

Welcome!

*Dealing with Mentoring Challenges*

NUCATS Series on Developing and Enhancing Mentoring Relationships

Presenters: Tara Lagu, MD, MPH & Charlesnika T. Evans, PhD, MPH

# Upcoming Workshop Schedule

Date / Time	Topic / Presenter(s)	Format
March 10, 2022 9:00 – 10:30 AM	Dealing with Mentoring Challenges Tara Lagu, MD, MPH and Charlesnika T. Evans, PhD, MPH	ONLINE
<b>April 7, 2022**</b> 9:00 – 10:30 AM	Goal Planning at Different Stages of One's Career Ravi Kalhan, MD and Sadiya S. Khan, MD, MSc	ONLINE
May 12, 2022 9:00 – 10:30 AM	Maintaining Effective Communication/Difficult Conversations Mercedes Carnethon, PhD and Kelly D. Michelson, MD, PhD	ONLINE
<b>June 9, 2022</b> <b>9:00 – 10:30 AM</b>	<b>Articulating your Mentoring Philosophy and Plan</b> <b>Adam Goodman, PhD</b>	<b>ONLINE</b>
<b>June 22, 2022</b> <b>10:30 AM – 12:00 PM</b>	<b>Articulating your Mentoring Philosophy and Plan</b> <b>Adam Goodman, PhD</b>	<b>IN PERSON</b> <i>Tentative</i>

\*\*In April the session will be held the **1st Thursday of the month**, to accommodate CPS Spring Break and holiday schedules.

# Thank You



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# Today's Facilitators



Tara Lagu, MD, MPH

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- Director, Center for Health Services and Outcomes Research in the Institute for Public Health and Medicine (IPHAM)
- Hospitalist, Division of Hospital Medicine
- Professor of Medicine



Charlesnika T. Evans, PhD, MPH

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- Professor of Preventive Medicine, Epidemiology
- Center for Health Services and Outcomes Research in IPHAM



# Mentoring Challenges

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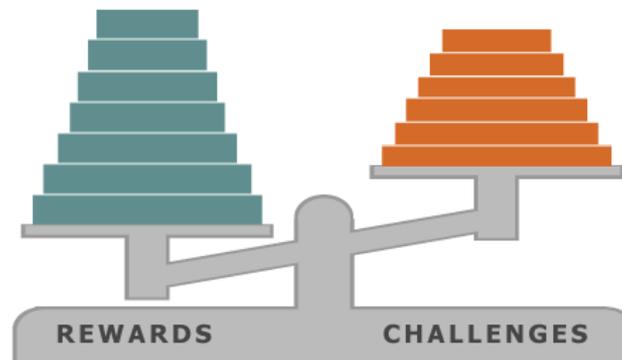
Tara Lagu, MD  
Charlesnika T. Evans, PhD, MPH

Center for Health Services and Outcomes Research, IPHAM  
Feinberg School of Medicine  
Northwestern University



# Learning Objectives

1. Describe common challenges in mentoring relationships
2. Identify strategies for overcoming mentoring challenges
3. Identify a mentoring challenge that you will address

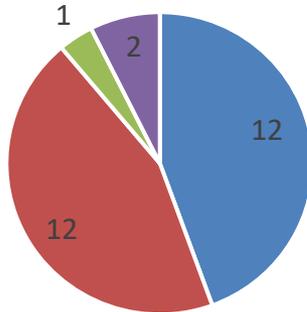




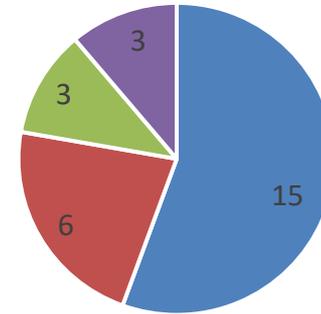
# Registered Attendees

N=27

Track



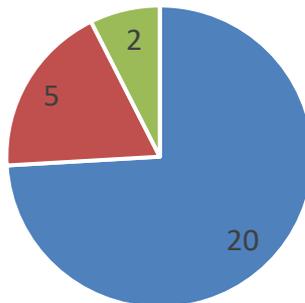
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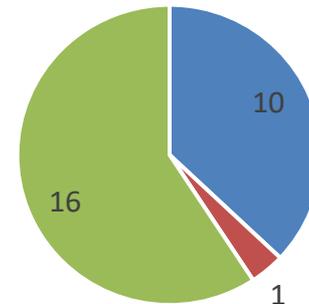
■ Clinician-Educator ■ Research ■ Team Science ■ Other

■ Assistant Professor ■ Associate Professor ■ Professor ■ Other

Focus for Mentoring



Perspective



■ Research ■ Clinical ■ Training

■ Mentor ■ Mentee ■ Both

As of the morning of 3/9/22



# White Board Exercise

- What are some common mentoring challenges you have experienced?
- Use the white board to list challenges you have experienced
- Discussion to follow

