

CLRES/MEDEDU 2170: Making the Most of Mentoring

Course Objectives:

By the end of the course, students should be able to:

- Understand the roles of a mentor and a mentee
- Better communicate with mentor/mentee
- Use mentor-mentee contracts
- Negotiate with mentor/mentee
- Provide and accept feedback
- Understand issues related to mentoring minorities and women
- Use tools to evaluate the mentoring relationship

Course Mechanics:

Facilitated group discussion generated by guiding questions and case studies; role playing.

Format:

For the first few minutes, we will review assignments and recap subject matter from the previous week. In the remaining time, we will introduce and discuss the new topic.

Intended audience:

Individuals interested in academic careers, those participating in ICRE training programs, junior faculty from the Schools of the Health Sciences

Credits. 1

Schedule. 8 2-hour sessions, Fridays 1:00 pm – 3:00 pm starting September 3 and ending October 22

Grading. Pass/Fail based on active participation in class discussions and role plays as well as completion of assignments

Course Director: Melissa McNeil

Instructors: Melissa McNeil, Deborah Seltzer, Michael Elnicki, Robert Arnold, Michael Fine, Jeanette South Paul, Fernando Holguin, Kaleab Abebe, Esa Davis

Required Text:

Carr PL, Bickel J, Inui TS (editors). "Taking Root in a Forest Clearing: A resource guide for medical faculty." Boston University School of Medicine, 2003. Available here:

http://www.bu.edu/cms/www.bumc.bu.edu/busmosa/files/Resource_Guide/Resource_Guide_For_Faculty.pdf

ICRE mentoring web site. <http://www.icre.pitt.edu/mentoring/>

NOTE: While the titles of some of the required readings are directed at particular groups (e.g., basic scientists, clinician educators, clinical fellows), the content of each has been reviewed, and the content of each is appropriate and pertinent to all.

SESSIONS:

Pre-Session assignment:

Reflect on your mentoring experiences to date; identify your mentors and mentees

Session 1. What is a mentor? What is a mentee?

In this session, we will define and discuss the roles of both the mentor and mentee, the characteristics of a good mentor/mentee, and the importance of and the reasons for having multiple mentors. We will explore the benefits of mentoring for mentees in terms of career development and personal growth as well as the benefits that accrue to the mentors.

When: Friday, September 3, 1:00 pm – 3:00 pm

Instructors: Melissa McNeil, Deborah Seltzer

Required Reading:

Mentoring overview. <http://www.icre.pitt.edu/mentoring/overview.html> Lee, A, Dennis, C, Campbell, P. "Nature's guide for mentors." *Nature*, 791-797, 44:14, 2007.

Ludwig S, Stein, REK. "Anatomy of mentoring." *The Journal of Pediatrics*. 151-152e. 2: February, 2006

Suggested Reading:

Steiner, JF, Curtis, P, et al. "Assessing the role of influential mentors in the research development of primary care fellows." *Academic Medicine*, 865-872. 79:9, 2004.

Assignment: Develop list of what you want to get out of the mentoring relationship (e.g., benefits).

Session 2. Models of mentoring, Finding the right Mentor for You

We will explore the advantages/disadvantages of different models of mentoring including team mentoring, peer mentoring, and having multiple mentors. We will

discuss how to determine the configuration that is best for you. (Part 1) We will discuss how to find a mentor who is right for you. (Part 2)

When: Friday, September 10, 1:00 pm – 3:00 pm

Instructor: Part 1: Melissa McNeil, Deborah Seltzer, Part 2: Bob Arnold

Required Reading:

Mentoring models. <http://www.icre.pitt.edu/mentoring/models.html>

Assignment: Write about, no more than a page, which model(s) of mentoring you will be (or are) using and why.

Session 3. Setting expectations

We will examine why setting expectations early in the mentoring relationship is essential, strategies for negotiating expectations, and the use of mentor-mentee contracts to develop explicit expectations. (Part 1) We will work to achieve a group consensus on the appropriate responsibilities for both the mentor and mentee as well as their joint responsibilities. (Part 2) Mentors will be invited to this session.

When: Friday, September 17, 1:00 pm – 3:00 pm

Instructors: Part 1: Michael Elnicki, Part 2: Melissa McNeil, Deborah Seltzer

Required Reading:

Expectations. <http://www.icre.pitt.edu/mentoring/expectations.html>

Lee, JM. Anzi, Y, Langlotz, CP. "Mentoring the mentors: Aligning mentor and mentee expectations." *Academic Radiology*. 556-561. 13:5, 2006.

Suggested Reading:

CANDO Mentee Tip Sheets <
https://www.edo.ca/certification/mentorship/Mentee_tips.pdf>

Assignment: Develop a mentoring contract with specific expectations and goals for both the mentee and mentor

Session 4. Gender issues and communication styles

We will discuss key issues related to mentoring and gender (e.g., transgender mentoring relationship, mismatch of styles or perception of style/attitude—male is aggressive, female is angry) and strategies to provide appropriate mentoring (with sensitivity). We

will talk about the ways in which men and women communicate differently and the implications.

