

Mentee and Mentor Roles: Transitioning from Mentee to Mentor in Academic Centers

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My Background

My Medical Physics Career Path

- A graduate student: Medical Physics PhD, University of Wisconsin Madison (2004-2008)
- A junior faculty: Assistant Professor, University of Wisconsin Madison and The Ohio State University (2008-2015)
- A mid-career faculty: Associate Professor, University of California Davis (2015-present)



Major Milestones

My roles as both mentor and mentee

- Growing from a graduate student to a junior faculty
- From a junior faculty to a mid-career faculty

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What is your experience in mentoring?

- Transitioning from a student/resident to a young clinical faculty
- Mixed roles: A mentor, but also a mentee
- What are mentoring styles of your previous mentors?
 - Provide opportunities and step back
 - Mix of hands-on and hands off
- What is your current mentoring style(s)?
- Is it working?



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What defines a good mentor?

- Different roles in an academic setting:
 - Teaching: therapists, dosimetrists, residents, students, especially fellow faculty physicists/MD
 - Sponsoring: students that contacted you, colleagues you have met or collaborated with
 - What about mentoring?
- A good mentor in an academic setting...
 - Set career goals, help set priorities, and inspire
 - Provide honest feedback for accomplishments
 - Available – but not omnipresent
 - Provide access to resources and emotional support
 - Act as an advocate with administration

Expert
Sponsor
Mentor

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What are Key Elements of Mentoring

- Aligning Expectations and Defining Responsibilities
- Maintaining Effective Communication and Assessing Understanding
- Promoting Professional Development and Fostering Independence
- Managing Conflicts, Addressing Diversity and Inclusion



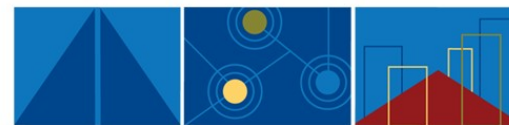
子曰:三人行,必有我师焉

When I walk along with two others, they may serve me as my teachers. --Confucius

Key Elements of Mentoring and Tools

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Form a mentor/mentee agreement

- Basic agreement
 - Time commitment
 - Keep conversations confidential
 - Be honest, direct and respectful to each other
- Defining responsibilities and aligning expectations
 - Establish responsibilities and expectations of mentors and mentees



Prescribing style

As a mentor and a mentee in the UC Davis schools of health faculty mentoring program, we agree to abide by the following set of guidelines:

- Commit to making the time to meet on a regular basis.
- Keep the content of our conversations confidential.
- Practice active listening.
- Provide each other with honest, direct and respectful feedback.
- Other (please specify) _____

1. Check the topics to be addressed in mentoring sessions

- | | |
|--|---|
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Additional mentors |
| <input type="checkbox"/> Research | <input type="checkbox"/> Self development |
| <input type="checkbox"/> Clinical care | <input type="checkbox"/> Networking |
| <input type="checkbox"/> Service | <input type="checkbox"/> Work/life balance |
| <input type="checkbox"/> Leadership | |

2. Circle the frequency of meetings for this year

- Weekly Bi-monthly Monthly Quarterly Other _____
Contact number(s) for scheduling _____

3. Information provided by mentee prior to each meeting

- None
- Updated CV (new additions highlighted)
- Outline of topics to be discussed
- Other (please specify) _____

4. Please discuss, edit, and check the expectations for this mentoring relationship

Responsibilities of Mentor(s). (If have multiple mentors, place initials of each mentor associated with each:

- Help set priorities to achieve academic advancement
- Provide assessment and formative feedback for accomplishments; help plan 'next steps'
- Encourage creativity and broader thinking
- Provide emotional support
- Act as an advocate
- Actively address any problems with mentorship relationship
- Other (please specify) _____

Responsibilities of Mentee:

