Mentoring ABC's

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Agenda

- What is the meaning of mentorship?
- What is the role of the mentor?
- How do you structure mentoring time?
- How do you measure success?
- What is the role of the mentee?
Mentorship

- . . . a process where mentor and mentee work together to discover and develop the mentee’s abilities.

- . . . a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.

- . . . a personal process that combines role modeling, apprenticeship and nurturing.

- . . . process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning and personal and professional development.

- The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support—but most important is to assist and facilitate the realization of the dream.
Mentor vs. Other...

- **Manager**
  - Directs work
  - Focus on performance
  - Based on organizational needs

- **Sponsor**
  - Champions
  - Focus on career development
  - Based on advancement goals

- **Mentor**
  - Guide and support
  - Focus on professional and personal development
  - Based on mentee’s expressed needs
Marv Sleisenger
- Chief of Medicine, San Francisco VA
- Sleisenger and Fortran textbook of GI

Attending for 3rd year medical school rotation

Initial career goal: orthopedic surgery

Intervention
- Time
- Interest
Mentor’s Role

- **Support**
  - Listen (actively, empathically)
  - Express positive expectations
  - Advocate
  - Share

- **Challenge**
  - Set tasks
  - Establish high standards
  - Provide a mirror

- **Vision**
  - Create vision for mentees successful career
Characteristics of an Effective Mentor
The Three C’s

- **Competence**
  - Professional knowledge and experience
  - Respect
  - Interpersonal skills and judgment

- **Confidence**
  - Shares network of resources
  - Allows protégé to develop
  - Shares credit

- **Commitment**
  - Time, energy, effort
  - Shares personal experience
The Mentor Team

- Lead mentor
- Co-mentor
- Research mentor
- Career advisor
- Research advisor
Primary Mentor

- Amnon Sonnenberg
  - Physicist, epidemiologist, gastroenterologist
  - Pioneer in GI “outcomes research”

- University of New Mexico
  - Commitment to mentorship
  - Taught research methods
  - Provided opportunity
  - Allowed for individual growth
Matching Mentor to Mentee

- **Senior faculty**
  - Less focus on their own advancement

- **Teams**
  - Career, research, personal mentors

- **Matching**
  - Career interests
  - Gender
  - Race/ethnicity
  - Personal chemistry
Phases of Mentoring

- **Initiation** 6-12 months
  - Mentor provides support and guidance
  - Mentee has unrealized potential

- **Cultivation** 2-5 years
  - Expectations vs. reality
  - Career function, psychosocial function

- **Separation** > 5 years
  - Structural and emotional separation
  - Independence of mentee

- **Redefinition**
  - Friendship, colleague, collaborator
First Meeting

- **Get to know each Other**
  - Share information about your professional and personal life
  - Learn something new about your mentee/mentor

- **Establish Guidelines**
  - When and where will we meet?
  - How will we schedule meetings?
  - How will we communicate between meetings?
  - What agenda format will we use?
  - Will there be any fixed agenda items to be discussed at every meeting?
  - How will we exchange feedback?
  - How will we measure success?

- **Partnership Agreement**
  - Review partnership agreement, modify if desired, sign and exchange
  - Review goals for the mentoring relationship

- **Confirm Next Steps**
  - Schedule date, time and place of future meetings
“10/20/60 Rule” that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

- **First 10 Minutes**  
  Engage in personal/professional—“check-in”

- **Next 20 Minutes**  
  Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)

- **Last 60 Minutes**  
  Discuss current and long-term goals and priorities
Mentor Meeting Checklist

- Set aside adequate time for meetings
- Obtain and review mentee’s CV and Individual Development Plan (IDP) prior to meeting
- Clarify what mentee expects from you—and what you expect from mentee
- Review mentee’s short/long term goals
- Know the advancement and promotion policies for your mentee’s series and rank
- Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee
Individual Mentoring Development Plan

Purpose: To optimize the mentor-mentee relationship

- Defined goals/objectives
  - Career
  - Research
  - Education

- Timeline for goals
  - 6 month, 1 year, 5 year

- Barriers and challenges
  - Time
  - Resources
  - Personal
Evaluating Your Mentee’s Goals

➢ **Specificity**
  Has the mentee identified short and long term goals?
  Are the goals definite and precise?

➢ **Measurability**
  Are your mentee’s goals quantifiable?
  What are the metrics for success?

➢ **Work Plan**
  Is there an action plan to achieve goals?
  What is the outcome of achieving goals?

➢ **Reality Check**
  Are goals realistic?
  Is there a completion date?
  Can success be achieved within the time allocated?
  Will additional resources or tools be needed?