# Common Mentoring Challenges



Mentee requires  
too much time  
and energy

Fostering  
mentee  
independence

Mismatch of  
goals/unrealistic  
expectations

# Common Mentoring Challenges



Too many mentees

Limited or no  
funds/resources for  
mentee

Diversity and Inclusion  
Awareness: Culture,  
Race, Language, Gender  
identity, Disability



# Case Study 1

Your mentee, Jason, is beginning year 3 of his K award and is submitting an application for an R01. Although you feel the mentor-mentee role has been relatively successful, his constant need to get feedback from you has been exhausting over the years. Whether it is because he sends you semi-urgent texts on weekends or off-hours asking for a quick conversation, or because he sends too many emails a day, you are feeling fatigued and know you need to set better boundaries. You're pretty sure there's nothing inappropriate about his behavior. He sees you as a trusted senior person and has always otherwise maintained good personal boundaries. Rather, you perceive that this behavior is about insecurity around decision-making. Things have really hit a wall during the lead up to the R01 submission. Although you discussed in a recent meeting their plans for major portions of the grant, including proposed budget, he calls you to urgently ask you sit in on a meeting with his research administrator just days before the grant is due. Afterward, the RA confidentially calls you and says: "Thank you for coming. He was really unable to get anything finalized until you joined."

# Case Study 1 - Discussion



**CASE STUDY 1:** Your mentee, Jason, is beginning year 3 of his K award and is submitting an application for an R01. Although you feel the mentor-mentee role has been relatively successful, his constant need to get feedback from you has been exhausting over the years. Whether it is because he sends you semi-urgent texts on weekends or off-hours asking for a quick conversation, or because he sends too many emails a day, you are feeling fatigued and know you need to set better boundaries. You're pretty sure there's nothing inappropriate about his behavior. He sees you as a trusted senior person and has always otherwise maintained good personal boundaries. Rather, you perceive that this behavior is about insecurity around decision-making. Things have really hit a wall during the lead up to the R01 submission. Although you discussed in a recent meeting their plans for major portions of the grant, including proposed budget, he calls you to urgently ask you sit in on a meeting with his research administrator just days before the grant is due. Afterward, the RA confidentially calls you and says: "Thank you for coming. He was really unable to get anything finalized until you joined."

## Breakout Room 1

Consider how the first R01 submission is being put into the context of their overall success in their career

**Insecurity with leap to independence**

**Develop time management plan; discuss doing that ahead of time.**

Discuss imposter syndrome and how that might be impacting their productivity with mentee separately

Develop support/accountability structure so deadlines are earlier--maybe a spin on time management.

## Breakout Room 2

Fostering independence, setting expectations, and avoiding bad habits

**Use Green Stick Notes Here**



# Case Study 2

Your mentee, Karen, is smart with good research instincts. She has earned a K award, an internal pilot grant, and an R03 in his first three years on faculty. However, you feel she needs to work on collaboration and communication. For example, you recently introduced her to an esteemed colleague, but in the meeting, she failed to listen well and instead went on about her own work. Other times she fails to get back to you in a timely manner or simply ignores your advice. Last week, she told you she intends to submit one of your collaborative papers to a journal where you are a senior editor. You agree, but caution her that if it's going to your journal, you really want to be comfortable with the content before she submits (you will recuse yourself as editor, but your close colleagues are the other editors). Although you told her that you would have edits within a week, just two days after sending the manuscript to you, she submits the paper without waiting for your review. When you are able to review the manuscript, you feel uncomfortable with both the writing and content. In the short term, you are strongly considering asking her to withdraw the submission. In the long term, you know she has the potential to be successful, but you are very concerned about these recent events.

# Case Study 2 - Discussion



**CASE STUDY 2:** Your mentee, Karen, is smart with good research instincts. She has earned a K award, an internal pilot grant, and an R03 in his first three years on faculty. However, you feel she needs to work on collaboration and communication. For example, you recently introduced her to an esteemed colleague, but in the meeting, she failed to listen well and instead went on about her own work. Other times she fails to get back to you in a timely manner or simply ignores your advice. Last week, she told you she intends to submit one of your collaborative papers to a journal where you are a senior editor. You agree, but caution her that if it's going to your journal, you really want to be comfortable with the content before she submits (you will recuse yourself as editor, but your close colleagues are the other editors). Although you told her that you would have edits within a week, just two days after sending the manuscript to you, she submits the paper without waiting for your review. When you are able to review the manuscript, you feel uncomfortable with both the writing and content. In the short term, you are strongly considering asking her to withdraw the submission. In the long term, you know she has the potential to be successful, but you are very concerned about these recent events.

## Breakout Room 3

Try to understand Karen's perspective to identify where the breakdown occurred

**Elucidate protocol for collaborative work and co-authored manuscripts**

Refer Karen to potential training opportunities that could reinforce responsible conduct of research

Consider potential cultural or experiential factors that contribute to Karen's approach

Highlight the importance of respectful communication - which includes listening and respecting other's perspectives

Consider developing expectations/tools/resources for preventing this from occurring again or with other mentees. Being proactive in educating mentees about collaborative work.

