FACULTY MENTORING: RESPONSIBILITY AND ACCOUNTABILITY

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Learning Objectives:

Upon completion of this session the learner will be able to:

- List the characteristics of efficient mentoring
- Describe the roles and responsibilities of the mentor and mentee
- Describe different forms of mentoring
- Identify the challenges of the mentoring program
- Recognize the role of mentoring in effective management of the diversity in the workplace
Definition of Mentoring

- A developmental partnership through which one person shares knowledge, skills, information and perspective to foster the personal and professional growth of someone else.

- Mentoring creates a one-of-a-kind opportunity for collaboration, goal achievement and problem-solving.
Mentoring

- Goal setting
- Introspection
- Follow up
- "Tune in"
- Feedback and advice

Who is mentor?
Who can be a mentor?
Alternate Forms of Mentoring

- Peer
- Multiple
- External

Mentor

- **Peer mentor**: Faculty who are advancing in the academic environment and are close to the mentee in rank are peer mentors. They are prepared to offer advice from their own experiences that is appropriate for and effective in the particular site.

- **Onsite mentors**: Senior faculty, including researchers and full professors, who provide information in targeted content areas. They serve as the mentee’s advocates, liaisons, or coaches and provide support, guidance and authentic feedback. They serve a number of mentees in a timely and efficient manner that is congruent with their busy schedules.
Distance mentor

- Leaders who emerge from health care, business, academia, or governmental and political settings and accept a clearly defined responsibility to mentor in their area of expertise, frequently conducted as part of their ongoing public information activities.

Who is mentee ??
Mentee

- **Learner** (student, resident of junior faculty member) who is the recipient of teaching and relationship-building activities that are critical to his/her learning and career advancement in the academic medicine environment.

Good mentoring
When mentoring goes wrong….
What are the attributes of good mentoring?

Attributes of good mentoring:

- Giving support in a **non-threatening manner**
- One-to-one relationship that is completely **confidential**
- The process in which two or more individuals share a vision to achieve **mutual growth and development**
- The process of leading, guiding, keeping interest alive, supporting, counseling, teaching, coaching, demonstrating, and challenging, within a relationship of mutual **trust and respect**
Spectrum of Advising/Coaching Methods

**DIRECTIVE**
- Instructing
- Giving Advice
- Offering Guidance
- Giving Feedback
- Making Suggestions
- Asking Appropriate Questions
- Summarizing
- Paraphrasing
- Reflecting
- Listening

**NON-DIRECTIVE**
- PUSH: Solving someone’s problem for them
- PULL: Helping someone to solve their problems

What are the habits of highly effective mentors?
Habits of highly effective mentors

- Set goals for the relationship
- Listen actively, avoiding assumptions
- Identify “coachable moments” and select best coaching method
- Ask reflective questions, e.g. “How do you think you did?”
- Give specific, constructive and timely feedback
- Support transition to independence
- Respect confidentiality
- Continuously develop mentoring skills

Mentoring skills involve:

- Bringing ourselves fully into the moment
- Giving full attention to other person
- Letting the other know that he or she is heard and respected
- Listening with curiosity
- Providing feedback
Mentoring skills involve:

- Inviting elaboration and clarification: asking non-leading questions that invite the other person to reflect and piece together the elements of their own thinking, e.g. “Tell me more about that”

- Temporarily putting aside our own ideas, letting the other person talk without interruption

- Silencing the inner voice in us that is formulating a response

When mentoring goes bad?
How mentoring relations go wrong?

- Oil and water

The Nine Circles of Hell
Painting by Sandro Botticelli
Nine Circles of Mentee Hell

Underestimate of potential
Failure to respect mentee’s goals
Failure to promote independence
Taking credit for mentee’s work
Inappropriate praise or criticism
Personality characteristics
Unavailable / Inaccessible
Ethical violations
Physical intimacy (or appearance of)

Nine Circles of Mentor Hell

Mentee has non-realistic expectations
Exploitative ("mentor will do it for me")
Overly sensitive to feedback
Doesn't go extra mile
Rejects suggestions
Manipulative behavior
Lack of "chemistry"
Lack of motivation
Lack of respect (e.g. tardiness)
Formal vs. Informal Mentoring?

