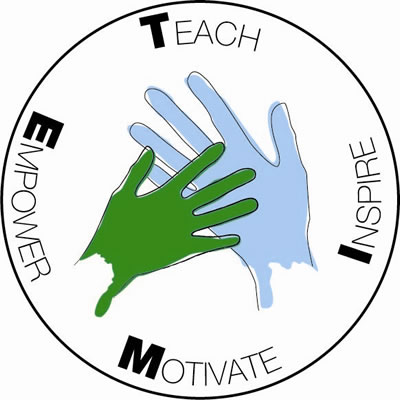


Mentoring Guidelines

Information for Mentors & Protégés



Department of Surgery

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This booklet is intended to provide information on mentoring to faculty in the Department of Surgery.

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# What is mentoring?

Mentoring is an activity that has many different interpretations. It is usually seen as a relationship that encourages the holistic development of a person. This means that the mentor role encompasses being an exemplary role model, a confidante who will support the protégé through any personal stresses and strains, a teacher, a developer of talent and an opener of doors. A mentor in the healthcare professions is commonly seen as an experienced practitioner who looks after and guides, to a greater or lesser degree, a less experienced person. The mentor gives priority to helping the protégé learn and develop, advance their career and cope with any problems arising. (Hesketh and Laidlaw, 2003)

Mentoring can serve many different purposes. It can be used in career development, clinical, research, socialization, and teaching. There are a number of different mentoring models available: dyad, peer, facilitated peer, speed, functional, group, distance, virtual. Dyad--pairing a protégé with a more senior or more experienced mentor is the most common.

Benefits for the department and the institution include: onboarding new faculty; development in careers, research, diversity, teaching; job satisfaction; developing future mentors; continued employment; perpetuate culture/adopting values

# Mentoring vs. Coaching

|  |  |  |
| --- | --- | --- |
|  | **Mentor** | **Coach** |
| Focus | Individual | Performance |
| Role | Facilitator with no agenda | Specific agenda |
| Relationship | Self-selecting | Comes with the job |
| Source of influence | Perceived value | Position |
| Personal returns | Affirmation/learning | Teamwork/performance |
| Arena | Career/life related | Task related |

Mentors focus on the person, their career and support for individual growth and maturity while the coach is job-focused and performance oriented. Mentoring is a power free, two-way mutually beneficial relationship. Mentors are facilitators and teachers allowing the protégé to discover their own direction. A coach has a set agenda to reinforce or change skills and behaviors. Interpersonal skills will determine the effectiveness of influence for both coach and mentor. The coach also has an implied or actual level of authority by nature of their position. A mentor’s influence is proportionate to the perceived value they can bring to the relationship. The coach’s returns are in the form of more team harmony and job performance. The mentoring relationship is reciprocal. There is a learning process for the mentor from the feedback and insights of the protégé.

# Mentors

*Role*

* Active listener
* Ask questions
* Shares experiences/stories
* Encourage development
* Ensure confidentiality
* Explore, teach, & illustrate
* Offer guidance & direction, not necessarily telling how to “fix it”

*Benefits*

* Develop relationship skills
* Discover new ways of helping people that can then be applied to others
* Satisfaction of helping another person developmentally to be independent
* Ideas for and feedback on your own projects
* Network of former protégés who can collaborate
* Expanding your network of mentoring colleagues

*Challenges*

* Not trained to be a mentor
* Time involvement
* Mismatch with protégé
* Working on self-development
* Threatened by protégé
* Not to “fix it”

*Characteristics*

* Knowledgeable/competent
* Accessible
* Respected
* Provides feedback/direct
* Fosters growth
* Encourages personal development
* Willingness to share
* Honest
* Role model
* Supportive, professional environment

*Toxic*

* Takes credit for protégé’s work
* Undermines protégé’s confidence
* Cannot separate personal goals from protégé’s
* Always interested—never available
* Violates confidentiality
* Bias/diversity issues

# Protégés

*Role*

* Identify specific goals to work towards
* Come prepared for meetings with agenda
* Be flexible
* Act on your own initiative
* Actively listen
* Ask questions
* Identify personal strengths & challenges
* Ensure confidentiality

*Benefits*

* Increase development of skills & competencies with someone you trust
* Define workable goals for career and educational development
* Develop network skills
* Build confidence and self-awareness
* Continue professional growth
* Benefit from experience

*Challenges*

* Finding a good mentor
* Continuing the relationship
* Time for meetings
* Doing all the work
* Don’t know how to use the mentor
* Breaking confidentiality

*Characteristics*

* Enthusiastic
* Willing
* Responsible
* Serious
* Flexible
* Asks questions
* Pre-planned meeting agenda

