

Welcome! We will start on time at 9:00 AM.

Establishing and Aligning Expectations
NUCATS Series on Developing and Enhancing Mentoring Relationships

Presenters: Kenzie A. Cameron, PhD, MPH & Robert I. Liem, MD

Today's Facilitators



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Thank You



Morgan Barrowman

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Program Coordinator
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2009 – 2013

National CTSA
working Group
Developed
Mentoring Best
Practices

2013 - 2015

Mentor
Development
Workshops
Implemented at
Northwestern,
Department by
Department

2015 - 2019

Mentor
Development
Workshops
provided annually
for new
faculty/faculty
wishing refresher

2020 – 2021

NUCATS Workshop
Series on
Developing and
Enhancing
Mentoring
Relationships
(monthly Sept –
June)

2021 – 2022

NUCATS Workshop
Series
+
Mentor Training
Certificate Program
Launched

Establishing and Aligning Expectations in Mentoring

Learning Objectives

- By the conclusion of this workshop, attendees will:
 - Examine existing expectations in your current mentoring relationships; question which expectations need to be revisited or discussed.
 - Recognize and describe how one can apply a variety of tools to promote alignment in mentoring relationships.
 - Choose 1 – 2 behavior changes you can enact in the next 3 – 6 months to improve alignment in your mentoring relationships.

Mentor: “A wise and trusted counselor or teacher”



Mentor: “A wise and trusted counselor or teacher”



Yoda and Luke Skywalker in *The Empire Strikes Back*. LUCASFILM LTD. /EVERETT COLLECTION



Ralph Macchio and Pat Morita, “*The Karate Kid*”

Columbia Pictures

Mentoring for What?



Aligning Expectations

- **Alignment:** an agreement between people or groups who want to work together because of shared interests or aims
- **Expectation:** the feeling or belief that something will or should happen



A Communication Scientist's Wedding Vows



“And I love you because you know expectancy violation theory... and you use it!”

April 26, 2008

WHY Align Expectations?

- Avoid miscommunication around roles and responsibilities
- Avoid negative expectancy violations
- Identify and achieve mutually beneficial goals
- Assure that institutional and discipline-specific norms and standards are communicated

“So if you don’t have your expectations explicit up front, it makes it difficult to then go back and say, “Are you getting what you need?”

[Huskins et al. 2011, p. 441]

What to align in Mentoring?

Candidates for Alignment

- The mentoring relationship
- Logistics to maximize the mentoring relationship
- Input on career and professional development
- Integrating work and life
- Research execution
- Educational roles
- Clinical responsibilities
- Service



As in all things,
specifics and details
matter

- Logistics
 - Meeting duration/frequency
 - Preparation for meetings
 - Lead/response times for requests

- Mentoring Relationships
 - Type (e.g., traditional mentor, coach, sponsor, connector)
 - Expected benefits
 - “Re-engage or Disengage” time

- Career/Professional Development
 - Goals (Short, Medium, Long-Term)
 - Promotion/Tenure Recs, progress

- Work-Life Integration

- Education/Teaching
 - Curriculum development
 - Educational Scholarship

- Research
 - Authorship
 - Research Independence

- Clinical
 - Responsibilities
 - Challenges
 - Leadership opportunities

- Service
 - Community/Extracurricular opportunities and involvement



Mentors and mentees share the responsibility to ensure expectations are identified and aligned*

*degree of responsibility varies over time and throughout your career

BREAKOUT GROUPS – Misalignment (10 min)

- Introduce yourself (BRIEFLY: Name, Division, Primary Role – e.g., research, teaching, clinical, administrative)
- Be prepared to share perspectives in larger group

1. What are the central challenges or themes raised in this case study?
2. What could have been done to avoid this situation?
3. Next steps:
 - a. What should the mentor do now?
 - b. What should the mentee do now?

BREAKOUT GROUPS

The Second-Year Blues

1. What are the central challenges or themes raised in this case study?
2. What could have been done to avoid this situation?
3. Next steps:
 - a. What should the mentor do now?
 - b. What should the mentee do now?