## Breakout Room 4

Immediate communication with mentee (face-to-face meeting).

Understand consequences action (effect on relationship with mentor, damage to herself).

Clear communication - Find out what was the motivation (how she perceived interactions, advise from another mentor?).

Using SOPs or lab compact, reviewing specific required steps before submitting manuscript.

**For colleague: same as before.**

Setting up expectations in advance \*rules are rules, not suggestions.

SOPs or lab compacts (step by step on submitting a manuscript).

Set-up hierarchical supervision, peer mentoring.

Immediate feedback on undesirable behavior.



# Group Discussion

- What is your immediate next step?
- What advice would you give to a colleague in this situation?
- What strategies could have been used to prevent this scenario?



# Group Discussion

- Group presentations
  - What elements of the case stood out?
  - What did your group identify as immediate next steps?
  - What advice would you give to a colleague in this situation?
  - What strategies could have been used to prevent this scenario?



Phenotype	Description	Diagnostic Signs	Potential Solutions	
			Mentee	Mentor
<b>Conflict Averse</b>				
The Overcommitter	Lacks the ability to say no. Ends up overcommitted and underproducing.	Résumé is filled with a host of committees, volunteer roles, etc, yet few have resulted in academic products such as publications.	Learn to use your mentor or allocated effort as a reason for saying no. Before saying yes to a project, determine which project is now getting a no.	Add new items to this mentee's list only after old ones are completed. Have mentee identify his or her career goals, then stick to projects that align.
The Ghost	Appears extremely enthusiastic and energetic, but then disappears without a trace and without notice—especially when problems arise.	Mentee may agree to assignments but fail to follow up. When questions regarding project deadlines arise, the mentee avoids discussion.	When uninterested, suggest an alternative person who may be interested. Address issues early. To reduce anxiety, be prepared with a planned solution.	Mentees should gauge their true interest in new projects and be allowed to decline. Set goals to address problems forthrightly, and praise mentees for their candor when issues raised.
The Doormat	Mentee is on the receiving end of a manipulative mentor. The mentee's energy is used for things that do not further their career, or for which they do not receive credit.	Mentee spends time on work unrelated to their own career. Review of mentee's progress shows few first-authored papers in mentee's field of interest.	Ask directly how new projects align with goals. Trial of setting goals and boundaries. Seek new mentors. Establish a mentoring committee.	Before assigning a project to a mentee, evaluate if it is in their best interest. Allow mentees to use you as an excuse not to participate in another's projects.
<b>Confidence Lacking</b>				
The Vampire	Mentee requires constant attention and supervision, leaving mentors drained and empty.	Mentee requests approval or clarification for every step of a project, regardless of prior or similar discussions. Lacks conviction; pivots to mirror mentor.	Recognize and embrace feelings of insecurity; talk with other junior faculty likely struggling with similar decisions. Before taking questions to a mentor, vet a solution with a colleague.	Set clear goals and boundaries, including what questions require approval and what do not. Have mentees "put their nickel down" when asking for help.
The Lone Wolf	Assertive, self-motivated, and determined; prefers working alone; believes mentorship is a luxury, not a necessity.	Does not trust others or is afraid to ask for help. Does not work well as part of a team.	Realize that asking for help is critical for learning, not a sign of weakness. Appreciate that working with a team is a key skill for success.	Be specific in things that can be done with and without mentor consultation. Define the mentee's role, as well as the role of other team members.
The Backstabber	This mentee rarely fails, but when this does occur, makes excuses or assigns blame to others rather than to personal missteps.	People who work with this mentee once often don't want to do so again. Has difficulty accepting responsibility for any mistake; avoids negative feedback.	Reframe mistakes as a learning opportunity. Make giving credit and accepting responsibility a daily goal.	Emphasize that honesty, not perfection, is critical in a mentee. If mentee cannot accept this responsibility, seek a new mentee.



# Challenge to Yourself

- Identify 1 solution you will implement to address a mentoring challenge





# Resources

- Chopra V, Edelson DP, Saint S. A PIECE OF MY MIND. Mentorship Malpractice. JAMA. 2016 Apr 12;315(14):1453-4. doi: 10.1001/jama.2015.18884. PMID: 27115263.
- Vaughn V, Saint S, Chopra V. Mentee Missteps: Tales From the Academic Trenches. JAMA. 2017 Feb 7;317(5):475-476. doi: 10.1001/jama.2016.12384. PMID: 28170482.
- Kalet A, Libby AM, Jagsi R, Brady K, Chavis-Keeling D, Pillinger MH, Daumit GL, Drake AF, Drake WP, Fraser V, Ford D, Hochman JS, Jones RD, Mangurian C, Meagher EA, McGuinness G, Regensteiner JG, Rubin DC, Yaffe K, Ravenell JE. Mentoring Underrepresented Minority Physician-Scientists to Success. Acad Med. 2021 Sep 7. doi: 10.1097/ACM.0000000000004402. Epub ahead of print. PMID: 34495889.
- Mentor Training Program. University of California, San Francisco, <https://accelerate.ucsf.edu/training/mtp>