*Toxic*

* Want mentor to do all the work
* Never completes assignments/tasks
* Doesn’t come pre-prepared for meetings
* Conversations not work related
* Unclear goals
* Assumptions/expectations misaligned with reality

# Goals & Expectations

As a protégé, it is important to consider specifically how the mentor can help you. Any/all of the following are potential areas that can be discussed with a mentor:

|  |  |  |
| --- | --- | --- |
| * Designing research * Leading teams * Speaking before groups * Managing data * Finding resources * Finding funding * Navigating institution * Giving feedback * Evaluating research | * Writing grants * Cultural competence * Teaching effectively * Writing manuscripts * Managing time * Managing staff * Managing conflict * Managing budgets * Assessing students | * Medical informatics * Managing your career * Managing care * Collaborating effectively * Networking * Establishing goals * Preparing for promotion * Knowing career pathways * Departmental dynamics |

While all of these topics are possible, it is unrealistic to think that your mentor can provide guidance and information in all areas. During your initial conversations, find out what areas he/she feels comfortable working with and those areas that are not viable. It may mean that you garner multiple mentors to provide support and direction for the topics of interest to you. Before you first meeting, think about your goals and how your mentor might help you achieve them.

The more clearly you can articulate and document your expectations, the more satisfied you will be when it comes to performance and your working relationships. A clearly articulated set of expectations may seem like stating the obvious to some people and in some cases may go without saying at all. However, you owe it to yourself and others to fill this gap with a clear understanding leaving no room for assumption, doubt, or speculation.

*MENTORS: What are Your Expectations of Your Protégés?*

* Be involved. Show up when supposed to. Show vitality, curiosity, energy. Contact me when you need me-don’t rely on me to make all the appointments. Be honest. Accept criticism and advice. Let me know if our relationship is not working for you and we can work on finding another mentor.
* Interest in the process, being mentored. Follow through on planned actions/activities. Respect (assuming it’s deserved). Openness to feedback. Willingness to change, or at least willingness to explore possible change.
* Lead the relationship; tell me when they need me. Come to meetings prepared, with specific questions or ideas to discuss. Be responsible, show up when expected. Follow through on plans. Be honest, if interests change or needs change, tell me. If problems are encountered let me know so I can help.
* Be accountable. Be respectful of my time & efforts. Be open to being mentored.
* Initiate meeting times. Be willing to spend time defining their own goals; I can’t help you reach something undefined. Be honest; if this mentor-mentee relationship isn’t working, please be willing to say that. Understand that this is not a teacher-student relationship, meaning I don’t have all the answers.
* Willingness to be open & honest. Trusting that the process will be confidential. Prepared for mentoring sessions. Willing to own the process, that they are a key player in the success of the mentoring process. Want to be mentored, see it as a valuable part of their professional development.
* To have clear goals and expectations and communicates these goals with me. To be motivated and willing to engage or participates in their role. To be flexible in their schedule. To let me know how I am doing and if I am meeting their expectations.
* My protégé should be enthusiastic about progressing in his/her career, be accountable in meeting deadlines or tasks, respond to calls or emails in a timely manner. The success of my protégé does reflect on me as a successful mentor even though that’s not the priority. But when my protégé fails, I feel like I’ve failed too.
* Follow through. I can’t hold your hand thru every process-so initiative & independence are important. Come with an agenda/questions. I will have my agenda but I will ask about your issues first.
* Care about their personal growth (not apathetic or defensive or helpless). Reflect prior to meeting on strengths, areas to improve. Come prepared for the meeting. Be somewhat self-directed in their goals. Have follow through. Be honest with me and themselves.