➢ **Your Role**
  Is your role to advise, suggest or listen?
  How can you be most helpful?
# Cultivating the Relationship

<table>
<thead>
<tr>
<th>Build Trust</th>
<th>Destroy Trust</th>
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<tbody>
<tr>
<td>Being a proactive listener</td>
<td>Not paying attention</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Competition</td>
</tr>
<tr>
<td>Open sharing</td>
<td>Withholding</td>
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<tr>
<td>Actions parallel to words</td>
<td>Acting contrary to words</td>
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<tr>
<td>Accepting and non-judgmental</td>
<td>Criticizing and disapproving</td>
</tr>
<tr>
<td>Authentic</td>
<td>Hidden agenda</td>
</tr>
<tr>
<td>Admitting mistakes</td>
<td>Blaming others</td>
</tr>
<tr>
<td>Actively seeking differences</td>
<td>Closed minded</td>
</tr>
<tr>
<td>Encouraging success</td>
<td>Discouraging risk</td>
</tr>
<tr>
<td>Positive outlook</td>
<td>Pessimism</td>
</tr>
<tr>
<td>Respecting confidentiality</td>
<td>Breaking confidence</td>
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Giving and Receiving Feedback

- **Effective feedback:**
  - Is offered in a timely manner
  - Focuses on specific behaviors
  - Emphasizes actions, solutions or strategies

- **Effective Feedback from Mentee:**
  - Whether the advice or guidance was beneficial and solved an issue
  - Whether the communication style facilitates a positive experience
  - Whether the communication style creates challenges to a positive experience

- **Effective Feedback to Mentee:**
  - Mentee strengths and assets
  - Areas for growth, development and enhancement
  - Harmful behaviors or attitudes
  - Observations on how your mentee may be perceived by others
## Mentor Do and Don’ts

<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Do Not</strong></th>
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<tbody>
<tr>
<td>Listen actively</td>
<td>Fix the problem</td>
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<tr>
<td>Support and facilitate</td>
<td>Take credit</td>
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<tr>
<td>Teach by example</td>
<td>Take over</td>
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<tr>
<td>Be aware of role conflict</td>
<td>Threaten, coerce of use influence</td>
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<tr>
<td>Encourage to move beyond comfort zone</td>
<td>Lose critical oversight</td>
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<tr>
<td>Promote independence</td>
<td>Condemn</td>
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<tr>
<td>Promote balance</td>
<td></td>
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<tr>
<td>Rejoice in success and convey joy</td>
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The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership.

In a mentee-driven partnership, the mentee determines the pace, route and destination.

The mentor is then able to offer insights and counsel that is focused on the mentee’s objectives.
Separation and Redefinition

- Important to discuss and plan formal mentorship process

- Transition
  - From formal to informal mentorship
  - To peer relationship

- Checklist
  - Discuss how to use remaining time
  - Ensure no goals are overlooked
  - Formal acknowledgement or celebration
Amnon Sonnenberg
- Advised me to go to University of Michigan
- “Marginal benefit of staying outweighed by marginal benefit of leaving”
- Continued collaboration
  - Colleague
  - Advisor
  - Friend
Separation

- Joel Rubenstein
  - Biomarkers of prognosis and therapy for BE
  - University of Michigan

- Scott Biggins
  - Allocation models for liver retransplantation
  - UCSF
  - University of Colorado

- Ma Somsouk
  - HIV as a model of dysregulation of immune surveillance for CRC
  - UCSF
The “One-Minute Mentor”

- **Assess the Mentee**
  - Check In
  - Assess for any urgent issues
  - Use active listening skills

- **Set an Agenda**
  - Review pending items
  - Assess time available
  - Prioritize

- **Assist with ongoing projects**
  - Ask clarifying questions
  - Set clear and measurable goals
  - Give advice and suggest resources
  - Agree on timeline for deliverables

- **Provide career guidance**
  - Review Individual Development Plan and CV
  - Inquire about professional / personal balance

- **Wrap up**
  - Clarify expectations of mentor and mentee
  - Schedule future meeting

*Developed by Mitchell D. Feldman, MD, MPhil*
How to be a good mentee
Being a Proactive Mentee

Consider the following questions:

- Are my objectives clear and well defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Do I allow myself to be open and vulnerable?
- Am I receptive to constructive feedback?
- Am I able to show I value and appreciate feedback?
- Am I willing to change or modify my behaviors?
- Do I consistently follow through on commitments?
- Do I make an effort to instill trust?
- Do I openly show appreciation and gratitude?
Mentee Strategy

- **Specificity**
  - Specific objectives

- **Measure**
  - Quantifiable metrics

- **Work Plan**
  - Develop a plan
  - Consider all outcomes of achieving objectives

- **Reality check**
  - Realistic objectives, timeline, resources

- **Mentor’s role**
  - How can your mentor be of greatest assistance?
# Mentee Rules

<table>
<thead>
<tr>
<th>Do</th>
<th>Do Not</th>
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<tbody>
<tr>
<td>Take initiative</td>
<td>Be passive</td>
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<tr>
<td>Take opportunities to teach mentor</td>
<td>Be late or disorganized</td>
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<tr>
<td>Be respectful of time</td>
<td>Limit to comfort zone</td>
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<tr>
<td>Provide agenda prior to meeting</td>
<td>Remain in relationship beyond usefulness</td>
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<tr>
<td>Clarify goals and expectations</td>
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<tr>
<td>Practice self reflection</td>
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<tr>
<td>Support your peers</td>
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<tr>
<td>Keep your CV and IDP up to date</td>
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Use this page to record the discussion points in each of your mentoring meetings. Date:

Check In (e.g. urgent issues, work-life balance, personal issues):

Goal Discussion:

Action Items: