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
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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

Blixen et al., 2007
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

Blixen et al., 2007
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”.

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.”
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.

Blixen et al., 2007
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

Chong, 2009
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

Bialachowski, 2009
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

Bialachowski, 2009
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.

Bialachowski, 2009
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)

Zerzan et al., 2009
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.

• Answered 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


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

