

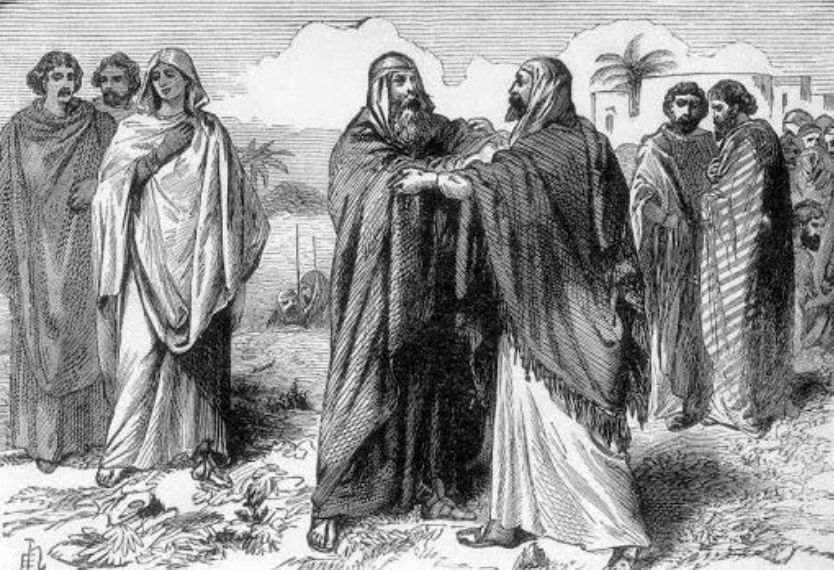
Mentorship: From the Mentor's Perspective

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Approach

- Stories of mentorship from all over and lessons
- Contemporary thoughts on mentorship
- Case studies
- A prayer for mentor and mentee



Mentoring Relationship in the Old Testament: Jethro and Moses

- Jethro and Moses had a trusted relationship
- Moses was married to Jethro's daughter Zipporah
- he was Jethro's employee, tending flocks that belonged to his father-in-law,
- he heard a calling him to go and rescue his people.

[TRAVIS SNODE, NOVEMBER 14, 2014 HTTP://WWW.WORLDEVANGELISM.NET/MENTORING-IN-THE-OLD-TESTAMENT-PART-1/](http://www.worldangelism.net/mentoring-in-the-old-testament-part-1/)

JESSICA LEGRONE [HTTPS://GOODNEWSMAG.ORG/2015/08/MOSES-HAD-A-MENTOR/](https://goodnewsmag.org/2015/08/moses-had-a-mentor/)

Mentoring in the Old Testament: Jethro and Moses

- The foundation of mentoring is a close relationship ([Exodus 18:1-8](#)).
- The only way a mentoring relationship will work is for there to be transparency ([Exodus 18:8](#)).
- The mentor must genuinely desire the best for his protégé ([Exodus 18:9-12](#)).
- Mentors make positive investments in the lives of those they are mentoring ([Exodus 18:13-23](#)).
- Mentoring is only possible if we are teachable ([Exodus 18:24-26](#)).

[TRAVIS SNODE](#), [NOVEMBER 14, 2014](#)

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Mentoring in the Old Testament Moses and Joshua

Joshua was one of the twelve spies of Israel sent by **Moses** to explore the land of Canaan.

After the death of **Moses**, he led the Israelite tribes in the conquest of Canaan (Numbers 13:1–16)

Moses gives Joshua leadership of Israel

Mentorship : Moses and Joshua

- Joshua was selected for mentoring because he showed good potential (Exodus 17:8-16).
- Joshua was given the opportunity for further service and training following the victory over Amalek (Exodus 24:12-14).
- Joshua learned a lesson about humility from Moses (Numbers 11:24-30).
- Joshua proved himself to have courage despite the fears of the majority (Numbers 13-14)
- Moses prepared Joshua to receive the baton of leadership (Numbers 27:12-23).
- The day came that Joshua had to step up and lead the people without Moses' help (Joshua 1).

Mentoring in the Old Testament: Samuel and Saul



- Saul was a young man with great potential and much natural ability.
- Saul started out well relying upon his natural ability, but ...
- his reign quickly deteriorated due to a lack of character ...
- Samuel did his best to try to shape the character of Saul.

