Mentoring in all spheres of life

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Objectives

• Review the mentorship role
• Understand key principles for effective mentorship
• Examples of challenges and issues
• Tips from top mentors

Mentor

• Ancient definition-wise and trusted counselor. Odysseus left Athena, in the guise of Mentor, to be the guardian and teacher of his son Telemachus
• Current definition: to support and encourage people to manage their own learning in order that they maximize their potential, develop their skills, improve their performance and become the person they want to be.
Why be a good mentor?

- Natural human desire to share knowledge and experience
- Achieve satisfaction
  
  “Those that are good mentors get incalculably more out of it than they put into it”
- Attract good students
- Stay on top of your field
- Develop your professional network
- Extend your contributions
- “Having a good mentor early in a career can mean the difference between success and failure”
Gender and Minorities Issues

- Women/minorities are less likely to identify mentors
- May be less likely to advocate for themselves
- May have less self confidence
- May need more encouragement
- May not have access to the same opportunities to network as men
- Women with mentors publish more and receive more grant funding

Does gender matter? Nature 2006; 442:133-6
Gastroenterology 2010; 138:19-26
J National Medical Association 2006; 98:1449-59

Gender and Minorities Issues

- Facilitate, respectful and cooperative relationships in your group
- Be aware of and learn about cultural differences (eg. differences in ability to question authority figures or accept criticism)
- Promote family friendly atmosphere (eg. avoid holding meetings outside of usual child care time) and advocate for this in your institution
- Be aware of minority/women support groups and helpful role models at your center

* Making the Right Moves. Burroughs Wellcome Fund & HHMI, 2004
Matching mentor roles and mentees expectations

<table>
<thead>
<tr>
<th>Mentor's roles</th>
<th>Mentees expectations</th>
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<tbody>
<tr>
<td>Encourage self directed learning and scholarship</td>
<td>Be available for timely feedback</td>
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<tr>
<td>Provide impartial advice</td>
<td>Offer realistic views of career path</td>
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<td>Act as a role model</td>
<td>Inform on politics</td>
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<td>Be an advocate for trainee</td>
<td>Be a listening post</td>
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<td>Help the mentee to focus</td>
<td>Provide nonjudgmental guidance</td>
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<td>Provide life skills</td>
<td>Share their own personal experiences</td>
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<td>Provide conflict resolution</td>
<td>Provide constructive criticism</td>
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<td>Guide through institutional politics</td>
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<td>Provide critical review</td>
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<tr>
<td>Provide career advice</td>
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Mentoring toolbox

- Develop relationship based on mutual respect
- Identify mentees goals
- Evaluate mentees understanding
- Evaluate mentees talents and what motivates them- build on them
- Give mentee ownership and promote accountability

Set goals and measures of accomplishment

- Should be person and stage specific
- "Individual Development Plan" fostering self reflective learning
- Review individual development plan
- Establish regular meetings for review of progress
- Help revise the individual development plan as needed
Skill development

- Hypothesis development
- Critical thinking
- Presentations
- Writing
- Networking
- Collaboration/team building

Build a scientific community

- Networking
- Introduce the trainee
- Meeting with visiting professors
- Encourage presentations at scientific meetings
- Become familiar with available opportunities
- Discuss opportunities with trainee

Managing Conflict of interest

- Recognize the potential
- Utilize resources
  - Supervisory committee members
  - Institutional trainee learning center (e.g., career development resources)
  - Other trainees or mentors
- Avoid
  - Over dependence
  - Exploitation
  - Power imbalance
Separation

- Trainees who graduate to junior faculty positions need to separate
- Should be discussed and planned
- Mentor may still provide advice
- BUT detrimental for career development to continue to publish/collaborate with mentor
- Mentor needs to recognize conflict of interest
- Responsibility lies with mentor

Academic mentoring. JAMA 2007; 297:2134-6

Separation

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<tr>
<td>Initiate discussion regarding timing of separation</td>
<td>Support the separation to independence</td>
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<tr>
<td>Ensure mentee will publish independently</td>
<td>Mentor will no longer be co-author on publications</td>
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<tr>
<td>Be an advocate for mentee’s independence</td>
<td>Mentor will no longer be co-applicant on grants</td>
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<tr>
<td>May still provide critical review if asked</td>
<td>Provide letters of support regarding independence for grants</td>
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<tr>
<td>Be a colleague and trusted friend</td>
<td>Mentor will treat mentee as an “equal” colleague</td>
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<td>Provide career advice if asked</td>
<td>Provide nonjudgmental guidance</td>
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<tr>
<td>Talk about the next steps</td>
<td>Provide impartial advice about next steps</td>
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<td></td>
<td>potential new mentors</td>
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Termination when the relationship doesn’t work

- Directly address the issue
- Don’t let relationship just dwindle
- Address potential next steps
Traits of good mentors

• Personal characteristics
  – Enthusiasm
  – Sensitivity
  – Appreciate individual differences
  – Respect
  – Unselfishness
  – Support for other than one’s own
  – Teaching and communication

Tips for mentors

• Have an open door
• Be inspiring/optimistic
• Balance direction and self-direction
• Facilitate active learning
• Be widely read and widely receptive
• Choose the right initial project
• Celebrate
• Be a role model for balance
MENTOR SELF CHECKLIST- How well are you doing?

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<thead>
<tr>
<th>Activity/Strategy</th>
<th>Example</th>
<th>What could be done better?</th>
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<td>Appreciating individual differences</td>
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<td>Self-direction</td>
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<td>Active Questioning</td>
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<td>Mentor for life</td>
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Resources

- Personal perspectives on mentoring. Gastroenterology 2013; 3: 488-491