AGENDA

9:00 am
Anna Wald, MD, MPH, Professor of Medicine, Epidemiology, Laboratory Medicine & Pathology, University of Washington
Jasmine Crawford, Program Specialist, UW/Fred Hutch Center for AIDS Research
Welcome and Information

9:10 am
Monica Gandhi, MD, MPH, Professor of Medicine, University of California, San Francisco
Introduction to the Structure of a Mentoring Relationship

9:30 am
John Sauceda, PhD, MS, Assistant Professor, Center for AIDS Prevention Studies, Division of Prevention Science, University of California, San Francisco
Mentoring for Diversity, Equity and Inclusion: Resources from UCSF CFAR Mentoring Program Underrepresented Minority (URM’s) Group in HIV Research

10:00 am
Monica Gandhi
Process for applying for a K Award at UCSF, Division of HIV, Infectious Diseases, and Global Medicine
Emotional Intelligence and How to Build a Team

10:40 – 10:55 am
15-Minute Break

10:55 am
Monica Gandhi
Conflict Resolution

11:10 am
Monica Gandhi & Anna Wald
Mentoring Consultation Clinic (breakout groups of 5-7 mentors each)

11:55 am
Ruanne Barnabas, DPhil, MSc, MBChB, Associate Professor of Global Health and Medicine, Adjunct Associate Professor of Epidemiology, University of Washington
Closing Remarks

NOTES
DEFINITIONS OF MENTORING

2021 Mini Mentoring Symposium for Mentors
March 23, 2021
Monica Gandhi MD, MPH
Professor of Medicine, Division of HIV, Infectious Diseases and Global Medicine and Director of UCSF CFAR
Outline of talk

- What is a mentor?
- Attributes of successful mentors, mentees
- The mentee-mentor relationship
  - What works and what does not?
- Formalizing the mentoring relationship
- Mentoring for diversity
When Odysseus left for the Trojan War, the older “Mentor” was put in charge of Telemachus, Odysseus’ son.
What is a mentor?
How do mentoring relationships differ from other academic relationships?

- **Long-term**: Promoting professional development over time
- **Dynamic**: Changing as mentee advances
- **Reciprocal**: Benefitting both mentor and mentee
- **Active**: Shaped by mentee as well (not passive vessel)
- **Voluntary**: True mentoring relationship cannot be forced, element of altruism

Zerzan JT. Academic Medicine 2009
Scope of mentoring

Career functions

- Sponsorship
- Coaching
- Protection
- Challenge
- Exposure and visibility

Personal functions

- Role modeling
- Problem solving and counseling
- Acceptance and affirmation

Kram, KE. Mentoring at Work: Developmental Relationships in Organizational Life. 1988
Mentoring content areas - traditional

- Research skills
  - Research methods
  - Ethics & IRBs
- Manuscript writing and publishing
- Grant writing
- Budgets and administration
- Career goals
- CV development
- Professional networking
- Organization and committee participation
- Promotion/tenure
Mentoring content areas – skills that we do not learn in school

- Time management and maximizing productivity
- Navigating work-life balance
- Negotiating skills
- How to hire great people
- Managing performance reviews
- Having crucial conversations/confrontations
- Cross-cultural issues
- Dissemination strategies
- Working with relevant communities
- Enabling mentee to navigate the professional community, including introductions to relevant researchers in the field
- How to mentor
Mentoring team

**Research mentor:** Guides the development of the creative and/or independent research careers of their mentees. *Must* have expertise in the mentee’s area of scholarship and help provide resources to support the mentee’s work.

**Research Co-mentor(s):** Works with the mentee and research mentor to provide specialized content area or methodological expertise (e.g. qualitative mentor)

**External career mentor:** Assists with overall career guidance and support for their mentee. Is distant enough to troubleshoot issues with primary research mentors.
Trans and Cis-mentoring: Interdisciplinary

Cis Mentor:
Mentor from the same research discipline

Trans mentor: Senior mentor outside the major area of the mentee's focus (basic science mentors for mentee whose research emphasizes clinical science.)

What are attributes of a good mentor?
What are attributes of a successful mentee?
Mentors’ Responsibilities

- Is clear about expectations
- Sets specific goals and accomplishments
- Encourages strategic thinking
- Provides networking opportunities
- Gives moral support
- Results oriented
- Conducts individual meetings
- Keeps in touch
- Makes sure to provide written communication, including reviews and timely feedback.
A quality mentor...

- Provides different and broader perspectives and can play the part of “devil’s advocate.”
- Allows the direction of the relationship to be defined by the mentee
- Helps problem-solve, by identifying the real issues and stumbling blocks that hinder the individual’s or the team’s research progress
- Focuses on individual learners by stimulating personal and professional growth and providing feedback
- Is a trusted confidant
What part of the mentoring relationship falls onto the mentees?

- Mentees communicate the purpose for wanting mentoring: “What do you want out of the relationship?”
- Mentees develop the plan for the year
- Mentees communicate the plan
- Mentees anticipate problems and communicate them in a timely manner.
- **Bottom line:** mentees cannot be passive!
Mentees’ Responsibilities

- Contacts the mentor
- Provides directed communications
- Explicitly requests for help
- Open and willing to trust
- Appreciates the mentor’s effort
- Respects the mentor’s time
The mentee-mentor relationship

- Mentee + Mentor = Mentoring relationship
What works and what does not?

