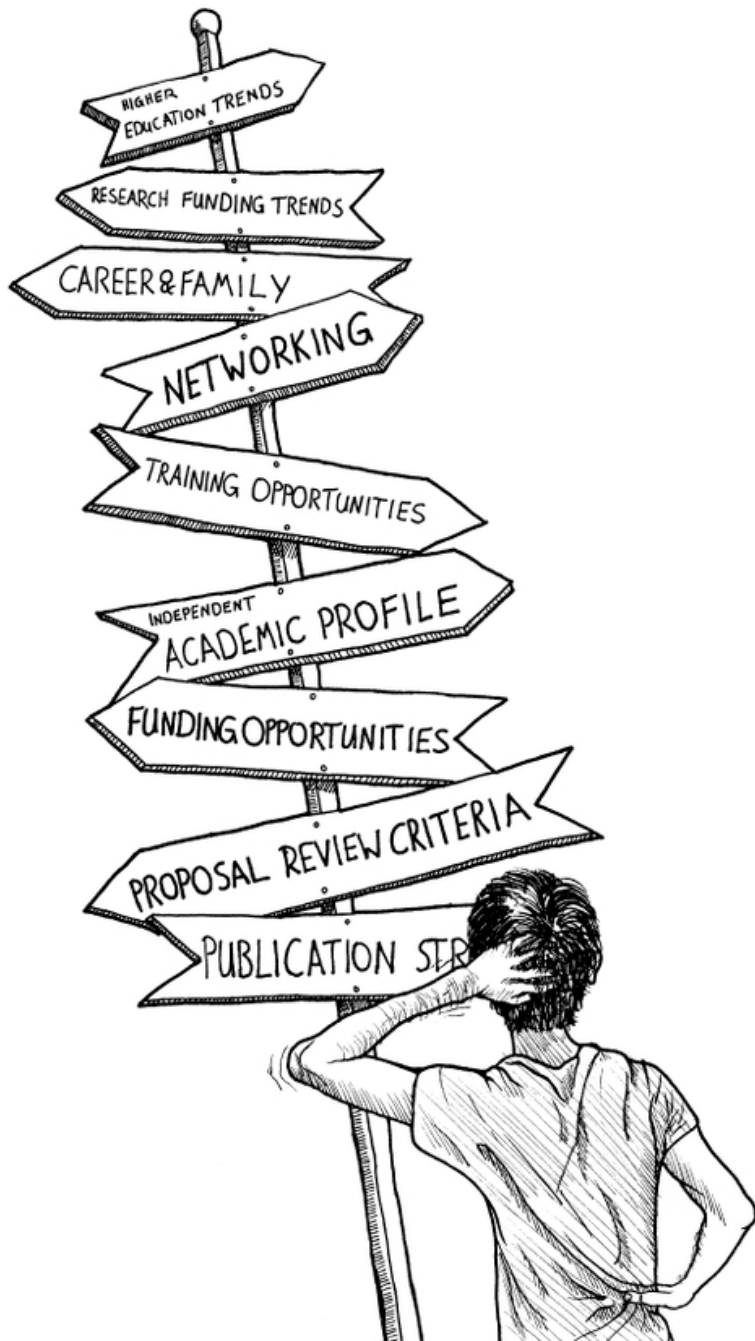


# *How do you teach or model resilience?*

*What do you do when everything is falling apart?*







***How do you foster mentee independence?***

# ***What are the benefits of mentoring?***



# Tips for a more effective and productive mentee-mentor relationship

- **Keep communications open** – Help your mentee set realistic expectations.
- **Offer support** – Encourage communication and participation. Help create a solid plan of action
- **Define expectations** – Help set up a system to develop attainable goals and measure achievement.
- **Maintain contact** – One-on-one meetings. Respond to your e-mails. Ask questions about their goals. Answer questions and provide advice, resources and guidance when appropriate.
- **Be honest** – Be truthful in your evaluations, but also be tactful.
- **Encourage a mentoring or advisory team** – You cannot know everything.

