



Mentoring & Mentorship

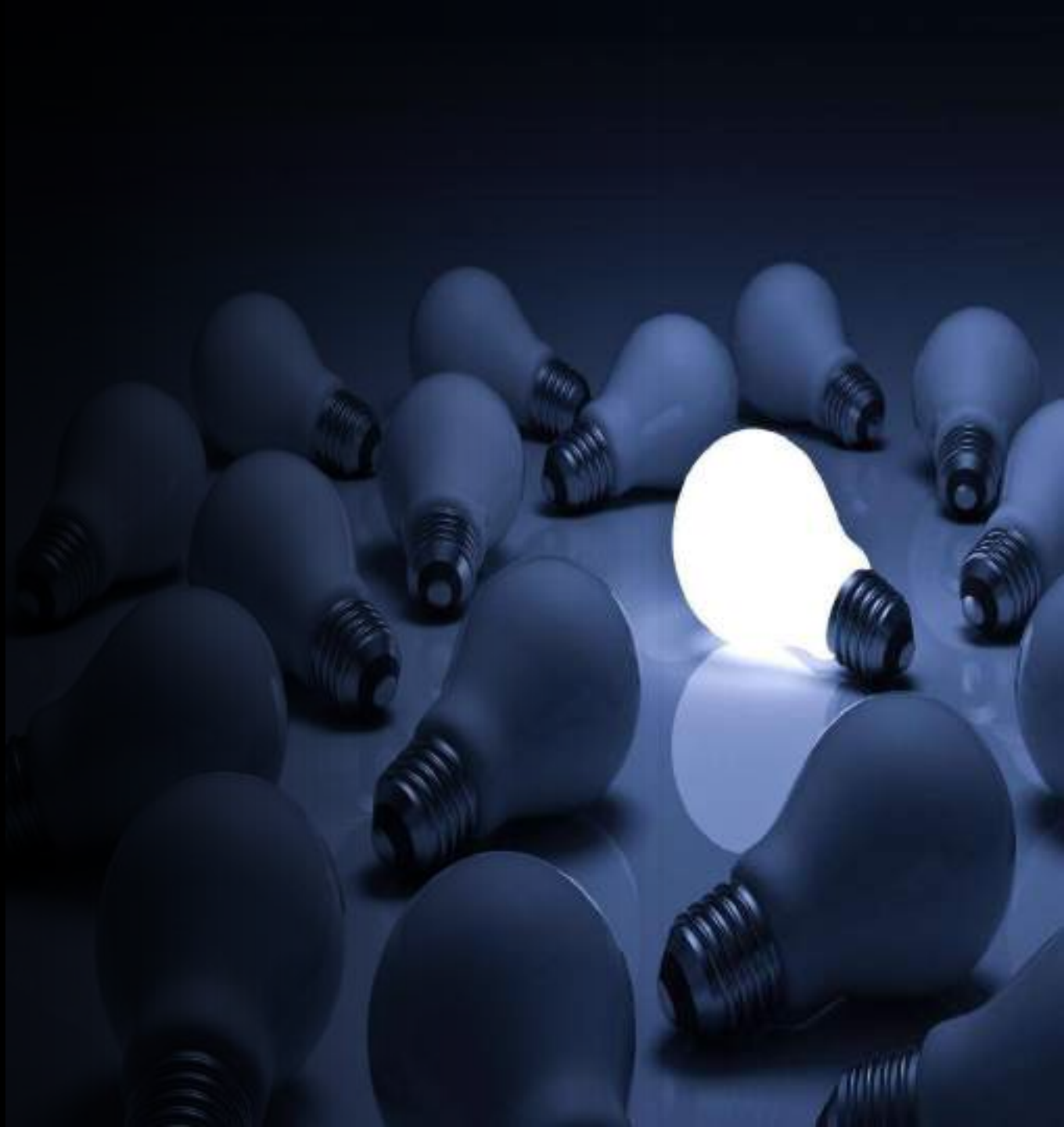
GamREMTI Second Annual Workshop

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“Everyone has talent, but not
equal opportunity and access”

Anonymous

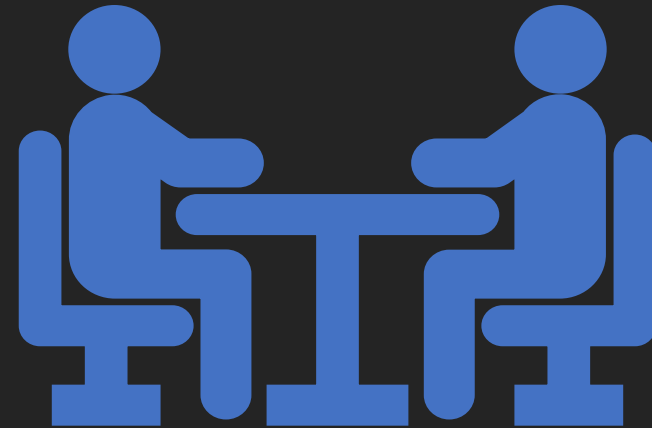


Presentation Objectives

- Describe mentoring and the mentorship process
- Distinguish the characteristics of mentees and mentors
- Discuss best practices to facilitate quality & effective mentoring and mentorship processes

Group Activity

- What is mentoring to you?
- What do you expect from a mentor?
- Describe who a mentee is.
- What are expectations of a mentee?
- Why is mentoring important to you?



A word cloud centered around the word "mentoring". The word "mentoring" is the largest and most prominent, written in a bold, orange, sans-serif font. Surrounding it are various related terms in different sizes, colors (including orange, blue, and yellow), and orientations (horizontal and vertical). The words include: Success, Wisdom, Skill, Group, Positive, Coach, Techniques, Mentor, Speed, Coaching, Partnership, Confidence, Satisfaction, development, Learning, Advancement, One-on-one, Informal, Mosaic, functional, Career, Development, Mentee, Leading, Mentoring, Departmental, Teaching, Relationship, Role-model, Support, Sharing, Knowledge, Personal, Guides, Peer, and Opportunity.

Mentorship

“Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support. “

National Academies of Sciences, Engineering, and Medicine; Policy and Global Affairs; Board on Higher Education and Workforce; Committee on Effective Mentoring in STEMM; Dahlberg ML, Byars-Winston A, editors. The Science of Effective Mentorship in STEMM. Washington (DC): National Academies Press (US); 2019 Oct 30. 2, The Science of Mentoring Relationships: What Is Mentorship? Available from: <https://www.ncbi.nlm.nih.gov/books/NBK552775/>



Qualities of a Mentor

- Recognized as seasoned and senior in area of expertise or interest
- Has high level of integrity
- Has supporting qualities to promote work
- Enjoys speaking and learning from mentees
- Exhibits behaviors of a role model

Benefits of a Mentee

- Increase skills, knowledge, and attitudes
- Enhance positive behaviors
- Opportunities to expand networks
- Learn the nuanced “rules of the trade”
- Have someone who inspires, motivates, & ignites your passion



Mentorship Functions

TABLE 2-1 Mentorship Functions

Support Functions	Related Behaviors and Activities
Psychosocial Support	
Psychological and emotional support	Mentor encourages mentees, helps with problem solving, and uses active-listening techniques. ^a
Role modeling	Mentor serves as a guide for mentees' behavior, values, and attitudes. Mentees benefit from engaging with mentor who shares values and deep-level similarity with them. ^b Allows mentees to see themselves as future academics. ^c
Career (Instrumental) Support	
Career guidance	Mentor provides support for assessing and choosing an academic and career path by evaluating mentees' strengths, weaknesses, interests, and abilities. Mentor's role includes <ul style="list-style-type: none"> • helping mentees reflect and think critically about goals;^d • facilitating mentees' reflection on and exploration of their interests, abilities, beliefs, and ideas;^e • reviewing mentees' progress toward goals; • challenging mentees' decisions or avoidance of decisions;^f and • helping mentees to realize their professional aspirations.^g
Skill development	Mentor educates, evaluates, and challenges mentees academically and professionally; tutors or provides training; and focuses on subject learning. ^h
Sponsorship	Mentor publicly acknowledges the achievements of mentees and advocates for mentees.

