A Practical Guide To Mentoring

INTRODUCTION

The goal of Faculty Development in the COM is to assist faculty in becoming accomplished, productive and successful in their chosen endeavors of teaching, patient care, service, and research. Mentoring relationships have proven to be an excellent way to enhance professional growth and the COM strongly supports and encourages mentoring activities within the College. Our ultimate goal in the College is that faculty mentoring will become a fully integral part of what we do to support faculty and what faculty do to assist each other in the COM.

DEFINITION

What is mentoring? What does the word mean to you?

Mentoring is a centuries old method of assisting the personal development and encouragement of others. It is an interpersonal connection between two individuals, requiring specific, intentional action by both persons. It is a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice. In an academic setting, a mentor is generally a senior faculty member who advises or guides a junior faculty member in matters relating to achievement of academic success. The mentor assists the protégé in creating an agenda for working toward his or her professional development goals, and provides insights into the elements in an academic career. The essence of mentorship lies in a more experienced person accepting responsibility for the development of a less experienced person.

Historical significance of the word “MENTOR”

The term “mentor” has its roots in Homer’s Greek epic poem, “The Odyssey”. In this myth, Odysseus, a great royal warrior, had been off fighting the Trojan War and entrusted the care of his son, Telemachus, to his friend and advisor, Mentor. Mentor was also charged with serving as a guardian to the entire royal household in Odysseus’ absence. As the story unfolds, Mentor guides Telemachus and accompanies him on a journey in search of his father. Ultimately, Mentor became the guiding force in Telemachus’ full development. Since that time, the word “mentor” has become synonymous with wise teacher, guide, philosopher, friend, advisor and sponsor.

Today references to mentoring can be seen all around us. Research suggests that having a mentor is associated with success. So, what does it mean to mentor another? How is a mentoring relationship established? What are the characteristics of an effective mentor? What are the benefits of a successful mentoring relationship?
OBJECTIVES OF THIS GUIDE:

The objectives of this guide is to provide a practical guide to the mentoring process, and to provide tools for creating an effective mentoring relationship.

TABLE OF CONTENTS:
• Assess their readiness to become a mentor
• Identify the stages of the mentoring relationship
• Learn the key elements in the initial conversation
• Gain some insight into the mentoring process
• Some tips on avoiding common pitfalls

Goals for a Mentoring Program

To contribute to a positive atmosphere in which the intellectual activities can germinate into a successful career in academic medicine, as researcher, clinician, teacher, and/or scholar.

To provide an opportunity for junior faculty to secure interpersonal connections in informed and supportive career development.

BENEFITS OF A MENTORING PROGRAM

The new faculty (protégé) benefits through:
• a senior faculty member who serves as a role model
• an experienced listener who can respond to problems or concerns
• an advisor who can offer useful guidance on professional goals and career direction

The mentor benefits through:
• sharing expertise and wisdom on personal and professional experiences
• the satisfaction of recognizing new faculty potential and observing growth and achievement
• contact with new faculty and their issues
• increased career satisfaction
• the growth and goodwill mentors will experience by assisting in the development of fellow faculty
The College of Medicine benefits through:

- early determination of the appropriateness of new faculty fit, knowledge, skills and chosen career path
- increased faculty interaction and networking
- the development of a greater awareness within the faculty of the positive growth opportunities
- the cost-benefit realized through the successful retention of productive faculty
- the building and transmittal of the College of Medicine culture

Desired Outcomes of a Viable Faculty Mentoring Program

1. New faculty will gain a clearer sense of the rigors and rewards of a career in academic medicine.

2. New faculty will acquire a better awareness of expectations for career advancement.

3. New faculty will develop rapport with at least one other faculty member.

4. The transition period from new investigation to established research will decrease.

5. An increase in effective early intervention will take place.

6. Should realize an increased cost-benefit analysis as a result of increased retention of faculty and reduction in cost of recruitment and orientation of new faculty.

7. Should be able to demonstrate the number of individuals transferring from tenure-track to clinical at the mid-career review.

8. Should be able to demonstrate an increase in the number of promotions from assistant to associate professor, as measured historically at the beginning of the clinical track and the inception of the formal COM mentoring program.

