Mentoring the Mentor and Teacher

The Continuum of Career Development

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Characteristics of a “Good” Mentor

- Personal Characteristics
  - Enthusiasm
    - Passion, and positivity
  - Appreciate individual differences
  - Respect
  - Unselfishness
  - Sensitivity
    - Listen, hear and support

- Availability
- Inspiration
- Balance direction and self-direction
- Able to question and listen
- Foster good habits
  - Wide knowledge of the literature
  - Receptive to new approaches/ideas

What does the Mentor/Teacher need?

**Emotional Intelligence**

*Essential* to being an effective Mentor

- Self awareness
- Self regulation
- Motivation
- Empathy
- Social Skills
What does the Mentor/Teacher need?

Programs to build skills

- Build communities
  - Of scientists, clinicians and people

- Skills to equip mentees to be successful
  - Communication
  - Teaching methods
  - Writing manuscripts and grants
  - Reviewing grants and articles
  - Giving oral presentations

What does the Mentor/Teacher need?

Resources

**Leadership Support**

Support network:
- within a discipline and across disciplines
- HR/personnel experts

Facilitated debriefing sessions

Annual training programs
- Didactic
- Online
- Joint training for mentors and mentees, trust building exercises

Time
Lesson’s from Executive Coaches

Lack of Execution
Work/Life imbalance

Maladaptive coping
Increase control
Micro-manage
Isolation - less in touch
- arrogance
Risky behaviors

Positive adaptive traits
Self reflection
Emotional Intelligence
Willingness to delegate
Collaboration
Flexibility

Success
Coaching

Resources needed for a successful Mentor/Teacher

- Regular assessments of the mentoring relationship
- Performance assessment and management
- Opportunities and resources for career advancement
Assessing the success of the mentoring/teaching relationship

- Develop expectations and monitor
  - Ethical behavior
  - Commitment
    - # meeting times per month
    - time allocation to mentoring/teaching
    - completion of administrative tasks
    - completion of mentoring or career development progress reports
  - outcomes
    - Students’ achievements/board pass rates/inservice exam scores
    - Teaching evaluations
    - # publications
    - # grant applications, awards
    - academic advancement
    - Institutional and external accomplishments (committees etc.)

- Satisfaction of Mentees and Mentor
<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Question/Task</th>
<th>Example</th>
<th>What could be done better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciating individual’s differences</td>
<td>Give an example of an incident that illustrates your acknowledgment of individual difference</td>
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<tr>
<td>Availability</td>
<td>Give an example of the strategy you use to be available to your students/staff</td>
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<tr>
<td>Self-Direction</td>
<td>What is your rating</td>
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<tr>
<td>Questioning</td>
<td>Describe how you last used active questioning to lead a mentee towards a solution</td>
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<tr>
<td>Celebration</td>
<td>When did you last celebrate a student/staff member’s achievement? How did you celebrate?</td>
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<tr>
<td>Building a scientific community</td>
<td>Describe a deliberate strategy you used to build a scientific community group.</td>
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<tr>
<td>Building a social community</td>
<td>Describe a deliberate strategy you use to build your group as a community.</td>
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<tr>
<td>Skill Development</td>
<td>Describe the steps you take to develop the critical, writing and presentation skills of your students/staff</td>
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<tr>
<td>Networking</td>
<td>Describe one example of how you have introduced each of your students/staff into the scientific network</td>
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<tr>
<td>Mentor for life</td>
<td>How many of your past students/staff are you in contact with?</td>
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<tr>
<td>What one thing will you do differently?</td>
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Recognition of Mentors/Teachers

- Develop criteria for promotion based on mentoring/teaching
  - excellence, innovation, scholarship

- Mentoring/teaching awards:
  - dollars, time, personnel, trips, etc.

- Feature mentors/teachers in institutional publications, web sites

- Recognition dinner to honor outstanding mentors/teachers
What does the Mentor/Teacher need to advance their career?

- Basic leadership skills
- Organizational culture
- Institutional goals
- Institutional priorities
- Understand administrative tasks
Mentoring Experiences of training Program Directors

Norby, Suzanne, 2009

n = 110
Mentoring Experiences of training Program Directors

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<tbody>
<tr>
<td>Mentored</td>
<td>59.8%</td>
</tr>
<tr>
<td>Mentoring would have been beneficial</td>
<td>76.8%</td>
</tr>
<tr>
<td>Initially did not feel prepared</td>
<td>41.1%</td>
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Mentoring = sense of being prepared

P=0.003
What does the Mentor/Teacher really need now to advance their career?!

New Demands for the Physician Scientist Teacher

- Basic leadership skills
- Organizational culture
- Institutional goals
- Institutional priorities
- Understand administrative tasks
What does the Mentor/Teacher really need **now** to advance *their* career?!

