

Mentoring in Academic Medicine: A Primer for Mentors and Mentees



Dan Alford, MD, MPH

Emelia Benjamin, MD, ScM

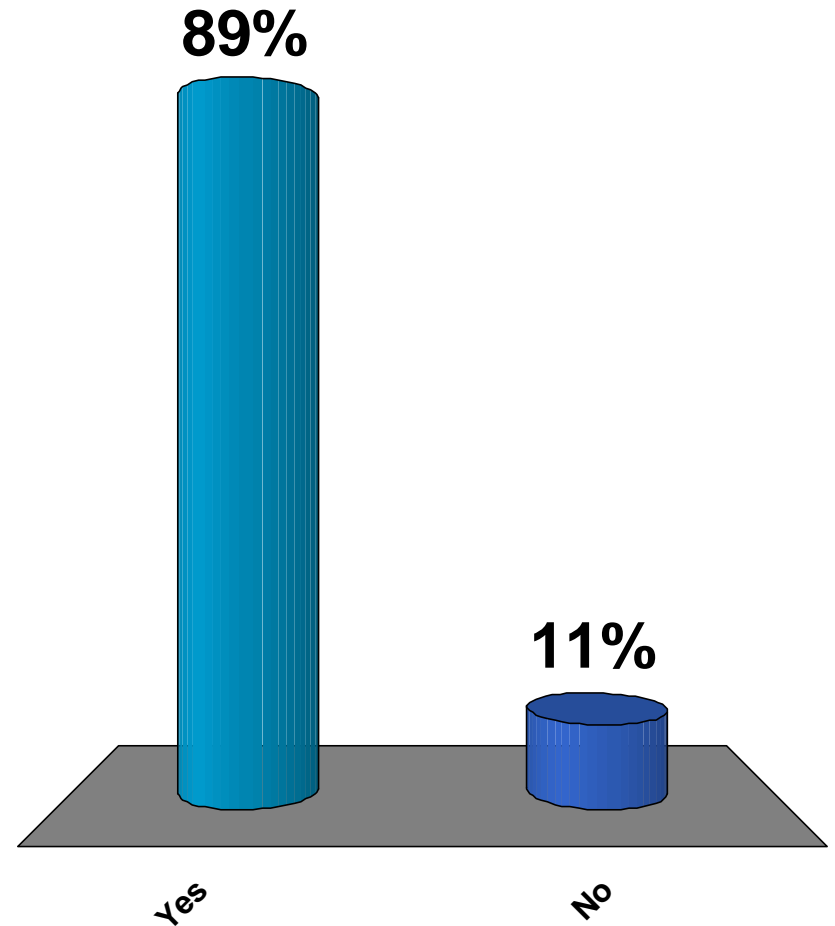
Sharon A. Levine, MD

Joe Vita, MD

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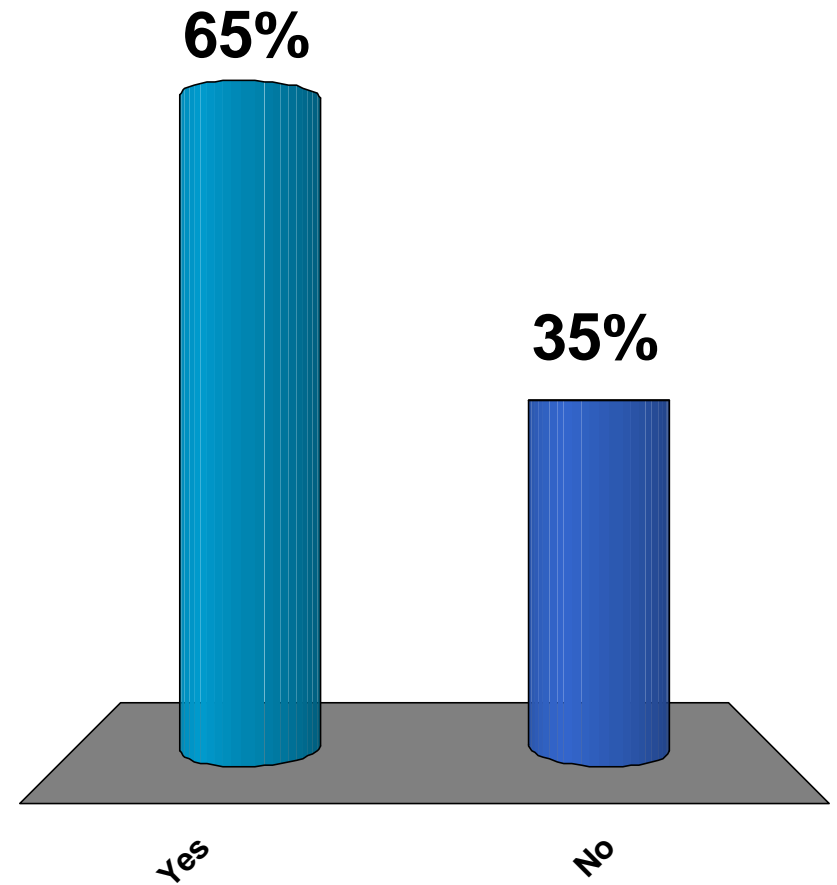
Do you know what a mentor is?

