Mentoring Rules of Engagement

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Disclosure
Definitions

- **Coach:**
  - Provides guidance for your development often focused on “people skills” (active listening)
  - You and your coach drive the relationship
  - Provide feedback outside a formal performance evaluation process
• Mentor:
  – Informally or formally helps you navigate your career providing guidance
  – Mentee drives the relationship
  – Helps you determine career paths and meet specific career goals
Definitions

Mentor

• A mentor is an individual with expertise who can help develop the career of a mentee. The mentor guides, trains, advises, and promotes the career development of the mentee.

• A mentor is an experienced guide, trustworthy advisor, a personal champion, a constructive critic, a motivator, a listener. A mentor wants the protégé to succeed!
Definitions

• Sponsor
  – Senior leader who uses strong influence to help you obtain high-visibility assignments, promotions, or jobs
  – Sponsor drives the relationship
  – Advocate for your advancement and champion your work and potential with other senior leaders
Types of Mentorship

Relationship Types

- Established career and early career
- Professor to student
- Professional to professional
- Peer mentoring (same developmental level with specific experiential differences)
- Friendship
- Parent-like features can be present
- Task-focused versus relationship-based
- Daily contact versus less frequent contact
- Short- versus long-term mentorships
- Collegial collaborations
• 38 articles reviewed
  – 68% commentary
  “As surgical education evolves in response to these changes and continues to move away from the Halstedian apprenticeship model of training, it is important that surgical mentor-mentee relationships adapt as well.”
Themes in Mentoring

• Essential Mentor Qualities
  – Professional role model 58%
  – Staying involved (time and effort) 48%
  – Compassionate/kind/supportive 39%
  – Critic/evaluator/assessor 32%
  – Leader in the field 29%

Hand 2012 7:30-36.
Barriers to Mentoring

Only 8% of surgical residents had a stated gender preference

Hand 2012 7:30-36.
TABLE 1. Summary of Interviewee Demographics (N = 15)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age grouping (n)</td>
<td></td>
</tr>
<tr>
<td>40–44 yr</td>
<td>4 (4 Mid)</td>
</tr>
<tr>
<td>45–49 yr</td>
<td>7 (3 Mid)</td>
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<tr>
<td>50–54 yr</td>
<td>1 (0 Mid)</td>
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<tr>
<td>≥55 yr</td>
<td>3 (0 Mid)</td>
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<tr>
<td>Years post-training (median years, IQR)</td>
<td>All interviewees 11 (9–14)</td>
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<tr>
<td></td>
<td>Mid-career 9 (8–11)</td>
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<tr>
<td></td>
<td>Senior 13.5 (12.5–17.75)</td>
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<tr>
<td>Academic rank</td>
<td>3 Assistant Professor (3 mid)</td>
</tr>
<tr>
<td></td>
<td>6 Associate professor (4 mid)</td>
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<td></td>
<td>6 Professor</td>
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<tr>
<td>Surgical specialty</td>
<td>3 GI/MIS</td>
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<tr>
<td></td>
<td>2 Breast</td>
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<td></td>
<td>2 Colorectal</td>
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<td>2 Endocrine</td>
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<td></td>
<td>2 Hepatobiliary/transplant</td>
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<td></td>
<td>2 Trauma/acute care</td>
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<td></td>
<td>1 Pediatric surgery</td>
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<td></td>
<td>1 Vascular</td>
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<tr>
<td>Race/ethnicity</td>
<td>10 Caucasian</td>
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<tr>
<td></td>
<td>2 Asian-American</td>
</tr>
<tr>
<td></td>
<td>3 African-American</td>
</tr>
<tr>
<td>Marital status</td>
<td>10 Married/partnered</td>
</tr>
<tr>
<td></td>
<td>3 Never married</td>
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<tr>
<td></td>
<td>2 Divorced, not remarried</td>
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</tbody>
</table>

Cochran, Neumayer, Annals of Surgery epub 2017
Model of Effective Mentoring

**Effective Mentoring**
- Planning for career advancement
- Navigating politics
- Providing radical candor

**Unselfish Attitude**
- Common goal of mentee success
- Altruism
- Absence of role conflict

**Engagement with Diverse Mentees**
- Broad range of mentee backgrounds
- Varied scholarly and clinical interests

**Strategic Advising**

**FIGURE 1.** Conceptual model of effective mentoring in academic surgery.

Cochran, Neumayer, Annals of Surgery epub 2017
Take Away Points

- Multiple Mentors over time
  - Gender, age and race not necessarily important
- Vision building and goal setting
  - Navigating institutional politics
- Radical candor
  - Points out mentee blind spots
- Effective mentoring includes:
  - coaching
  - sponsoring
  - role modeling

Cochran, Neumayer, Annals of Surgery epub 2017
How To Find a Mentor

• Step 1
  – Define your needs
    • Global life or career advice
      – What are you trying to achieve in your career in academic medicine?
    • Specific project expertise
      – List skills: writing a grant, setting up a lab, designing a curriculum

http://www.umassmed.edu/ofa/mentoring/findmentor/
Mentoring Checklist

Name: ___________________________  Department: ___________________________

This checklist will help you assess the areas where you are currently receiving mentoring and the areas where you may need mentoring.

Review the areas listed below and mark the appropriate column. Then review the areas where you have checked “Need Mentoring” and mark the most important area.

