

# GWIMS Mentoring Women Toolkit for Mentees

Mentoring for Your Academic Career Success

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**GWIMS Toolkit**

# Types of Mentoring

There are many forms of mentoring. You may find that one or several work best for you.

- One-on-one
- Group (e.g., facilitated, workshops)
- Peer
- Informal (e.g., socials, hallway conversations)
- Multiple Mentors (e.g., committee)
- Situational (e.g., putting in a catheter)
- Supervisory (e.g., with one of your students)

# How to Identify Mentors Committed to the Professional Success of Women in Medicine and Science



# Finding Your Mentor(s)

## Define your needs for a mentoring relationship

- Do you need of a **coach** to learn new skills, knowledge and/or behaviors?
- Do you need a **sponsor** to provide general career guidance?
- Do you need a **counselor** for advise on personal and professional situations?

## Consider finding multiple mentors

- You may need specialized expertise
- One individual may be able to address some, but not all, of your mentoring needs
- Your mentoring needs will likely change over time

# The Critical First Step: Know Your Goals

Begin your search for a mentor by asking yourself questions regarding your goals, challenges and aspirations – self reflection is essential

- “What support do I need?”
- “Where do I feel the need for improvement in professional competencies?”
- “Where am I struggling?”
- “What am I enjoying?”

# With Your Goals in Hand Search for the Mentor Who is a Match

So how and where to search?

- Keep in mind that you are seeking a new relationship that will guide and support you as a professional in academic medicine...
- ... and you have great insights and unique experiences to share with your mentors

Two basic types of mentors are:

- A) Internal** to your organization
- B) External** to your organization

# Internal Mentor Searching

Places to Look:

- 1) **Within** your department
- 2) **Outside** your department

It is essential is to look for an individual with high professional standards and values – and an interest in supporting **your professional development and growth**

# Choosing a Mentor from Within

Should your goals be focused on moving through a promotion and/or tenure process, a fellow senior faculty colleague may best meet your needs

- This senior colleague will likely know your institutional process – and can provide you with feedback on your portfolio (both strengths and weaknesses)
- Keep in mind that having your Chair as your mentor can be effective but is not ideal due to potential conflicts of interest in reporting roles



# Choosing a Mentor Outside

Among the advantages of a mentor who is not a member of your department and/or unit, is their unique perspective.

- Often a mentor outside your academic home is a key content expert in your field – someone who can be an sponsor for you and/or you can utilize their respective networks
- A mentor outside your daily environment can provide fresh insights – from a different vantage point

# External Mentor Searching

Looking closely at your goals consider a colleague from the following:

- A) Your professional societies
- B) Your professional organizations
- C) Your external community
- D) Within your personal community

# External Mentors: Professional Contacts

Should you be in an early stage of your career, you may need assistance with developing your niche and unique professional expertise and identity

Often a key experienced leader in your professional world can be a key resource for your mentoring needs

- Keep in mind that face-to-face meetings may be more limited to the times you cross paths on a professional basis, i.e. conferences that you both attend, but the network and knowledge base of this senior leader in your specialty and/or field can be an outstanding resource
- Seek out individuals in your professional societies and organizations who share common interests with you – perhaps you have even seen them “in action” by serving on a committee with them.

# External Mentors: Your Communities

Consider a mentor who is a role model in your community but perhaps in another field – i.e. a woman who is in a leadership position in her respective profession.

- Often times the skills needed to navigate professional relationships can be provided from another experienced leader
- Frequently your neighbors in your local community are experts in many of the difficult tasks that are inherent in your daily activities as a professional – issues such as time management and/or work-life integration – individuals with whom you share common values and concerns

# Considerations of Your Mentor

Key to an effective mentoring relationship is knowing your goals and needs

- Seek out individuals who are interested in your success and professional growth
- Sometimes you may seek a mentor who has common life experiences and other times you may look for a mentor with a totally different vantage point that can challenge and stimulate your thinking.



# Searching Tips: Key Mentor Qualities

- ❑ Look for individuals as mentors who enjoy their roles and responsibilities
- ❑ Look for individuals as your mentors who are experienced yet willing to listen to your concerns and needs
- ❑ Look for individual mentors with whom you can build a relationship on trust, mutual respect and confidentiality
- ❑ Consider any personal and/or professional biases that they may bring to your mentoring relationship

# Mentoring vs Sponsorship

Mentoring and sponsorship are quite different and you should know the difference and recognize the importance of having both.

**Mentors** provide advice, feedback, and coaching.

**Sponsors** are advocates in positions of authority who use their influence intentionally to help others advance.

Sometimes mentors can act as sponsors depending on their level within the organization.

Both mentors and sponsors are important to advancement as employees navigate the workplace and earn opportunities for growth.

See: <http://www.ncbi.nlm.nih.gov/pubmed/?term=travis+e+and+sponsorship>

# Inviting a Mentoring Relationship

So you have considered your goals and needs for a mentoring relationship

And also developed a short list of potential excellent mentor candidates

So take a deep breath and invite them...



# Tips for Contacting a Potential Mentor

You can send an email but personal contact is best

A) Introduce yourself

- Include brief personal information and a CV

B) Be specific about your need for guidance

- Define how the mentor can be of help to you

C) Describe why you are asking this person for assistance as a mentor

- What is the mentor's relevant professional expertise?

# Creating a New Mentoring Relationship

If at all possible, find an opportunity to ask for a mentoring relationship **in person**

- **Asking someone to serve as your mentor is a *sign of great strength* on your part as a mentee**
- Mentors will be flattered that you have found a quality within them that is attractive and can meet your needs as a professional

**Keep in mind that someone who will make an excellent mentor for you will need to listen to your needs and then decide for her/him-self if this is a responsibility they would enjoy as they make a professional commitment to your development and growth**

***There are many individuals committed to the professional success of women in medicine and science – find a mentor committed to your success!***

# Essential Elements of Mentoring to Achieve Career Satisfaction and Success



# Essential Elements of Mentoring: The Mentee Perspective

To achieve the maximum benefits of a new mentoring relationship, the mentee must “**drive**” the relationship by knowing her goals, concerns and professional development support needs.

- As the “owner” of the relationship, be sure to review your roles and responsibilities as a mentee.
- Likewise, keep in mind the benefits that you can obtain from your investment in this customized professional development relationship.

# Roles and Responsibilities of a Mentee

To develop and sustain a dynamic mentoring relationship, mentees should demonstrate the following:

- ❖ Arrive prepared to meet with your mentor
- ❖ Respect each other's time
- ❖ Follow through and accept responsibility for your choices
- ❖ Demonstrate insight and self-knowledge
- ❖ Bring solutions and options – not just problems
- ❖ Seek clarification in communications with your mentor
- ❖ Give, request and honor feedback from your mentor

# An Effective Mentee Considers the Mentor's Perspective

What should mentors expect of a mentee?

## 1) Professionalism

- Responds to messages
- Keeps scheduled appointments or gives notice in appropriate time to reschedule if needed
- Strives for honesty regarding needs

## 2) Listening to advice

- Listening does not imply acceptance of all advice!

## 3) Providing feedback

- Mentors will need your feedback to know if they are meeting your needs as a mentee

# Positive Benefits of Being a Mentee

Embarking on a dynamic relationship with a trusted professional colleague can bring lasting value and success to your academic career.

- Anticipate growth in your knowledge of your profession
- Anticipate expansion of your knowledge of yourself
- Anticipate a deeper understanding of challenges that you face on a daily basis
- Anticipate development of a broader understanding of academic medicine – both within and external to your organization
- Anticipate the support of your career success by a colleague who can provide numerous degrees of support, confidence to you and encouragement



# Consider the Organizational Perspective to Your Being a Mentee

Your institution/department/unit has placed a significant amount of resources in your recruitment and success in being an effective member of your new community.

Mentoring can ensure a “return on this investment”.

