

# **Principles & Practice of Being an Effective Mentor**

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# 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.

Holmes et al., 2010

# **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.

Zerzan et al., 2009

# 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?

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