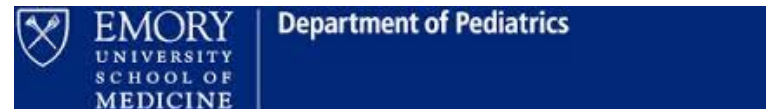
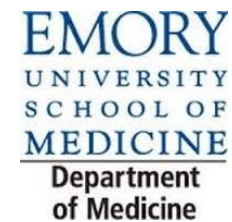


Navigating the rewarding but sometimes also tricky mentor/mentee relationship

April 8, 2019



Survey Drawing



Updates to Application Instructions and Review Criteria for Career Development Award Applications

Notice Number: NOT-OD-18-229

<https://grants.nih.gov/grants/guide/notice-files/NOT-OD-18-229.html>

- The updates focus on the following areas:
 - The rigor of the prior research, formerly Scientific Premise
 - Inclusion reporting
 - Protections for human subjects

Rigor of Prior Research

Form	Section	Heading	Current language	Revised language
Career Development Award Supplemental Form	Research Plan - Research Strategy	Significance	Describe the scientific premise for the proposed project, including consideration of the strengths and weaknesses of published research or preliminary data crucial to the support of your application.	Describe the strengths and weaknesses in the rigor of the prior research (both published and unpublished) that serves as the key support for the proposed project.
Career Development Award Supplemental Form	Research Plan - Research Strategy	Approach	Not Applicable	Describe plans to address weaknesses in the rigor of the prior research that serves as the key support for the proposed project.

Human Subjects and Clinical Trials Info

Form	Section	Heading	Current language	Revised language
Human Subjects and Clinical Trials Information	Section 2 – Study Population Characteristics	2.4 Inclusion of Women, Minorities, and Children	2. Inclusion of Children [References to the Inclusion of Children in Clinical Research policy]	2. Inclusion Across the Lifespan [References to Inclusion of Children replaced with Inclusion Across the Lifespan]

Previous Review Criteria Language

When the proposed project involves human subjects and/or NIH-defined clinical research, the committee will evaluate the proposed plans for the inclusion (or exclusion) of individuals on the basis of sex/gender, race, and ethnicity, as well as the inclusion (or exclusion) **of children to determine if it is justified in terms of the scientific goals and research strategy proposed.**

New Review Criteria Language

When the proposed project involves human subjects and/or NIH-defined clinical research, the committee will evaluate the proposed plans for the inclusion (or exclusion) of individuals on the basis of sex/gender, race, and ethnicity, as well as the inclusion (or exclusion) **of individuals of all ages (including children and older adults) to determine if it is justified in terms of the scientific goals and research strategy proposed.**



K-Club

Mentor – Mentee Relationships

08 April 2019



Our Presentation Team

K-Club



Children's
Healthcare of Atlanta



CFAR
EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

EMORY
UNIVERSITY
SCHOOL OF
MEDICINE

Department of Pediatrics

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Andi L Shane, MD, MPH, MSc

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Pathology & Laboratory Medicine

Marcia McDonnell Holstad, PhD, FNP-BC,

Research Professor, Professor Emeritus, and Marcia Stanhope
Professor in Public Health, Nell Hodgson Woodruff School of Nursing

Mentees:

Benjamin Watkins, MD

Assistant Professor, Dept of Pediatrics
Emory University School of Medicine

Tricia Kesar, PT, PHD

Assistant Professor
Division of Physical Therapy
Department of Rehabilitation Medicine

Objectives:

At the conclusion of this presentation, participants will be able to:

- 1. Apply concepts discussed to their personal mentor-mentee situations.**
- 2. Critically evaluate circumstances when presented with theoretical and real mentor-mentee encounters.**
- 3. Carry out their respective roles as a mentor and mentee with renewed insight and reflection.**

This is mentorship.....gone right



"Everyone was there to shake my hand, when I won the Spelling Bee, but you were there to hold my hand when I was practicing for the Spelling Bee."

Reference – courtesy of Ben Stoff

A PIECE OF MY MIND

Vineet Chopra, MD, MSc

The VA Ann Arbor Healthcare System, University of Michigan School of Medicine, Ann Arbor; and Department of Internal Medicine, University of Michigan School of Medicine, Ann Arbor.

Dana P. Edelson, MD, MS

Department of Internal Medicine, University of Chicago Medicine, Chicago, Illinois.

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The VA Ann Arbor Healthcare System, University of Michigan School of Medicine, Ann Arbor; and Department of Internal Medicine, University of Michigan School of Medicine, Ann Arbor.

Mentorship Malpractice

The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.

Steven Spielberg

The word *mentorship* evokes strong emotional and intellectual chords. In formal parlance, *mentorship* has been defined as “a dynamic, reciprocal relationship in a work environment between an advanced-career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development of both.”¹ In our careers in academic medicine, we have seen mentees benefit from mentors through development of critical thinking skills and advice on research ideas, scholarship, and networking opportunities. Similarly, now as mentors we have also benefitted by gaining an ally to support our work, developing larger circles of influence, and establishing legacies as academic leaders. It is thus not surprising that mutually beneficial mentor-mentee relationships are a key predictor of academic success.²

While much has been written about the qualities that constitute an ideal mentor,³ little attention has been given to behaviors that make one less desirable. This gap is important because mentor-mentee relationships are, by definition, unequal, with mentees being more vulnerable. Mentees are also likely to disproportionately suffer in a dysfunctional relationship, behooving them to

syndrome variant, the mentee willingly gives up lead positions on manuscripts or grants, mistakenly expecting that the success of the mentor will ultimately cascade down to him or her. It is only when this fails to occur that mentees realize they have been cheated, but usually the damage from such a negative association is already done.