*PROTEGES: What are Your Expectations of Your Mentor?*

* Keep the contract on which we agreed (big picture of the commitment, and its details. Details: show up as planned for in-person meetings, listen to me!, help make our relationship feel truly safe so that we can talk/I can speak frankly about my professional “worries’ and concern, introduce me to people and “paper” resources who can help “show me the way,” speak very frankly to me-giving though & calibrating your language
* Adapt to the goals of the protégé-not the mentor’s goals. Critique goals & objectives. To provide resources or networking opportunities. Help transform goals into plans. Monitor the progress of those plans.
* To be available, approachable. Identify my strengths & weaknesses & provide homework and activities to improve. Answer questions about projects and advice regarding the most appropriate or best possible way to go about executing a project. To understand the long therm plan or ultimate goal and provide pathways & suggestions to reach the goal. To suggest ways to overcome problems and hurdles along the way. To have continuous feedback on progress and to redirect mentee whenever they fall off the proper tract. To be there to celebrate success and to be supportive in case of failure and to encourage mentee to start again.
* Has a larger view of the pathway necessary for me to achieve my goals. Is not intimidated by me. Good communicator with no agenda other than to be helpful. Adaptable & unassuming. Doesn’t gossip about me. Stable in his/her own career. Honest yet gentle. Balanced in what they expect of me.
* Help in defining goals for my career and how to go about reaching them-discussion of what it is that I feel is primary goal and the things that are required to reach that. Currently a nebulous goal that needs some practical anchoring-wisdom from someone who has been though it previously to try and avoid pitfalls and help advise for routes (pleural) which can lead to achieve this goal.
* Respect me as an individual-helping me with career planning, learning new skills necessary for my faculty role, helping me when problems arise.
* Availability. Guidance with skills I don’t have. Encouragement with skills I have. Keen desire to see me succeed. Desire to have me help her succeed and guidance on how to do that. Truthfulness-don’t tell me I am doing well if you-don’t know, don’t mean it.
* Mentors should show interest in their mentees, assist in setting attainable, pertinent goals & offer encouragement in areas of interest. If/when a goal is outside the mentor’s areas of expertise, offer an alternative advisor when possible (networking).

# Trust

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

|  |  |
| --- | --- |
| **Behaviors that Build Trust** | **Behaviors that Destroy Trust** |
| * Being a proactive listener * Cooperating with others * Openly sharing and being vulnerable * Actions are parallel to words * Accepting and non-judgmental * Authentic and true-to-self * Freely admitting mistakes and errors * Actively seeking out different perspectives * Encouraging others to succeed * Having a positive, upbeat outlook * Honoring and respective confidentiality | * Not paying attention to what is being said * Being competitive * Withholding and keeping people out * Acting with a hidden agenda * Blaming others for mistakes * Keeping a closed mind to new ideas * Discouraging others from taking risks * Projecting a negative perspective * Breaking confidence |

Source: The Regents of the University of California. 2012

# Agreement Form

An agreement form allows the mentor and protégé to establish the basis for their relationship. It outlines the goals, how they will be measured, the meeting schedule, opportunities for learning, what confidentiality means and how it will be maintained, ground rules, communication and feedback, and a no fault clause. Appendix A provides the form that may be used. The form is to be completed by the mentoring pair.

# First Meeting

The first meeting is extremely important as it sets the foundation and tone for the rest of the mentoring relationship. There are many things that need to be done prior to, during, and after the first session. Appendix B provides a checklist for both mentors and protégés in anticipation of the first meeting.

# Boundary Issues

* What kind of access do the partners have with each other?
  + Is there a limit to the access?
  + Do the partners have unlimited access to each other?
  + Is an appointment needed?
  + Electronic access?
  + Will the protégé need to go through a gatekeeper to get to the mentor and vice versa?
* Are there topics that should not be addressed?
* Where will the meetings take place (onsite/offsite)?
* What if the relationship goes bad?

# Successful Mentoring

The success of the mentoring partnership depends heavily on both the mentor and the protégé. The more the two of you interact with each other with regards to mentoring, the more beneficial the partnership will become. It is highly recommended that both parties provide feedback and seriously assess the partnership at least 6 months into the mentoring.

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# Appendix A: Agreement Form

|  |  |
| --- | --- |
| **We agree on the following goals:** | **Successful completion will be measured:** |
| To ensure our relationship is mutually rewarding and satisfying, we agree to: | |
| **Meet regularly**: *(our specific schedule of contact is as follows):* | |
| **Look for opportunities and experiences to enhance the protégé’s learning**: *(we have identified the following opportunities for learning--projects, tasks forces, client teams, conference, etc.)* | |
| **Maintain confidentiality of our relationship**: *(confidentiality means…)* | |
| **Honor the ground rules we develop for the relationship**: *(our ground rules are…)* | |
| **Provide regular feedback to each other and evaluate our progress**: *(we will do this by…)* | |
| **No Fault Clause:** if, for any reason, either party decides that the mentoring relationship is not beneficial, feels uncomfortable, or just isn’t in the best interest of both parties, then both parties agree that the mentoring relationship should be ended due to no fault on either party. | |
| At least once during the course of the next year, and again at the conclusion of the mentoring cycle, we will review this agreement and evaluate our progress. Either party can elect to restructure and/or continue the relationship at that time. | |
| **Printed names of mentor and protégé: Date(s)**  **Signature of mentor and protégé:** | |

