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, Mentorship Advisory Council, for advise and/or switch of mentor