PROGRAM STRUCTURE

For optimum effectiveness, faculty mentoring should be formalized. Each College of Medicine department is encouraged to structure a faculty mentoring system that fits the particular needs of the faculty and department. The Office of Faculty Affairs and Development will assist departments in this effort by providing:

- Guidance on development of a successful mentoring program
- Orientation for faculty mentors
- Resources on successful mentoring
- Other assistance as identified

In addition, the Office of Faculty Affairs and Development invites faculty members to participate in a College of Medicine supported mentoring program. After completion of a Mentoring Interest Inventory, those faculty that voluntarily choose to participate as mentors or mentees will be formally matched. Success of the mentoring process suggests that participants agree to a commitment of one year. However, a “no fault clause in each agreements will allow for changes in the match arrangement, if the mentoring relationship does not fit either need.

**Office of Faculty Affairs and Development Match Criteria**

1. Voluntary nomination or recommendation by the Department
2. Background information shared by mentor/protégé
3. Interests, likes, preferences of mentor/new faculty (protégé)
4. Perceived mentor/protégé strengths
5. Flexibility in changing unsuccessful mentor/protégé matches

The mentoring process should include:

For New Faculty

1. Orientation to the merits, benefits, structure and expected outcomes of the Mentor Program.
2. Determination of the qualities the protégé would consider most desirable in a mentor.
3. Encouragement to commit to a formal mentoring relationship for at least one (1) year.

For Senior Faculty:

1. Senior faculty should be invited to serve as mentors based upon the recommendations of the Department Head and/or Division Director.
2. Prospective mentors should be selected based on skills, expertise, interest and qualities they would prefer in a mentoring relationship.
3. Senior faculty should be encouraged to commit to a formal mentoring relationship for at least one (1) year.

Whatever the level of involvement, the critical ingredient in an effective mentoring program will be the willingness of senior faculty mentors to be available for new faculty, and the willingness of junior faculty to accept the support and guidance offered. The College of Medicine Mentoring Program will not replace the need for departmental or inter-departmental mentoring. It is an additional way to assist junior faculty members in setting goals for successful and productive academic careers.

**COLLEGE OF MEDICINE PROCESS**

1. Annual “How To…” orientation sessions for new mentors
   (Offered at the convenience of participants.)

2. Formal discussion and/or orientation with new faculty during new faculty orientation.

3. Mentors/protégés will be encouraged to meet at periodic intervals.

4. Periodic evaluations of faculty mentoring within the College of Medicine

**FUNCTIONS MENTORS MAY PERFORM**

Mentors perform a multitude of functions for their faculty mentees. Such functions may include:

1. Providing knowledge of the system, politics, requirements for success

2. Stimulating and encouraging the acquisition of knowledge in technical skills and leadership skills development

3. Providing information about internal/external career opportunities, e.g. committees, conference presentations, grants or manuscript writing

4. Providing emotional support and encouragement, or helping the mentee develop coping strategies during periods of turmoil
5. Socializing the mentee regarding the role requirements, expectations, organizational imperatives and demands of academic medicine

6. Creating an understanding of the academic bureaucracy, its strengths and weaknesses

7. Providing introductions, invitations and referrals

8. Inculcating, by example, a positive value system for a productive professional work ethic

9. Providing, by example, informal instructions about demeanor, etiquette, collegiality, and day-to-day interpersonal relations

Assisting the faculty mentee in building self-confidence, heightening self-esteem, and strengthening motivation to perform at their greatest potential.

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14. Socializing the mentee regarding the role requirements, expectations, organizational imperatives and demands of academic medicine

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18. Providing, by example, informal instructions about demeanor, etiquette, collegiality, and day-to-day interpersonal relations

Assisting the faculty mentee in building self-confidence, heightening self-esteem, and strengthening motivation to perform at their greatest potential

ASSUMPTIONS ABOUT THE NATURE OF MENTORING

- **Mentoring can be a powerful growth experience for both the mentor and protégé.** Mentors will learn new things about their protégés themselves, and possibly their department and the College of Medicine.

- **Mentoring is a process of connecting.** Commitment by and engagement of mentoring partners is a key element in establishing, maintaining, and experiencing
successful mentoring relationships. Mentoring is most successful when it is done collaboratively.