Case Study: **THE SECOND-YEAR BLUES**

Dr. Allen is beginning the second year of her faculty appointment in Population Health at a large academic health center. She has a mentor and is working towards establishing an independent research program investigating diet and lifestyle approaches to treatment and prevention of diabetes. She feels that her mentor never has enough time for a focused discussion about Dr. Allen's research aims for the preparation of a major grant proposal and is becoming frustrated. She likes her mentor and empathizes with her mentor's workload and the time needed for a recently adopted child. Dr. Allen is reluctant to make a misstep with her well-established, senior mentor, yet she knows how important it is to her academic development to get this grant proposal submitted and funded. She also worries that her strong interest in intervention-based research is divergent from her mentor's more theoretical approach.

Adapted from a case study from Pfund C, House S, Asquith P, Spencer K, Silet K, Sorkness C. (2012). Mentor Training for Clinical and Translational Researchers. New York, NY: W.H. Freeman and Company.



HOW to align expectations?

- Explicitly state objectives of mentoring relationship
 - Consider timeframes
 - Of mentoring relationship
 - Upcoming deadlines/ importance (e.g., conferences, application deadlines) – explicitly identify and don't assume!
- Be honest
 - what is asked and what is achievable (for both mentee and mentor)
- Mutual accountability
- Communicate regularly
 - Use agendas to streamline and focus meetings
- Use alignment tools/checklists
- Formalize – if not written, ensure it is clearly communicated

Aligning Expectations: Tools

Career Advancement Plan

Feinberg Self-Evaluation on
Interfolio

Meeting Agendas

“Laboratory” Expectations and
Guidelines

Tools: Career Advancement Plan and Faculty Profile

- Similar tools, varying level of detail
 - Encourage mentees to complete both
- Mentees' completion of some version of a career advancement plan provides starting point for discussion
- To the extent that goals entered in the CAP or Feinberg Faculty Profile are SMART, mentor can use that information to guide priorities in the mentoring relationship
- Can be used to guide forward progress for mentee and mentor
- Asked to write down (goals, needs, etc.)

Tools: Feinberg Faculty Portal (Interfolio)

▼ Instructions

! Faculty Self-Evaluation

1. Go to the **Activities** link in the left navigation and record your specific accomplishments in the appropriate sections. Only activities that occurred during this review period (January 2020-December 2020) need to be recorded.
2. Respond to the narrative questions in the Feinberg Faculty Self-Evaluation section below. When you encounter a Month field in the narratives, **report the month when you record the response or December 2020, whichever is earlier**. This ensures the response appears on the performance review summary form for the current review period. (Note: The system times out after 45 minutes and does not automatically save your work. You may want to type your responses in a word processing program and copy them into the data entry form to avoid losing your work.)
3. Press the **Preview** button above to generate a performance review summary form that includes your narrative responses as well as the accomplishments you recorded on the Activities page. The summary you preview defaults to the dates of this review period, which is what your department leadership will review.
4. When you are finished, press **Submit for Review** to advance your evaluation to your department leadership for review.

▼ Performance Review: Feinberg Faculty Self-Evaluation

Help

These are standard self-evaluation questions for performance review set by the Feinberg School of Medicine.

- Press the **Add** button to open the data entry form, and press **Save and Go Back** to save your responses and see them logged in the summary table.
- Complete the form **only once** for the current performance review period so that **one** new row appears in the summary table.
- If you need to edit responses you have already saved, press the pencil icon in the summary table to edit that row.

| Major Accomplishments | Campus Service / Citizenship | Challenges | Research / Scholarship Goals | Education Goals | Clinical Goals | Support / Professional Development Needs | Start Month |
|-----------------------|------------------------------|------------|------------------------------|-----------------|----------------|--|-------------|
|-----------------------|------------------------------|------------|------------------------------|-----------------|----------------|--|-------------|

Tools: Meeting Agendas

- Allows both parties to prepare for meetings and focus on points that require discussion vs. notification of progress
 - Enhances meeting efficiency
- Keeping record of agendas allows for tracking on progress
 - Is there an agenda item that never resolves?
- When distributed in advance can allow both parties to insert their priority items

