

CHOOSING A MENTOR AND BEING A MENTEE

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WHAT IS MENTORING?

- Voluntary and ongoing process whereby an experienced person (master) facilitates the growth of a less experienced colleague, providing guidance and support for the benefit of the individual, mentor, and institution



WHAT IS MENTORING?

■ Interaction that

- Can occur anywhere and anytime
- Involves formal and informal, professional and social activities



WHAT IS A MENTOR?



WHAT IS A MENTOR? CAREER FUNCTIONS

- **Teacher –** train, tutor, instruct, answer questions
- **Coach –** guide, advise, provide feedback
- **Protector –** provide support, act as a buffer, advocate for
- **Sponsor –** open doors, provide exposure, create opportunities
- **Challenger –** provide stretch assignments

WHAT IS A MENTOR?

PSYCHOSOCIAL FUNCTIONS

- **Role model -** share wisdom, show by example, and demonstrate competence and capability
- **Supporter -** provide acceptance, validation, affirmation, support, emotional and moral encouragement
- **Friend -** convey care, concern, kindness, and compassion

WHAT IS A MENTOR'S ROLE?

- Establish a trusting relationship and collaborative partnership
- Listen
- Communicate openly/honestly
- Provide ongoing emotional support and validation
- Put people in the frame of mind where they can do their best

WHAT IS A MENTOR'S ROLE?

- Elicit feelings and needs, act as a sounding board, and set realistic goals
- Give sound, constructive, and honest feedback
- Model high professional and moral character
- Remain non-judgmental and maintain confidentiality
- Take protégé under wing and encourage person to fly

WHAT IS A MENTOR'S ROLE?

- **Make sure protégé is progressing well, has goals, and activities congruent with goals**
- **Point out the path and pitfalls**
- **Suggest/encourage career enhancement opportunities and enhance the protégé's skills and intellectual development**

WHAT IS A MENTOR'S ROLE?

- Guide the protégé in finding new ways to think and conceptualize his/her work
- Introduce the protégé to other professionals
- Attend to issues of gender, race, and culture



ACTIVITY

- **What five qualities are most important to you in terms of being a good mentor?**
- **What five qualities are most important to you in terms of having a good mentor?**



WHAT IS A GOOD MENTOR?

- Personality characteristics
- Professional characteristics



WHAT EVERY MENTOR SHOULD KNOW

- Institutional knowledge - “the unofficial curriculum”
- Promotion and tenure policy of the institution
- Sources of power
- Time management skills
- Research/grant/publication process
- Negotiation/conflict resolution skills
- Teaching and/or clinical skills



WHAT MENTORING IS NOT?

- **Evaluating or criticizing:** this behavior should only be used when requested
- **Advising on personal problems:** it is inappropriate for the mentor to give advice on personal problems
- **Being dishonest:** being dishonest will halt the development of the relationship



WHAT MENTORING IS NOT?

- **Being exploitative:**
using or abusing the mentee
- **Breaking confidentiality:**
if the mentee cannot trust the mentor, the relationship will not develop



**Confidentiality is
always a priority.**

WHAT MENTORING IS NOT?

- Poor matching
 - Mentor Technical Incompetence
 - Mentor Relationship Incompetence
 - Mentor Neglect
 - Boundary Violations
 - Exploitation
 - Attraction
 - Unethical or Illegal Behavior
 - Abandonment
- Johnson and Huwe (2002)

WHAT EVERY MENTOR SHOULD AVOID

- Judging prospective protégé's potential inaccurately
- Failing to define limits
- Smothering or directing
- Expecting perfection
- Accepting mediocrity
- Praising or criticizing inappropriately



WHAT EVERY MENTOR SHOULD AVOID

- Failing to promote transition
- Expecting protégé to defer
- Fostering a selective scientific agenda
- Expecting or accepting honorary authorship
- Furthering a political agenda
- Promoting unethical behavior



GOOD MENTORS

DO

- Advise
- Suggest
- Nurture
- Model
- Expect improvement
- Demand the best

DO NOT

- Direct
- Smother
- Expect perfection
- Accept mediocrity
- Accept less
- Distance

ACTIVITY

- What are the professional advantages of being a mentor?
- What are the personal advantages of being a mentor?