- **Successful mentoring is a reflective practice that takes preparation and dedication.** It begins with mentor and protégé self-learning. Taking the time to prepare for the mentoring relationship adds value to it.


### How To Prevent Mentoring Problems

College of Medicine Mentoring Workshop

1. **Expectations**
   - Establish expectations of both mentor/mentee at the first meeting
   - Remember that it takes time to develop a meaningful relationship
   - Address the basic needs of the individual first

2. **Conflicting Advice**
   - Offer various options, but not answers
   - Allow the individual to make his/her own decision
   - Sparingly offer your opinion on issues
   - Offer advice that is as consistent with your department/College as possible

3. **Emotionally needy mentee**
   - Encourage the individual to develop a sense of independence
   - Avoid becoming an emotional crutch
   - Avoid becoming a confessor
   - Recognize your own limitations

4. **Dealing with conflicts or injustices**
   - Avoid assuming the mentee battles
   - Teach the mentee techniques for assuming own battles
   - Avoid interceding between the mentee and others

5. **Legal ramifications**
   - Always consult with your department or College of Medicine about potential legal matters
• Refer the mentee to appropriate resources in situations with potential legal ramifications

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NOTES FOR mentoring Workshop
August 23, 2002

Terms Protégé-Mentee used in research literature & various programs
Mentors versus Role Models

Just a brief note about the difference between a mentor and a role model. Role models do not function as mentors, but mentors can function as role models.

**Role models**

influential from a distance
little/no commitments to indiv
passive influence, usually
may not be aware of their impact
on others

**Mentor**

influence takes active role
consciously involved in the lives of others, with goal of helping the individual move forward professionally.

ASSUMPTIONS ABOUT THE NATURE OF MENTORING

• **Mentoring can be a powerful growth experience for both the mentor and protégé.** Mentors will learn new things about their protégés, themselves, their department, and possibly the College of Medicine.

• **Mentoring is a process of connecting.** Commitment by and engagement of mentoring partners is a key element in establishing, maintaining, and experiencing successful mentoring relationships. (Mentoring is most successful when it is done collaboratively.)

• **Successful mentoring is a reflective practice that takes preparation and dedication.** It begins with self-learning by both mentor and protégé. Taking the time to prepare for the mentoring relationship adds value to it.

So what is a mentoring relationship?

Tosteson stated that “the only thing we professionals have to offer others (faculty) is ourselves. Everything else they can read in a book.”
Exercise #2: In tables discuss a couple of questions, M. decide #’s
10 min Ask for 1-2 volunteers to share with “class”.

Think about your mentoring experiences and the people who have been there to guide, support, and strengthen you. (Zachary,p.11)

- My mentors were….
- What wisdom have you gained from each of your mentors?
- What did you learn about being a mentor?

FUNCTIONS MENTORS MAY PERFORM

Mentors perform a multitude of functions for their protégés. Such functions may include:

Note that mentoring is both a professional and a social relationship.

Career/professional functions

Psychosocial functions

19. Providing knowledge of the system, politics, requirements for success

20. Stimulating and encouraging the acquisition of knowledge in technical skills and leadership skills development

21. Providing information about internal/external career opportunities, e.g. committees, conference presentations, grants or manuscript writing

22. Providing emotional support and encouragement, or helping the protégé develop coping strategies during periods of turmoil

23. Socializing the protégé regarding the role requirements, expectations, organizational imperatives and demands of academic medicine

24. Creating an understanding of the academic bureaucracy, its strengths and weaknesses

25. Providing introductions, invitations and referrals
26. Inculcating, by example, a positive value system for a productive professional work ethic

27. Providing, by example, informal instructions about demeanor, etiquette, collegiality, and day-to-day interpersonal relations

28. Assisting the protégé in building self-confidence, heightening self-esteem, and strengthening motivation to perform at their greatest potential

**REASONS FOR MENTORING:**
Motivation- drives participation in a mentoring relationship. It has a direct impact on behavior, attitude, and emotional resilience in mentoring relationships. Can affect the quality of the interaction within it. Mentors who have an understanding of why they are doing something end up more committed to it. Understanding motivation requires introspection and candor, because all have internal and external motivations for doing things.