Mentorship : Samuel and Saul

- Mentors can only do so much
- Mentoring can be a heart-breaking thing
- We should not get all of our hopes and dreams so wrapped in one person that we cannot move on and help others when that one individual does not work out (16:1).
- Who we choose to mentor may not always be the guy with the greatest potential or the one that everyone would pick first (16:6-13).

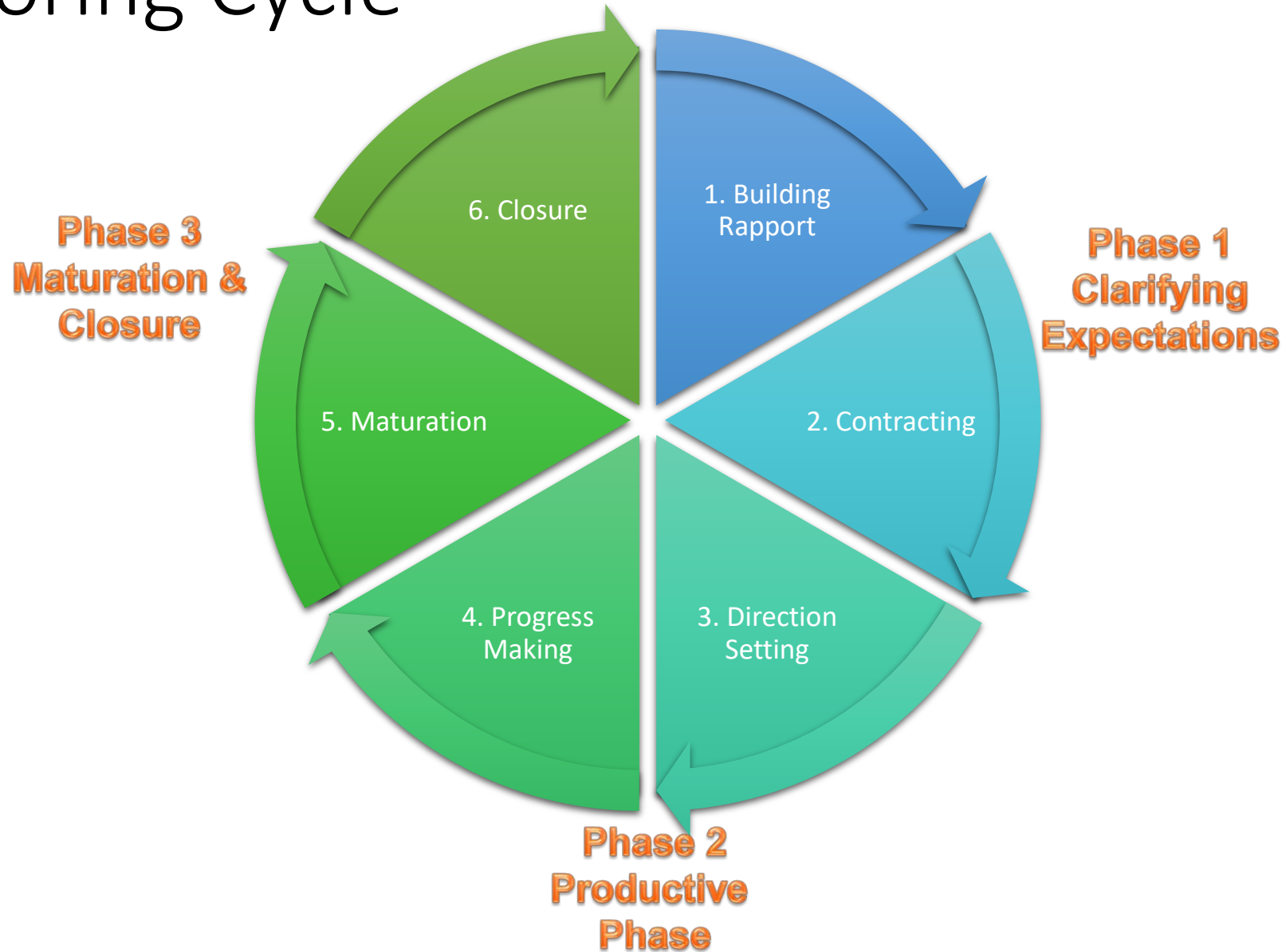
6 Things Every Mentor Should Do

- Choose Mentees Carefully
- Establish a Mentorship Team
- Head Off Rifts...or Resolve Them
- Don't Commit Mentorship Malpractice
- Prepare for the Transition

What the Best Mentors Do

- Put the relationship before the mentorship
- Focus on character rather than competency
- Shout loudly with your optimism, and keep quiet with your cynicism
- Be more loyal to your mentee than you are to your company.

