Mentoring, long recognized as a catalyst for successful careers, is particularly important to the career development of underrepresented minority (URM) faculty in academic medicine. Mentorship, defined as one person who provides support and guidance related to career development, is essential to the success of URM faculty in academic medicine due to the significant gender gaps existing in academic medicine. Here, we describe a model of mentoring drawn from our personal experiences as four female faculty that has resulted in a successful collaboration.

Method: In 2010, investigators administered the MCA to 283 mentor-mentee pairs from 16 universities participating in a trial of a mentoring curriculum for clinical and translational research mentors. The curriculum included training elements and a 3-year implementation period. The MCA is a validated competency-based mentoring assessment tool that assesses the role of the mentor, the role of the mentee, and the relationship between the mentor and the mentee. The MCA is composed of 20 statements that mentors and mentees rate on a 5-point Likert-type scale ranging from “strongly disagree” to “strongly agree.”

Results: Three relevant themes emerged: (1) the numerous roles and behaviors associated with mentoring in academic medicine, (2) the improbability of finding a single person who can fulfill the diverse needs of a mentee, and (3) the importance of mentor and mentee training in improving the success of the mentoring relationship. The MCA scores for the intervention group were significantly higher than those of the control group for all six subscales, with the largest differences observed in the “relationship” subscale.

Conclusions: This RCT demonstrates that a competency-based research mentor training program can improve mentors’ skills.

Purpose: Career development award programs often require formal establishment of mentoring relationships. The authors sought to gain a nuanced understanding of mentoring from the perspective of a group of recipients of such career development awards.

Method: The survey examined a cohort of 2010 recipients of National Institutes of Health career development awards. The survey was designed to explore the experiences of mentees participating in and completing internal career development awards. The survey included questions about the mentor-protégé relationship, the experience of participating in the program, and the impact of the program on career development. The survey was administered online and included open-ended questions and Likert-scale questions.

Results: The survey response rate was 85%. The mean age of the respondents was 35 years, and 60% were female. The majority of the respondents were in clinical (45%) or basic science (35%) fields. The most common research field was oncology, followed by transplantation and cardiology.

Conclusions: The survey results suggest that career development award programs can be effective in improving the career development of recipients. However, challenges exist, including the potential for lack of mentor-mentee support, the need for formal mentoring relationships, and the potential for program attrition.
Background to the study: A mentor-training program is an essential component of training successful academic professionals. The Academic Pediatric Association (APA), as the national organization for pediatric academic professionals, has its own mentorship program that is considered to be the "current state of the art." Evaluating the program's impact over a 7-year period (2009-2016) allowed us to identify gaps in understanding the program's capacity to align the expectations of scholars and mentors.

Objectives: To systematically review evidence published since a definitive review in 2006 on the effectiveness of mentoring interventions aimed at achieving gender equality in academic medicine. "Systematic review" refers to a set of criteria, methods, and procedures for reviewing the relevant scientific literature. The APA has a unique opportunity and mandate to provide structured, evidence-based mentorship training and support for junior faculty and mentors.

Background: Mentoring is frequently suggested as an intervention to address gender inequality in the workplace. Evidence from more recent reviews has called for training programs to address gender diversity in the workplace.

Methods: This review was conducted in accordance with the PRISMA statement. Computerized searches of Medline, Embase, and CINAHL databases were performed to identify relevant articles. A total of 2,408 studies were identified.

Results: Results of the systematic review are summarized in Table 1. The findings suggest that mentoring programs can effectively address gender diversity in the workplace. These findings are relevant to the APA's mentorship program and can be leveraged to improve the program's impact on gender diversity.

Conclusions: Mentoring is a complex intervention. Future evaluations should adopt standardised approaches used in applied health research to the design and evaluation of more comprehensive and distal mentoring outcomes for those who participate in mentoring initiatives.