NOTES: ^aBrunsmas et al. (2017), Cohen (1995), Kram (1983), Levinson (1978), Miller (2002), Robert (2000), Schockett and Haring-Hidore (1985); ^bDavidson and Foster-Johnson (2001), Eby et al. (2013), Hernandez et al. (2017), Syed et al. (2011); ^cSyed et al. (2011); ^dCohen (1995); ^eRobert (2000); ^fCohen (1995); ^gLevinson (1978); ^hKram (1983), Schockett and Haring-Hidore (1985).

SOURCES: Crisp and Cruz, 2009; Garshenfeld, 2014; Nora and Crisp, 2007.

National Academies of Sciences, Engineering, and Medicine; Policy and Global Affairs; Board on Higher Education and Workforce; Committee on Effective Mentoring in STEMM; Dahlberg ML, Byars-Winston A, editors. The Science of Effective Mentorship in STEMM. Washington (DC): National Academies Press (US); 2019 Oct 30. 2, The Science of Mentoring Relationships: What Is Mentorship? Available from: <https://www.ncbi.nlm.nih.gov/books/NBK552775/>



**Mentorship
Structures**

- Formal
- Informal

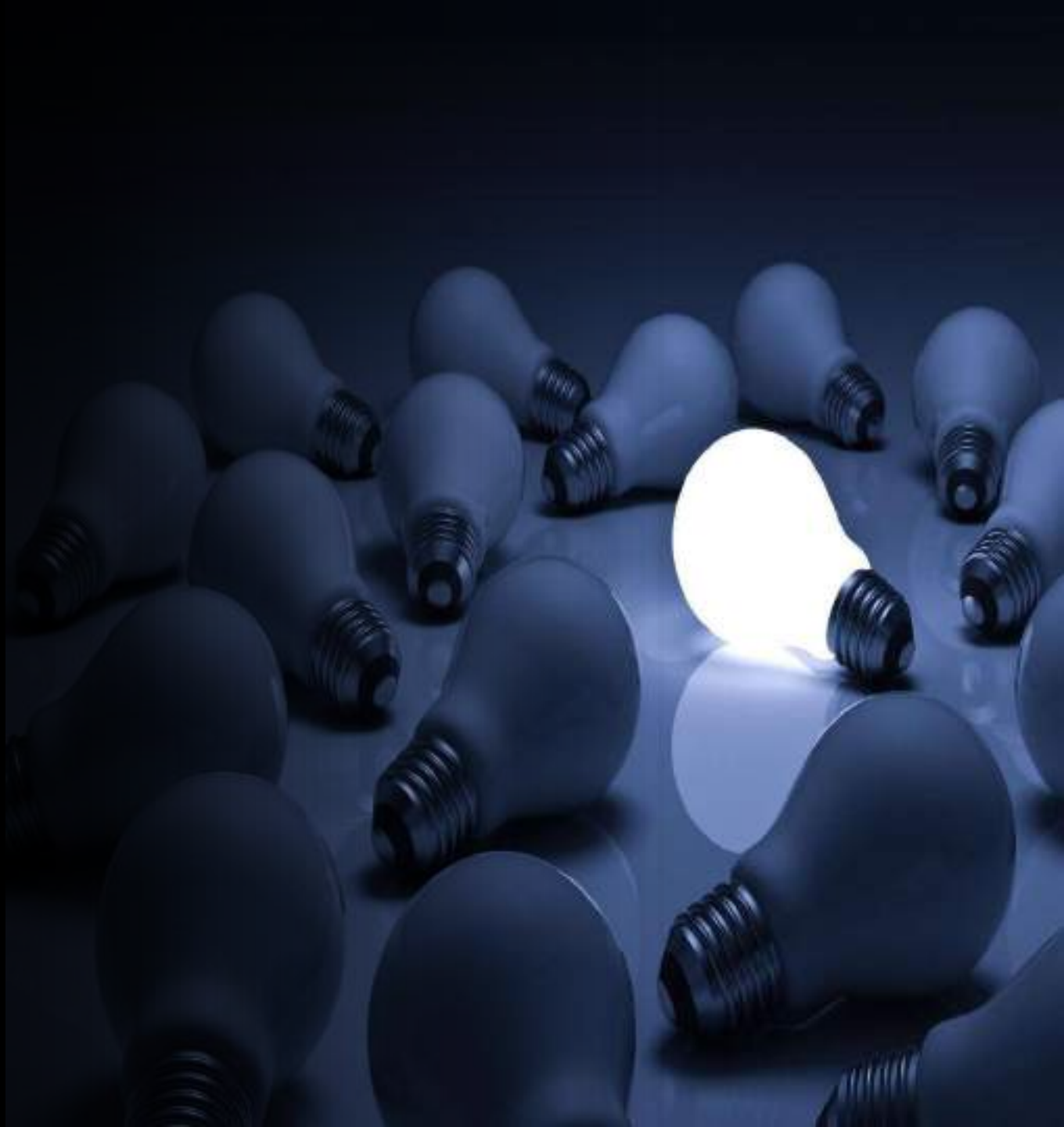


Community of Mentors



“Everyone has talent, but not
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Anonymous