Mentoring

Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD
Characteristics of successful mentoring relationships

<table>
<thead>
<tr>
<th>Theme</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocity</td>
<td>“It’s got to be a 2-way street. It can’t be just a one-way giving relationship because then it’s going to burn out”</td>
</tr>
<tr>
<td>Mutual respect for each others’ time, effort, and qualifications</td>
<td>“Both individuals have to respect the qualifications of the other and the needs of the other and work together towards a common goal.”</td>
</tr>
<tr>
<td>Clear expectations</td>
<td>“It’s helpful to set up guidelines in the beginning.”</td>
</tr>
<tr>
<td>Shared values</td>
<td>“Mentorship worked best when mentors and mentees had similar interests and values.”</td>
</tr>
<tr>
<td>Personal connection</td>
<td>“Important to have a connection, where you feel the mentor cares about you.”</td>
</tr>
</tbody>
</table>

Straus SE. Academic Medicine 2013.
<table>
<thead>
<tr>
<th>Theme</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor communication</td>
<td>Mentors frustrated when their advice not followed. Mentees feel intimidated. → lack of open communication</td>
</tr>
<tr>
<td>Different expectations</td>
<td>Mentee and mentor expect different things from the relationship: “recipe for disaster.”</td>
</tr>
<tr>
<td>Lack of commitment, lack of time,</td>
<td>“If you don’t get that kind of ongoing interest and commitment, you just realize that the fit or the value isn’t there anymore.”</td>
</tr>
<tr>
<td>waning interest</td>
<td></td>
</tr>
<tr>
<td>Personality differences</td>
<td>One person is extraverted and the other introverted. One person thinks on the fly and the other likes to think ahead of time.</td>
</tr>
<tr>
<td>Perceived (or real) competition</td>
<td>Mentor may feel threatened. Both need credit. Lack of clarity around intellectual property.</td>
</tr>
</tbody>
</table>

Formalizing the relationship: The mentoring meeting

- Agree on the frequency of meetings
  - Approximately every 1-3 weeks
- Mentees and mentors should come prepared
- Mentee should send an agenda ≥2 days in advance
  - Include any other documents to be discussed
- Mentee should formulate concise questions
- After meeting, mentee emails a brief summary of what was discussed and next steps
  - Consider also keeping a document of notes from mentoring meetings for reference
- Keep a running list of items for the next agenda
The Mentoring Competency Assessment: Validation of a New Instrument to Evaluate Skills of Research Mentors

Michael Fleming, MD, Stephanie House, MA, Vansa Shewakramani Hanson, MS, Lan Yu, PhD, Jane Garbutt, MD, Richard McGee, PhD, Kurt Kroenke, MD, Zainab Abedin, MPH, and Doris M. Rubio, PhD

Abstract

Purpose
To determine the psychometric properties of the Mentoring Competency Assessment (MCA), a 26-item skills inventory that enables research mentors and mentees to evaluate six competencies of mentors: maintaining effective communication, aligning expectations, assessing understanding, addressing diversity, fostering independence, and promoting professional development.

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 authors analyzed baseline MCA data to describe the instrument’s psychometric properties.

Results
Coefficient alpha scores for the MCA showed reliability (internal consistency). The hypothesized model with its six latent constructs (competencies) resulted in an acceptable fit to the data. For the instrument completed by mentors, chi-square = 663.20; df = 284; P < .001; root mean square error of approximation (RMSEA) = 0.069 (90% CI, 0.062–0.076); comparative fit index (CFI) = 0.85; and Tucker-Lewis index (TLI) = 0.83. For the instrument completed by mentees, chi-square = 840.62; df = 284; P < .001; RMSEA = 0.080 (90% CI, 0.063–0.077); CFI = 0.87; and TLI = 0.85. The correlations among the six competencies were high: 0.49–0.87 for mentors, 0.58–0.92 for mentees. All parameter estimates for the individual items were significant; standardized factor loadings ranged from 0.32 to 0.81 for mentors and 0.56 to 0.86 for mentees.

Conclusions
The findings demonstrate that the MCA has reliability and validity. In addition, this study provides preliminary norms derived from a national sample of mentors and mentees.
6 Competencies

- Maintaining effective communication
- Aligning expectations
- Assessing understanding
- Fostering independence
- Addressing diversity
- Promoting professional development
Resources from UCSF CTSI mentoring program
https://accelerate.ucsf.edu/training/mdp-materials

MDP Seminar 1: Mentoring Checklist

This is a checklist of activities to guide both the lead mentor and mentee following a mutual agreement to formalize the lead mentor and mentee relationship.

Download a printable version of the Mentoring Checklist (PDF 37KB)

First visit

**Mentor**

1. When the appointment is made, forward an individual development plan (IDP) to be returned at least 2 weeks prior to your scheduled meeting.

**Menntee**

1. Set up initial one hour meeting date and time
2. Prior to the meeting review accomplishments of your mentor, i.e. recent publications via pubmed, NIH crisp database, grants etc. Obtain a copy of your mentor’s CV.
3. Review: A Faculty Handbook for Success Advancement & Promotion at UCSF.

Before the first Meeting:

1. Review mentee documents, i.e. IDP, current CV, and NIH biosketch

At least 2 weeks before the first Meeting:

1. Send your Lead Mentor
   - your most recent updated CV in UCSF format (Faculty Handbook)
   - NIH biosketch
   - completed IDP
   - Career Mentor name

During the First meeting:

1. Detailed discussion of IDP and other materials

MDP Course

- Program Course Materials
- Defining Mentorship from the Beginning
- Rewards & Challenges of Mentorship
- Communicating Effectively with Mentees
- Balancing Work-Life
- Understanding Diversity among Mentees
- Understanding Economic and Fiscal Realities for Successful Academic Careers
- Grants and the Institutional Review Board
- Understanding Academic Advancement Policies
- Leadership Skills & Opportunities — How to Build a Research Team
- View case scenarios for all
Individual development plan

- Meet with your mentees every 2-3 weeks, weekly if needed (UCSF model)
- Review their CV and have them fill out the individual development plan yearly

Components of IDP:

1) **Time Allocation** as Estimated by Mentee:
   - ___ % Teaching/Training/Providing Mentoring
   - ___ % Research
   - ___ % Patient Care
   - ___ % Administration/Other Services

How (if at all) would you like to change this time distribution?
2) **Academic Appointment**

Do you understand the series to which you are appointed and the expectations for advancement in this series?

3) **Current Professional Responsibilities**

List your major professional responsibilities and if you anticipate significant changes in the coming year:

4) **Future Professional Goals**

   **Short Term Goals**

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. **Goal**
   
   Expected outcome:

2. **Goal**
   
   Expected outcome:

3. **Goal**
   
   Expected outcome:
5) **Future Professional Goals**

*Long Term Goals*

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

- 1. **Goal**
  
  Expected outcome:

- 2. **Goal**
  
  Expected outcome:

- 3. **Goal**
  
  Expected outcome:
MENTOR INDIVIDUAL DEVELOPMENT PLAN

Time allocation, current professional responsibilities, number of mentees, time for mentoring, self-assessment of mentoring competency, mentoring-related goals, institutional support
Creating a supportive institutional environment

The UCSF CFAR Mentoring Program

- Linkage with a senior mentor
- Mentoring plans
- Workshops/Seminars
- Opportunities to network/increase visibility
- Multidisciplinary collaboration
- Peer support

http://cfar.ucsf.edu/cfar?pag e=education-mentor
A word on mentoring and millennials

**Table. Mentoring Millennials: Myths, Truths, and Best Practices**

<table>
<thead>
<tr>
<th>Myth vs Reality</th>
<th>Millennials’ Reasons</th>
<th>What to Avoid</th>
<th>What to Embrace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impatient vs efficient</td>
<td>Accustomed to rapid information and distillation</td>
<td>Inertia</td>
<td>Innovation</td>
</tr>
<tr>
<td>Entitled vs motivated</td>
<td>Do not view social distinctions in hierarchy as previous generations</td>
<td>Hierarchy</td>
<td>Autonomy</td>
</tr>
<tr>
<td>Lazy vs balanced</td>
<td>Motivated by purpose, organizational mission, and skill over “time in rank” or traditional advancement metrics</td>
<td>Busywork</td>
<td>Purpose</td>
</tr>
<tr>
<td>Narcissistic vs empowered</td>
<td>Desire early advancement based on vision and deliverables</td>
<td>Subordinate</td>
<td>Leadership</td>
</tr>
<tr>
<td>Social vs collaborative</td>
<td>Have a greater sense of global consciousness</td>
<td>Uniformity</td>
<td>Diversity</td>
</tr>
<tr>
<td>Needy vs engaged</td>
<td>Used to instant responses due to social media and technology</td>
<td>Isolation</td>
<td>Community</td>
</tr>
</tbody>
</table>

- Millennials have been shaped by a profound expansion of information technology, enhanced social networking, and a connected global culture.
- A keen awareness of generational mindsets and motivations can allow for more productive and rewarding mentoring relationships

Waljee. JAMA 2018
March 15 National Faculty Study – AAMC- 5 major themes:

1) Perceived wide spectrum in gender climate
2) Lack of parity in rank and leadership by gender
3) Lack of retention of women in academic medicine (the “leaky pipeline”)
4) Lack of gender equity in compensation
5) Disproportionate burden of family responsibilities and work-life balance on women’s career progression.
Questions?
UCSF CFAR Mentoring Program - Underrepresented Minority (URM) Group in HIV Research

John A. Saucedo
Co-Director of the CFAR Mentoring Program

Presentation to UW/FH Mini Mentoring Symposium
March 23, 2021
Overview

- Overview of UCSF CFAR Mentoring Program
- Establishment of a URM Group in HIV Research
- Programmatic Efforts to support URMs
- Leading a URM Group – Insights and Strategies
  - Supporting HIV research careers is about supporting them and their concerns as POC and what it means to be underrepresented
- Responses to Pre-Event Questions
- Next Steps & Summary
Overview-UCSF CFAR Mentoring Program

- Est. in 2005 – Co-directed by J. Fuchs, MD, MPH, and previously by Dr. Gandhi
- A structured, evidence-based/best practices-informed mentoring program
  1. Each year, new cohort of mentee-mentor pairs across HIV science
  2. Monthly workshops (e.g., leadership, grant writing, scientific writing, negotiation, etc.) updated by cohort recommendations
  3. Annual research symposium - Early-career excellence awards
  4. Review grant applications
  5. Annual leadership retreat
New URM Group in HIV Research