Pre- and post-workshop online evaluations documented high rates of satisfaction with the program and its capacity to align the expectations of scholars and mentors. Mentoring contracts, agreements, and training programs facilitate this process. These tools focus on aligning expectations between scholars and mentors so that their role is clear and expectations are shared.

The mentoring relationship between a scholar and their primary mentor is a core feature of research training. Anecdotal evidence suggests this relationship is adversely affected when scholar and mentor do not have clear expectations of each other. The program examined three questions: (1) What is the value in assuring that the expectations of scholars and mentors are mutually identified and aligned? (2) What types of programmatic support might improve this process? (3) How might the mentoring relationship be improved to better support diversity, and inclusion?

The goal of this paper is to review the evaluation of mentors with a focus on training new investigators in clinical translational science. These scholars include physicians and Ph.D. scientists who are generally more junior/inexperienced persons. The program example we reference is the Academic Pediatric Association Anti-Racism and Diversity Toolkit (RAPID) Research Grants. In this program, mentors and mentees are provided with structured mentorship support and specific tools and techniques to enhance the mentoring relationship.

Conclusions: Mentoring is a complex intervention. Future evaluations should adopt standardised approaches used in applied health research to the design and evaluation of effectiveness and cost-effectiveness of mentoring interventions. These tools focus on aligning expectations of scholars and mentors so that their role is clear and expectations are shared.
A comprehensive mentoring program includes a variety of components. One of the most important is the ongoing assessment of and feedback to mentors. Scholars need strong active mentors who have the knowledge, skill, and commitment to provide meaningful feedback that can help mentees grow and develop. The feedback should be specific, constructive, and goal-oriented. It should focus on areas of strength and areas for improvement, and should be delivered in a timely and respectful manner. The feedback process can be challenging, as mentors may feel uncomfortable providing negative feedback. However, effective feedback is essential for the development of mentees and the growth of the mentor-mentee relationship. The process of giving feedback is often difficult and there is limited empirical data on efficacy. This article presents a new and improved approach to evaluating and giving feedback to mentors. It includes a framework for assessing mentors, a set of best practices for giving feedback, and suggestions for how to support the continuous improvement of mentorship. A comprehensive mentoring program includes a variety of components. One of the most important is the ongoing assessment of and feedback to mentors. Scholars need strong active mentors who have the knowledge, skill, and commitment to provide meaningful feedback that can help mentees grow and develop. The feedback should be specific, constructive, and goal-oriented. It should focus on areas of strength and areas for improvement, and should be delivered in a timely and respectful manner. The feedback process can be challenging, as mentors may feel uncomfortable providing negative feedback. However, effective feedback is essential for the development of mentees and the growth of the mentor-mentee relationship. The process of giving feedback is often difficult and there is limited empirical data on efficacy. This article presents a new and improved approach to evaluating and giving feedback to mentors. It includes a framework for assessing mentors, a set of best practices for giving feedback, and suggestions for how to support the continuous improvement of mentorship.
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Introduction: Mentorship is a vital component of academic and professional development. Mentors are crucial to the development of a productive and successful career. However, the role of mentorship can vary significantly between different fields and individuals. This paper aims to provide a comprehensive overview of the importance of mentorship in various fields and to highlight the key principles and strategies for effective mentorship.

Mentorship and its Importance

Mentorship is a crucial aspect of personal and professional development. It involves the guidance and support of a more experienced individual (the mentor) in the development of a less experienced individual (the mentee). This relationship is characterized by trust, respect, and a commitment to each other's success. Mentorship is important because it provides opportunities for knowledge transmission, skill development, and career advancement. It also fosters personal growth, builds confidence, and enhances motivation.

Principles of Effective Mentorship

1. Communication: Effective mentorship involves open, honest, and respectful communication. Mentors and mentees should be clear about their expectations, goals, and boundaries. Regular check-ins and feedback sessions help maintain a strong mentor-mentee relationship.

2. Trust: Trust is the foundation of any mentorship relationship. Mentors should earn the trust of their mentees by being reliable, consistent, and transparent. Trust is also necessary for mentees to feel comfortable disclosing their concerns and sharing their challenges.

3. Support: Effective mentors provide emotional support, encouragement, and guidance. They help mentees overcome setbacks, build confidence, and make decisions. Mentors also serve as role models, demonstrating ethical behavior and professional integrity.

4. Professional Development: Mentors help mentees develop their professional skills and knowledge. They provide opportunities for learning, networking, and career advancement. Mentors can also help identify potential job opportunities and offer guidance on career transitions.

5. Personal Development: Mentorship is also an opportunity for personal growth. Mentors can help mentees develop their self-awareness, emotional intelligence, and leadership skills. They also help mentees understand their values, goals, and motivations.

6. Diversity and Inclusion: Mentorship programs should foster diversity and inclusion. Mentors should be mindful of their own biases and work to create an inclusive environment. They should also be proactive in seeking out diverse mentors and mentees.

Strategies for Effective Mentorship

1. Identify Mentors: Mentors should be selected based on their expertise, professional reputation, and personal characteristics. Mentors should be experienced, approachable, and willing to invest time and effort in their mentees.

2. Set Goals: Mentors and mentees should set clear and achievable goals. These goals should be specific, measurable, and time-bound. They should cover both professional and personal areas of development.

3. Establish Roles: Mentors and mentees should define their roles and responsibilities. Mentors should be proactive, and mentees should be proactive in seeking feedback and guidance.

4. Provide Feedback: Regular feedback is essential for mentorship. Mentors should provide constructive feedback in a timely and respectful manner. Feedback should focus on strengths and areas for improvement.

5. Support Networking: Mentors should encourage their mentees to network with other professionals. This can help mentees expand their professional network and increase their visibility within their field.

6. Foster Collaboration: Mentors should encourage collaboration between mentees. This can help mentees develop their teamwork and leadership skills.

Conclusion

Mentorship is a powerful tool for personal and professional development. By following the principles and strategies outlined in this paper, mentors and mentees can create a strong and effective mentorship relationship. Mentorship programs can also be designed to foster diversity and inclusion. In conclusion, mentorship is a vital component of academic and professional success, and it should be encouraged and supported at all levels.
Problem: The departure of physician-scientists from education and research into clinical practice is a growing challenge for the future of academic medicine. Junior faculty face competing demands for clinical, translational and outcomes research at Seattle Children’s. This goal is accomplished through a structured program of mentoring by dedicated CRSP Faculty, educational seminars, and financial support.

The Clinical Research Scholars Program (CRSP) is a mentored research career development program for CCTR investigators. The program objective is to support junior faculty in the development of successful, sustainable research careers, to facilitate the translation of research findings into practice, and to provide a future pool of mentors to contribute to the quality and productivity of Seattle Children’s research. The program is also designed to help junior faculty in the early stages of their careers gain experience with leadership and management skills, and to provide a pipeline of investigators for leadership roles.

Lessons learned: This multifaceted mentoring program appeared to bolster satisfaction and enhance retention of junior pediatric faculty. Mentees reported increased understanding of the criteria for advancement, 81% had a better understanding of the criteria for advancement, 84% were satisfied with the program, and 95% found mentors accessible. Mentees who exited the program reported they most valued the program in helping them clarify their career goals, provide them with a new perspective on their careers, and make them aware of career development opportunities.

Program elements included:

- Multiple peers and faculty mentors,
- Structured mentorship and programmatic activities,
- Career development workshops,
- Educational seminars,
- Financial support.

Impact:

- Increased understanding of career development opportunities and criteria for promotion
- Enhanced retention rates among junior faculty
- Improved satisfaction with the mentoring program
- Increased understanding of the criteria for career advancement

Further information:

- For more information about the CRSP, please visit: http://www.seattlechildrens.org/research/funding/clinical-research-scholars-program
- For information about the Pediatric Research in Children’s Hospitals (PRCH) program, please visit: http://www.pediatricresearch.org/programs/prch/