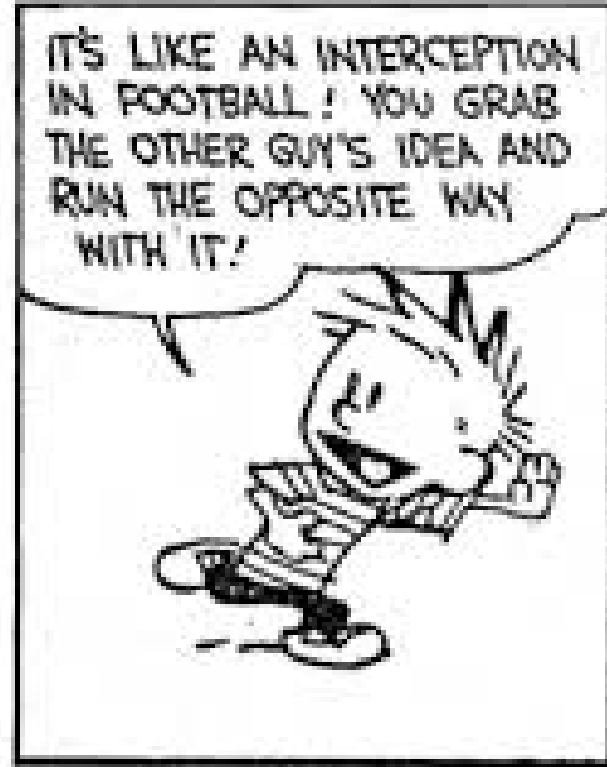
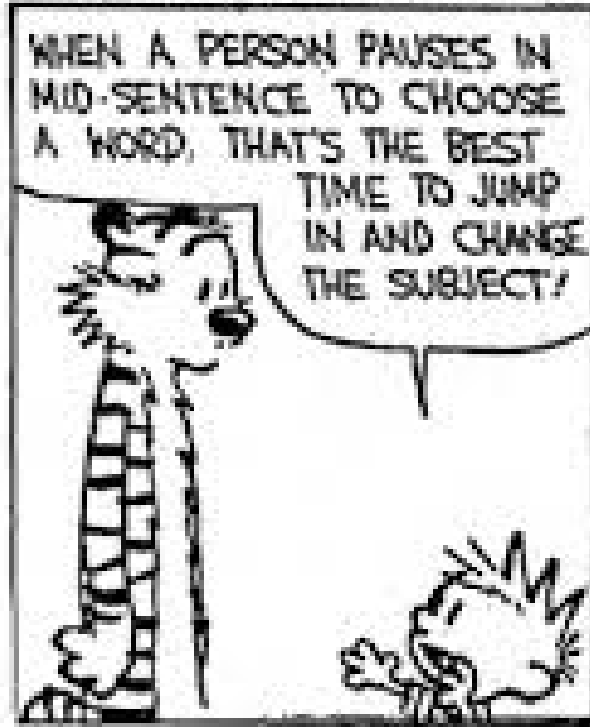
# Tips for a more effective and productive mentee-mentor relationship

- **Be innovative and creative** – Share your ideas, give advice and be a resource for new ideas. Act as a sounding board to explore ideas
- **Get to know each other** – Remember that people come from diverse backgrounds and experiences. Get to know each other on an individual basis
- **Be reliable and consistent** – The more consistent you are, the more you will be trusted.
- **Stay positive!** – Incorporate checks for understanding. Give constructive feedback. Try not to criticize but recognize the work the mentee has done and the progress made.
- **Address step for professional development** – But you need to know what they want to do.

# Top 10 Tips for Mentors

- Start out right, with goal setting
- Begin with the right project
- Tune up your listening skills
- Live your professional standards.
- Take an interest in your mentee
- Seed your mentee's growth.
- Provide feedback that can be heard -- feedback should be mutual
- Share your network.
- Enjoy the mentoring ride.

**CALVIN AND HOBBS B**



## Active Listeners.

Active listening takes energy. People who listen actively don't simply sit back and allow words to hit their eardrums. They sit up straight. They take notes. They ask questions. They repeat or "mirror back" what they've heard to ensure they've understood it properly. Active listeners are the ones who provide non-verbal gestures (e.g. eye contact, nodding, etc.) that indicate they're following (or not following) what you're saying.

