Mentee-Driven Mentoring: Relationships, Models, and Programs

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Objectives

• Articulate the importance of mentoring
• Highlight qualities of effective mentors and mentees
• Identify key factors to successful mentoring relationships
  – With an emphasis on the role of the mentee
• Detail strategies to obtain mentors through your professional networks
• Determine your portfolio of mentoring options
Why is Mentoring Important?
Why is Mentoring Important?

• Complexity of professional roles
  – Often multiple roles
  – Turnover of leadership
  – Changing incentives
  • Accountable care organizations

• Constant and rapid change

Mentoring provides stability, grounding, and opportunities for professional growth
Why is Mentoring Important?

• Mentoring has a positive effect
  – Career choice
  – Career satisfaction
  – Research productivity
  – Professional advancement

Flexman and Gelb. Current Opinion in Anesthesiology 2011, 24:676 – 681
Impact of Mentoring

Presence of mentor associated with:

• Greater confidence
• Higher self-efficacy
• Greater career satisfaction and success

Descriptions and Differences: Advising and Mentoring

• Advisors
  – Are task-oriented
  – Provide specific instruction, information, or direction such as:
    • Senior practice partner
    • Hospital department chair
    • Chapter or Section leaders
  – Engage in short term relationships

• Mentors
  – Are mentee-focused
  – Foster personal and professional growth of the mentee / protégé
  – Facilitate other professional collegial relationships
  – Engage in long term relationships
Sponsorship

- Goes beyond traditional social, emotional, and personal growth and development
- Focused on advancement
- Predicated on power
  - Sponsors leverage their own power and reputational capital
- Provide advice specific to stretching into a role, position or assignment

Benefits of Sponsorship for Protégé

• Mitigates perceived risk
• Facilitates the recognition of “value-added” to their career
• Promotes development of skills that support advancement
• Enables protégés to gain visibility
• Means for women to overcome the double bind
Professional Coaching

• Executive coaching for health professionals
• Shared goals and accomplishments
  – Rising leader
  – Organization itself
  – Leader’s role
• Contractual relationship
What Good Mentors Do

Good Mentors

• Utilize adult learning theory
• Adopt effective teaching strategies
• Have values drive the relationship
• Promote self-reflection
Qualities of Mentors

- Inspirational
- Empathetic
- Honest/credible
- Available/approachable
- Role model
- Resourceful
- Listener/communicator
- Modesty/humility
- Flexible

Qualities of Mentees

- Motivated
- Self-reflective
- Honest
- Organized/persistent
- Active
- Creative
- Receptive
- Humble
- Resilient

A Mentoring Relationship to Avoid
Challenges for Mentors

• Lack of training in effective mentorship
• Time limitations
• “Mentor fatigue”
  – Too few senior faculty
    • AAMC 2012 Pediatric faculty data
      – Full professors are 20% of the faculty
      – Women full professors are 5.9% of the faculty
Challenges for Mentors

• Mentoring members of a different generation
  – What millennials want
    • Help navigating career path
    • Straight feedback
    • Hands on coaching
    • Sponsorship for formal programs
    • Flexible schedules
  – Millennials very willing to provide reverse mentoring

Key Factors to Successful Mentoring Relationships

• Supportive environment
  – Institutional or organizational culture
  – Availability

• Values
  – Core values – What is really important to you!
  – Shared between mentors and mentees
  – Professional development planning based on these values

Please Mentor Me!
“Managing up”
Cultivating the Mentoring Relationship

• Driven by mentee
• Requires periodic audits or evaluations
• Explore and discover optimal communication techniques
Roles and Responsibilities of Mentees

• Initiate mentoring relationships
  – Seek out and engage mentors
    • Mentors don’t always come to you
  – Articulate goals
  – Assist in setting expectations

• Drive and direct relationships
  – Take ownership
  – Establish focus, scope, and timelines (logistics)
  – Provide feedback about relationships
Cultivating the Mentoring Relationship

Mentors and Mentees should

• Agree on objectives and structure
  – Plan and set meeting agenda
  – Create timeline with benchmarks and due dates

• Be proactive --Ask questions

• Be explicit about needs/requests of mentor
  – Consider what the “return on investment” is for the mentor

• Ask for feedback
  – Listen and respond

• Complete tasks….on time!

From Gusic M. Effective Mentoring in Up to You: The Role of the Mentee 2011 PAS Meeting. Denver, CO
Ending Mentoring Relationships

• Regularly assess and discuss goals
• Communicate honestly
• Talk about next steps
• Ask for recommendations for other mentors
• Keep the door open to future collaboration

From Gusic M. Effective Mentoring Is Up to You! The Role of the Mentee. 2011 PAS Meeting. Denver, CO
Activity: Mentoring Mosaic

• Inventory your mentors, mentees, and professional colleagues
  – Include current and potentially helpful mentors and colleagues
    • Within your institution
    • Outside your institution
  – Indicate their relationship to you as senior, peer, or junior
  – Link people to current projects
1. Place the initials of your mentors in the box that describes how they mentor you. The same person can be used multiple times.
2. After each set of initials, add a dash (-) and indicate whether they are senior (S), peer (P), or junior (J).
E.g. Dr. Cruz’s Mentoring Portfolio

1. Place the initials of your mentors in the box that describes how they mentor you. The same person can be used multiple times.
2. After each set of initials, add a dash (-) and indicate whether they are senior (S), peer (P), or junior (J).
Dr. Souder’s Mentoring Mosaic

1. Place the initials of your mentors in the box that describes how they mentor you. The same person can be used multiple times. Create new categories that are specific to your needs.
2. After each set of initials, add a dash (-) and indicate whether they are senior (S), peer (P), or junior (J).

THE MENTEE-DRIVEN APPROACH TO MENTORING RELATIONSHIPS AND CAREER SUCCESS: BENEFITS FOR MENTORS AND MENTEES

Mario Cruz, Sharon Calaman, Blair Dickinson, Mackenzie Frost, Grace Haymes, Nicholas Kuzma, Stephanie Skuby, Emily Souder, Barry Solomon, Theodore Sectish, Janet Serwint, Nancy Spector
Strategies to Obtain Mentors

• Think more broadly about potential mentors
  – Consider peer mentors

• Make it a priority on your To Do List

• Look within the organizations to which you belong for mentoring opportunities

• Actively engage in networking

Networking: Concentric Circles of Colleagues

- Operational Network
- Personal Network
- Strategic Network
Operational Networking

• What we do to accomplish our work
• Relationships within your institution
  – Common projects
  – Peers
  – Superiors
  – Subordinates

Personal Networking

• What we experience in common in our work

• Relationships outside of your institution
  – Professional organizations
  – Research networks

Strategic Networking

• Relationships both internal and external to your institutions
  – Key to forces and trends that impact our professional field
  – Diverse affiliations and backgrounds
  – Political and powerful
  – What we should be doing to
    • Stay abreast of change
    • Lead change

Portfolio of Mentoring Options

- Functional mentoring
- Traditional dyadic mentoring
- Peer group mentoring
- Speed mentoring
Portfolio of Mentoring Options

• Formal versus informal
  – Mentoring programs

• Inside versus outside
  – Your institution
  – Your discipline
Don’t Be Afraid to Ask
Traditional and Functional Mentoring

“Traditional” Mentoring

Mentee compatibility

Mentor

Relationship

Career Development

Outcomes

Functional Mentoring

Mentee needs skills

Mentor

Project

Outcomes

Career Advancement

Relationship

Traditional Dyadic Mentoring

• Mentor / Mentee dyad
  • Activity focused
  • Common interests
    • Academic
    • Career goals
    • Clinical work

• Requires
  • Availability
  • Geography
  • Commitment and flexibility
Steps to Effective Peer Mentoring Relationships

• Determine an important project/goal
• Find the right leader
• Communicate effectively
• Manage the project skillfully
• Assure benefits to participants

Lessons Learned

• Allow groups to form and work together according to their preferences
• Expect that all groups will not be successful
• Check in with groups to ensure progress
• Require groups to focus on activities that guarantee success and progress

• Please note: Relationships grow and other benefits accrue from collaborative efforts
Speed Mentoring

• Innovative method to facilitate mentoring relationships
  – Six 10-minute sessions with faculty members who possess specific expertise

Cook DA. Medical Teacher 2010; 32: 692-694.
Speed Mentoring

• Objectives for faculty
  – Answer specific questions
  – Identify resources
  – Initiate ongoing mentoring relationship

• Potential uses
  – Within departments
  – Within training programs
  – At national meetings

• Expands national network

Cook DA. Medical Teacher 2010; 32: 692-694.
Your Portfolio of Mentoring Options

- Traditional Dyadic Mentoring
- Peer Group Mentoring
- Speed Mentoring

Formal or Informal

Inside or Outside Your Institution

Functional Mentoring
Mentoring Pearls

• Cultivate mentoring relationships
• Consider a portfolio of mentors
  – Traditional and peer
• Mentees should drive the mentoring process
• Link mentoring, networking, and professional activities