

# Mentorship Tips

## Why Seek Mentorship?

Mentoring has been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (mentoring is linked to funding and publications)
- Increase interest in academic careers
- Predict promotion in academia
- Improve self efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Lead to less work-family conflict

## Benefits for Mentors: (Hirsch et al 2014; Clark et al 2000)

- Development of personal support network
- Allow learning & feedback from protégé
- Satisfaction from helping others
- Enhanced career satisfaction
- Enhancement of confidence and professional identity
- Scholarly productivity
- Satisfaction with one's program
- Stress reduction
- Faster time to first job
- Faster time to promotion
- Higher salary

## Stages of Mentorship (Kram 1983)

### Initiation

1. Get to know each other
  - a. Share information about your professional and personal life
  - b. Learn something new about your mentee/mentor
2. Establish guidelines
  - a. When and where will we meet?
  - b. How will we schedule meetings?
  - c. How will we communicate between meetings?
  - d. What agenda format will we use?
  - e. Will there be any fixed agenda items to be discussed at every meeting?
  - f. How will we exchange feedback?
  - g. How will we measure success?
3. Establish expectations
  - a. Scheduling and logistics of meeting
  - b. Frequency and mode of communicating between meetings
  - c. Responsibility for rescheduling any missed meetings
  - d. Confidentiality
  - e. "Off-limits" conversations
  - f. Giving and receiving feedback
  - g. Working with formalized mentee goals
4. How to structure meeting time. One suggestion: "10/20/60 Rule" for 1 1/2 hours:
  - a. First 10 Minutes
    - i. Engage in personal/professional "check-in"
  - b. Next 20 Minutes
    - i. Focus on 'front burner' issues (upcoming presentation, manuscript revision, etc.)
  - c. Next 60 Minutes
    - i. Discuss current and long term goals and priorities Summarize discussion, clarify tasks,

schedule follow-up meeting

### **Cultivation**

1. Build trust
2. Give and receive Feedback
3. Positive expectations may come into conflict with reality
4. Career functions may emerge first then psychosocial functions as bond strengthens

### **Separation and Redefinition**

1. Anticipate structural and emotional separation
2. Consider the following questions:
  - a. Have the goals been achieved?
  - b. Have the important issues been discussed?
  - c. How should the separation/redefinition be acknowledged?
  - d. What will the agenda be for the last meeting?
  - e. What would be the ideal interaction going forward?

## **Difficult Mentorship Relationship**

### **Possible negative experiences:**

- Dyad mismatch: values, working style, personality
- Lack of mentor expertise: interpersonal and/or technical incompetence
- General dysfunctionality: bad attitude, personal problems
- Distancing behavior: neglect (most common negative behavior)
- Manipulative behavior: inappropriate delegation, credit taking
- Mentor Role Conflicts: Role demands of a direct supervisor may conflict with role demands of a mentor

### **How to manage the difficult situation:**

- Try to work it out with your mentor
- If communicating issue with your mentor does not provide satisfaction, you may contact Sallie DeGolia at [degolia@stanford.edu](mailto:degolia@stanford.edu) , Mentorship Advisory Council, for advise and/or switch of mentor