HOW TO PICK A MENTOR

- **Seek out someone with a similar area of focus**
- **Watch, listen, and learn about the professional (e.g., knowledge, competence, track record of mentoring) and personal (e.g., emotional intelligence, insight, availability, productivity) characteristics of people who could potentially fill the role**
- **Evaluate interpersonal and professional interactions and dynamics**

HOW TO PICK A MENTOR

- Create opportunities for informal interaction
- Utilize your interactions regarding formalizing the mentorship relationship to guide your final decision making



HOW MENTORS SELECT PROTÉGÉS

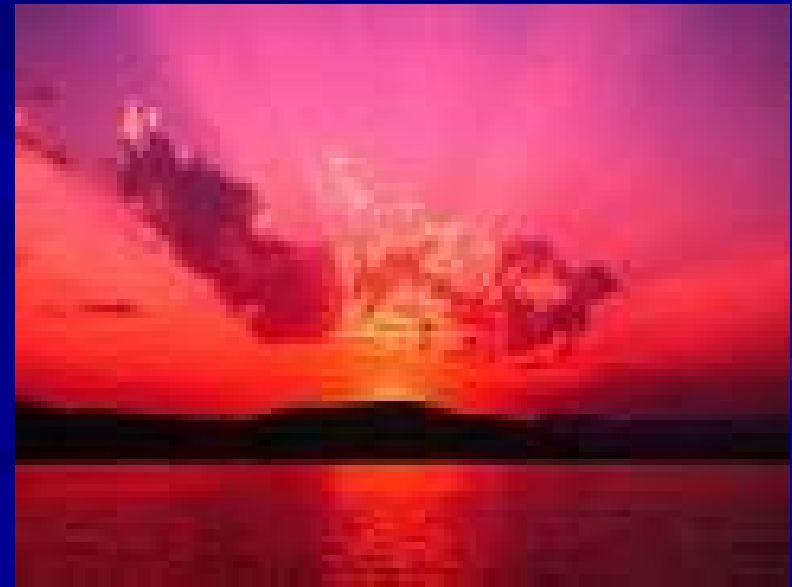
- Someone who is “like me”; relational attraction; and shared experiences, assumptions, values, and expectations
- Competence and potential
- Organizational fit
- Risk (internal & external)
- Predictability
- Payoff downstream (pride in protégé’s accomplishments)

GOOD MENTEES

- **Are willing to assume responsibility for own growth and development**
- **Are ambitious, self-motivated, and independent**
- **Are proactive and take initiative**
- **Persevere in the face of challenges**
- **Are interested in new experiences, assignments, and challenges**

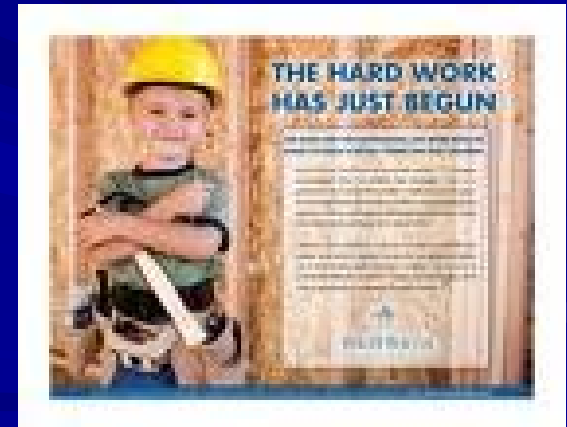
GOOD MENTEES

- Have good skills and strengths
- Are efficient in their interactions
- Take criticism the right way
- Respect boundaries



GOOD MENTEES

- Clarity about goals
- Values and seeks advice
- Hard work
- Attention to details and deadlines
- Commitment
- Integrity
- Appreciation
- Demonstrates initiative



CHARACTERISTICS OF A MENTEE

- Receptive to feedback
- Exhibit a positive attitude and is a self-learner
- Strong interpersonal skills