- **New Directions under Dr. Gandhi’s Directorship**
  - Leverage CFAR to support URMs in HIV research (i.e., resources)
  - Prioritize and center on diversity
  - **Goal:** To support recruitment and retention of URMs

- **Needs assessment and selecting a director of a URM group**
  - Members of the URM group describe characteristics of a director
  - Considerations for URM writing internal grant applications
  - Immediate and accessible funding (“boost” awards)
  - Leverage diversity supplements (identifying opportunities)
  - Provide mentor training to mentees (URMs do a lot of mentoring)
  - Access to CFAR Director on a regular basis
Programmatic Support for URMs

1. Monthly meetings w/CFAR Director, URM Director, and URMs
   1. Feedback sessions (i.e., dealing w/tokenism, minority tax, gratitude tax, salary support)
   2. Peer support (i.e., sharing ideas, resources)

2. One-on-One meetings w/URM Director (outside the office)
3. Strategic and targeted support available to URMs
4. CFAR Award 2020 – Inter-CFAR Meeting to bring together URMs to:
   1. Build URM-led multidisciplinary research targeting high-priority topic areas
   2. Identify strategies for addressing inequities and barriers to independence
   3. Create direction and structure for an Inter-CFAR Working Group for URMs

5. Listening and advocacy for addressing bias, racism, exclusion, as well as in supporting transitions, promotion, retention, etc.
   - Mentee-driven process
Strategies and Insights from our URM Group

1. Commitment from Dr. Gandhi, CFAR Director – Starts at the top!
2. URMst are walking a tight rope regarding staying in research
   - Racism, microaggressions, lack of quality mentorship, lack of advocacy and general support – Stressful environment
   - Narratives about URMs are missing the mark, it is about why is my perspective, contribution not valued?
3. Creating culture – Creating conditions for leading URMs. Am I safe here? What is my future with these people? (1)
   1. Steadfast commitment to their well-being and ability to thrive in HIV research
   2. Building “belonging cues” to the URM group through personal connection (i.e., Faculty Morale Boosting Grant) (1).
   3. Active listening, less explaining
4. Advocate for URMs to University and other institutional leadership
Example from URM Group in 2020

- High profile murders of Black people (e.g., George Floyd), COVID-19 pandemic, former President and racist policies and language

- *Conversations were around how is it possible to focus on “work”*?
  - Why is my institution and colleagues not speaking up?

- Ex: Racist profiling of Black and Brown faculty, post-docs, students while wearing face coverings on campus.

- Created a list of actionable, no-cost recommendations UCSF could do to prevent profiling on campus
  - CFAR was able to get meeting with Vice-Chancellors, Chief of Police
  - Presented letter and detailed concerns of URM group
  - UCSF set up a safety task force and recommendations were adopted
  - The *ability to focus on HIV research* required addressing societal issues

- Next steps: Finding hard-money for URMs in a soft-money environment
Pre-Event Questions: Supporting URMs

- All should have access to high-quality, evidence-based, and structured mentoring

1. How to navigate uncertainty about soft money and constrained HIV funding?
   - Uncertainty is always present, but do trainees feel supported through it?
     - We work to convey that CFAR is behind each URM member
   - With new K01 rules, advocate for more grants as MPIs with higher pay lines
   - Instrumental support as equity – publications are currency so facilitate co-authorship, co-I opportunities, leverage diversity supplement, internal mechanisms and awards
   - Triad for collaborations: method, content, and population expertise.

2. How to support trainees through K award proposals and honor our value to diversify
   - Offer institutional support, resources to all K applicants – Direct calls to Chiefs/Chairs on behalf of URMs about their support
   - Acknowledge nuance that if people want diversity, work to change policy to welcome new thinking, science, new people and how our science is judged (2)
Pre-Event Questions: Supporting URMs

3. How to manage imbalance of more POCs to less White faculty? How to foster an inclusive mentoring climate?
   - Ongoing challenge for institutions as mid- and senior-ranks are less diverse
     ▪ Who can be a mentor? New ideas are needed.
     ▪ Advocate for transparency and diversity in leadership
   - Allyship is active participation, being a confidant, “if you see something, say something,” and recognize and change default work settings.

4. “What are common mistakes White allies make in mentoring BIPOC trainees?”
   - URMs leave because of toxic work environments, lack of support, discrimination, yet institutions say it is better funding or new opportunities (3).
   - Psychological departure and critical agency – frustration in academia leaves URMs looking elsewhere and engaging in service away from research (4).
   - It rarely is about the science, but who is judging the person and who is judging the science (5).
Summary and Next Steps

- Supporting URMs, like all early-stage investigators, requires high-quality standard mentoring, scientific and professional development programs, AND *new policies, resources and structural change!*

- The many roles of a mentor – *being advocate and protecting mentees*
  - Being active in supporting trainees does not exclude mentoring being a mentee-driven process

- Engage in pragmatic, short-term change while working on broader, long-term change
  - Leverage values of DEI that institutions prescribe to themselves
  - Awareness of who is living DEI values vs. talking about them

*Invitation - The new inter-CFAR meeting will bring URMs from across CFARs to learn from one another, build new collaborations, and offer direction for how we reconcile these long-standing disparities.*
References


2. Zambrana RE. Toxic Ivory Towers: The Consequences of Work Stress on Underrepresented Faculty. 2018


Contact me at
john.sauceda@ucsf.edu
EMOTIONAL INTELLIGENCE AND TEAM BUILDING BY MENTORS

Monica Gandhi MD, MPH
Professor of Medicine and Director, UCSF CFAR
2021 Mini Mentoring Symposium for Mentors, UW
March 23, 2021
Objectives

1. What is Emotional Intelligence (EQ)?
2. Why EQ matters
3. How to Improve EQ
What is Emotional Intelligence?

“Your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships.”