**PEANUTS CLASSICS** By Charles M. Schulz



**Are you listening to your mentee?**

# Errors in Mentoring

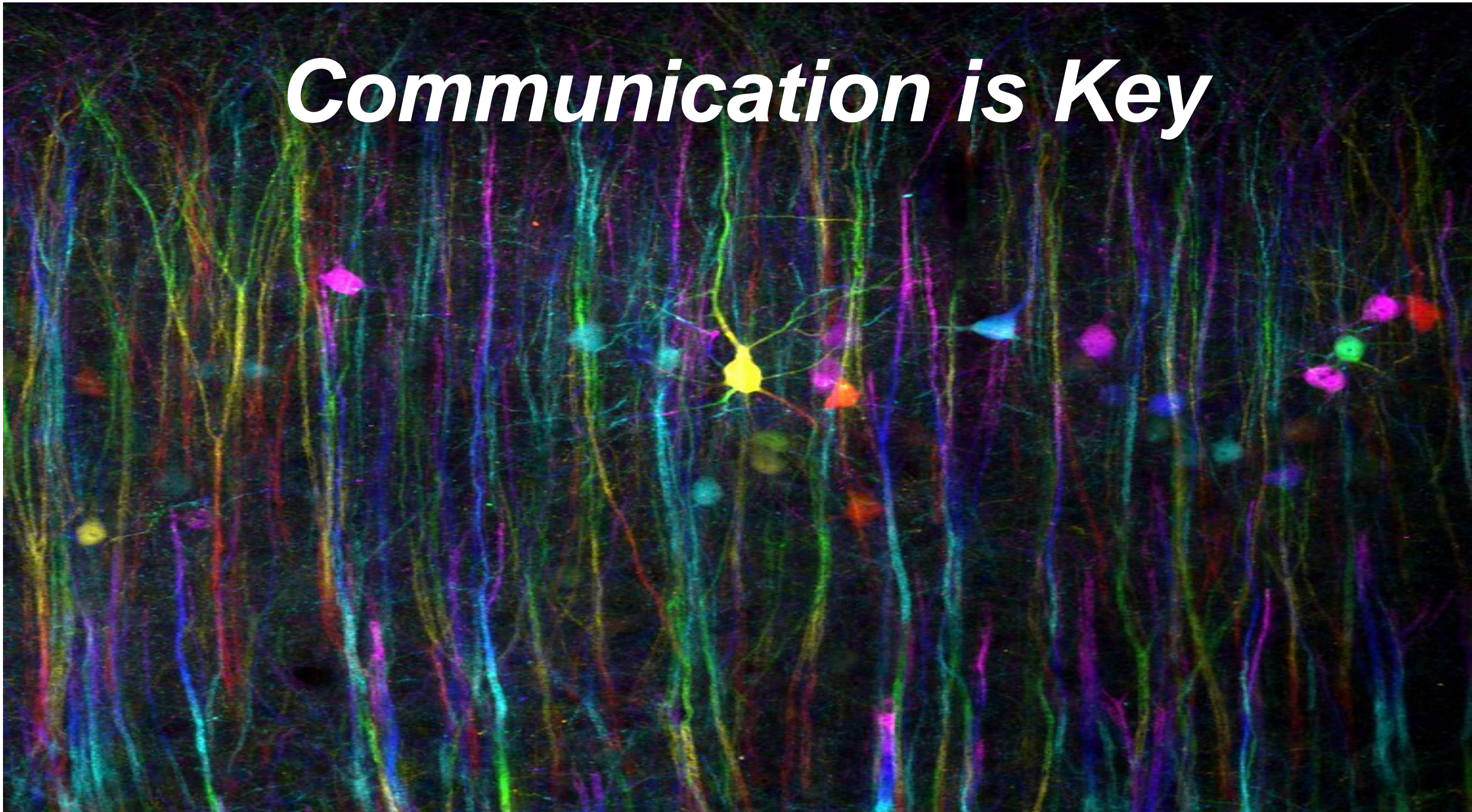
- **Providing too much help** → stalls movement toward independence and encourages dependence
- **Providing too little help** → they will flounder and not learn how to fix the problem
- **Conflicting demands** → Difficulty in saying “NO” → become inundated with demands → help them make a list of assignments and prioritize
- **Conflicting advice** → help them sort with all of the pieces of advice and determine which addresses that particular question
- **Not seeking advice** when you run into mentoring difficulties.



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***Communication is Key***



# **Ethics's Case Study – Topic: MENTORSHIP**

During his time in the lab, Mike had multiple significant publications and was ready to apply to set up his own lab. While they had never written it down, Mike and his PI had discussed and verbally agreed on the projects that Mike could take to set up his own lab. However, just as Mike was about to apply for faculty positions, his PI lost some of his funding and decided that he wanted to pursue some of Mike's projects on his own in order to secure more funding for his lab. This would significantly affect the chances of Mike finding a faculty position at a major research institution.

Mary tells her mentor that she does not have the time for everything he would like her to do. He suggests that she do a better job prioritizing her time and adds more projects. Mary feels like she cannot say NO because she is afraid the Mentor will think she is lazy and not give her a recommendation for the next step in her career.

The experimental results are not going according to plans. The lack of good laboratory skills plus clinical workload is making Tim's fellowship experience very stressful. At his first scholarship oversight committee (SOC) meeting, the major critique is that his project is too vast and will require 3-4 years to complete. They say he needs to focus on a smaller project to get a publication out in the next 18 months before finishing fellowship. Dr. Zee feels defeated and does not think a lab career is meant for him.

Jane realizes that she is not making as good a use of her time as she could if she had more direction and guidance. Her PI is often busy writing grants and traveling so is not always available. She does not want to be spoon-fed an assignment, but needs more help in the early stages of coming up with and carrying through the very early stages of a project idea. She makes time costly mistakes at times just because of lack of direction. Jane struggles how to articulate her need for more direction because she is worried that her PI may find her intellectually incompetent.





MOTIVATION

ADVICE

SUCCESS

DIRECTION

COACHING

SUPPORT

GOAL

TRAINING

**MENTORING**