**Exercise #3 Why does mentoring appeal to you?** [In packet]

There are many reasons for becoming a mentor:

This exercise represents several broad commonly articulated motivations. The questions (1-4) force concrete and candid reflection and evaluation. **Spend 5 minutes on self-reflecting”Why does mentoring appeal to you?”**

As you consider your motivation to mentor another, let’s move to a discussion of the kind of needs that junior faculty typically identify.

**MENTORING NEEDS IDENTIFIED BY JUNIOR FACULTY**

Much of the research on mentoring in higher education suggests that junior faculty have some specific requirements for effective mentoring relationships. The following are needs for a mentor typically identified: Cite references Here by reference number***************
Junior faculty say they need to know:

- Confidentiality will be maintained
- Expectations and parameters of a mentoring relationship
- Career advancement processes and criteria
- Criteria, policies and procedures for promotion and tenure within tracks
- Institutional knowledge on governance and structure of the Division, Department and College of Medicine
- Departmental expectations and faculty responsibilities for career advancement
- Strategies for the development of career goals

UI 2001 Survey Results on Mentoring Needs
(Rank order of the importance of key mentoring needs, scale 1-5)

- Advocacy for career development
- Support for protected time
- Availability for career counseling
- Understanding the promotion process
- Advocacy for personal and professional growth

SKILLS MENTORS SHOULD HAVE

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<thead>
<tr>
<th>Skill</th>
<th>Yes/No</th>
<th>Needs Work</th>
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Maintaining trust, compassion and connection are foundations to an effective relationship. So, how is this achieved? Mentoring relationships progress through 4 predictable stages: preparation, negotiating, enabling, and coming to closure. These stages build on one another to form a development sequence, which varies in length from one relationship to another.

STAGES IN MENTORING RELATIONSHIPS AND PROCESSES

1. Effective mentoring relationships begin with preparation of the mentor and move into preparation for the mentoring relationship. Effective preparation for the mentoring relationship requires mentors to consider what is required to move on to the next stage, or to move through each stage.

2. The next stage is negotiation of the relationship…that is, the conversation that results in a mutual understanding of the process that the mentoring relationship is to follow. This conversation establishes the road map for the relationship.
3. The third stage is the goal-setting and **enabling** stage when there is the most need for mentor support. It is the longest stage and presents the greatest challenges for both the protégé and mentor.

4. The fourth stage is a continuation of the process until the goals are achieved and a decision is made to end or renegotiate the relationship. This stage includes **coming to closure** with the mutual understanding of each party (the protégé and mentor).

Knowledge about the various stages in mentoring relationships can greatly contribute to creating a solid understanding of the learning that occurs in the mentoring relationship. Each stage is crucial to the growth of the mentoring relationship.

**Not All-Knowing**  
According to *The Odyssey*, Mentor was entrusted with the education and development of Odysseus’s young son, Telemachus. Mentor was the guardian who protected. He was wisdom personified and the dispenser of knowledge…the consummate teacher and guide. When Telemachus grew up and Odysseus returned, Mentors’s responsibilities were complete.

Now, mentoring has come along way since the original purpose described in the epic poem. Although the original purpose and concept are maintained, there is no expectation that today’s mentors are All-knowing. Based upon their individual needs at a specific point in time, most people have several mentors over the course of a career.

**TOOLS:**

- Strategies and Considerations for initial Conversations
- A practical Guide
- Two examples of Partnership Agreements provided

**How To Prevent Mentoring Problems**

6. Expectations

- Establish expectations of the mentor/protégé at the first meeting
- Remember that it takes time to develop a **meaningful** relationship
7. Conflicting Advice
   - Offer various options, but not answers
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8. Emotionally needy protégé
   - Encourage the individual to develop a sense of independence
   - Avoid becoming an emotional crutch
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   - Recognize your own limitations
9. Dealing with conflicts or injustices
   - Avoid assuming the protégé’s battles
   - Teach the protégé techniques for assuming own battles
   - Avoid interceding between the protégé and others
10. Legal ramifications
    - Always consult with your department or College of Medicine about potential legal matters
    - Refer the protégée to appropriate resources in situations with potential legal ramifications

CONCLUSION
Mentoring has become regarded as a genuine asset in just about every profession, be it industry, medicine, law, education, government.

