

Principles & Practice of Being an Effective Mentor

Leanna Isserlin, Assistant Professor, Division of Child and Adolescent
Psychiatry

Margaret Steele, Vice Dean, Hospital and Interfaculty Relations

Department of Anesthesiology

May 10, 2012

Acknowledgment

We would like to thank

Brenda Davidson, BA Hons.
Research Associate

Division of Child and Adolescent Psychiatry, Department of Psychiatry,
UWO, SSMD

Agenda

- **1600-1605: Welcome and Introductions**
 - **1605-1630: Characteristics of a Good Mentor**
 - **Mentor Role**
 - **Pair/Share**
 - **Mentor Characteristics**
 - **Pair/Share**
 - **1645-1700: Responsibilities of a Mentee**
 - **Pair/Share**
- **1700-1710: Break**

Agenda continued

- **1710-1800: The Mentoring Relationship**
 - *Video Clip*
 - Large Group Discussion
- **1800-1815: Break**
- **1815-1835 Challenges in Relationships**
 - Large Group Discussion
- **1835-1850 Going Forward – Future plans**
 - Small Group Discussion
- **1850-1900: Closing Remarks**

Objectives

After this workshop, participants will be able to:

- Define the roles of the mentor and mentee
- Define effective mentoring
- Describe the principles of establishing an effective mentoring relationship.
- Describe the characteristics of an effective mentoring relationship

Rationale for the Workshop

- The presence of a mentor has been highly predictive of a mentee's attainment of higher levels of career development as measured by:
 - Publications
 - Grants
 - Leadership
 - Academic rank
 - Income
 - Job satisfaction

Rationale for the Workshop

- The presence of a mentor has been:
 - cited as a critical element in starting a productive career and networking with others.
 - reported to be a primary influence on the decision of MDs, MD-PhDs, and PhD investigators to undertake research training.
 - noted to contribute to the priorities, academic styles, and career patterns of future faculty and thus help shape medicine's future

Rationale for Workshop

- Approximately one year ago, the Schulich Mentoring Program was approved and implementation is occurring
- Faculty have expressed an interest and desire to obtain further training in how to be a good mentor

THE MENTOR

Classic Definition of a Mentor

“Someone of advanced rank or experience who guides, teaches, and develops a novice”.

Zerzan et al., 2009

Expansive Definition of a Mentor

“a scaffold for sharing expertise in the service of lifelong learning that could otherwise only be attained from direct experience.”

Bickel & Rosenthal, 2011

Role of a Mentor

Role of a Good Mentor

Of the top 10 skills and attributes identified as important in the general mentoring literature, 8 may be considered instrumental:

1. promoting professional development;
2. advising, guiding, and directing the protégé;
3. providing structure and support;
4. teaching content-specific knowledge;
5. sharing information;
6. having experience;
7. promoting networking; and
8. offering constructive criticism and feedback.

Qualities of a Mentor

Qualities of a Good Mentor

- Skill, talent, knowledge, competence
- Respect among peers
- Genuine interest in the welfare and accomplishment of others
- Time and energy
- Generosity
- An enduring capacity for
 - empathy, patience, enthusiasm, availability, integrity, high moral and ethical standards

Mentoring versus Coaching

Mentoring

- A broader less specific, perspective
- Assists with career development
- Assists with guiding the mentee through organizational, political and social network
- Fosters leadership development by focusing beyond processes and skills to values and culture

Mentoring

- Relationship is longer term based on encouragement, mutual trust, respect and willingness to learn and share
- Both individuals share in a growth process and personal development of one another.
- Mentoring can be formal or informal

Coaching

- Directly concerned with immediate improvement of performance, development of skills and attainment of performance objectives
- An activity or strategy carried out as part of the larger role of a preceptor, mentor or manager.

THE MENTEE

Responsibilities of the Mentee

- Driver of the Mentor\Mentee Relationship
- Be mature and ethical
- Honesty
- Communicate Effectively
- Be proactive
- Devote appropriate time and energy to achieving academic excellence
- Take advantage of what is being offered

Choosing a Mentor

- The three most important factors in choosing a mentor include:
 - personal rapport
 - knowledge of the field
 - similarity in professional interests

Blixen et al., 2007

**MENTORING
RELATIONSHIP**

Mentoring

- A series of complex interactions between two individuals
- Primary purpose of mentoring is the growth of the mentee
- Often results in the personal and professional growth of both parties.

Challenges in Mentor-Mentee Relationship

Possible Challenges

- Mismatch of goals, commitment, or expectations; from a reluctance of the mentee to own and pursue his or her own development; or from a mentee's reluctance to ask for personal help.
- Power issues (over ownership of authorship or resources)
- Generational tensions (over differences in work schedule expectations)

Possible Challenges

- Personality clashes (over differences in communication or work style).
- Mentor in search of a clone, encouraging mentees to be dependent rather than to cultivate their own ideas.

Evaluation

- Schulich currently has a mentorship evaluation in place; it is a completely voluntary and anonymous process through which a mentee or mentor can evaluate their experience with the mentorship process.

Sample Evaluation Questions

For the Mentor:

- As a mentor, what would enhance your mentoring role?
- Weakness and/or strengths of the program.
- Answers are either identified on a likert scale, or written comment sections.

Sample Evaluation Questions

For the Mentee:

- What documents were made available to you for this process?
- Would you recommend that your colleague participate in a mentorship committee?
- Suggested changes, etc.

Why We Need to Evaluate

- “The impact of mentorship on academic productivity, promotion and retention of trainees and faculty is important to document, particularly during the implementation of mentorship programs”

(Flexman CJA 2012)

- The concept of a formal mentorship program is fairly new, especially for the clinical departments. Participant feedback from mentees and mentors will help improve the future of this initiative.

Questions to Consider

Small Group Discussion

- What are you going to focus on for yourself?
- What would be useful for your department?
- How can you more effectively implement mentorship in your department?
- What further faculty development on mentoring would you like?

- Thoughts?
- Comments?

REFERENCES

American Stroke Association, American Heart Association. Mentoring Handbook. Published by the American Heart Association, Inc. Manufactured in the United States of America, 2003.

Bialachowski EA. Creating a mentoring culture to connect and empower new ICPs, part one. *Can J Infect Control*. 2009 Winter;24(4):222-5.

Bickel J, Rosenthal SL. Difficult issues in mentoring: recommendations on making the "undiscussable" discussable. *Acad Med*. 2011 Oct;86(10):1229-34.

Blixen CE, Papp KK, Hull AL, Rudick RA, Bramstedt KA. Developing a mentorship program for clinical researchers. *J Contin Educ Health Prof*. 2007 Spring;27(2):86-93.

Chong SA. Mentoring: are we doing it right? *Ann Acad Med Singapore*. 2009 Jul;38(7):643-4.

Flexman AM, Gelb AW. Mentorship in Anesthesia: How Little We Know. *CJA* . 2012; 59:241-245.

Holmes DR Jr, Hodgson PK, Simari RD, Nishimura RA. Mentoring: making the transition from mentee to mentor. *Circulation*. 2010 Jan 19;121(2):336-40.

Reckelhoff JF. How to choose a mentor. *Physiologist*. 2008 Aug;51(4):152-4.

Zerzan JT, Hess R, Schur E, Phillips RS, Rigotti N. Making the most of mentors: a guide for mentees. *Acad Med*. 2009 Jan;84(1):140-4.