



Principles and practice of mentorship: A learning relationship for both mentee and mentor

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Disclosure Slide

- Speaker: Dr. Margaret Steele
- Relationships with commercial interests:
 - Not Applicable



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Learning Objectives

At the end of this presentation, participants will be able to:

1. Define the roles of the mentor and mentee.
2. Outline the characteristics of an effective mentoring relationship.
3. Describe the principles of establishing an effective mentoring relationship.



Introductions

- Please tell the group the following:
 - Name, profession, and location
 - Your experience as a mentor and/or mentee
 - What you are hoping to learn from this workshop?



The Importance of Mentorship: Mentees Perspective

Faculty members who have been mentored:

- report greater career satisfaction (Allen et al, 2004; Straus et al, 2013)
- are more productive (Straus et al, 2013)
- are promoted more quickly (Allen et al, 2004; Straus et al, 2013)
- have a more positive view of their work environment (Van der Weijden et al, 2014)
- have improved work-life balance (Strong et al, 2013)
- are more likely to stay at their institution (Straus et al, 2013)



The Importance of Mentorship: Mentors Perspective

Mentors indicate they benefit from their involvement in mentorship because they:

- have an opportunity to give back to their institution (Dzau & Soo, 2015; Leary et al, 2016)
- are contributing to the future (Dzau & Soo, 2015)
- experience personal and professional rejuvenation (Leary et al, 2016)
- can attract talent to their institution (Dzau & Soo, 2015)
- develop their professional network (Dzau & Soo, 2015)
- can learn from their mentees (Dzau & Soo, 2015)



Definition of a Mentor

In pairs, for 2 minutes, discuss the definition of a mentor?



Definitions of a Mentor

Classic Definition of a Mentor

“Someone of advanced rank or experience who guides, teaches, and develops a novice”. (Zerrzan et al, 2009)

Expansive Definition of a Mentor

“a scaffold for sharing expertise in the service of lifelong learning that could otherwise only be attained from direct experience.” (Bickel & Rosenthal, 2011)



Qualities of a Good Mentor

In pairs, for 2 minutes, discuss the qualities of a good mentor?



Qualities of a Good Mentor

- Skill, talent, knowledge, competence (Chong, 2009)
- Respect among peers (Chong, 2009)
- Genuine interest in the welfare of their mentees (Chong, 2009; Dzau & Soo, 2015)
- Want their mentees to succeed (Dzau & Soo, 2015)



Qualities of a Good Mentor

- **Selfless\altruistic** (Straus et al, 2013; Lieberman, 2016)
- **Time and energy** (Chong, 2009; Straus et al, 2013)
- **Generosity** (Dzau & Soo, 2015)
- **Honest** (Straus et al, 2013)
- **Believe in their mentee** (Dzau & Soo, 2015)



Qualities of a Good Mentor

- **Experienced** (Straus et al, 2013; Lieberman, 2016)
- **Effective communicator, active listener** (Straus et al, 2013; Lieberman, 2016)
- **Track record as a mentor** (Lieberman, 2016)
- **Able to identify and support the development of potential strengths and skills in their mentee** (Straus et al, 2013)



Qualities of a Good Mentor

- An enduring capacity for:
 - empathy
 - patience
 - enthusiasm
 - availability
 - integrity
 - high moral and ethical standards (Chong, 2009)



Actions of an Effective Mentor



Actions of an Effective Mentor

- Provide structure (Blixen et al, 2007)
- Help the mentee set tangible goals and timelines (Straus et al, 2013; Lieberman, 2016)
- Provide constructive criticism and feedback (Blixen et al, 2007; Straus et al, 2013; Lieberman, 2016)
- Promote career development (Blixen et al, 2007)
- Advise and guide the mentee (Blixen et al, 2007; Straus et al, 2013)
- Provide (emotional) support (Blixen et al, 2007; Straus et al, 2013; Lieberman, 2016)



Actions of an Effective Mentor

- Teach context specific knowledge (Blixen et al, 2007)
- Share information (Blixen et al, 2007)
- Share experience (Blixen et al, 2007)
- Advocate for the mentee (Straus et al, 2013)
- Provide career monitoring (Straus et al, 2013)
- Help mentees navigate their institution (Straus et al, 2013)



Actions of an Effective Mentor

- Promote networking and enable connections (Blixen et al, 2007; Straus et al, 2013; Lieberman, 2016)
- Create opportunities (Straus et al, 2013)
- Focus on work-life balance (Straus et al, 2013)
- Warn the mentee of potential pitfalls and protect them from harsh interactions (Straus et al, 2013)
- Role model mentorship (Straus et al, 2013)



Mentoring versus Coaching



Mentoring

- A broader less specific, perspective
- Assists with career development
- Assists with guiding the mentee through organizational, political and social network
- Fosters leadership development by focusing beyond processes and skills to values and **culture** (Bialachowski, 2009)



Mentoring

- Relationship is longer term based on encouragement, mutual trust, respect and willingness to learn and share
- Both individuals share in a growth process and personal development of one another.
- Mentoring can be formal or informal (Bialachowski, 2009)



Coaching

- Directly concerned with immediate improvement of performance, development of skills and attainment of performance objectives
- An activity or strategy carried out as part of the larger role of a preceptor, mentor or manager. (Bialachowski, 2009)



The Mentee

In pairs, for 2 minutes, discuss the responsibilities of a good mentee?