In academic medicine, Mentoring is listed as one of the ways to improve the outcome of faculty careers. In the field of faculty development, the research suggests that having a mentor is associated with success.

So, what’s in it for you…The Mentor? I suggest that mentoring is a developmental stage in your professional life. By becoming a mentor, you have an opportunity to affect the future—you leave apart of yourself in everyone you mentor, your values, your ideals, your world-view, and your professionalism. Long after you’ve retired from the world of grants, publications, patients, housestaff and students your work will still be going on in those you’ve guided as a mentor. You are now armed with some additional tools to be effective.
## Strategies and Considerations for Initial Conversations

<table>
<thead>
<tr>
<th>To-Do List</th>
<th>Strategies for Conversation</th>
<th>Mentor Considerations</th>
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<tbody>
<tr>
<td>Take time getting to know each other.</td>
<td>Obtain a copy of the protégé’s CV in advance of the conversation. If one is not available, create one through conversation.</td>
<td>Establish rapport. Exchange information. Identify points of connection.</td>
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<tr>
<td>Talk about mentoring.</td>
<td>Ask: Have you ever before been engaged in a mentoring relationship? What did you learn from that experience?</td>
<td>Talk about your own mentoring experiences.</td>
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<tr>
<td>Determine the protégé’s goals</td>
<td>Ask: What do you want to learn from this experience? Give the protégé an opportunity to articulate broad goals.</td>
<td>Determine if the protégé is clear about his or her own goals and objectives.</td>
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<tr>
<td>Determine the protégé’s relationship needs and expectations.</td>
<td>Ask: What do you want out of the relationship?</td>
<td>Be sure you are clear about what your protégé needs or wants from this mentoring relationship. If you are not, encourage the protégé to think through what he or she wants from the relationship.</td>
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<tr>
<td>Determine what could be accomplished.</td>
<td>Ask: What would success look like for you?</td>
<td>Do you have an area of experience or expertise that is relevant to this person’s learning goals?</td>
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<tr>
<td>Share your assumptions, Discuss: Implications for relationship.</td>
<td>Ask for feedback.</td>
<td>What are you willing and capable of contributing to</td>
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<td>needs, expectations, and limitations candidly.</td>
<td>the relationship?</td>
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<tr>
<td>Discuss options and opportunities for learning.</td>
<td>Discuss implications of each other’s styles and how that might affect the relationship.</td>
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<tr>
<td>Ask: How would you like to go about achieving your career goals?</td>
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<tr>
<td>Discuss ways: learning and communication styles.</td>
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<tr>
<td>Ask: What is the most useful kind of assistance I can provide?</td>
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<tr>
<td>Discuss means: Shadowing, project, workshops, referrals</td>
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WHAT DO I NEED TO DO AS A MENTOR?

A Practical Guide

THE FIRST MEETING

• Call your protégé to set up the first meeting

• Set aside about an hour for the first contact. It can be in your office, off campus, over coffee, lunch, or whatever works best for the two of you – research shows that meetings that include food often are most satisfying, but it’s not required. It doesn’t matter where, when, or how you do it. JUST DO IT!

• Get acquainted with her/him as a person first. Married? Kids? Hobbies? Find out some of the things that make her/him unique and different, then move on to the heavier stuff.

• Prepare an agenda and review the protégé’s:
  1. C.V.
  2. track and rank
  3. the expectations that the Division and/or Department has for how protégé spends time
  4. the guidelines for promotion and/or tenure
  5. the goals they have set, and if they have not done this yet, suggest that it be done before your next meeting.

• Make mutual decisions
  1. confidentiality parameters
  2. duration of relationship
  3. frequency and type of meeting
  4. no-fault termination (sometimes there is no connection)
• Ask if she/he has any questions they would like to ask.

• Schedule your next meeting.

• Sign a Mentoring Agreement. This formalizes the relationship for both of you.