Travis Bradberry and Jean Greaves
Emotional intelligence 2.0
Case Study

Two colleagues, Dr. Miriam and Dr. Rao, have just presented their research results at a conference. A question from the audience challenges the pair’s conclusions. Dr. Miriam responds defensively because she “heard” and “experienced” the challenge as an attack. Dr. Rao jumps into the discussion with a very different attitude; she welcomes the challenge and is eager to debate the data that led to the conclusion.
These two people are asked the same question about the same data, yet each brings a very different perspective. Instantly, each person in the room, including Dr. Miriam and Dr. Rao, draws conclusions and creates “stories” to explain the researchers’ different reactions. It is likely that none is totally correct.
“Let's not forget that the little emotions are the great captains of our lives and we obey them without realizing it.”

~Vincent Van Gogh, 1889
Considerations for EQ in modern communication

☐ Recall a time when

1. An email communication went bad

2. You stopped yourself from sending an email and decided it would be better to speak by phone or in person

☐ What was going on in these situations?
Considerations for EQ

- Recall your **smartest** professor or colleague

- Recall your **favorite** professor or colleague (fondest memories)

- Are they the same? Why or why not?
Considerations for EQ

- Your formal education and training probably emphasized
  - Scientific knowledge
  - Analytical skills
  - Research skills
  - Clinical skills

- Probably NOT emphasized
  - Teaching skills
  - Mentoring skills
  - Emotional skills
Considerations for EQ

- Like most scientists, you probably think of yourself as objective, data-driven, and rational.

- It is important to recognize that we also have emotional reactions to the people and situations we encounter.

- IQ (objective, analytical, rational) is necessary, but not sufficient.

- We need something more: Emotional Intelligence (EQ).
Considerations for EQ

- Many scientists are not in touch with the depth and strength of their emotional reactions, which have implications for team science.

- Emotions can influence the way you interact with others and how you make decisions, both of which influence how well a research team functions.

Collaboration and Team Science: A Field Guide
NIH, 2010
Negative Impact of Emotional Reactions—If Unchecked

- Narrowing vision and creativity
- Stifling curiosity, openness, and playfulness of mind
- Hindering ability to recognize nuances
- Distorting perceptions.

NIH Field Guide
The Value of Reflection and Self-Awareness for Teamwork

- “Self-awareness among team members is crucial for the effective and satisfying functioning of ... teams.”

- “… self-awareness allows you to exercise behavioral options and choose the behavior that will be most effective, rather than the one that may make you feel good for the moment, but that you will later regret.”

Cohen and Cohen in *Lab Dynamics* (2005)

NIH Field Guide
**EQ: 4 Core Skills**

- **Personal competence** is made up of
  - *self awareness* skills [what I see]
  - *self management* skills [what I do]

- **Social competence** is made up of
  - *social awareness* skills [what I see]
  - *relationship management* skills [what I do]
Situations in which emotional self-awareness is especially useful:

- learning how other team members feel about you or the job you are doing.

- handling and responding to disagreements or other types of conflict.
EQ Skills

- Can be learned—especially by example and through reinforcement
- Involve both cognition and behavior
- Usually are stronger in some areas and weaker in others
- Vary in their use depending on the setting
Improving Your EQ

- What EQ skill do you want to develop?
- What is the behavior you want to change?
- Where & when does the behavior occur?
- What do you notice first?
- What behavior would you prefer?
- How can you trigger the switch?
Gap Analysis

Assessment
Challenge
Support

Current You

Emotionally Intelligent You
### Johari Window

<table>
<thead>
<tr>
<th>Others</th>
<th>Known</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Known</strong></td>
<td>1 Open/Free Area</td>
<td>2 Blind Area</td>
</tr>
<tr>
<td></td>
<td><strong>Public Self</strong></td>
<td><strong>Blind Spot</strong></td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>3 Hidden Area</td>
<td>4 Unknown Area</td>
</tr>
<tr>
<td></td>
<td><strong>Hidden Self</strong></td>
<td><strong>Unconscious Self</strong></td>
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</tbody>
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Adapted from Alan Chapman, 2003
Application of Johari Window

Adapted from Alan Chapman, 2003
## EQ Domains & Skills

<table>
<thead>
<tr>
<th>Intrapersonal</th>
<th>Interpersonal</th>
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<tbody>
<tr>
<td>□ Self-Regard</td>
<td>□ Empathy</td>
</tr>
<tr>
<td>□ Emotional Self-Awareness</td>
<td>□ Relationships</td>
</tr>
<tr>
<td>□ Assertiveness</td>
<td>□ Impulse Control</td>
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<tr>
<td>□ Independence</td>
<td>□ Social Responsibility</td>
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<tr>
<td>□ Self-Actualization</td>
<td>□ Reality Testing</td>
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<td>□ Stress Tolerance</td>
<td>□ Flexibility</td>
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<td></td>
<td>□ Problem Solving</td>
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Emotional Self-Awareness

- In touch with feelings
- Can put feelings into words
- Can express feelings easily
- Can stand back from feelings to understand them
Emotional Self-Awareness Exercise

1. Identify a situation in which your emotions had a significant effect on your language and your actions (positively or negatively).

2. What was the occasion?

3. Name the emotion(s). Describe how you felt: “I felt…..”

4. How did the emotion “move” you?
Example: Impulse Control

Impulse control requires:

- Knowing what angers you, when, and where
- Recognizing the first feelings associated with anger
- Describing the usual reaction
- Identifying a preferable response
“ANYONE CAN BECOME ANGRY – THAT IS EASY. BUT TO BE ANGRY WITH THE RIGHT PERSON, TO THE RIGHT DEGREE, AT THE RIGHT TIME, FOR THE RIGHT PURPOSE, AND IN THE RIGHT WAY – THAT IS NOT EASY.”

~ Aristotle, *Nichomachean Ethics*
“I am strongly anti-silo, strongly pro-breaking down barriers, bringing disciplines together, building collaborations and building dream teams.”

Francis Collins
NIH Director
Selected Essentials of Teamwork: Responsibilities of Mentors

- **Listen to understand**—rather than merely to critique or rebut—on the premise that every contribution is of value and the conviction that the best resolution of any issue is one that best accommodates the views of all participants.

- **Give and accept feedback** in a way that creates a safe environment in which colleagues can freely express their views (positive or negative) without fear of repercussions or consequences.

- **Commit to a common purpose** in which the shared goal of the group-as-a-whole is more important than the “agenda” of any single individual—including oneself.

- **Treat others the way you would like to be treated**
Characteristics of Functional Teams

- Results
- Accountability
- Commitment
- Conflict Tolerance
- Trust
Five Ways a Team Can Fail

1. Absence of trust
2. Fear of conflict
3. Lack of commitment
4. Avoidance of accountability
5. Inattention to results

Five Dysfunctions of a Team
Patrick Lencioni
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens Actively</td>
<td>- Looks at the person who is speaking, nods, asks probing questions and acknowledges what is said by paraphrasing points made</td>
</tr>
<tr>
<td></td>
<td>- Encourages others to develop ideas and make suggestions; gives them recognition for their ideas</td>
</tr>
<tr>
<td>Supports</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Probes</td>
<td>Goes beyond the surface comments by questioning teammates to uncover hidden information</td>
</tr>
<tr>
<td>Clarifies</td>
<td>Asks members for more information about what they mean; clears up confusion</td>
</tr>
<tr>
<td>Offers ideas</td>
<td>Shares suggestions, ideas, solutions and proposals</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Includes others</td>
<td>Asks quiet members for their opinions, making sure no one is left out</td>
</tr>
<tr>
<td>Summarizes</td>
<td>Pulls together ideas from a number of people; determines where the group is and what has been covered</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Harmonizes</td>
<td>Reconciles opposing points of view; links together similar ideas; points out where ideas are the same</td>
</tr>
<tr>
<td>Manages conflict</td>
<td>Listens to the views of others; clarifies issues and key points made by opponents; seeks solutions</td>
</tr>
</tbody>
</table>
# Behaviors That Hinder Team Effectiveness by Mentors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yeah, But’s”</td>
<td>Discredits the ideas of others</td>
</tr>
<tr>
<td>Blocks</td>
<td>Insists on getting one’s way; doesn’t compromise; stands in the way of the team’s progress</td>
</tr>
<tr>
<td>Grandstands</td>
<td>Draws attention to one’s personal skills; boasts</td>
</tr>
</tbody>
</table>
## Behaviors That Hinder Team Effectiveness

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goes off topic</td>
<td>Directs the conversation off onto other topics</td>
</tr>
<tr>
<td>Dominates</td>
<td>Tries to “run” the group through dictating, bullying</td>
</tr>
<tr>
<td>Withdraws</td>
<td>Doesn’t participate or offer help or support to others</td>
</tr>
<tr>
<td>Devil’s Advocate</td>
<td>Takes pride in being contrary</td>
</tr>
<tr>
<td>Behavior</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Criticizes</td>
<td>Makes negative comments about people or their ideas</td>
</tr>
<tr>
<td>Personal Slurs</td>
<td>Hurls insults at other people</td>
</tr>
</tbody>
</table>

Ingrid Bens; Jossey-Bass, 2000
Questions?
FEEDBACK AND CONFLICT MANAGEMENT

Monica Gandhi MD, MPH
March 23, 2021
Feedback Exercise

Hold your hands just above your desk and try to recall the number of times that you have received valuable feedback during the last 7 days.

For each occasion that you RECEIVED valuable feedback, place one finger of your left hand on the desk.

For each occasion that you have GIVEN valuable feedback, place one finger of your right hand on your desk.

Now look at your fingers.

Did you run out of fingers or are they still hovering in the air?

Now look at your colleagues’ fingers.
Giving Feedback

Follow a time honored HR tip – “Feedback should be about a person’s performance or behavior, not about them as a person”. Respect counts.

* Be Prepared – avoid ‘shoot from the lip’ feedback
* Be Specific – vague feedback gives one nothing to work on
* Ditch the Dump Truck – people can change 1 thing, not 12
* Focus on Facts – make it personal and you lose credibility
* Watch Your Language – substitute “and” for “but”
* Refuse to Dance – don’t return emotion with emotion
Seven Characteristics of Effective Feedback

1. Descriptive and non-evaluative
2. Specific
3. Behaviorally anchored
4. Well-timed
5. Limited in quantity
6. Positive as well as corrective
7. Anticipatory guidance

More helpful strategies

- Begin with "I" statements
- Balance negative & positive
- Anchor feedback to common goals
- Provide for two-way communication
- Feedback must be actionable
- Feedback must be valuable
Helpful Feedback Strategies cont’d

1. Give as soon after event/incident as possible
2. Start with what went well
3. Try to give one-to-one
4. Focus upon observed behavior
5. Explore alternative behaviors with trainee

Donnelly & Kirk
Helpful Feedback Strategies cont’d

- Brief
- Trustworthy and honest
- Private
- Normal part of teaching/learning process
- Provide for follow-up
Getting Feedback

An old adage – “You don’t ask, you don’t get.” If a boss doesn’t give feedback, shame on her/him. If you don’t ask for it, shame on you.

* Evaluate Yourself – think about your own view first
* Pick Your Spots – know when and where to ask each person
* Make It Matter – don’t ask on everything, pick key stuff
* Get Specific – ask what worked and what to work on
* Offer Thanks – courtesy and appreciation go a long way in business

(Andrew Bergin at http://owningthestagecoach.blogspot.com, reproduced with permission.)
“Feedback is the breakfast of champions”. Great performers use feedback to raise the level of their game.

* Open Your Mind – don’t get stuck in preconceptions
* Listen Well – don’t interrupt; play it back for clarity
* Write It Down Afterwards – what’s the use if you can’t remember?
* Gauge Its Relevance – to yourself and your role
* Do Something With It – if you don’t apply it, don’t ask again
Feedback Scenario 1

Mentor to Mentee:

You are talking to your mentee today and need to bring up the following issue. While your mentee agreed to provide you with the revisions to his/her paper by MARCH 30TH, it is now APRIL 10TH and you still haven't received anything. It is important to keep to the timeline and you will be addressing this with him/her today.
Feedback Scenario 2

Mentor to Mentee

You have been working with your mentee now for the last 6 months and feel you have established a good working relationship. You have been helping her develop a manuscript over this last month and your mentee is always pleasant and seems appreciative of your feedback. You notice, however, that despite the detailed and hopefully helpful instruction and advice you have given her, she doesn't reflect the changes in her rewrites of the paper. You thought maybe it was just an oversight but since it has now happened twice you are going to bring this up to her today.
Feedback Scenario 3

Mentee to Mentor

You have scheduled a meeting today with your mentor who you haven’t seen for 2 months given his travel schedule. You want to ask if he can be more accessible/available as you find that it is very hard to connect with him and he isn’t that responsive. Additionally he is usually at least 15 minutes late to the few sessions you have had which is really frustrating.
Definition of the problem

- **Conflict**: A condition that exists anytime two or more people disagree
- Unresolved conflicts may have serious consequences for trainees

In U.S., only about 60% of all doctoral students will complete their graduate programs\(^1,2\). Reasons for leaving a graduate program include, but are not limited to, conflicts that arise between graduate students and faculty members.

- Interpersonal conflict is unavoidable, but we can learn to manage it.

Sources of Conflict

- Conflict arises from resource scarcity
- Goals of parties are incompatible
- Other structural factors (size, routinization, specialization, reward systems)
- Conflicting perceptions, ideas, or beliefs
- Differences between people
- Conflicting thoughts/needs within an individual
- Lack of communication
Why address Conflict Resolution?

- Inevitable in dynamic environments
- Conflict can lead to feelings of powerlessness
- Conflict can cause anyone, especially mentees, to view mentors as adversaries
- Creates conflict and divided loyalties in the workplace
Conflict can result in negative and positive outcomes

<table>
<thead>
<tr>
<th>Negative outcomes of conflict</th>
<th>Positive outcomes of conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Anger</td>
<td>- Clarity</td>
</tr>
<tr>
<td>- Disagreement</td>
<td>- Learning</td>
</tr>
<tr>
<td>- Hostility</td>
<td>- Stimulation</td>
</tr>
<tr>
<td>- Threat</td>
<td>- Intimacy</td>
</tr>
<tr>
<td>- Anxiety</td>
<td>- Courage, Strengthening</td>
</tr>
<tr>
<td>- Competition</td>
<td>- Creative, Enriching</td>
</tr>
<tr>
<td>- Tension</td>
<td>- Opportunity</td>
</tr>
<tr>
<td>- (Violence, Destruction, Pain, War)</td>
<td>- Inclusiveness</td>
</tr>
</tbody>
</table>
Just like any mentoring tip, techniques can be taught, patterns broken

- Ways to resolve conflict in a functional, rather than a dysfunctional, manner can be taught.
- We learnt our ways of managing conflict through family, role models, teachers/mentors, players on world stage.