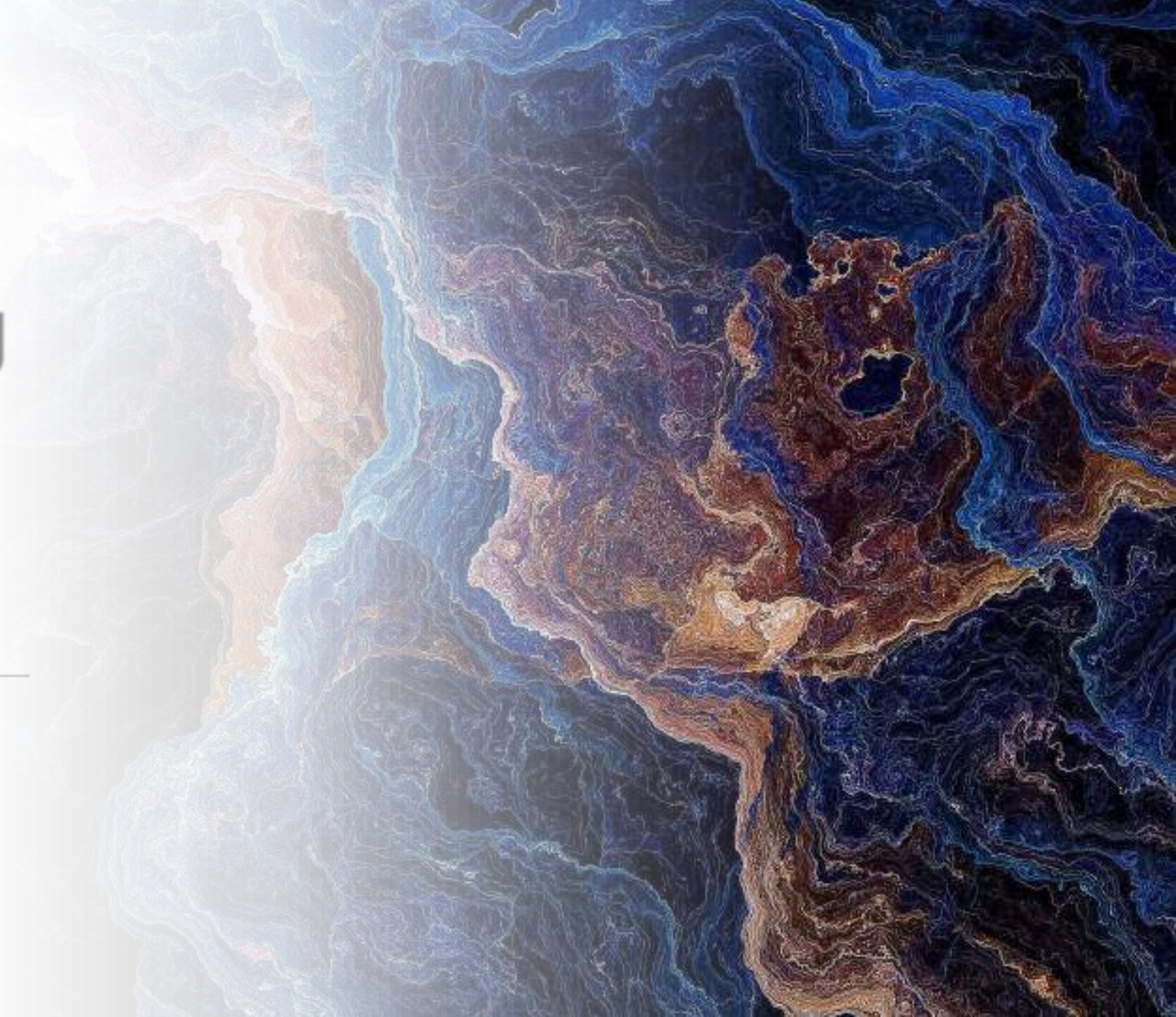


Questions / Comments

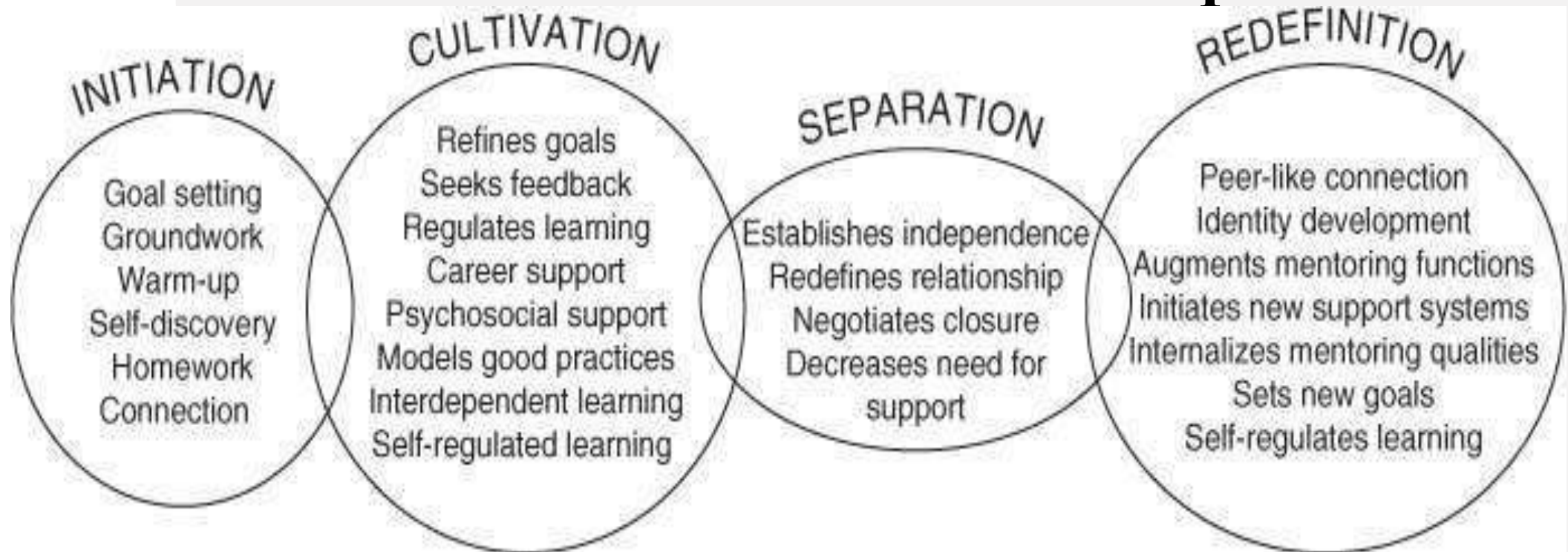