# Appendix B: Checklist for First Meeting

**BEFORE THE MEETING**

*For Protégés:*

* Complete Individual Development Plan (IDP) and send to mentor
* Update CV and send to mentor
* Complete Annual Review form and send to mentor
* Current teaching/working/researching projects
* Current responsibilities
* Identify your work style and habits
* Identify knowledge and skill gaps
  + Personal
  + Professional development
  + Skill development
  + Academic guidance
  + Research
* List specific areas of assistance sought (see page 4 Goals & Expectations)

*For Mentors:*

* Review IDP, CV, and Annual Review form prior to meeting
* Areas of training
* Expertise/experiences
* Current projects
* Current responsibilities
* Available resource(s) that you can offer
* Potential collaborative projects
* Potential professional contacts
* Path to your current position

**THE MEETING**

* Schedule the meeting (minimum 1 hour)
* Learn a little bit about each other (hometown, hobbies/interests, education, experiences, etc.)
* Actively listen to one another
* Clarify expectations
* Clarify ground rules
* Protégés share primary focus of relationship and areas of assistance needed
* Mentors share how s/he can contribute to the areas of assistance
* Develop joint goals for the year
* Complete the Mentoring Partnership Agreement
* Talk about next steps (meetings, communications, follow-up, etc.)
* Schedule the next meeting (Quarterly)
* Submit copy of agreement

**AFTER THE MEETING**

* Touch base from time to time in between meetings
* Make sure mentor and protégé have a copy of the agreement
* Contact Sonia Sugg, for assistance/concerns

# Appendix C: Developing Ground Rules

1. Topics/priorities
   1. What are the core topics/priorities we want to discuss? Job? Career aspirations?
   2. What are the limits to the scope of the discussions (what will we/won’t we talk about?)
2. Responsibilities
   1. Who will take responsibility i.e. the mentor/mentee/both together for;
      1. Deciding how often we meet?
      2. Setting the agenda for meetings?
      3. Ensuring that meetings take place?
      4. Organizing where to meet, and for how long?
      5. Defining learning goals?
      6. Initiating reviews of progress?
3. How formal or informal do we want our meetings to be?
4. To what extent is the mentor prepared to allow the mentee to:
   1. Use his/her authority?
   2. Use his/her networks?
   3. Take up time between meetings?
5. Are we agreed that openness and trust are essential? How will we ensure that they happen?
6. Are we both willing to give honest and timely feedback (e.g. to be a critical friend?)
7. Do we both agree to behave in a confidential and ethical manner? How will we ensure that we do this? What will we do/not do?
8. Confidentiality
   1. What are the limits to the confidentiality of this relationship?
   2. What are we prepared to tell others?
   3. About the relationship?
   4. About our discussions?
   5. Who shall we tell and how?
9. When and how will we check that this relationship is ‘right’ for both of us?

Example: Ground rules for mentoring

*A mentoring session*

* is an open, honest, supportive, non-judgmental discussion which takes place in a quiet, private place with no interruptions
* is confidential; however, maintaining confidentiality regarding issues raised/discussed during the session should not compromise the mentor with respect to the code or ethics, the trust code of conduct or other relevant ethical guidelines. If the mentor feels that their duty of care to avoid harm to patients overrides the requirement for confidentiality then they may take appropriate steps, with the full knowledge of the individual
* has an agreed structure, including
  + the scope of what will be discussed and any appropriate boundaries e.g. personal vs. professional issues
  + the ability of either party to withdraw from the mentoring relationship e.g. due to personality clashes (in this case an alternative mentor would be assigned)
  + be informed of the availability of alternative mentors
  + review and follow up mechanisms
* has time set aside which should have an agreed time frame including
  + the frequency of mentoring sessions
  + the duration of mentoring sessions
  + cancellations within an agreed framework

- there should be a commitment from the mentor and mentee to turn up and on time for an agreed session, regardless of the degree of progress that has been made

- availability of the mentor outside of agreed sessions

*The mentor*

* will demonstrate a commitment to the development of their mentoring skills
* can refer to another mentor if they feel they have reached their limitations to help (this should take place in consultation with the mentee)
* will explain the role of the mentor and explore the expectations of the mentee
* will be objective and non-judgmental. They are not there to assess the mentee’s performance
* will explain the need for any notes written during a mentoring session, what will happen to these notes and how the mentee can gain access to them
* has protected time allocated for mentoring sessions and any preparation required

*The protege*

* will retain the ownership for their development
* will take responsibility for their Personal Development Plan (PDP) and undertake to
  + identify their learning & development needs
  + plan how to meet these needs
  + undertake the development activities identified in their plan
  + document this
* must be honest, demonstrate commitment to their development, be prepared and have thought about their development before the mentoring session in order to fully benefit from mentoring
* can choose not to share personal information with their mentor