# Roles and Responsibilities of Mentors in a Dynamic Mentoring Relationship

Without question, your mentor has a critical obligation to you if they have agreed to join in a new mentoring relationship with you.

This is a mutually beneficial relationship – do not forget that you are also providing important stimulation and insights to your mentor

Mentoring is a “two-way street” relationship

*Please see the GWIMS Toolkit: Mentoring Women – A Guide for Mentors for an in-depth discussion of the roles and responsibilities of mentors*

# **Mentoring Women Faculty: Issues Related to Cross-Gender Mentoring**

# Mentoring Women Faculty: Issues Related to Cross-Gender Mentoring

There are important aspects to mentoring across differences, including gender.

You as a mentee need to be aware of the issues related to cross-gender mentoring, for yourself and for your mentor.

By being aware of the challenges of cross-gender mentoring, you will be able to help your mentor understand the differences between yourselves so that you can obtain the most reward from your mentoring relationship.

You also will become aware of the limitations of your mentor if they are unable to work through the differences between yourselves.

# Mentoring Women Faculty: Issues Related to Cross-Gender Mentoring

- All faculty regardless of gender encounter challenges in their paths to a successful career in academic medicine.
- Now more than ever, significant changes in healthcare delivery, clinical reimbursement, research funding, and medical curriculum models, stress our systems and our faculty.
- In addition to these challenges, women in academic medicine face additional challenges and decisions that can add weight and stress to their already burdened shoulders, leading to burn out and departure from an academic medical career.

# Mentoring Women Faculty: Issues Related to Cross-Gender Mentoring

➤ Some of these added challenges include:

- 1) Male faculty are primarily “career oriented” while many female faculty are primarily “career and family oriented” (Bland et al., 2009; Humphrey & Smith, 2010).
- 2) Women have to take into consideration promotion and tenure clock limits and provisions while navigating their personal decisions regarding family time (Bland et al., 2009; Humphrey & Smith, 2010).
- 3) Gender bias, discrimination, and sexual harassment remaining challenging for women faculty in academic medicine (Bland et al., 2009; Humphrey & Smith, 2010; Kram, 1988).

# Mentoring Women Faculty: Issues Related to Cross-Gender Mentoring

- 4) Women often negotiate poorly for resources (e.g., staff/technical support, laboratory space, research support, or salary) (Humphrey & Smith, 2010; Sege et al., 2015).
- 5) Women faculty are less likely to be networked and are less likely to be sponsored/nominated or to proclaim their accomplishments (Bland et al., 2009; Humphrey & Smith, 2010).

These issues are discussed further in the [GWIMS Toolkit – A Guide for Mentors.](#)

# **Maximizing Your Success as a Mentee**

***How to Begin, Sustain, and  
End Mentoring Relationships***





# Maximizing Your Success as a Mentee: *Stages of Mentoring Relationships*

Mentoring relationships transition through phases of development.

- **Initiation** = mentor admired/respected and mentee feels supported/cared for; both motivated/committed by relationship
- **Cultivation** = time of great growth of mentee with more self-confidence, satisfaction, and observable changes
- **Separation** = mentee gains independence/autonomy; relationship becomes less important to mentee as they gained all able and ready to move on
- **Redefinition** = become peers, friends or end contact; mentee now mentors

Initiation (6-12 mos)--- Apprentice



Cultivation (2-5 yrs)---Colleague



Separation (6 mos-2 yrs)-Mentor



Redefinition

*Kram, 1983*

# Maximizing Your Success as a Mentee: *Starting Your Relationship*

- Get to know each other
  - establish rapport; identify points of connection; CVs
- Talk about mentoring in general
  - views of mentoring; previous experiences
- Determine general mentoring goals and needs
  - goals (broad statements e.g., promotion)
  - Objectives (measurable e.g., obtain grant in 2 years, write manuscript in 8 months)
- Talk about desired outcomes (for both)