Tools: Meeting Agenda Examples

Mentee-Mentor Meeting Brief Agenda example (sent as an email)

NU-PATIENT Update 9/18/15

Discussion:

- Update from meeting with Dr. X
 - Consultations early on; town hall meetings later
 - Involve A-list stakeholders early (ortho, rehab, 1 PT); pull B-list in later
- IDP
 - Updated IDP attached (included concrete milestones)
 - [Meeting_9/29](#)
- Out next Friday 9/25
- Next up - Interview Guide

- Sent in text of email
- Sent 24 hours ahead of time
- Identifies specific areas of discussion
- References attached for review (e.g., IDP)
- Key dates
- Next steps

Tools: Meeting Agenda Examples

Mentee-Mentor Meeting Agenda example with timeline (start of quarter)

NU-PATIENT Update 1/15/16

Meeting:

- Project:
 - NMH
 - Second interview scheduled for today
 - 35 emails sent; 5 responses; 3 phone screened
 - IRB approved to do remote – just finalizing/testing online consent/questionnaires
 - NorthShore
 - Still in discussion for alternatives to recruitment
 - Rush University
 - Sending them preliminary protocol by end of month to start IRB process for intervention
 - Wesley Place Rehab
 - [specific person's name/contact-blinded] to hand out postcards to patients

Table 4. Research and Training Schedule

| Activity | Yr 1 | | | | Yr 2 | | | |
|---|------|----|----|----|------|----|----|----|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| RESEARCH PLAN | | | | | | | | |
| Develop protocol (RQ-2), manual of operations, and submit IRB | | | | | | | | |
| Aim 1: Identify barriers, intervention components, and outcomes | | | | | | | | |
| Interviews/focus groups with key stakeholders (n=30 pre- & post-TKR) | | | | | | | | |
| Analyze qualitative data | | | | | | | | |
| Engage stakeholders in refinement of intervention | | | | | | | | |
| Submit manuscript based on results of Aims 1 | | | | | | | | |
| Aim 2: Conduct a pilot RCT comparing patient-reported outcomes and weight loss between the newly developed interventions and usual care | | | | | | | | |
| Recruit TKR patients (n=50) | | | | | | | | |
| Conduct pilot study | | | | | | | | |
| Analyze pilot study data | | | | | | | | |
| Submit manuscript based on results of Aim 2 | | | | | | | | |
| TRAINING PLAN | | | | | | | | |
| NU-PATIENT Stakeholder Engagement and Core Training | | | | | | | | |
| AHRQ K12 Scholars Retreat | | | | | | | | |
| Presentations at national conferences (2/year) | | | | | | | | |
| AAMC Early Career Women Faculty Professional Development Seminar | | | | | | | | |
| Aim 1: Advance knowledge in patient-centered research | | | | | | | | |
| SBM's Pre-Conference on CER and Patient-Centered Research | | | | | | | | |
| CER Online Training Modules by The Ohio State University | | | | | | | | |
| HSR 458: Applied Qualitative method and Analysis course | | | | | | | | |
| Mentored Qualitative Methods Meetings with Dr. Cameron | | | | | | | | |
| Aim 2: Gain understanding of TKR patients experience with surgery & rehab | | | | | | | | |
| Clinical rotations with NMH and WPR | | | | | | | | |
| GRANT SUBMISSION PLAN | | | | | | | | |
| Prepare and submit application for NIH R01 | | | | | | | | |

- Informative
- Only spend time discussing in meeting if concerns
- Quick way to update mentor w/o sacrificing meeting time
- Inclusion of grant timeline helpful to assess progress
- Meeting focus on assessing status, reasons for delay, addressing barriers, plans for future



Alignment with Multiple Mentors



Traditional Mentor

Formal, Career-focused
Long-term
Reciprocal

Coach

Issue-focused
Short-term



Sponsor

Influential
Visibility-focused

Connector

Link mentees with others
Create networks
Focused on their field



Alignment among a Mentoring TEAM

- Move away from “guru mentor” to a mentoring team
 - Consider if entire team need to meet regularly (answer may be no)
- Mentoring for career advancement and career and life goals
- Experts in:
 - Content (scientific, clinical, educational) – *may be primary mentor*
 - Methods
 - Career path you wish to emulate
 - Personal and Professional Roles
- Alignment needed with each mentor – and across mentors as well

GROUP DISCUSSION

Alignment in Multidisciplinary Mentoring Teams

1. What challenges are faced when working with multiple mentors?
2. How could you AS A MENTOR preemptively address identified challenges?