The Exploiter

The Exploiter torpedoes mentees' success by saddling them with low-yield activities. Typified by self-serving advice, Exploiters commandeer mentees by thrusting their scientific agenda or nonacademic responsibilities onto them, often justifying such behavior as “the price of mentorship” or “a valuable learning experience.” Exploiters may assign mentees to mentor other trainees, supervise project staff, or manage projects central to the mentor, but not the mentee's area of expertise. In this way, Exploiters value managers, not independent scientists, and have no interest in cultivating mentees.

The Possessor

The trademark of the Possessor is domination of the mentee. Possessors are insecure and view seeking assistance from others as a threat to their position. Such anxieties lead possessors to take a passive-aggressive approach to collaboration, disparaging potential co-mentors or demeaning the mentee for reaching out to others. Like a battered

“Mentorship Malpractice” Phenotypes

ACTIVE MENTORSHIP MALPRACTICE

1. The Hijacker
2. The Exploiter
3. The Possessor

PASSIVE MENTORSHIP MALPRACTICE

1. The Bottleneck
2. The Country Clubber
3. The World Traveler

“Mentorship Malpractice” Strategies

ACTIVE MENTORSHIP MALPRACTICE

1. The Hijacker – **exit**
2. The Exploiter – **boundary setting**
3. The Possessor – **mentorship committee**

PASSIVE MENTORSHIP MALPRACTICE

1. The Bottleneck – **set firm deadlines and act**
2. The Country Clubber – **mentorship team facing challenges**
3. The World Traveler – **schedule**

Mentor-Mentee Scenarios

- **10 scenarios to follow**
- **Any resemblance to a specific scenario is coincidental and unintended**
- **Use PollEverywhere from your phone to respond**

B.W., a junior faculty who is lab-based, contacts you by email stating that he was referred to you by his Division Chief, a highly regarded colleague. Your work is primarily clinical and translational. B.W. would like to discuss the potential for you to become a member of his mentoring team as a co-mentor.

Which of the following do you do next?

A. Schedule a meeting to discuss in person

B. Request a CV and a biosketch

C. Request that B.W. send you a draft of an Individual Development Plan

D. Discuss the request with the Division Chief who referred B.W. to you

None of the above

Can a junior faculty member's Division Chief or Chair be their mentor?

A. Yes

B. No

C. Don't know

As an Assistant Professor, you are asked by your chair to help prepare a fellowship training grant application and to take on the role of director, if the grant is funded. You feel flattered by the invitation and enjoy helping with training but are concerned that you will have to sacrifice your own research productivity to lead this new program What are your options?

A. Accept the offer

B. Decline the offer

C. Discuss further with the chair

D. Ignore the request

You have assisted A.S. with the development of a timeline for preparing a manuscript. You have reviewed a draft and provided extensive comments, and just received a second draft, that has minimally incorporated your comments and suggested changes. How do you approach your next meeting:

- A. Ask directly why your recommended changes were not incorporated
- B. Ask if the document with the comments/changes was received
- C. Ask if feedback in the form of comments is helpful or if direct edits would be more beneficial
- D. Ask about competing priorities
- E. All of the above

You are a rising and successful researcher at Emory. You are mentoring junior faculty, several fellows, residents, and medical students. How many mentees is too many? How do you say no to people who keep approaching you? How do you ensure that your research career progresses while you assist others with their research as well?

Top

You have been a co-mentor to a junior colleague B.S. who has been very successful. B.S. (the mentee) has 9-first authored papers and is completing a K award. Recently, B.S. submitted his promotion application to the Departmental Review Committee who was concerned that B.S.'s research was not as independent from your research as it should be. They suggested that B.S.'s future publications not include you as an author. What advice would you give to B.S.? What would you do as a co-mentor?

Your mentee, D.C., has kept on task writing papers, small grants, and has submitted her K-award, but it will not be funded this cycle. Her mentoring team is very supportive, but she will not have salary support for the next 6-12 months. As her lead mentor, what do you suggest?

1. Bring together the mentoring team to brainstorm about creative ways to provide support.
2. Request that the co-mentors add D.C.'s effort to their grants
3. Consider other sources for funding (foundation grants, industry supported)
4. Take on additional clinical or teaching responsibilities
5. Ask D.C. to reduce her effort

Your research mentee, M.H. has been very successful as an undergraduate, graduate student, and postdoc. M.H. is completing her first year as faculty and it has been a tough year. Yesterday, M.H. learned that her grant submission was triaged and she received a rejection notification about a manuscript. M.H. is demoralized and requests a meeting. How do you approach your encounter?

T.K. is in her 3rd year as an Assistant Professor. Her mentor, the Division Chief, frequently provides her with "opportunities". T.K. is concerned that these activities detract from her research productivity. T.K. has tried to discuss these requests but was assured that she was "on track". You are T.K's new career mentor and you note that her productivity has decreased. What are the communication challenges? What are some strategies that you can use to empower a mentee?

You have been very productive as a translational researcher and you and your partner have decided that it is time to start a family. Your research mentor has outlined a timeline for future grant and manuscript submissions that is going to impact your need for time off. How do you begin discussions with your mentor about needing to decelerate?

Thank you to our Mentor and Mentee Panel



“I could use a mentor. But what I really need is a nap.”