# Maximizing Your Success as a Mentee: *Starting Your Relationship*

- Establish and communicate expectations at the start of the mentoring relationship:
  - Develop a schedule that includes frequency of meetings
  - Agree on communications between meetings
  - Own that the mentee schedules the meetings
  - Agree on confidentiality
  - Discuss boundaries, including what may be “out of bounds”
  - Agree to give and receive feedback

# Maximizing Your Success as a Mentee: *Potential Mentoring Discussion Topics*

- Promotion and Tenure
- Networking
- Scholarship
- Teaching
- Professional and Career Development
- Research
- Clinical
- Work-Life Integration
- Work-Work Integration
- Service or Administrative

# **Communication is Key in Mentoring**

***Active Listening Skills are  
Essential***



# ***Active Listening Skills***

Active listening is a very important communication skill that you should be facile in as it will serve you extremely well in any relationship and any interaction.

When you are an active listener, you are totally engaged in the conversation with another individual.

The next 2 slides note the basic points of being an active listener.

# ***Be an Active Listener***

- **Pay attention**
  - Look at them directly
  - Don't be distracted
  - Watch their body language
  - Don't be thinking about your response
  
- **Show that you are listening**
  - Nod occasionally
  - Use facial expressions to mirror theirs
  - Make small verbal comments (uh uh..)
  - Watch your posture
  
- **Provide feedback**
  - Paraphrase, reflect back to them
  - Summarize points
  - Ask clarifying questions

# ***Be an Active Listener***

- **Defer judgement**
  - Allow them to finish before asking questions
  - Don't interrupt
  
- **Respond appropriately**
  - Be open, honest, and candid
  - Assert your opinions respectfully
  - Treat them in a way that you would want to be treated

Active listening is not easy but with practice becomes more natural



# ***How to Sustain Your Relationship***

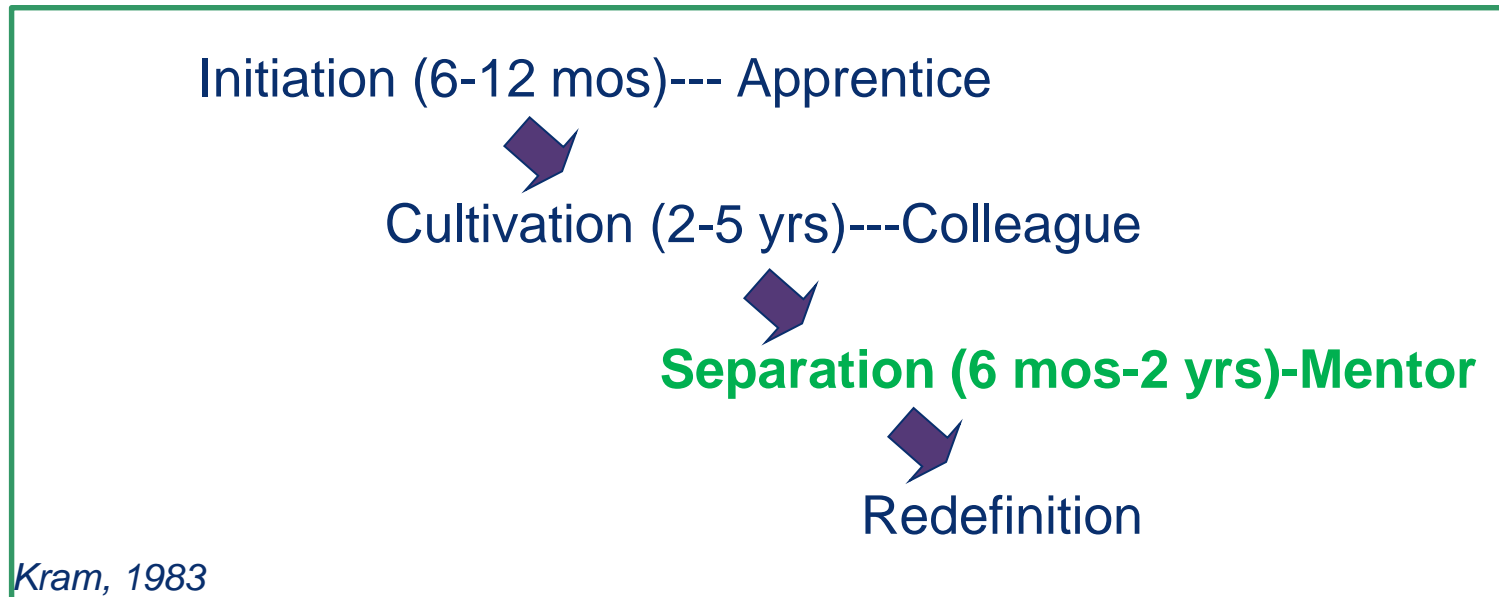
Here are some tips for keeping your mentoring relationship fresh and active over time:

- Formulate and review 1, 3, and 5 year goals
- Reexamine goals to determine if on target
- Keep ongoing record of activities and progress
- Assess gaps in professional development and seek opportunities for training
- Identify conference/society participation
- Engage in socials for networking with other senior faculty
- Identify additional mentors as needed
- Discuss strategies for dealing with stress

# Maximizing Your Success As A Mentee: *Time For Separation*

With most mentoring relationships there comes a time when the relationship should end.

This stage is the **Separation** stage and can take some time to mature enough that the relationship partners realize it is time for a change.



# ***Recognizing Signals That a Change is Needed in a Mentoring Relationship***

## **Mentee**

- Run out of things to talk about
- Not feel like making progress
- Been consistent breach of confidence
- Feel drained when meet with mentor
- Appears to be 1-way relationship; mentor never available

## **Mentor**

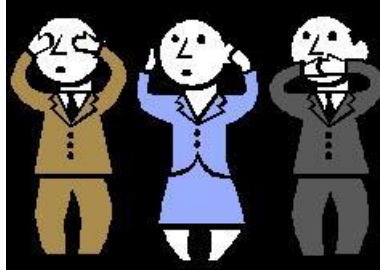
- Mentee is high maintenance
- Mentee not making progress
- Mentee listens to advice but never follows through
- Begrudge time must spend to maintain relationship
- Mentee never responds

# ***Potential Barriers to Mentoring***

One needs to be aware of obstacles to mentoring that could play a role in a changing mentoring relationship or for mentoring to occur in an institution at all:

- Mentors time is not compensated
- Time threatened by increased clinical, research, teaching, administrative demands
- Mentoring concept undervalued
- Insufficient numbers of senior faculty who are women or underrepresented minorities to mentor junior faculty
- Senior faculty, not mentored themselves, may not feel qualified to mentor
- Junior faculty perceptions they will be viewed as weak

# ***Dysfunctional Mentoring Relationships***



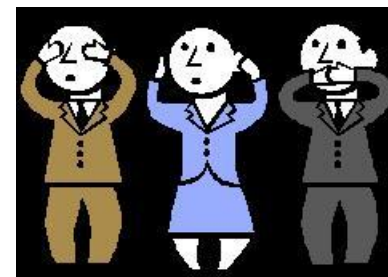
A definite time to separate out of a mentoring relationship is when/if it becomes a dysfunctional mentoring environment. It is dysfunctional when:

- Mentor/mentee perceive costs outweigh benefits over the long-term
- One or other engage in specific concrete behaviors to sabotage work or career of other

# *Consequences of Dysfunctional Relationships*

## For Mentees:

- Greater stress and anxiety
- Lower self-esteem
- Exit organization



## For Mentors:

- Feelings of betrayal and anger
- Less interest in mentoring again
- Less interest in involvement in other activities

## For Institution:

- Decreased levels of trust
- Less collaborative behavior/teamwork

# ***Toxic Mentoring***

Mentor's own needs take precedence

## Types of Toxic Mentoring:

- **Cloggers**
  - leave you out of loop
- **Wreckers**
  - initially take pride, but then nothing is right
- **Escape Artists**
  - brag about mentoring but are never around