- **Turtle** *(avoidance)*
- **Teddy bear** *(accommodation)*
- **Shark** *(domination)*
- **Fox** *(compromise)*
- **Owl** *(integration)*
Who owns the problem?

- The person negatively affected by the problem
- It is the owner’s responsibility to try to resolve the problem, even if she/he is not at fault
So, you’ve identified a conflict

<table>
<thead>
<tr>
<th>What doesn’t work?</th>
<th>What does work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Yelling</td>
<td>♦ Negotiation</td>
</tr>
<tr>
<td>♦ Refusing to change or compromise</td>
<td>♦ Mediation</td>
</tr>
<tr>
<td>♦ Refusing to work out the conflict,</td>
<td>♦ Looking at both sides</td>
</tr>
<tr>
<td>♦ Name calling, walking out, belittling, etc.</td>
<td>♦ A Win-Win attitude.</td>
</tr>
</tbody>
</table>
Preparing for conflict resolution

93% of the meaning of a message comes from nonverbal sources!

Preparation

- Include only those concerned
- Find a good time and place with no distractions
- Don’t conduct by email!
- Get something to write down ideas.
- Give a description of the problem that respects all involved
- Explain how conflict resolution can enable all to win, and explain the steps
- Agree not to slip back to the lose-lose, or win-lose methods
Strategies for Conflict Resolution

1. Withdrawal—little or no significance to either party (lose-lose)
2. Forcing—force outcome regardless of the desire of one party (win-lose)
3. Conciliation—giving in to preserve relationship with other party (lose-win)
4. Compromise—concerned with both outcome and relationship (?-?)
5. CONFRONTATION—meet the problem head on (win-win)
The Seven Steps to Effective Conflict Resolution “No lose method”

#1 Identify and clearly define the real problem.
#2 Brainstorm solutions.
#3 Evaluate the solutions.
#4 Choose the best win/win solution.
#5 Implement this solution.
#6 Choose a follow up date to evaluate.
#7 Celebrate your success!

“No lose” method assumptions

☐ Your needs are important

☐ My needs are equally important

☐ We will approach this conflict from a needs standpoint, not a solution standpoint.

☐ I will never use my power.
Step #1: Identify and define the problem

- Use “I” Messages to explain your own concerns, needs and basic goals
- Use reflective listening to hear and acknowledge the other’s needs and basic goals
- Evaluate exactly what each of your actual needs are with the problem. List needs.
- Don’t accept sudden promises not to cause the problem
Step #1 (continued): What in the world is an “I” message?

- An **I-message** or **I-statement** is an assertion about the feelings, beliefs, values etc. of the person speaking (sentence starts with “I”) contrasted with a "you-message" (starting with “You”) and focuses on (“accuses”) the person spoken to.

- I-messages intend to be assertive, without creating defensiveness.

- Used to take ownership for one's feelings rather than implying that they are caused by another person.

- Example: "I really am getting backed up on my work since I don't have the financial report yet," rather than: “You didn't finish the financial report on time!"

Step #1 (continued): What is “reflective” or “active” listening?

- Look at the person speaking
- Maintain an open mind
- Pay attention
- Ask questions
- Repeat what the speaker says
- Listen for the feelings of the speaker
- Don’t: Interrupt, change the subject, make up your mind before the person finishes speaking
Step #1 (cont): What is meant by assertive?

Assertive (good) means-

- Organized in thought and communication
- Technically and socially competent
- Disavowing perfection while looking for clarification / common understanding
- Being owned by the entire team (this is not just a “subordinate” skill-set, and it must be valued by the receiver to work)

Assertive does NOT mean

- Aggressive
- Hostile
- Confrontational
- Ambiguous
- Demeaning
- Condescending
Step #2: Brainstorm solutions

- Look at things from another’s perspective and try to see their point of view.
- Think of any and all possible ways to solve the problem so that everyone will have needs met.
- Evaluate later NOT NOW
- Do not criticize any suggestion. Feedback with reflective listening.
- Write down all ideas suggested.
Step #3: Evaluate the possible solutions

- Ask “Will it work? Does it meet all the needs of both people? Are there any problems likely?”
- Don’t accept solutions for the sake of speed
- Use reflective listening and “I” Messages
Step #4: Choose the best win-win solution

- Find a solution that is mutually acceptable to both of you.
- If agreement seems difficult, summarize areas of agreement. Restate needs, and look for new solutions.
- Make certain that both of you are committed to the solution.

What are win-win solutions?
- Require more creativity
- Take more responsibility for helping everyone have needs met
- Feeling of mutual respect
- Love grows deeper with every conflict resolved.
Step #5: Implementing the solution (Try it out)

- Obtain agreement on who does what by when
- Write this down and check all agree to it
- Refuse to remind or police the solutions
- If you want to set criteria for success, work out these now
Step #6: Choose a follow-up date to evaluate

- Carry out agreed method. Wait to see if the conflicts seems resolved.
- If the agreed upon solution doesn’t work, remember it is the solution that failed, not the person, and seek for a new solution.
- Ask from time to time if the solution is working for both of you.
Step #7: Celebrate success!

- After reaching a solution that the two individuals agree will work, they can resume normal activities.
- Celebrate!
Questions?