Mentoring Cycle



The Mentoring Cycle

- 1. Rapport-building:** Developing mutual trust and comfort
- 2. Contracting/Ground Rules:** Exploring each other's expectations of mentoring
- 3. Direction-setting:** Agreeing initial goals for the relationship
- 4. Progress making:** Experimentation and learning proceed rapidly
- 5. Maturation:** Relationship becomes mutual in terms of learning and mentee becomes increasingly self-reliant.
- 6. Closure:** Formal relationship ends, an informal one may continue

Mentoring Is Not... (???)

- For dealing with underperforming individuals
- Taking on the problems or work of the Mentee – a Mentor should not find themselves doing things outside the mentoring sessions for a mentee
- Promoting/sponsoring/protecting the mentee
- Intended to deal with personal issues
- Therapy
- Allowing people to moan (except maybe sometimes...)

Case studies in Mentorship: Mentee A

- Somewhat Anxious
- self confidence somewhat impacted by events
- Conscientious
- Stresses in personal life
- Willing to take criticism
- Not sure about direction of research

Mentee A: Potential Risks

- Stresses in personal life could impact ability to function
- Lack of self confidence impacts other's view leading to negative feedback
- Uncertainty about focus and research interest may impact commitment when the going gets tough

Mentee A: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Personal stressors	Support, counseling	Personal stressors overcome strengthening performance	Mentor must be compassionate supporter, cheerleader and active listener
Lack of confidence impacted perception of others	Support and advocacy in the department	Gained recognition for conscientiousness Joined faculty advanced in rank	Mentor is first and always an advocate
Uncertain about research path	Brain stormed with mentor Identified research focus	Mentee worked hard at project, solved many problems, overcame barriers, adverse reviews	Mentor has to help find what motivates mentee and inspire by example

Mentee A: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Professional opportunities	Mentor introduced mentee to senior investigators, advocated for mentee's inclusion in symposia committees and grants	Mentee recognized by senior investigators and the field for focus and work	Mentor must model networking, always opening for doors for mentee Mentor must sponsor and broker for mentee
Mentee disheartened by rejection of papers and grants. Assailed by doubt	Encouraged mentee to persevere, to respond to critiques	Mentee's papers and grant applications becoming successful	Mentor must help prepare the mentee deal with real life barriers in academic progression
Reviewers recognize "symbiotic relationship", but question path to independence	Mentor and Mentee Identify what will belong to the mentee to take away	Mentee reassured about future and continues to work towards independence	Conflicts are intrinsic to shared research followed by a separation. These must be planned

Mentee A: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Mentor has multiple areas of research focus	Mentee takes advantage of multiple opportunities	Mentee recognized in different fields	Mentee must look out to take the most out of the mentoring relationship
Mentor watches increasing recognition of mentee with pride but sometimes with worry !	Mentor and mentee have open conversation and reiterate goals	Mentor and mentee continue to collaborate	Trust and integrity are central to mentoring relationship. Continual communication is key to maintaining trust
Mentee is increasingly successful and recognized for research contribution	Mentor continues to support and advocate while continuing to collaborate	Mentor and mentee continue to be friends and collaborators	HOW WOULD YOU RATE THIS MENTORING RELATIONSHIP? Your thoughts?

Case studies in Mentorship: Mentee B

- Self confident
- Conscientious
- Not sure about direction of research
- Interested more in “advancing care” than in research

Mentee B: Potential Risks

- Uncertainty about focus and research interest may impact commitment when the going gets tough
- Uncertain about wanting to do research

Mentee B: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
No Personal stressors	General Support, counseling	Well regarded in the program	Mentor must be compassionate supporter, cheerleader and active listener
Self confidence	Support and advocacy in the department	Gained recognition for clinical and research success	Mentor is first and always an advocate
Uncertain about research path	Brain stormed with mentor Identified research focus Mentor provided project idea that he was planning to do	Mentee worked hard at project, solved many problems, overcame barriers, and had a good outcome	Mentor has to help find what motivates mentee and inspire by example

Mentee B: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Mentor has multiple areas of research focus	Mentee not interested in those areas.	Mentee continues to grow in chosen field	Mentee may not see eye to eye in with mentor on many things
Mentee feels ownership of project and final say on wording on abstracts	Mentor and mentee have open conversation and discuss role of mentor in providing direction to research Mentee working with MSc program leaders in designing follow up grants	Mentor and mentee completed project	Trust and integrity are central to mentoring relationship. Continual communication is key to maintaining trust What is the role of the mentor vs. MSc program mentors
Professional opportunities	Mentor introduced mentee to senior investigators, advocated for mentee's inclusion in symposia committees and grants	Mentee recognized by senior investigators and the field for focus and work	Mentor must model networking, always opening for doors for mentee Mentor must sponsor and broker for mentee

Mentee B: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Mentee is increasingly successful and recognized for research contribution	Mentor supports and advocate at every level	No faculty position at home institution, found another faculty position Mentor advocates	Mentor must always continue to advocate, sponsor and broker opportunities
Mentor writes grant based on pilot data and gets funded	Reaches out to mentee and informs about grant. Indicates that though it was not possible to write mentee into grant that there was a possibility for the mentee to take the lead in project and that this would not come in the way of future projects and offers continued support	Mentee upset that mentor got funded and came in the way of mentee getting funded	Conflicts are intrinsic to shared research followed by a separation. These must be planned
Mentee finds new mentor in new institution	Mentee writes K grant with new mentor and same project	Mentee gets funded and progressing well. Not happy with mentor.	How do you rate this mentoring relationship? Your thoughts?

Case studies in Mentorship: Mentee C

- Self confident
- Not very Conscientious
- Stresses in personal life
- Willing to take criticism
- Not sure about direction of research

Mentee C: Potential Risks

- Stresses in personal life could impact ability to function
- Lack of commitment drew adverse comments from department
- Uncertainty about focus and research interest may impact commitment when the going gets tough

Mentee C: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Personal stressors	Not very forthcoming to mentor but in touch with chair	Personal stressors continue to exacerbate	Mentor must be compassionate supporter, cheerleader and active listener. Able to support as much as needed
Lack of commitment impacted perception of others	Support and advocacy in the department	Met requirements of training	Mentor is first and always an advocate
Uncertain about research path	Brain stormed with mentor Identified research focus	Mentee worked hard at project, solved many problems, overcame barriers, adverse reviews	Mentor has to help find what motivates mentee and inspire by example

Mentee C: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Professional opportunities	Mentor introduced mentee to senior investigators, advocated for mentee's inclusion in symposia committees and grants	Mentee recognized by senior investigators and the field for focus and work	Mentor must model networking, always opening for doors for mentee Mentor must sponsor and broker for mentee
Mentee satisfied with outcome of primary research	Mentee secures faculty position satisfied with not seeking more research opportunities	Mentee advances as clinical faculty	Mentor must help prepare the mentee deal with real life in academia BUT in the way mentee wants to go
Mentee is mid level faculty	Mentor and Mentee continue to be in touch Mentee not active in research	Mentor and mentee have a good relationship	How do you rate this mentoring relationship? Your thoughts?

Case studies in Mentorship: Mentee D

- Somewhat Anxious
- Self confidence somewhat impacted by events
- Conscientious
- Stresses in personal life
- Multiple career changes
- Not sure about direction of research
- Took a staff job to help on a research project

Mentee D: Potential Risks

- Multiple career changes
- Break from primary research
- Not in traditional research trainee job

Mentee D: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
No Personal stressors	General Support, counseling	Well regarded in the program	Mentor must be compassionate supporter, cheerleader and active listener
Self confidence	Support and advocacy in the department	Gained recognition for conscientiousness	Mentor is first and always an advocate
Uncertain about research path	Mentor included mentee in research discussions	Mentee worked hard at project, developed a research focus, advanced the research	Mentor has to help find what motivates mentee and inspire by example BUT it is also up to the mentee

Mentee D: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Professional opportunities	Mentor introduced mentee to senior investigators, advocated for mentee's inclusion in symposia committees and grants	Mentee recognized by senior investigators and the field for focus and work	Mentor must model networking, always opening for doors for mentee Mentor must sponsor and broker for mentee
Mentee disheartened by rejection of papers and grants. Assailed by doubt	Encouraged mentee to persevere, to respond to critiques	Mentee's papers accepted, increasing recognition	Mentor must help prepare the mentee deal with real life barriers in academic progression
Mentee redefines career goals; now actively pursuing research focus	Mentor redefines Mentee's role finds additional training opportunity	Mentee excited about research and on track to building research career	Mentor's first job is to inspire, encourage and support

Mentee D: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Mentor has multiple areas of research focus	Mentee takes advantage of multiple opportunities	Mentee recognized in different fields	Mentee must look out to take the most out of the mentoring relationship
Mentor watches increasing recognition of mentee with pride	Mentor and mentee have open conversation and reiterate goals	Mentor and mentee continue to collaborate	Trust and integrity are central to mentoring relationship. Continual communication is key to maintaining trust
Mentee is increasingly successful and recognized for research contribution	Mentor continues to support and advocate while continuing to advance mentee's career development	Mentor and mentee continue to be friends and collaborators	HOW WOULD YOU RATE THIS MENTORING RELATIONSHIP? Your thoughts?

Case studies in Mentorship: Mentee E

- Confident, Conscientious, Efficient
- Not sure about direction of research
- Willing to accept guidance

Mentee E: Potential Risks

- No specific goals but willing to accept guidance

Mentee E: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
No Personal stressors	General Support, counseling	Well regarded in the program	Mentor must be compassionate supporter, cheerleader and active listener
Self confidence	Support and advocacy in the department	Gained recognition for conscientiousness	Mentor is first and always an advocate
Uncertain about research path	Mentor included mentee in research discussions	Mentee worked hard at project, developed a research focus, advanced the research	Mentor has to help find what motivates mentee and inspire by example BUT it is also up to the mentee

Mentee E: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Professional opportunities	Mentor introduced mentee to senior investigators, advocated for mentee's inclusion in symposia committees and grants	Mentee recognized by senior investigators and the field for focus and work	Mentor must model networking, always opening for doors for mentee Mentor must sponsor and broker for mentee
Mentee is confident and met every goal	Encouraged mentee to persevere, to respond to critiques	Mentee's papers accepted, increasing recognition	Mentor must help prepare the mentee deal with real life barriers in academic progression
Mentee advances research career goals; now actively pursuing research focus	Mentor redefines Mentee's role finds additional training opportunity	Mentee excited about research and on track to building research career	Mentor's first job is to inspire, encourage and support

Mentee E: The story and the lessons

Situation	Action	Mentee Outcome	Comment/Lessons Learned
Mentor experiences major life stressors	Mentor supports mentee in life crisis Mentor and mentee identify identify change in direction	Mentee able to reset career path, institution, mentor	Mentor's primary goal is to support, advocate mentee
Mentor watches increasing recognition of mentee with pride	Mentor and mentee have open conversation and re-establish goals	Mentor and mentee continue to collaborate	Trust and integrity are central to mentoring relationship. Continual communication is key to maintaining trust
Mentee is increasingly successful and recognized for research contribution	Mentor continues to support and advocate while continuing to advance mentee's career development	Mentor and mentee continue to be friends and collaborators	HOW WOULD YOU RATE THIS MENTORING RELATIONSHIP? Your thoughts?

A Prayer for Mentor and Mentee

ॐ सह नाववतु ।
सह नौ भुनक्तु ।
सह वीर्यं करवावहै ।
तेजस्वि नावधीतमस्तु मा विद्विषावहै ।
ॐ शान्तिः शान्तिः शान्तिः ॥

- **May he protect us both** (hope we always get good reviewers and we never get scooped)
- **May he nourish us both** (keep those grants coming)
- **May we do heroic work together** (may our work challenge existing paradigms)
- **May our study together be enlightening and brilliant** (hope we describe new mechanisms)
- **May we not hate each other** (and no law suits please)
- **Let there be peace** (Repeat that thrice).

Taittiriya Upanishad, the krSna yajur veda
(plus my comments)