When: Friday, September 24, 1:00 pm – 3:00 pm

Instructor: Melissa McNeil, Deb Seltzer

Required Reading:

Diversity in mentoring. <http://www.icre.pitt.edu/mentoring/minorities.html>

Required text, chapters addressing women

Assignment: Identify a situation in which you have observed gender differences in communication

Suggested Reading:

Allen, T, Day, R, Lentz, E. "The Role of Interpersonal Comfort in Mentoring Relationships." *Journal of Career Development*, Vol. 31, No. 3, Spring 2005

Session 5. Learning to communicate

We will discuss tips for effective communication, barriers to communication, active listening, and other issues designed to improve mentor-mentee communication.

When: Friday, October 1, 1:00 pm – 3:00 pm

Instructor: Bob Arnold

Required Reading:

Communication. <http://www.icre.pitt.edu/mentoring/communication.html>

Assignment: Take communications test to discover your communication style.

http://www.queendom.com/tests/access_page/index.htm?idRegTest=683

PLEASE NOTE: THE FORMAL ON-LINE ANALYSIS OF THE TEST COST \$. THIS IS OPTIONAL AND NOT NECESSARY.

Session 6. Issues for minorities in academic medicine

We will discuss key issues related to mentoring and minorities (e.g., negative racial stereotypes, being a minority in a largely white research world, lack of senior mentors of the same race) and strategies to provide appropriate mentoring (with cultural sensitivity). (Part 1) We will discuss challenges for minorities in academic medicine and

solutions as well as ways in which a mentor can be helpful, how important is it to have a mentor of the same race, and other issues. (Part 2)

When: Friday, October 8, 1:00 pm – 3:00 pm

Instructors: Part 1: Jeanette South Paul Part 2: Fernando Holguin, Kaleab Abebe, Esa Davis

Required Reading:

Diversity in mentoring. <http://www.icre.pitt.edu/mentoring/minorities.html>

Required text, chapters addressing minorities

Assignment: Identify challenges and issues you have experienced (if applicable, include race issues)

Suggested Reading:

Ortiz-Walters, R, Gilson, LL. „Mentoring in academia: An examination of the experiences of protégés of color.” *Journal of Vocational Behavior*. 459-475. 67. 2005

Session 7. Evaluating the mentoring relationship and giving and receiving feedback

In this session, we will discuss the importance of on-going evaluation of the mentoring relationship, appropriate frequency of evaluations, the pros and cons of formal v. informal evaluation, tools for evaluating the relationship, and how to use the results of an evaluation. (Part 1) We will examine why, when, and how to give feedback as well as issues related to structuring the feedback session and minimizing emotional impact of feedback. We will identify key “do’s and don’ts” related to giving feedback, We will discuss how to get feedback, including how to avoid defensiveness, how to ask for explanations/clarifications of feedback, how to judge the feedback, how to identify alternative behaviors, and others. We will identify strategies that allow acceptance of feedback with dignity and grace. (Part 2)

When: Friday, October 15, 1:00 pm – 3:00 pm

Instructors: Part 1: Michael Fine, Part 2: Deborah Seltzer

Required Reading:

Giving and receiving feedback: <http://www.icre.pitt.edu/mentoring/feedback.html>

Excerpta Medica, Inc. “Mentoring in medicine: Keys to satisfaction.” *Association of Professors of Medicine*. 336-341. 112. March, 2002.

Suggested Reading:

Young, AM, Perrewe, PL. "The Exchange relationship between mentors and protégés: The development of a framework." *Human Resources Management Review*. 177-208, 10:2, 2000.

Selwa, LM. "Lessons in mentoring." *Experimental Neurology*. S42-S47. 184. July 2003.

Assignment: Using evaluation forms provided (TBD), evaluate your mentoring relationship to date.

Session 8. Identifying and resolving challenges and issues and moving to independence

In this session, we will examine the challenges that may arise in the mentoring relationship, such as behavioral issues, unbalanced mentoring, issues of ethics in mentoring, changing mentors, conflicts in the mentoring relationship. We will brainstorm strategies for dealing with these challenges. Strategies range from doing nothing to actively addressing the issue to terminating the mentoring relationship. We will discuss and role play the wide range of responses to challenges. We will also address issues surrounding becoming independent for both mentors and mentees, such as "how to throw the chick out of the nest and teach it to fly" and how to break free of your mentor while remaining close. We will explore what it means to be an independent investigator, how the mentor-mentee relationship will change, how to end the mentoring relationship gracefully, finding closure, finding new mentors for new challenges, taking advantage of professional societies, and facing the world on one's own.

When: Friday, October 22, 1:00 pm – 3:00 pm

Instructors: Melissa McNeil, Deborah Seltzer

Required Reading:

Problem-solving. <http://www.icre.pitt.edu/mentoring/problemsolving.html>

Ethics in mentoring. <http://www.icre.pitt.edu/mentoring/ethics.html>

Johnson, WB, Huwe, J.E. "Toward a typology of mentorship dysfunction in graduate school." *Psychotherapy*. VOL 39; Part 1, pages 44-55, 2002 <http://bit.ly/3O1hrA>

MacLeod, S. "The challenge of providing mentorship in primary care." *Postgraduate Medical Journal* 2007;83:317-319

SUPPLEMENTAL COURSE READINGS:

Kressin, NR, Samnath, S, Weaver, F, Rubenstein, L, Weinberger, M. "Career and time management strategies for clinical and health services researchers." *Journal of General Internal Medicine*, 10:1007/s 11606-007-00337-7, 2007

Farrell, SE, Digioia, NM, Broderick, KB, Coates, WC. "Mentoring for clinician-educators" *Acad Emerg Med* Volume 11, Issue 12 1346-1350, 2004