Traditional Dyadic Mentoring – Guidelines for First Meeting

Background
You are about to enter into a traditional dyadic mentoring relationship which is a commitment to help the mentee attain his/her professional goals and mature as an academic pediatrician. These guidelines provide specific suggestions and practical ideas in facilitating your mentoring relationship. We offer these guidelines to assist you in the mentoring session at APPD. Mentors and mentees will be provided with articles about mentoring. Mentees are encouraged to read these guidelines so that everyone is aware of the expectations and what will transpire at the meeting.

Establish relationships
Take time to establish a relationship with your mentee at the onset of the session. Interview your mentee and ask about background, training experience, academic experience, interests, challenges, as well as personal and professional goals and aspirations. Explore the reasons for entering into a mentoring relationship. Share personal stories, if appropriate, about your experience as a mentor or mentee.

Do a needs assessment (see Needs Assessment Worksheet below)
To explore the needs, list several and prioritize according to the Needs Assessment Worksheet. Needs may include help with a specific project, grant writing, assistance with promotion, or career progression. Assess strengths and weaknesses based on self reflection. Refrain from jumping to conclusions or offering immediate fixes. Be patient.

Set ground rules for the relationship
How will you keep in contact and with what frequency? Agree on conduct surrounding confidentiality and openness to new ideas. Establishing a sense of trust is important. Listen carefully and be supportive. Set aside time to discuss both short term and long term goals.

Clarify role
If you are working on a project, be sure to establish your role as a coach. The mentee’s role is to be engaged and take responsibility for executing the project. It is your responsibility to keep him/her on task and meet the timelines you both agree to beforehand. Meet the milestones and timelines that you both agree on.

Conflicts
If you discover a poor fit between you and your mentee, it is important to acknowledge the issue and excuse yourself from the relationship. Reasons for a poor fit often are rooted in competence, chemistry, commitment, or mismatched expectations. Parties should enter into a mentoring relationship with the understanding that there is always an option to dissolve the relationship if either party desires.

Networking
Remember to use the power of the network. Use your networking strength to point your mentee in the right directions. Be proactive about introducing your mentee to whomever can assist them. Don’t be shy about doing these introductions at national venues, such as APPD or PAS. Virtual introductions over e-mail work can be also effective.

Give advice but easy on the personal stories
Often, you may want to relate personal stories about your mentoring experience. These are fine but use them judiciously. Your experience may not be what today’s trainees are experiencing and, after awhile, your sea stories get old. Try to listen to what the mentee really cares about and resist the temptation to make the mentee your miniature clone.

Follow-up to the first mentoring meeting
This will be an iterative process with opportunities to share ideas and practices. We will evaluate the program based on the processes and the outcomes that mentoring dyads achieve. With this goal in mind, here is what you can expect to happen in the time after the APPD Annual Meeting. The APPD Mentoring Planning group may offer your additional resources and assistance throughout the year.

Developed by Joseph O. Lopreiato, MD, MPH, Theodore C. Sectish, MD, Janet R. Serwint, MD, Aditee P. Narayan, MD, MPH, Keith J. Mann, MD, Marsha Anderson, MD and Nancy D. Spector, MD
Mentee Needs Assessment Work-Sheet

Name______________________________________________

Mentees self-reported strengths and weaknesses as an academician:

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<th>Strengths</th>
<th>Weaknesses</th>
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Where does the mentee see himself/herself..

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<th>5 years from now?</th>
<th>10 years from now?</th>
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What will be the impact of the mentee’s personal or family life on career goals?

Needs of the Mentee in the next 1-5 years: List here

Prioritize these “Needs” (from prior question) where #1=most needed, #2=second most needed, etc.

1.  
2.  
3.  
4.  
5.  

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