1. Yes
2. No



Do you have a mentor?

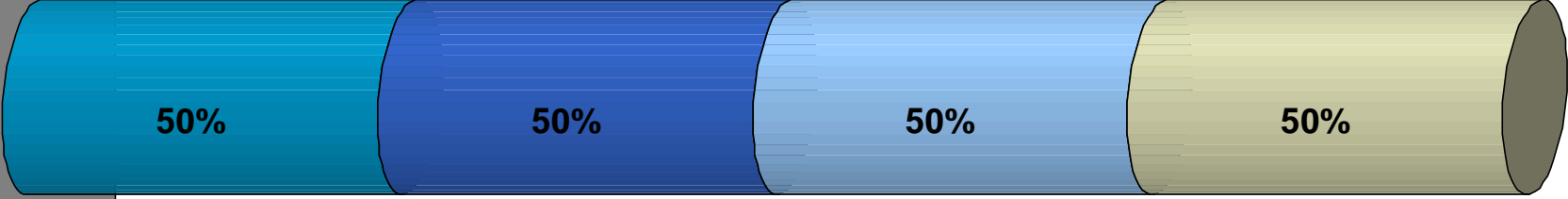
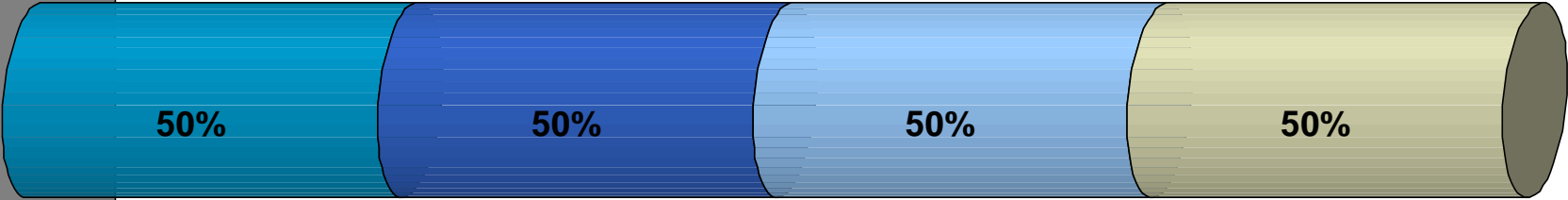
1. Yes
2. No



Do you have a mentor?