# ***Toxic Mentoring***



- **Passive Negative Mentoring**  
(= neglectful mentors)
  - Ambivalent/inattentive
  - Inaccessible
  - Insecure in own career; ? knows how to mentor
  - Has unrealistic expectations leading to “guaranteed failure” of mentee
  - Undervalues mentee’s abilities



# ***Toxic Mentoring***



- Active Negative Mentoring:
  - Displays inappropriate behaviors
  - Gives only negative feedback
  - Squelches enthusiasm or initiatives of mentee
  - Takes credit for mentee's work
  - Places mentee in perpetual underling role
  - Unsupportive of independent efforts
  - Doesn't set up and keep regular meetings
  - Uses the relationship to advance own projects
  - Undermines mentee to others
  - Fails to fulfill essential mentoring responsibilities

# ***How To End a Mentoring Relationship***

- Need to bring closure and have a conversation
  - show appreciation
  - express that you need a change
  - do not just stop meeting as this often leaves the mentor wondering what happened
  
- Tell your mentor any benefits you achieved from the relationship (if any)
  - goals achieved
  - new experiences or skills
  - enjoyment of interactions
  - appreciated getting to know someone outside of the department

# ***How To End a Mentoring Relationship***

- As a mentee, reflect on what you learned from the relationship
  - about being a mentee
  - about how to mentor (good or bad)
  
- What will you do differently in the next relationship?
  - especially as you become a mentor to others
  - if you take on a new mentor
  
- Next steps?
  - any further interactions between selves?
  - has the relationship become more of a peer relationship?

# Concluding Statements

It is a fact that mentoring increases faculty productivity, career advancement, and career **satisfaction** (e.g., National Research Council, 2010; Pololi et al., 2002; Shollen et al., 2014).

Regardless at what stage you are as a junior faculty member, if you do not have a mentor now you need to do your best to find one so that you too can reap the rewards of being mentored.

*Hopefully, we have provided you a guide to get you on your way successfully!*

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Here are some other outstanding resources on mentoring and we hope you will take time to examine these as well.

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# Mary Lou Voytko, Ph.D.,

Dr. Voytko is a tenured Professor in the Department of Neurobiology and Anatomy and Director of the Office of Women in Medicine and Science (OWIMS) at Wake Forest School of Medicine (WFSM). Dr. Voytko received her Ph.D. in Anatomy from the State University of New York Health Science Center at Syracuse and conducted postdoctoral work at The Johns Hopkins School of Medicine, before joining the WFSM faculty. Her major field of research is investigating the neural basis of age-related cognitive dysfunction. Nationally, Dr. Voytko has organized 12 professional development workshops or conferences and represented WFSM at the National Workshop on Mentoring held in Washington, DC in 1998. She was a Fellow of the 2002-2003 class in the Hedwig van Amerigen Executive Leadership in Academic Medicine (ELAM) Program for Women and has served on their National Advisory Committee and their Admissions Committee. She has been a member of the Women Executives in Science and Healthcare organization since 1999, serving as Program Committee Chair through Immediate Past President of that organization from 2005-2010.



# Joan M. Lakoski, PhD,

Dr. Lakoski is Vice President of Research and Graduate Education and Chief Science Officer at the American Association of Colleges of Pharmacology. She previously served as the Associate Vice Chancellor for Academic Career Development at the University of Pittsburgh Schools of the Health Sciences, and the Associate Dean for Postdoctoral Education, Professor of Pharmacology and Chemical Biology, and Professor in Clinical and Translational Sciences at the University of Pittsburgh School of Medicine. Dr. Lakoski received her doctoral degree in pharmacology from the University of Iowa, completed postdoctoral training in the Department of Psychiatry at the Yale University School of Medicine, and has held faculty positions at the University of Texas Medical Branch in Galveston and the Pennsylvania State University College of Medicine, including appointment as interim chair of the Department of Pharmacology at Penn State. Dr. Lakoski was the Founding Executive Director of the Office of Academic Career Development (2002-2009) and the Office of Science Education Outreach (2010-2014) at the University of Pittsburgh.







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