• Make notes on what you want to be sure to cover at your next meeting

SUBSEQUENT MEETINGS

• As your relationship progresses, you and your protégé may find you want or need to meet more or less often, or that the interval between meetings varies depending upon need. This is fine so long as you continue to meet or talk occasionally, probably at least once every three months at a minimum, to keep the relationship growing.

• Review where your protégé is in relation to promotion and tenure. Look at things like committee assignments (is he/she overburdened with administrative or committee responsibilities that will do little to advance their academic career or achieve their goals?)

• What could be discussed:
  1. work related issues
  2. career development
  3. time management
  4. personal or domestic issues
  5. skill development

• Attempt to be as flexible as possible about being available to your protégé

• Mentoring is like any relationship between two people that takes time to grow. Remember that not all people or relationships are alike; there is no one right mentoring method. Whatever works for you and your protégé is right for you.

THE ONE YEAR MEETING

• The original agreement between mentor and protégé has been fulfilled at this time, and it is important that this is formally acknowledged by a meeting that brings the activity to an official close. This meeting does not preclude an ongoing relationship if both parties wish to continue one, it simply marks the end of the structured initial period. From here on out, the two of you are on your own with no strings attached.

• This meeting is when you could do your summing up.

• Review your protégé’s activities for the past year and discuss how they have or have not advanced his/her in relation to their short term and long term goals.

• Talk about the big picture and the future. This meeting should be a little like the end of a chapter in a book. It should bring the action to a climax, and it should also lead into the next chapter.
What is the recommended duration of a formalized mentoring relationship?

- **Serve as a Mentor for at least one year**
  You are agreeing to mentor your protégé for at least one year. At the end of the year, you are no longer obligated to continue the relationship. Your protégé also will know that the formal mentoring agreement is for a single year. Should the two of you wish to continue the relationship, you are free to set up additional guidelines and expectations.

- **Refer your protégé to other faculty when appropriate**
  The mentoring relationship will be more successful when the mentor does not feel the responsibility of being all knowing. You can act as a facilitator to see that the protégé gets needed help or advice from others who are more expert in a given area. Call on another faculty colleague and arrange a meeting with your protégé.

A FEW QUESTIONS ANSWERED!

1. **Why should I be the one to set up the first appointment?**
   - It may come as a real surprise to you because you certainly don’t think of yourself in this light, but your protégé probably perceives you as a person of power - at least as someone who has more power than they do. This means they may feel awkward about asking you to take your valuable time for a meeting even though they may know you have agreed to serve as a mentor. It simply makes it easier for them and defines you as someone who seeks the relationship as actively as they do.

2. **Why should I be the one to push the relationship?**
   - Reread Number 1!

3. **Why should I set up the appointment with a faculty resource person?**
   - It still has to do with the power thing. Part of being a mentor is helping your protégé by introducing him/her to those people who can help them advance in academics. In this case it is another expert whom they might not feel comfortable contacting on their own.

4. **Why should I get involved in a mentoring relationship?**
   **What’s in it for me?**
   - Personal satisfaction? Bending a twig? Influencing the entire future of academic medicine? Gaining a new friend? Giving something back for all
you have received? Reminding you of all the reasons you went into academic medicine? A little immortality? Reliving your early career? Making sure no one ever has to relive parts of your early career? Can we stop now?

WHAT IF???????

1. I really don’t seem to hit it off with my protégé?

Keep a couple of things in mind. First, this is mentoring not marriage; so you don’t have to achieve total compatibility. Second, you’ve only agreed to do this for one year. Third, you may be looking for more than you need to have a good mentoring relationship which can work with nothing more than good intentions on both parts. It’s great if you and your protégé develop a close friendship, but it’s not necessary. Before you do anything else, try to figure out what the problem is. Sometimes simply taking the time to think through what is causing concern suggests the solution. Does your protégé feel the relationship is not working? Does she/he have any suggestions to improve it? If they seem to be happy, maybe you are expecting more than necessary and the arrangement is actually working.

2. Neither my protégé nor I think the relationship is working?

It probably isn’t; so the question is can and do you want to fix it? The actual act of sitting down and discussing what you need to fix may be part of fixing it, or it may reveal that there probably is little reason to try to fix it.

- Remember your “no-fault clause” in the mentoring agreement.