- Understand the academic series; review career with Department Chair annually and with the Associate Dean for Academic Personnel, when needed
- Provide personal goals, priorities, and updates
- File simple post-meeting reports with DMD/CMD (include topics discussed, goals, and may include accomplishments, joys, frustration, and self-evaluation)
- Recognize when and how often mentoring input is needed and ask for it
- Actively address any problems with mentorship relationship
- Other (please specify) _____

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Setting Goals

- Setting specific goals based on mentor/mentee expectations
 - Short term / long term goals
 - Target timelines, milestones
 - Allocate time and effort
 - Offer suggestions and feedbacks, i.e. skills, knowledge needed, introduce collaborators, etc.
- Individual Development Plan (IDP)
 - A planning process
 - Better communication
 - Assessing understanding
 - Can be modified or adaptive to changes

1. Name _____

2. Date _____

3. Primary Mentor _____

Additional Mentor(s) _____

Additional Mentor(s) _____

4. Identify Personal and Institutional Long Term Goals (expand space as needed)

What are your long-term (3-5 years) career goals?

List any longer term (5-10 years) career goals.

List your Academic Series requirements (see Academic Criteria for Series)

Advisory
Pace setting
Active listening
Friendship

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Individual Development Plan

- IDP Contents
 - Long term goals (5-10years)
 - Short term goals (1 year)
 - Areas of focus and specific goals in focus areas
 - Optimal distribution of effort
- Mentor's Review Process
 - Provide feedback, help revise
 - Provide assistance, help achieve goals
 - Routine meetings to discuss progress and challenge

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Mentor-Mentee Relationship

- Effective communication and clear understanding
 - Engage in active listening, use non-verbal expressions
 - Paraphrasing to check for understanding
 - Summarizing
 - Provide constructive feedback
 - Self-disclosure
 - Confrontation
 - Multi-strategies for improving communication (in person, email, group discussion, coffee break, etc.)
 - Consider personal boundaries
 - Too much of negativity, complaints

Advisory
Corporative
Active listening
Friendship

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Professional Development

- Be clear on career goals:
 - Academic centers, community or private hospitals, industry, etc.
 - Location, country, etc.
- Define a career path
 - Master or PhD
 - ABR and residency
 - Act as an advocate, setting up connections and collaborations
- Expectations from both mentor and mentee
 - Research and manuscripts
 - Clinical trainings
 - Professional committees

Advisory
Corporative
Pace-setting

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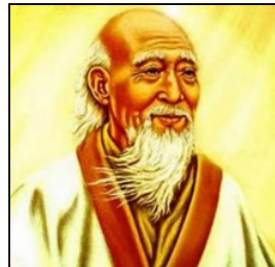


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Foster Independence

- Give directions and driving tips, not to drive the car.
- Strategies
 - Seminars, topic discussion, journal club
 - Identify a clinical problem, find solution, what data needs to collect, publication
 - Meet regularly and ensure the team is aware of progress... peer-pressure is the key
- Challenges
 - Conflicts in time: clinical training or research?
 - Writing challenges
 - Possibility of making mistakes

*Avoid too much
prescribing
More Letting-go*



*授人以鱼不如授人以渔--老子
Give a man a fish, he'll eat for a day. Teach
a man to fish, he'll eat for life. -- Lao Tzu*

Key Elements of Mentoring and Tools

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Managing Dilemmas and Conflicts

- As a mentor, there may be conflicts between you and your mentees, or within your mentees, or your mentees with others
- Examples: family issues, language barriers, clinical duties, authorship on a paper, etc.
- Strategies:
 - Learn to identify and engage with diverse perspectives
 - Proactively apply different mentoring styles

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The Joys of Teaching

- Successful mentor-mentee relationship is a win-win
 - Mentor: Learn from teaching, improve reputation, grow leadership skills, advancement in academic ladder
 - Mentees: Learn, improve, career development
- The Key to a successful mentor-mentee relationship: be respectful to each other!
- Negative moments and emotions...
- Being a mentor and also a mentee for junior or mid-level faculties: better understanding and more grateful

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So if you're asking me what to do with
all this knowledge you're
accumulating, I say... Pass it on...
—Professor Norman

Thank you