Mentoring agreements

Accountability encourages:
- deliberate planning
- structure and follow-through
- honest assessment of actions and attitudes
- evaluation
Gender and Diversity

Why the gender gap won’t go away?
Women’s disadvantages in obtaining mentoring

- Work an invisible “2nd shift” at home
- Leadership potential underestimated
- Miss out on hallway conversations (“football” and “golf”)
- Less likely to view mentor as a role model
- Paucity of senior woman role models
- Allowed a narrower band of “assertive behaviors”
- May be “dropped” if mentor threatened by her increasing expertise

Are there differences between men and women mentors?
Does race matter in mentorship?

Underrepresented Minorities

- Relationships occur most naturally between “like” individuals
- Different cultural norms can be confusing
- The accents of some ethnic minorities interfere with communication
Do different generations matter?
Know whom you are mentoring

**Generations**

**Boomers (1946-1964)**
- Work hard out of loyalty
- Expect long-term job
- Independent and confident
- Dedicated and passionate
- Respect authority
- Open to change
- Competitive and goal oriented
- Welcome challenges
- Think of themselves as a “special generation”

**Generation X (1965-1977)**
- Find most efficient way
- Individualistic
- Entitled to flexibility
- Technologically adept
- Multitask faster
- Want to live rather than live to work (Not gonna be “24/7”)
- “You’re not the boss of me”
- Like to incorporate humor and games to work

### Millennials / Generation Y (1978-1990)

- Tech savvy
- Self centered
- Protective “helicopter” parents
- Well networked
- Multitask faster
- Good team players
- Like access to an open door to ask (many) questions
- Like to be praised
- Like an honest feedback

### Generation Z (born after 1990…)

- 9/11, wars in Iraq, Afghanistan...
- Aware of unpredictability
- Financial hurdles
- Mistrust in prevailing political systems
- Talking to “electronic gadgets”
- Comfortable with technology
- Short attention spam
- Multi-taskers
- Medicated
- Losing ability to focus and analyze complex information


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**Why mentoring is critical for an institution?**

![Mentors are a gift](image_url)
Mentoring is critical....

- To attract, retain and engage high performers
- To maximize “return on investment” in faculty
- To nurture the academic aspirations of residents and junior faculty
- To swiftly acculturate new members
- To foster a collaborative environment
- To increase stability and productivity
- To promote diversity
- To develop leadership talent

If you are a mentor ask yourself:

- Are you giving your mentee(s) enough of your time and interesting work?
- Are the personality and work habits of your mentee(s) similar to yours, and if not, are you able to make sure that doesn’t get in the way of working together?
- Have you and your mentee clearly outlined his or her professional-development goals?
If you are being mentored ask yourself:

- Is the work your mentor has given you interesting?
- Does your mentor give you credit for any projects you complete for him or her?
- Do you feel like part of a team?
- Are you treated in an open, respectful manner?

Mentees: Do

- Be punctual
- Convey respect
- Set agendas
- Be proactive
- Accept challenge
- Show appreciation
- Follow through
- Accept critique
- Communicate
- Re-assess
True about mentoring

- Mentoring must be **customized**, dynamic; not one size fits all
- **Two-way street** - requires engagement and commitment from both partners
- Powerful growth experience for both mentor and mentee
- A **process** that takes preparation, dedication and practice
Tony has not kept up with the goals of his project over the last year. He remains unpublished, without grants, and seems unhappy. You are his mentor in the department. What would you do?

Two junior faculty have been with a medical school a long time, and at times have competed for the same assignments. Then one of them is promoted and becomes Division director, responsible for the development of his or her former peer. Could they establish mentoring relationship?
You have been a mentor for two years to a junior colleague who has been very successful. The mentee, Susanne, has five first-author papers. The two of you enjoy working together, and contribute to each others ideas. Your relationship has begun to grow from mentor-mentee to colleagues, as you feel the work both of you do together is better than the work either of does alone. However, Susanne recently came up for her mid-promotion review and the T&P committee was concerned that her research was not as independent from your research as it should be. What advice would you give to Susanne?

Exploratory Survey

- Looking at last year: What are you proudest of?
- And what would have done differently?
- What do you want to accomplish in the next 1-2 years? 5-10 years? What measures of success will you use?
- What relationships outside your discipline and institution do you want to build?
- What if anything is holding you back from reaching your potential?
- What areas of personal and professional growth do you most want to work on now?
The End.