Realigning Expectations

- Discuss and be willing to revise expectations as needed
 - Discuss potential options if expectations are not met *before* it becomes an issue
 - Understand idea of expectancy violations (positive and negative)

Aligning Mentor and Mentee Expectations: Best Practices

Mentoring Relationships should:

- Set ground rules (expectations)
- Prioritize honest and open communication
- Be inclusive and safe
- Be respectful of time
- Develop reasonable/realistic goals
- Be led by mentee's initiative
- Follow through on commitments
- Be mutually beneficial
- Meet mentors' and mentee's expectations for a productive relationship
- View alignment as a continuing process
- Practice self-reflection
- Recognize mentoring relationships need not be forever

Remember...

- Everyone enters interactions with expectations (conscious or unconscious)
 - Examine and reflect on your own expectations
- Aligning expectations early and often may prevent negative interactions
- Alignment is a joint process (team process if team of mentors)
- Alignment is not a one-time, static event – Realign, recognize changing contexts

What will you seek to align better in your mentoring relationships?



NUCATS Mentor Training Certificate Program

- Train faculty in becoming effective clinical and translational research mentors
- **Participants:** Faculty with appointments in NUFSM. (*Faculty in other schools may participate if they are engaged in biomedical research*)
 - Request indication of intent to enroll in program: [this short form](#)

- **Requirements:**

| Required Workshops (4.5 hours) | Elective Workshops (4.5 hours) |
|--|--|
| <ul style="list-style-type: none">• Establishing and Aligning Expectations• Cultural Awareness to Enhance Mentoring Across Differences• Articulating your Mentoring Philosophy and Plan | Any other workshops in NUCATS series, starting in 2020 |
| <ul style="list-style-type: none">• Complete Baseline survey, evaluations for every session, annual NUCATS mentoring Survey• Requirements to be completed within three years• May receive “retroactive credit” if participated previously | |

NUCATS Series on Developing and Enhancing Mentoring Relationships: Upcoming

Scheduled for 9:00 – 10:30 AM on 2nd Wednesdays of the month

| | |
|-------------------|--|
| 10/12/2022 | Establishing and Aligning Expectations in Mentoring |
| 11/09/2022 | Articulating Your Mentoring Philosophy and Plan Adam Goodman, PhD |
| 01/11/2023 | Being an Ally and a Sponsor (Panel Discussion) – <i>via ZOOM</i> Khalilah L. Gates, Peter H. Sporn, Diane B. Wayne, Clyde W. Yancy, Betina R. Yanez |
| 02/08/2023 | Strategic Mentoring: Using Mentoring Families for Increased Benefit Rod S. Passman, MD & Graham Peigh, MD |
| 03/08/2023 | <i>Speaker/Topic Confirmation in Progress</i> |
| 04/12/2023 | Developing and Evaluating your Mentee's Goals for Career Progression <i>via ZOOM</i> Mercedes Carnethon, PhD & Leah Neubauer, EdD, MA |
| 05/10/2023 | Cultural Awareness in Mentoring across Differences Rick McGee, PhD & Namratha R. Kandula, MD, MPH |
| 06/14/2023 | <i>Speaker/Topic Confirmation in Progress</i> |

Thank You for Attending

Please Complete Brief Evaluation via
REDCap (will be emailed to you)

Required if pursuing Certificate

Questions:

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Robert I. Liem RLiem@luriechildrens.org

Resources and Opportunities on Website:

<https://www.nucats.northwestern.edu/training/investigator-development/mentoring-relationships.html>

Questions?