Yes

No



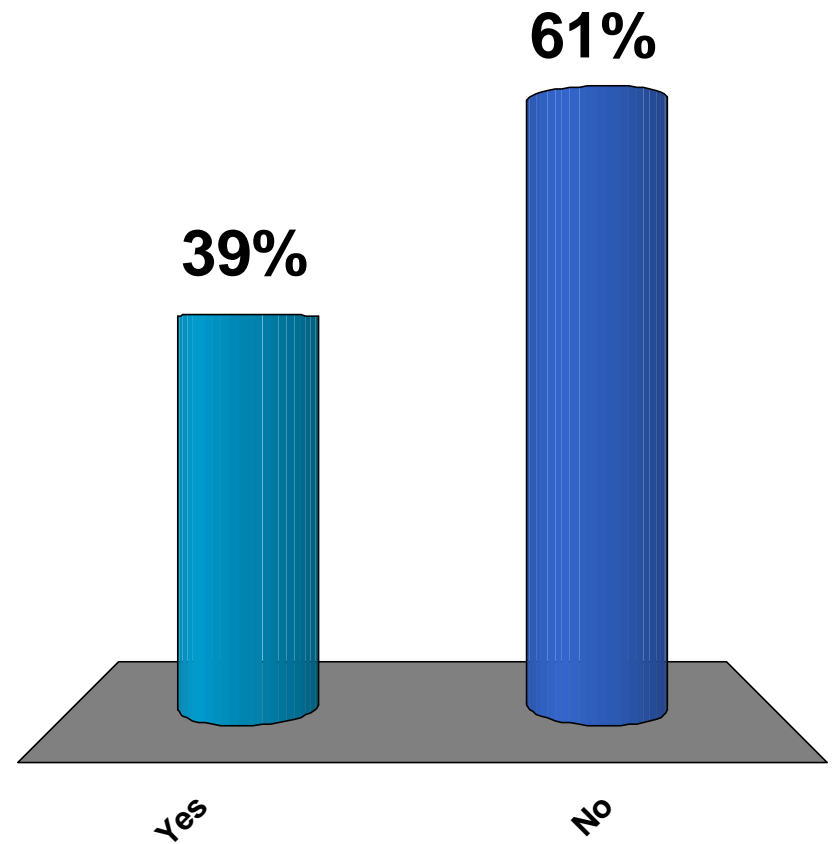
0% 20% 40% 60% 80% 100% 120% 140% 160% 180% 200%

Instructor Assistant P... Associate P... Professor

Are you a mentor?

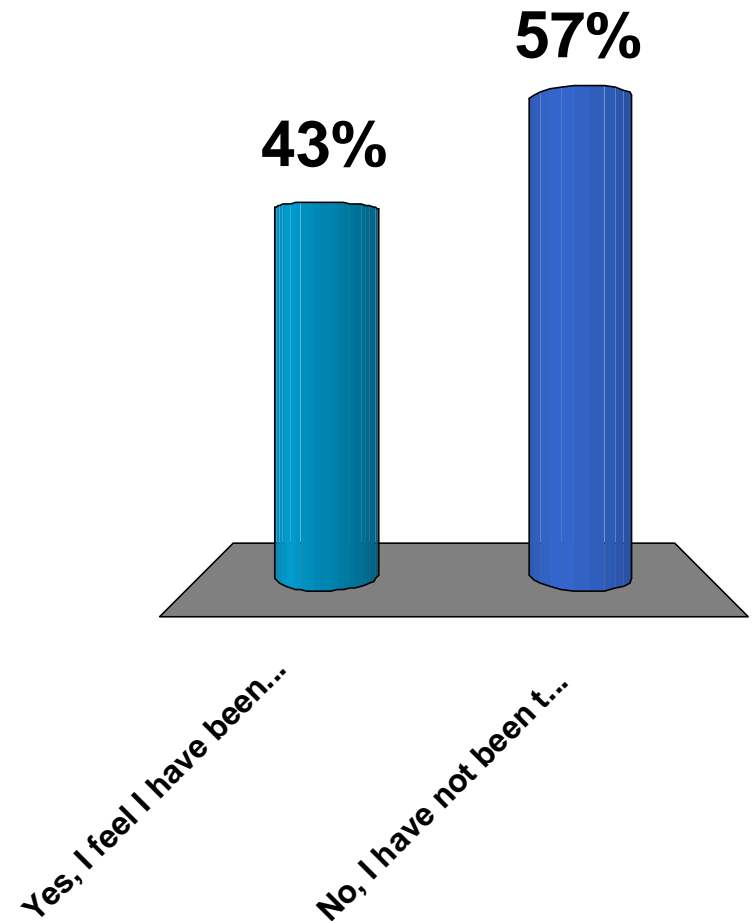
Yes

No



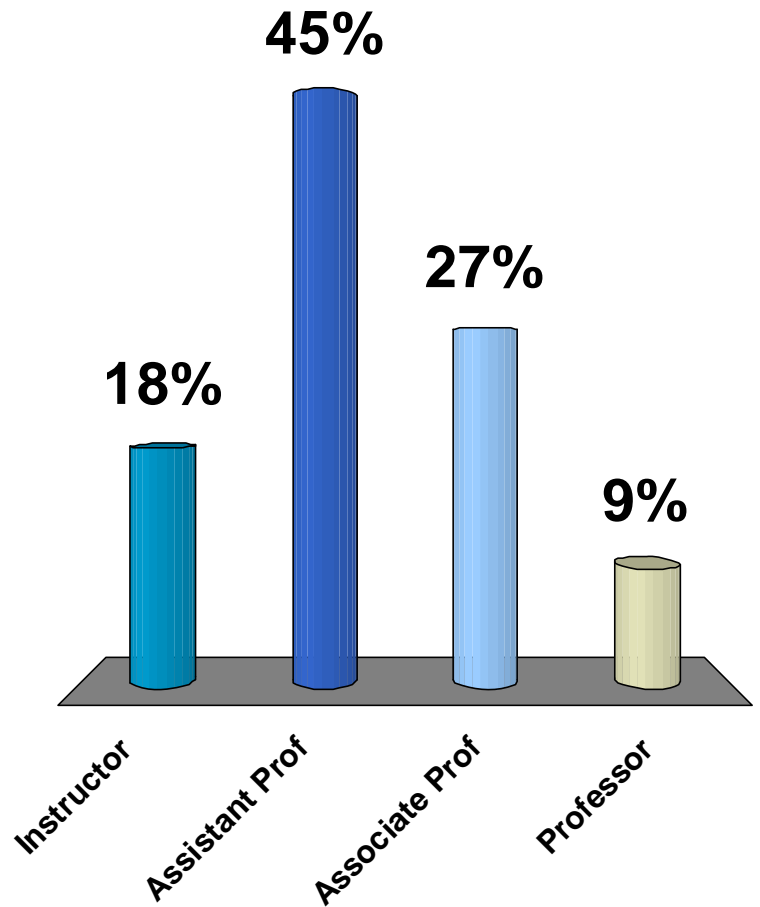
I feel I have been taken advantage of by a mentor.

1. Yes, I feel I have been taken advantage of.
2. No, I have not been taken advantage of.



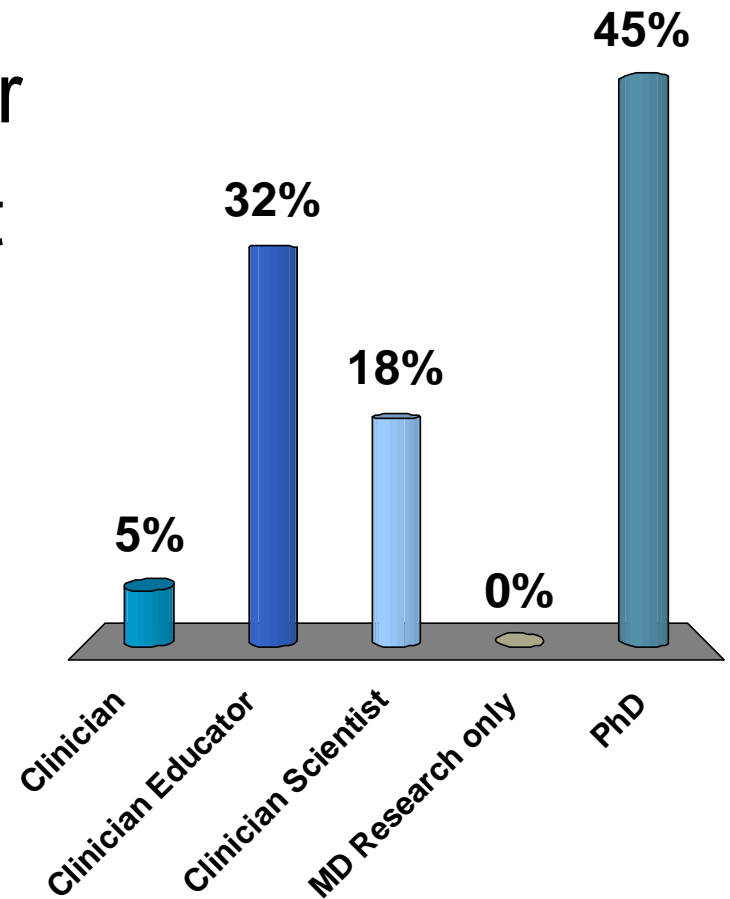
What is your rank?

1. Instructor
2. Assistant Prof
3. Associate Prof
4. Professor

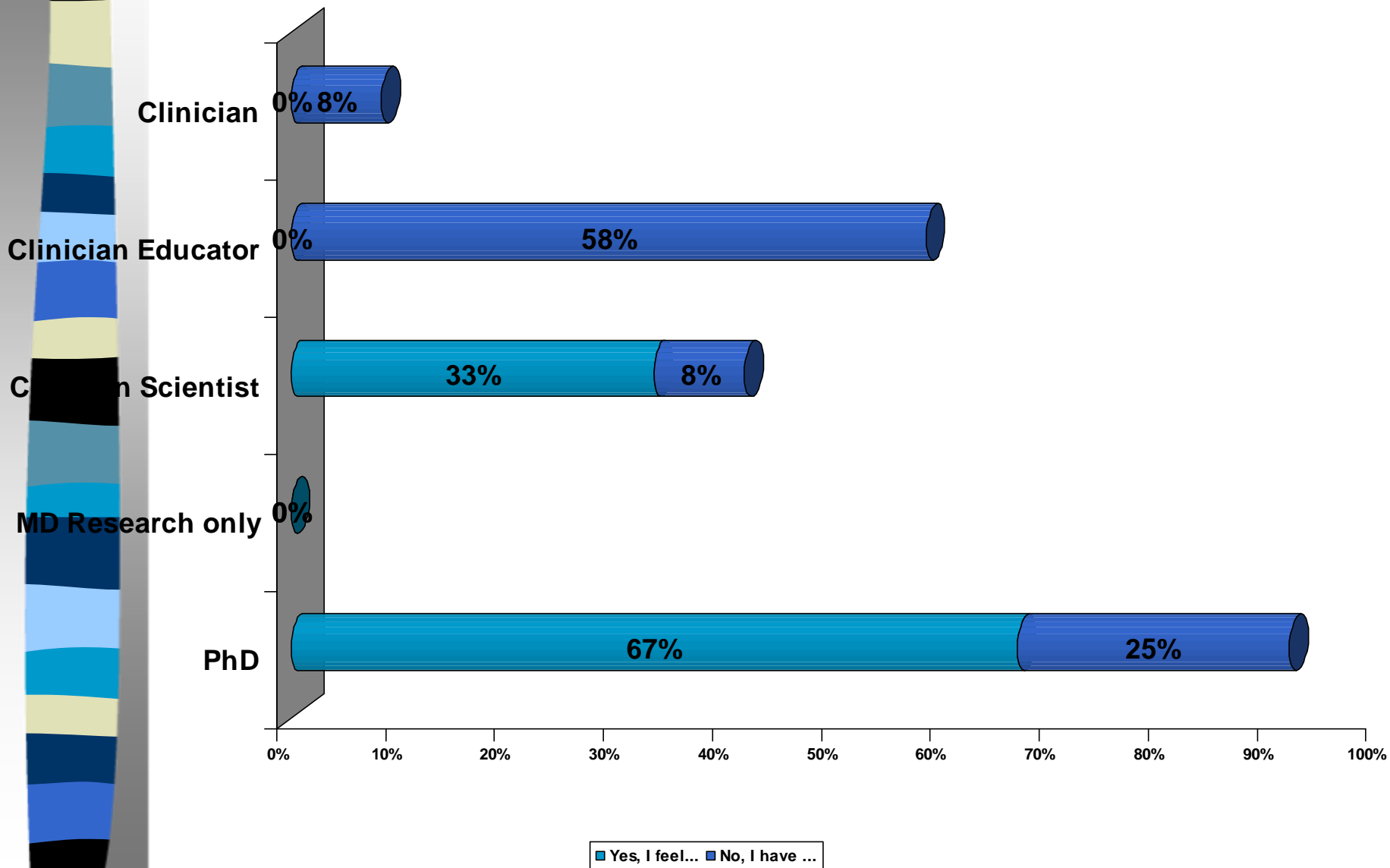


I define myself as a.....

1. Clinician
2. Clinician Educator
3. Clinician Scientist
4. MD Research only
5. PhD



I define myself as a.....



Mentor in the Odyssey

- Age
- Wisdom
- Friendship
- Nurturing
- Guidance





Traditional Definition

“A dynamic reciprocal relationship in a work environment between two individuals where, often but not always, one is an advanced career incumbent and the other is a less experienced person, and the relationship is aimed at fostering the development of the less experienced person”

Healy CC, Welchert AJ. Educ Res. 1990

Mentoring in Business





Mentoring in Business

- 1979 Harvard Business Review--*Much Ado about Mentoring*
- Earned more money at younger age
- Better educated
- More likely to follow initial career paths
- Greater career satisfaction
- More positive outcomes



Mentoring in Faculty Career Development

- Multifaceted relationship
- May need multiple mentors--build a mosaic of advocates, coaches, advisors, learning partners and “cheerleaders”
 - What if they disagree?!
- Primary goal: nurturing professional development



Mentoring in Academic Medicine: Why?

- Mentored faculty feel more confident than peers
- More likely to have a productive research career
- Feel greater support for their research
- Report higher career satisfaction

Palepu A,, Academic Medicine, 1998; Levinson W et al. West J Med 1991, Palepu A. J Gen Intern Med, 1996



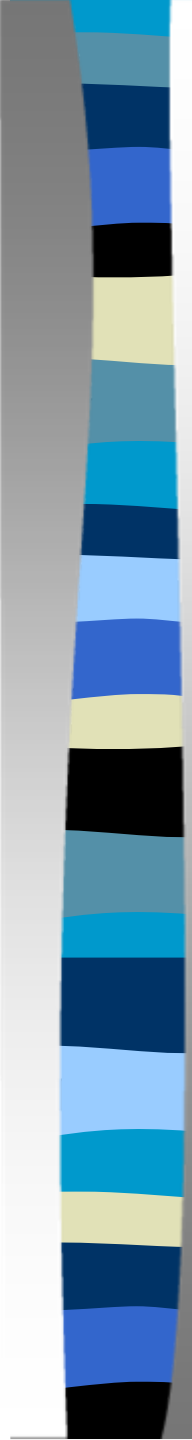
What else?

- Mentors provide constructive critical feedback on performance
- Facilitate introductions to key people
- Write letters of recommendation
- Submit names for awards and committees
- Explore external funding options
- Help in grant and manuscript preparation
- Can advise on interpersonal issues/balancing home and career
- Acculturation



Functions of Mentoring Relationship

- Teaching
- Personal/professional guidance
- Sponsoring
- Role modeling--all mentors can function as role models, not all role models are mentors!
- Assist in acculturation and socialization--teaching the "Rules of the Game"



What do you want your mentor(s) for?

- Defining career goals
- Appropriate job selection/negotiation
- Time management: set goals/priorities
- Understanding requirements for promotion
- Choosing a research focus/scholarly interest
- Maintaining productivity: milestones/timelines

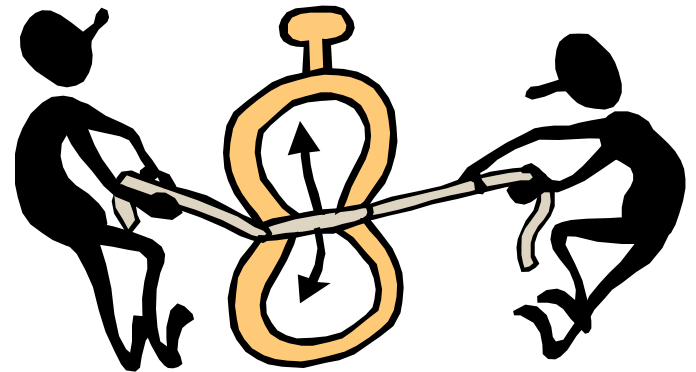


Characteristics of Prized Mentors

- Responsive/available
- Knowledgeable and well-respected in the field
- Values the mentoring relationship
- Motivator who has high standards /expectations
- Recognizes potential
- Supports/enables/advocates/protects

Discuss Specific Goals with Mentor

- Academic milestones and advancement
- Publication and abstract deadlines
- Academic portfolio
- National networking
- External funding
- Time management





Responsibilities of the Mentee: Practical Suggestions

- Be efficient: Outline your mission statement with short- and long-term goals. Write it!
 - Different goals for different mentors
- Respect the confidence and time of the mentor: Shhh! Be prepared and on time.
- Expect a reciprocal relationship: your mentor may expect your assistance with projects and articles
- Keep in mind that the relationship will evolve and change--it's a "no fault" relationship



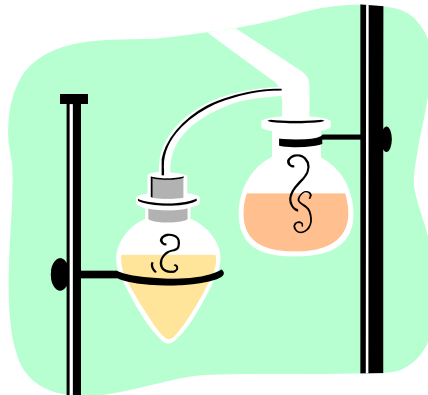
Mentees are....

- Motivated
- Self-reflective
- Honest
- Organized/persistent
- Active
- Creative
- Receptive
- Humble
- Resilient

Ludwig and Stein, J Pediatrics 2008;152:151-2

What Works?

- Being on the same wavelength-- compatibility
- Being sensitive to the possible abuse of a power differential
- Chemistry!!





Academic Mentoring--How to Give it and How to Get it à la Detsky and Baerlocher

- How do you want to spend your time?
- Be honest
- Follow through: don't delay
- Not friends (unless peer mentors)*
- Don't be afraid to terminate a mismatched relationship
- Be explicit about credit for work
- Separate at end

Who Should I Approach for Mentorship?

Career Stage	Likely Issues	Mentor Possibilities
Junior	Increasing Clinical Skills	Division Senior Faculty
	Improving Teaching Skills	Program director, respected teacher, Clerkship director
	Understanding role as faculty	Division director, Chair or Vice Chair of Department
	Development of Leadership skills	Division director, Chair, Vice Chair of Department
	Participation in Research	Research project director
	Personal/Professional balance	Senior Colleague at a more advanced life-work stage
	Job Search	Your former Program Director/Fellowship Director/trusted Senior Faculty

Who Should I Approach for Mentorship?

Career Stage	Likely Issues	Mentor Possibilities
Mid Level	Concern about Routine-ness of Teaching/Clinical Work (Is this all there is?)	Senior Role Model Program or Clerkship Director Dean's Office
	Desire for wider impact	Colleague with success in educational or clinical investigation Non physician educators in your setting (i.e. PhDs, EdDs) Faculty from faculty development programs (either local or national) SGIM
	Desire for Independence in Research	Successful Investigators in your field, either in or out of institution
	Promotion Issues	Designated Representative for P and T (if available) Division Director Chair or Vice Chair Colleagues at a higher academic level
	Job Change	Who do you trust to be generous, objective? Some division Directors/Chairs will be, others won't



Race and Gender

- Women and minorities have a greater need for mentoring
- Most mentors are white men due to due to the homogeneity of senior faculty
- Quality of mentoring is the same for minority and women mentees irregardless of race or gender of mentor



Race and Gender

- Most women faculty (80% one study) and minority faculty (86%) say it's not important to have a mentor of the same gender or minority group. Palepu A, *Academic Medicine*, 1998
- Male mentors may assume "father figure" role--unintentional paternalism
- Watch out for sexual harassment



Race and Gender

- Men are more likely to be encouraged to take part in activities outside the institution than women
- Women 3 times more likely to report mentors taking credit for their work
- Less likely than men to negotiate for salary, benefits, space, travel, support
- Cross-race relationships have extra difficulties forming and maturing



Institutionalizing Mentoring

- Facilitate mentor/mentee pairings
- Requirement to meet all new faculty in department
- Collaborative/peer mentoring programs
- Support faculty in their mentoring roles: mentorship awards
- Evaluation system reflects mentorship



Institutionalizing Mentoring

- Evaluate effectiveness of mentoring on outcomes like productivity and rank attainment
- Annual review: senior faculty name mentees and junior faculty name mentors
- Promotions Committee counts last authorships



Systematic Review—bottom line: evidence-basis not there

- 42 articles describing 39 studies
- 87% were cross-sectional self-reports
- Small sample size; response 5-99%
- < 50% students and, in some fields, <20% faculty had mentors
- Women perceived harder to find mentors than men
- Important influence on: personal development, career guidance, career choice, research productivity—grants/pubs
- Need more rigorous methods, addressing contextual issues, use cross-disciplinary approaches

Sambunjak et al. JAMA 2006;296:1103-1115





Sharon A. Levine, MD

Boston University School of Medicine

617-638-4150

salevine@bu.edu