POSITIVE ATTITUDE

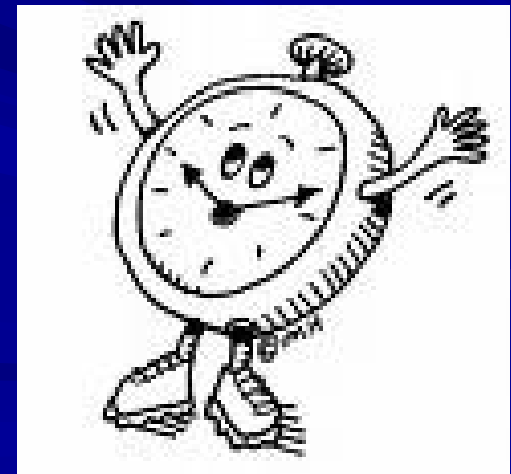
- KNOW YOUR PRODUCT
- KNOW YOUR GOALS & OBJECTIVES
- KNOW YOUR *SOURCE*
- KNOW YOUR NEEDS
- KNOW WHAT YOU OFFER

MENTORING RELATIONSHIP

- **Structured or informal, as agreed upon by the participants**
- **Two-way process**
- **Flexible and evolve to encompass other levels/activities**
- **Define the relationship together (roles, frequency of meetings)**
- **Can outline goals, outcomes, expectations, and responsibilities in writing and orally**
- **One of a cadre of relationships**

MENTORING RELATIONSHIP

- **Timing**
- **Chemistry**
- **Sharing—different levels**
- **Relationship histories can impact interaction**
- **Negotiation skills**
- **Issues of power and control**



MENTOR MINDSET

- **Aware of differences between mentor and mentee in terms of generation, background and demographics**
- **Factors in potential differences in professional goals**



MENTORING IN ACADEMIC MEDICINE: THE DATA

- Most of the data are from cross-sectional self-report surveys, with small samples
- < 50% medical students and in some fields, < 20% of faculty members had a mentor
- Women perceived that they had more difficulty finding mentors than did their male colleagues
 - Sambunjak et al. (2006). Mentoring in academic medicine: A systematic review. *JAMA*, 296,1103-1115

MENTORING IN ACADEMIC MEDICINE: THE DATA

- **Mentorship has an important influence on**
 - Personal development
 - Career guidance
 - Career choice
 - Research productivity
 - Publication
 - Grant success
 - Sambunjak et al. (2006). Mentoring in academic medicine: A systematic review. *JAMA*, 296,1103-1115

MENTORING IN ACADEMIC MEDICINE: THE DATA

- Higher performance evaluations
- Higher salaries
- Accelerated career progress



VALUE OF A MENTORING TEAM

- **Important to build a mentoring team**
 - Increases the likelihood you will receive the experiences and support you desire
 - Can serve as a safety net
 - Different people can fulfill different needs
 - Serve as key parts of your professional network



STRATEGIES FOR DEVELOPING SUCCESSFUL RELATIONSHIPS



ACTIVITY

- **Gather into small groups and develop 10 strategies for developing successful mentoring relationships**

MEETINGS

- First meeting
- Regular meetings
- Annual meeting



STRATEGIES

- **Build a relationship**
- **Discuss confidentiality**
- **Determine expectations**
- **Establish goals**
- **Form a mentoring partnership agreement**
- **Enhance competence**

STRATEGIES

- Validate protégé self-assessment
- Plan experiences/activities
- Challenge the protégé
- Convey institutional knowledge
- Provide feedback
- Provide support



STAGES OF MENTORING



- **Initiation Stage - Relationship becomes important to each individual**
- **Cultivation Stage - Maximum range of career and psychosocial functions offered**
- **Separation Stage - significant change in the relationship takes places**
- **Redefinition Stage - Relationship Ends or Significantly Changes**

VIGNETTE

■ Initiation

- You are assigned a mentor who you requested. They seem to be an excellent fit for you in terms of both their interpersonal style and their areas of expertise and interest. However, they are only minimally responsive to your efforts to connect with them.

WHAT DO YOU DO



VIGNETTE

■ Separation

- You have moved forward quite well in your career trajectory and you are functioning much more independently. However, your mentor continues to insist that he/she be an author in a prominent position (e.g., 1st, last) on all of your papers and insist that he/she be an investigator on your grants.

WHAT DO YOU DO



VIGNETTE

■ **Redefinition**

- You are promoted into a leadership role in your department or within the dean's office. You now have some authority/responsibility over your mentor.

WHAT DO YOU DO



YOUR MENTORING DILEMMAS



DISCUSSION QUESTIONS FOR MENTORING MEETINGS



ACTIVITY

- What are 5 good questions to ask of your mentors?

ACTIVITY

■ Design a mentoring program

- Formal versus informal
- Length and nature of commitment
- Tasks and expectations for the
 - Mentor
 - Mentee
- Strategies to enhance program and overcome barriers



ACTIVITY

- Discuss what resources mentors need to do their job effectively



RESEARCH FINDINGS

- **Mentoring relationships facilitate socialization/orientation**
- **Mentors and mentees rate mentoring programs as worthwhile and would recommend them to others**
- **There is considerable interest in faculty mentors being recognized**



CONCLUDING COMMENTS

- **Mentors are (Zelditch)**
 - advisors, people with career experience willing to share their knowledge
 - supporters, people who give emotional and moral encouragement
 - tutors, people who give specific feedback on one's performance



CONCLUDING COMMENTS

■ Mentors are (Zelditch)

- masters, in the sense of employers to whom one is apprenticed
- sponsors, sources of information about and aid in obtaining opportunities
- models, of identity, of the kind of person one should be to be an academic



MENTORS

CONCLUDING COMMENTS

- Appreciate that positive mentoring relationships can be extremely rewarding for both parties
- The goodness of fit between mentor and protégé is crucial
- The most enduring and effective relationships are based on relational attraction, and shared assumptions and expectations about the relationship

CONCLUDING COMMENTS

- Remember, not all relationships are alike, there is no one right mentoring method
- One size doesn't fit all – different people require different types of mentoring and people's mentoring needs change over time
- Most people have a cadre of mentors, as no person can meet all needs and functions
- Mentorship incorporates a wide range of roles, yet the whole is more than the sum of these parts

CONCLUDING COMMENTS

- There are two essential functions of mentors (career, psychosocial) and skillful mentors seamlessly blend the two
 - Career Functions
 - focus on career development and include aspects of the mentorship that enhance “learning the ropes” and preparing for advancement
 - Psychosocial Functions
 - enhance the protégé’s sense of competence, identity, and work-role effectiveness



CONCLUDING COMMENTS

- It is useful for programs, departments, schools, and universities to offer rewards/awards for outstanding mentors
- Get mentored yourself and be intentional about being mentored and tenacious in sustaining the relationship
- Become your own best mentor
- Recognize that mentoring relationships often last a professional lifetime

CONCLUDING COMMENTS

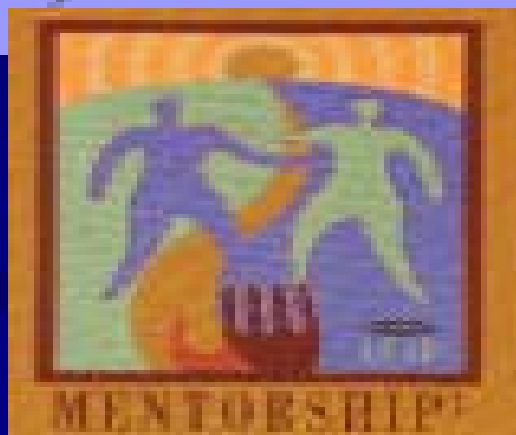
- Food strengthens the relationship and helps both parties feel more nurtured and valued



coffee



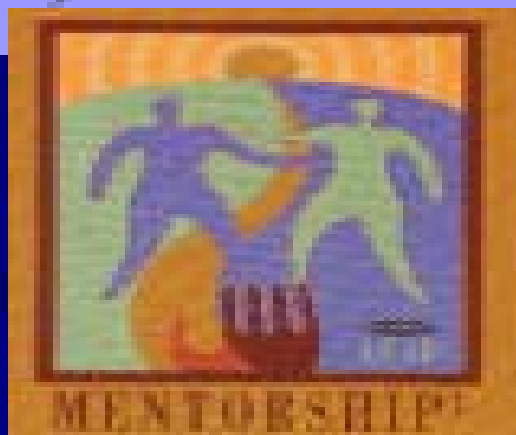
QUESTIONS?



■ Mentoring is:

- *Fun*
- *Rewarding*
- *Engaging*
- *Essential*

QUESTIONS?



■ Being mentored is:

- *Fun*
- *Rewarding*
- *Engaging*
- *Essential*