Responsibilities of a Good Mentee

- Driver of the mentor\mentee relationship (ASA/AHA, 2003; Reckelhoff, 2008)
- Honest, mature, ethical (ASA/AHA, 2003; Reckelhoff, 2008)
- Communicates effectively (ASA/AHA, 2003; Reckelhoff, 2008)
- Open to feedback and self-improvement (Straus et al, 2013; Lieberman, 2016)



Responsibilities of a Good Mentee

- Respectful of their mentor's time and advice (Straus et al, 2013)
- Prepares for the sessions (Straus et al, 2013; Leary et al, 2016)
- Pro-active and takes initiative (ASA/AHA, 2003; Reckelhoff, 2008; Lieberman, 2016; Leary et al, 2016)
- Devotes appropriate time and energy to achieve academic excellence (ASA/AHA, 2003; Reckelhoff, 2008)



Responsibilities of a Good Mentee

- Completes task on time (Lieberman, 2016)
- Persistent (Lieberman, 2016)
- Values work-life balance (Lieberman, 2016)
- Takes advantage of what is offered (ASA/AHA, 2003; Reckelhoff, 2008)



Mentoring Relationship



Mentoring Relationship

- A series of complex interactions between two individuals
- Primary purpose of mentoring is the growth of the mentee
- Often results in the personal and professional growth of both parties. (Holmes et al., 2010)

Mentorship Video





Challenges in Mentor-Mentee Relationship



Possible Challenges

- Mismatch of goals, commitment, or expectations between mentor and mentee (Zerzan et al, 2009; Leary et al, 2016)
- Power issues (over ownership of authorship or resources) (Zerzan et al, 2009)
- Generational tensions (over differences in work schedule expectations) (Zerzan et al., 2009)



Possible Challenges

- Personality clashes (over differences in communication or work style) (Zerzan et al, 2009; Strauss et al 2013)
- Lack of time/compensation for mentors (Leary et al, 2016)
- Geographic separation between mentor and mentee (Leary et al, 2016)
- Mentor in search of a clone, encouraging mentees to be dependent rather than to cultivate their own ideas (Zerzan et al., 2009)



Characteristics of Unsuccessful Mentoring Relationships

- Poor communication
- Lack of commitment
- Perceived (or real competition)
- Conflicts of interest
- Mentor's lack of experience (Straus et al, 2013)



Mentorship Video





Characteristics of Effective Mentoring Relationships

- Reciprocity
- Mutual respect
- Clear expectations
- Personal connection
- Shared values (Straus SE et al, 2013)



Characteristics of an Effective Mentoring Relationship: The Mentor's Role

- Focuses on the mentee
- Sets clear expectations
- Acknowledges their own limitations as a mentor
- Strives to know mentee on personal and professional level
- Avoids pushing their own agenda (Leary et al, 2016)



Characteristics of an Effective Mentoring Relationship: The Mentor's Role

- Keeps in touch with the mentee to follow mentee's progress
- Does not abuse their power
- Provides advice regarding mentee's career
- Aids in the development of the mentee's professional networks (Ramanan et al, 2002)



Characteristics of an Effective Mentoring Relationship: The Mentee's Role

- Need to begin mentoring relationship with an understanding of what they want out of the relationship
- Takes the lead to reach out to the mentor
- Continually reevaluates the relationship
- Willingness to seek mentorship outside of common venues eg. Outside of department, outside of institution or with peers (Leary et al, 2016)



Principles of Establishing an Effective Mentoring Relationship



Principles of Establishing an Effective Mentoring Relationship

- Environment should be welcoming
- Mentors should establish a communication plan ie “reiterate and review”
- Mentor can use a checklist to ensure time spent addressing career, administrative, education, and personal issues
- Schedule regular appointments
- Keep a list of action items
- Communicate via email and telephone regularly between meetings (Straus et al, 2013)



Addressing Barriers to Change

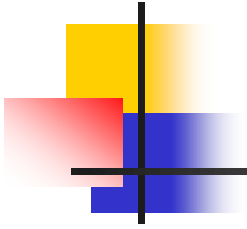
- Establish a culture of mentoring
- Allow the opportunity for all forms of mentoring ie informal, formal, one-on-one, committees, peer
- Provide faculty development on mentorship
- Provide resources for mentoring
- Provide recognition for mentoring



Resources

Schulich Mentoring Program information has been incorporated in the Faculty Orientation half-day

www.schulich.uwo.ca/humanresources/facultymentoring





Session Evaluation and Outcome Assessment

These short forms serve important functions!

For speakers: Your responses help them understand their strengths and weaknesses, participant learning needs, and teaching outcomes

For the CEPD office:

To plan future programs

For quality assurance and improvement

To demonstrate compliance with national accreditation requirements

For YOU: Reflecting on what you've learned and how you plan to apply it can help you enact change as you return to your professional duties

Please take 3-5 minutes to fill the evaluation form out. Thank you!



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