Implementing Mentorship Programs



Important phases in the Mentorship Relationship



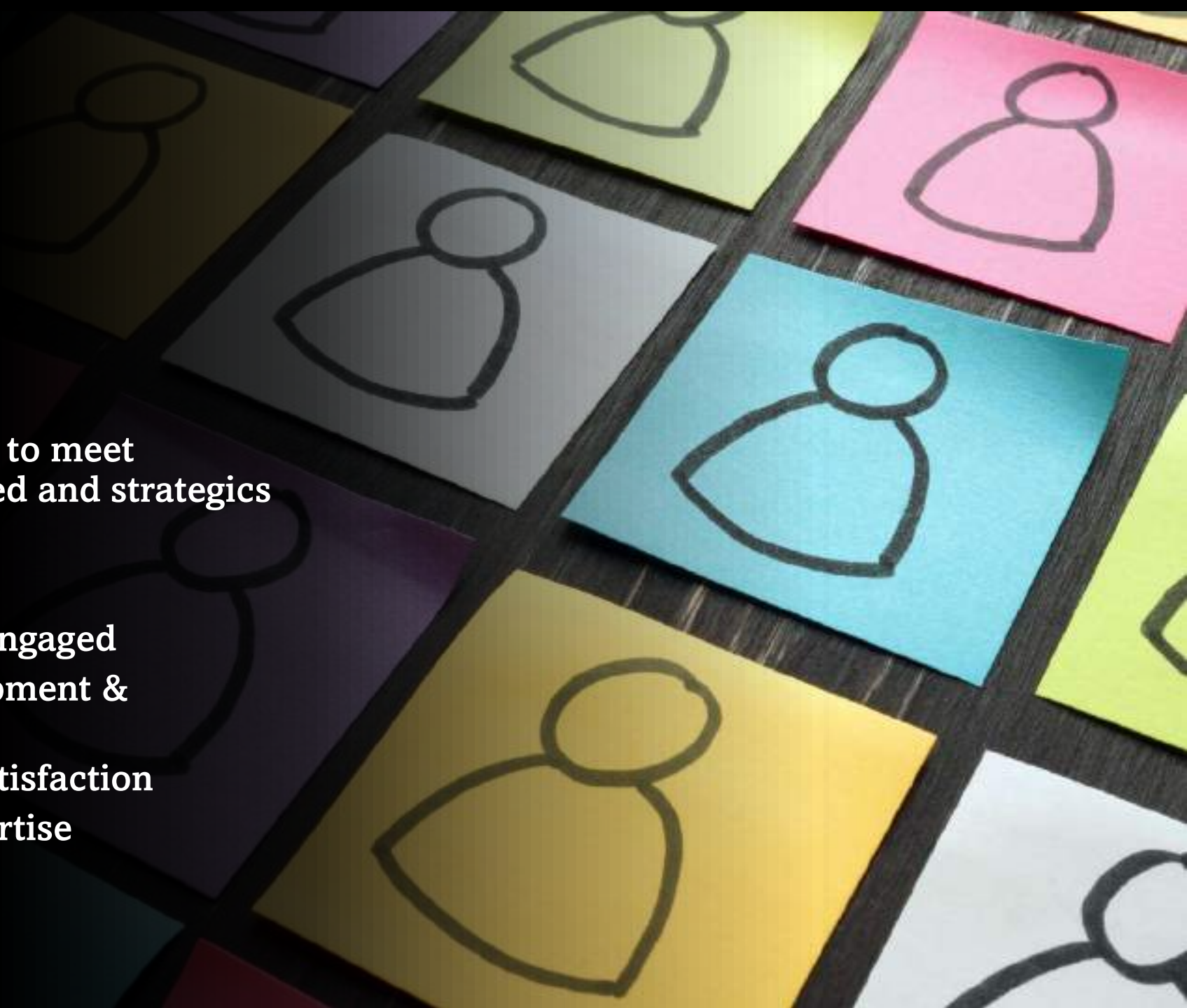
Establish & Maintain Meaningful Connections with Mentees