<table>
<thead>
<tr>
<th>Learning new skills, knowledge or behaviors</th>
<th>Not Relevant</th>
<th>Have Mentoring</th>
<th>Need Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research skills</td>
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<tr>
<td>Clinical skills</td>
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<td>Educational skills</td>
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<tr>
<td>Writing a grant</td>
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<td>Writing a paper</td>
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<tr>
<td>Giving a presentation</td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Advancing an academic or professional careers</th>
<th>Not Relevant</th>
<th>Have Mentoring</th>
<th>Need Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>General career guidance: focusing your efforts</td>
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<tr>
<td>Seeking a promotion</td>
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<td>Getting tenure</td>
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<tr>
<td>Developing scholarship</td>
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<tr>
<td>Developing/enhancing your professional identity</td>
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<td>Identifying resources</td>
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<tr>
<td>Networking</td>
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<tr>
<td>Other:</td>
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</table>

<table>
<thead>
<tr>
<th>Personal and professional situations</th>
<th>Not Relevant</th>
<th>Have Mentoring</th>
<th>Need Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communication</td>
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<tr>
<td>Leadership responsibilities</td>
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<tr>
<td>Managing people</td>
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<td>Negotiation</td>
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<tr>
<td>Resolving conflicts</td>
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<tr>
<td>Work-life integration</td>
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<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

http://www.umassmed.edu/ofa/mentoring/findmentor/identifymentor/
How To Find a Mentor

• Step 2
  – Identify a Mentor
    • Talk with division chiefs, department chairs, colleagues
    • Don’t be afraid to ask a senior, experienced faculty member
    • Look for the best fit for you

http://www.umassmed.edu/ofa/mentoring/findmentor/
How To Find a Mentor

• Step 3
  – Start a relationship
    • Brief introductory email
    • Be specific about request
    • Name mutual colleagues or interests

http://www.umassmed.edu/ofa/mentoring/findmentor/relationship/
How To Find a Mentor

• Step 3 continued
  – Preparing for your First Meeting
  – Goals:
    • Convince your potential mentor to help you
    • Assess whether he/she will provide guidance needed and if you are comfortable
    • Agree to establish a mentoring relationship

http://www.umassmed.edu/ofa/mentoring/findmentor/relationship/
How To Find a Mentor

• Step 3 continued
  – How do you achieve these goals?
    • Introduce yourself and describe your goals
    • Define your need for guidance
    • Describe why you are asking this person for help

http://www.umassmed.edu/ofa/mentoring/findmentor/
How To Find a Mentor

• If your mentor agrees:
  – Schedule a next meeting
  – Define an agenda for the meeting
  – Discuss action steps prior to next meeting
Consider a Mentoring Contract

School of Medicine at UAB Scholarly Activity Mentoring Contract

Mentee Name: __________________________________________

1. What type of assistance does the mentee want from the mentor/co-mentor?
2. What expectations does the mentor/co-mentor have of the mentee?
3. What expectations does the mentee have of the mentor/co-mentor?
4. How often will you meet?
5. When and where will you meet?
6. For how long?
7. Who will be responsible for scheduling the meetings?
8. What will meeting topics include?
9. What will be the ground rules for discussions? (e.g. confidentiality, openness, candor, truthfulness, etc.)
10. We have agreed that our initial meetings will focus on these three topics:
11. Any additional areas/issues you want to discuss and agree on?
12. If problems arise, how will they be resolved?
13. How will you determine if you have achieved the desired objectives?
14. *I (the mentor) have reviewed and approved the mentee’s Project Proposal.*

Mentor/Co-Mentor Signature ___________________________ Date __________

Mentee Signature ___________________________ Date __________
Managing Meetings with Your Mentor

• **You** initiate and plan meetings and come prepared

• Regular scheduled meetings on your and your mentor's calendar
  – Send calendar invite
  – Email reminder close to meeting with proposed agenda
  – Shorter more frequent meetings keep work on track
Tips for Mentees

• Focused mentoring is more successful than broad requests
• Respect your mentor’s time and efforts
  – If a meeting is cancelled you work to reschedule it
Use Institutional Resources

Mentoring Resources

Seminars
Presentation on mentoring (26 minutes)
Video accessible by blazer id and password. Best viewed via FireFox, Safari, or IE.

Resources
UAB Mentoring and Leadership Certificate
UAB survey on mentoring results (accessible via blazer id and password)
Mentoring Resources — UAB Center for Clinical and Translational Science
Research Mentor Training Curricula — University of Wisconsin-Madison
Finding a Mentor — University of Massachusetts Medical School
Other Resources

• American College of Surgeons Junior Faculty Empowerment Program
• Association of Women Surgeons mentoring program for Early Career Women Faculty
• AAS Fall Courses and Networking Event
• Specialty Specific
Dysfunctional Mentorship

POTENTIAL PROBLEM AREAS

Mismatch of mentor/mentee
- Mismatch of expectations
- Reluctant mentor/mentee
- Over zealous mentee
- Relationship not valued in the organisation
- Gender mismatch
- Cultural mismatch
- Race mismatch
- Emotional involvement

Broken confidentiality
Conflicting roles manager/assessor/mentor
Impact on others
Obstructions from/conflicts of others, eg mentees line manager, colleagues, partners
Parameters/boundaries not agreed in advance
• Professionalism: honesty and accountability
• Excellence: good role model, high quality patient care or research
• Innovation and Creative Thinking
• Introspection: self-assessment and self-improvement
• Inclusion: collaborative process harnessing collective intelligence and creativity

Final Thoughts

JUST DO IT.

Carpe Diem

Set a goal so big you can’t achieve it until you grow into the person who can.

FIND YOUR PASSION

DREAM BIG
SET GOALS
TAKE ACTION
Questions?

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