ABRF Mentoring Program
ABRF Career Development Committee

**Goal:** Provide professional development and career advancement for members through

- Job Placement
- Career Counseling
- Professional Courses
- Mentoring Program
Purpose of a **Mentoring Program**

- Enhance opportunities for professional development
- Provide networking opportunities for participants
- Learn through the experience of others
- Enhance opportunities for career advancement
"I’d like to mentor you. We can start by you getting me some coffee."
Differences between Coaching & Mentoring

**Coaching** is a short term, task oriented, performance driven activity; it is designed to enhance competency of employees by learning a new skill or technique.

**Mentoring** is a long term, relationship oriented, development driven activity; it is designed to prepare employees for advancement within the organization.
Types of Mentoring Support

**Instrumental** – sharing expertise, modeling giving and receiving critical feedback, ethics, procedures, active efforts

**Psychosocial** – builds confidence through encouragement and support, establishes a collegial atmosphere, opens doors

**Career/Sponsorship** – professional advocacy, exposure/visibility and advancement

From Northwestern University Mentoring Workshop 2016
Steps toward Developing a Mentoring Program

• Identify need and enthusiasm – survey ABRF members
• Develop working relationships with experts in the field of mentoring
• Develop a strategy for matching mentors and mentees
• Train mentors and mentees on how to manage the process
• Provide tools to help mentors and mentees execute their roles
• Provide methods to enhance conversations
• Establish milestones and measures for success
ABRF Mentoring Survey

• 169 responses from ABRF membership
• 98% wanted a formal mentoring network program as part of the ABRF, showing a strong need for a mentorship program
• 59% of those surveyed have been a mentor previously
• 61% had previously been mentored
• 91% indicated that they would benefit from working with a mentor
A wide variety of careers were represented in the survey
- Core Directors
- Core Managers
- Core Administrators
- Research Personnel
- Many other titles represented as well

Multiple disciplines represented:
Genomics, Proteomics, Microscopy, Flow Cytometry, Bioinformatics, others

55% strongly indicated a need for mentorship in Core Management
Matching Mentors and Mentees

Possible Topics to discuss:

• Sharing Expertise
• Sharing Ethical Insights
• Advice on Managing People
• Advice on Business Plan
• Cost Analysis & Pricing
• Building a Professional Network
• Professional Advocacy
• Career Advancement
Matching **Mentors and Mentees**

**Process:**
- Mentors and Mentees complete applications forms (identifying key strengths and goals)
- CDC pairs Mentors with Mentees (or groups of Mentees)
- CDC solicits input separately from Mentors and Mentees to gauge effectiveness of interactions
- CDC provides feedback to Mentors and Mentees on how to enhance effectiveness
Importance of Training Mentors

Experience has shown that there are critical factors needed to establish and develop this relationship, as well as establishing ‘deliverables’

Although mentees can (and should) drive the relationship, mentors need to have training in cultural sensitivities and effective communication

Mentors are trained through professional development services (NRMNET.net or Univ. New Mexico Mentoring Institute)
National Research Mentoring Network (NRMNet.net)

Mission statement: to provide researchers across all career stages in the biomedical, behavioral, clinical and social sciences with evidence-based mentorship and professional development programming that emphasizes the benefits and challenges of diversity, inclusivity and culture
There has been movement towards group approach as an alternative to one-on-one mentoring.

- Mentor acts as guide for the group
- Mentees can be matched by subject area, ethnic or cultural background

(6 per group works best)

Rick McGee (Assoc. Dean for Professional Development, Feinberg School of Medicine, Northwestern University):
Group Mentoring

- Safety in numbers
- More flexibility in degree of engagement
- Individuals learn vicariously through the experiences of others
- Group provides more experience than an individual mentor can offer

Williams, Thakore and McGee 2016. Career Coaches as a Source of Vicarious Learning for Racial and Ethnic Minority PhD Students in the Biomedical Sciences: A Qualitative Study. PLOS One
Launch ABRF Pilot Program

**September 2016** – Initiate Pilot Program and track progress; recruit individual mentor-mentee pairings and group pairings

**January 2017** – Begin assessment of Pilot Program

**March 2017** – Presentation at ABRF ‘17 meeting in San Diego, CA; sponsor a mentor training session

**Summer 2017** – Evaluate Pilot Program and adjust features to reflect lessons learned
Interested in participating in Pilot Program?
Contact Phil Hockberger