3. What if my protégé doesn’t show up for meetings?

Try to find out what happened. Sometimes circumstances beyond their control arise – we all know how that can happen in academic medicine. Let them know that you set aside time for the meeting and how important it is for them to honor the appointments. If the “no show” habit persists even after you’ve done this, end the relationship.

- Mentors aren’t obligated to spend time chasing down their protégé in a one-sided relationship.

4. This mentoring business is taking much more time than I expected or can spare?

You’re trying to do too much! You may be doing more for and with your protégé than is required for a mentoring relationship. Think about what your goals for this relationship really are and be sure you separate out what is necessary and what it has become. Having too ambitious an agenda may jeopardize actually getting what you want to do done. You need to be a good, not perfect mentor so don’t let trying to be perfect get in the way of being good.
KEY TIPS FOR MENTORS

1. Maintain regular contact.
2. Always be honest without being judgmental
3. Don’t expect to have all the answers (refer your protégé for a skill or knowledge you can not provide).
4. Be clear about expectations and boundaries
5. Respect confidentiality

Adapted from: The Mentor’s Mentor: A Guide to Faculty Mentoring, Women’s Faculty Development Caucus, College of Medicine, University of Arkansas for Medical Sciences 1998-99.

**Why does mentoring appeal to me?**

<table>
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<th>There are many reasons for becoming a mentor:</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Helping to expand someone else’s knowledge base</td>
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<td>Being in a position to exert positive influence</td>
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<td>The satisfaction of passing on knowledge</td>
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<td>Helping to build a division or department</td>
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<td>Achieving recognition</td>
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<td>Receiving reward for the effort</td>
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<td>Increasing my own growth and productivity</td>
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</tr>
<tr>
<td>Expanding my personal network</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Being known</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Repaying the debt of what others have given to me</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>The joy of collaborative activities</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Having others seek me out for advice and guidance</td>
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</tbody>
</table>

1. Why does mentoring appeal to me?

2. I want to be a mentor because ………..
3. My experience and expertise will contribute to this relationship by ………

4. Specific things I can and am willing to do to help this individual are ………

**Responsibilities of a Mentee**

- Seriousness in developing the relationship
- Eagerness, respect and desire to learn from the person selected as mentor
- Clarity in identifying needs
- Flexibility and understanding of the Mentor’s time
- Willingness to receive and provide feedback
  - Identify mentoring areas of need
  - Identify resources you need
  - Recognize what mentors can and cannot do
  - Respect the time limits available for mentoring in today’s busy world
  - Recognize that mentoring is a reciprocal relationship
  - Take all feedback seriously and act on the input

**Key Tips for Mentees**

- Maintain regular contact with your mentor(s)
- Be clear about your expectations and needs
- Do not expect to have all your questions answered immediately or by one mentor
- Respect confidentiality
- Accept and act upon all feedback you receive
Consider using PPP file from Mentor-Mentee Workshop 11/20/02 “Do I need a Mentor?”

1. Most common reservations
   a. I’m too busy
   b. Mentoring is remedial help
   c. Previous experiences were negative
   d. It’s time for me to work on my own
   e. The best work in academics is done alone
   f. I’ll ask for help if I need it; I don’t want to pinned down
   g. Mentoring is a superficial fad
   h. A mentor would pressure me to become a clone
   i. I’m not sure what a mentor does
   j. I expect this person would want special favors

2. There is a persistent myth that mentoring- beyond graduate school or fellowship – shows weakness. My advice is to let go of bad experiences or preconceived notions regarding mentoring. The fact is, mentoring is needed now more than ever in academic medicine. Faculty no longer have the luxury of time to experiment and fail in this rapidly changing, productivity-driven (oriented), very competitive environment. Whether you are a junior faculty, or post-doc, you need to get up to speed as quickly as possible. This means finding others to help you learn the written and unwritten rules of the road and skills needed to become successful. Mentoring relationships help both the individual and (in this case the K-12 Program) accomplish their goals.

3. Recent publications about mentoring in professional careers merit your attention:
   Intense mentoring relationships generally predict political saavy, more advanced professional skills, higher levels of research productivity, and greater career advancement. Bova, 1995; Gaff & Simpson, 1994; Johnsrud & Atwater, 1993