What you can do	Making the connection
1. Invest time and effort in setting the climate for learning	Determine your fellows learning style and learning needs and how that might play out in your relationship.
2. Be sensitive to the day-to-day needs of your mentee	Spend time connection with your fellow at least once a month . Ask enough questions to give you sufficient insight into his/her work context
3. Identify and use multiple venues for communication	While face-to-face is always preferable, explore other options to connect if necessary: e-mail, videoconference, phone
4. Set a regular contact schedule, but while also maintaining flexibility	Agree on a mutually convenient contact schedule that works for both of you. If you need to renegotiate a schedule appoint use that situation as an opportunity for connection and interaction
5. Check on the effectiveness of your communication	Ask question: Are we connecting? Is what we are doing working for you/us? What can we do to improve the quality of our interaction?
6. that connection results in meaningful learning	Is learning going on? Is the fellow making progress?
7. Share information and resources however, not as a substitute for personal interaction	Set the stage to share information. Then share and follow up

Zachary, L., (2012). The Mentee's Guide: Making Mentoring Work for You (2nd Edition), SF: Jossey-Bass, p. 77

Individualized Development Plans (IDPs)

- Purpose
 - Tool to support individuals to meet professional goals in focused and strategic ways
- Benefits
 - Keep people motivated & engaged
 - Foster professional development & progression
 - Promote retention & job satisfaction
 - Recognize & cultivate expertise
 - Improve workplace morale
- IDP template



Working with Mentees

- Dominance, Influence, Steadiness, & Conscientiousness (DiSC)
- Briggs Myers Type Indicator
- Personality Lab
- 360 Survey



Tips for mentoring - Core Disc Styles

Communicating with D Driver

- Focus on the result.
- Give them control over their destiny
- Keep conversation moving
- Link feedback to results

Communicating with I Influence

- Discuss their goals and success stories.
- Ask for their opinion
- Stimulate them, keep conversations energetic and positive
- Introduce them to new people

Communicating with S Steadiness

- Give them time to think things through
- Present your case logically
- Ask questions to draw them out
- Provide personal assurances

Communicating with C Compliance

- Be specific and detail oriented
- Consider all sides of the issue
- Value their high standards, quality over quantity
- Be diplomatic

Positive Outcomes of Effective Quality Mentorship

- Individual Level
 - Increased confidence in the job
 - Personal growth & development
 - Increased motivation & enthusiasm
 - Talents translate to brilliance/exemplary
 - Establishes pathways to promotion
 - Promotes career progression & success
- Institutional Level
 - High retention of staff
 - High level of performance by staff
 - Increase in job productivity
 - Facilitates institutional excellence



Recommendations

- Create a research group
 - Create a listserv / distribution list
NOT WhatsApp
 - Meet regularly
 - Set goals
- Collaborate on manuscripts & research proposals
- Establish a SWAG
- Evaluate progress & celebrate successes



An Opportunity

- Consortium of Universities of Global Health

<https://www.cugh.org/>

- Strengthening Training Capacity Globally

<https://cughcapacitybuilding.org/>



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**Thoughts / Comments
/ Questions**