New Demands for the Physician Scientist Teacher

- Basic leadership skills
- Organizational culture
- Institutional goals
- Institutional priorities
- Understand administrative tasks
- Quality & Safety
- Healthcare systems
- Care management
- Outcomes reporting
- Professionalism
- Facilitating change
- Strategic planning and implementation
Women in Leadership

The Good News: We’re only aiming for 50%
The Bad News: The pipeline may not be there

Women in Biochemical Research: Best Practices for Sustaining Career Success, NIH March 4th 2009:
Nancy C. Andrews, MD, PhD “Progress and Promise, Women in Academic Medicine”
Addressing leadership competencies

- Business skills
- Communication and relationship building
- Strategic leadership
- Personal attributes
Addressing leadership competencies

Business Skills

- Understand and take advantage of relationships with administrative partners
- Understand organization’s financial practices
- Understand financial constraints
- Results oriented

Goal – help the organization adapt to financial challenges
Addressing leadership competencies

Strategic Leadership

- **Visionary thinking**
  - Develop effective strategic plans
    - Balance objectives that support improvement across a “balanced scorecard”
    - Focus the objectives
  - Develop tactics to achieve goals
  - Develop metrics corresponding to the objectives

- **Change management – implementing tactics**
Addressing leadership competencies

Strategic Leadership

- Change management – implementing tactics
  - Competent application of resources and expertise
    - Resources available
    - Resources needed
    - People needed (skills, training etc.)
  - Establish direction
  - Align and motivate people
  - Understand internal and external environments
Addressing leadership competencies

Strategic Leadership

Change management – implementing tactics

- Establish direction
- Align and motivate people
- Understand internal and external environments

Decision making in an environment of conflict and resistance
Addressing leadership competencies

Personal Attributes and Effective Communication skills

- Relationship builder
- Inspire excellence
- Adaptable
- Foster mutual respect
- Support a sense of purpose and support for peers
- Attract and retain best talent
- Develop individuals and teams
Professionalism

- Define professional virtues, principles and expectations
- Individual development
- Team development
Professionalism

Individual development

Must define expectations

Evaluation

- Trust
- Integrity
- Respect from colleagues
- Self awareness
- Self management
- Social awareness
- Relationship management
Team development

- Understand and value the contributions of each team member
- Communicate effectively
  - Communicate value of each team member
  - Communicate expectations of individuals’ roles
  - Learn good communication skills
  - Identify bad communication tactics/habits
Professionalism

Organizational Ethics

- Employee rights
- Job discrimination
- Executive privileges

Organizational culture is nurtured from leadership actions
Continuum of Career Development

Must meet the changing needs of

- Individuals at different career stages
- Organization
- Scientific and Healthcare environment

Should provide just-in-time learning
# Mayo Clinic’s Career and Leadership Development Program (CALD)

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<th>CALD II</th>
<th>CALD III</th>
<th>CALD IV</th>
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<td><strong>New Staff</strong></td>
<td><strong>New Leaders and leadership teams</strong></td>
<td><strong>Experienced leaders</strong></td>
<td><strong>Senior leadership</strong></td>
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<td><strong>Module II-A</strong></td>
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<td>Understanding your role</td>
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<td>Strategic Planning: Developing the Direction and Implementing</td>
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<td>Change</td>
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<td>Module I-A</td>
<td>Focus on orientation –</td>
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<td>Heritage Institutional Orientation</td>
<td>1. Understanding and adapting to the institutional culture</td>
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<td>4. Understanding oneself (appreciating strengths)</td>
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# Mayo Clinic’s Career and Leadership Development Program (CALD)

## CALD II
- **New Leaders and leadership teams**
  - Module II-A: Understanding your role as a leader
  - Module II-B: Maximizing Our Financial Performance to Achieve Our Mission
  - Module II-C: Leading Organizational Change
  - Module II-D: Developing Our People

## CALD III
- **Experienced leaders**
  - Module III-A: Providing Value: Building a Culture of Quality, Safety, and Service to Produce the Best Outcomes
  - Module III-B: Providing Value: Driving Down Expense to Provide the Most Reasonable Cost

## CALD II & III
**New and Midlevel Leaders**

Focus on competencies:

1. **Develop and execute effective strategies**
2. **Understand their leadership role**
3. **Gain insight into their leadership styles, ways to maximize strengths and develop needed skills**
4. **Understand the impact of the external environment**
5. **Understand the importance of developing and mentoring others**
## Mayo Clinic’s Career and Leadership Development Program (CALD)

### CALD IV

**Senior Leadership**

**Focus on –**

1. Creating and clarifying direction
2. Communicating direction and needed changes

*Just –in-time group discussions:*

- of changes impacting medicine
- to assess where we are and why
- to determine where we need to be and what we need to do to get there

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- Support from Leadership
- Regular assessments of the mentoring relationship
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References


8. Norby, Suzanne MD, abstract accepted for presentation- AMEE 2009