Building Effective Mentoring Relationships

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Overview of Presentation

• Define various roles in career development
• Learn approaches to develop specific skills
  – Enhancing communications skills
  – Establishing and aligning expectations
  – Work/life integration
• Identify resources to enhance your mentoring practice
What is Mentoring?
What is Mentoring?

A *dynamic reciprocal relationship* in a work environment between an advanced career incumbent (mentor) and a less experienced professional (protégé) aimed at promoting the development and fulfillment of both.

Healy CC. Educ Res 1990:19 17-21
What is Mentoring?

**Informal**
- Less Strategic
  - Not tied to specific objectives
  - Matches based on similarity/attraction
  - No defined timeline
  - No training

**Formal**
- More Strategic
  - Tied to personal and organizational objectives
  - Specific success metrics
  - Matches based on developmental goals
  - Has defined timeline
  - May involve training
Who is involved in career development?

- Complementary Roles in Career Development
  - **Mentor**
    - Focused on career development
    - Tension created by reliance on mentee
  - **Department Chair/ Division Chief**
    - Provides opportunities, resources
    - Has overall mission of a group in mind
  - **Advisor**
    - May be more “technical” in nature
    - Neutral third party focused solely on development of advisee
  - **Collaborator/ Co-Investigator**
    - Unique expertise to learn from
    - Focused on a work product or project
Research Mentor Training Program

Research Mentor Training Topics

- Enhancing Communications
- Aligning Expectations
- Assessing Understanding
- Equity & Inclusion
- Fostering Independence
- Promoting Professional Development
- Work/Life Integration

https://mentoringresources.ictr.wisc.edu/

Evaluated in a 16-center RCT
(Acad Med 2014;89:774-772)
Enhancing Communications

- Ineffective communications at the root of many mentoring problems
- Must recognize your own communications style and that of your mentor
- Adapt your style as needed to ensure most effective communications
Activity #1

Communication Style Inventory
## Enhancing Communications


### Effective Communication Styles Scoring Grid

<table>
<thead>
<tr>
<th>X</th>
<th>Z</th>
<th>W</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. disputes the issue</td>
<td>unruffled</td>
<td>focused</td>
<td>sociable</td>
</tr>
<tr>
<td>2. will take a chance</td>
<td>flexible</td>
<td>rational</td>
<td>sympathetic</td>
</tr>
<tr>
<td>3. spur-of-the-moment</td>
<td>prudent</td>
<td>composed</td>
<td>extraverted</td>
</tr>
<tr>
<td>4. directs others</td>
<td>asks</td>
<td>pensive</td>
<td>lively</td>
</tr>
<tr>
<td>5. decisive</td>
<td>ponders</td>
<td>diligent</td>
<td>gregarious</td>
</tr>
<tr>
<td>6. takes control</td>
<td>collaborates</td>
<td>independent</td>
<td>amicable</td>
</tr>
<tr>
<td>7. self-assured</td>
<td>noncommittal</td>
<td>orderly</td>
<td>demonstrative</td>
</tr>
<tr>
<td>8. convincing</td>
<td>open-minded</td>
<td>thorough</td>
<td>free-thinking</td>
</tr>
<tr>
<td>9. will fight for</td>
<td>will defend</td>
<td>effective</td>
<td>good-hearted</td>
</tr>
<tr>
<td>10. wants to win</td>
<td>hopeful</td>
<td>pragmatic</td>
<td>young-at-heart</td>
</tr>
<tr>
<td>11. eager</td>
<td>diplomatic</td>
<td>systematic</td>
<td>innovative</td>
</tr>
<tr>
<td>12. confident</td>
<td>accepting</td>
<td>pains taking</td>
<td>high-strung</td>
</tr>
<tr>
<td>13. dominant</td>
<td>mild</td>
<td>plans</td>
<td>talkative</td>
</tr>
<tr>
<td>14. insistent</td>
<td>sensible</td>
<td>exact</td>
<td>helpful</td>
</tr>
<tr>
<td>15. urgent</td>
<td>constant</td>
<td>conventional</td>
<td>good-natured</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Y</th>
<th>8</th>
</tr>
</thead>
</table>

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## Enhancing Communications

### Thinking/Planning

- **Ask for:**
  - data
  - information
  - facts

- **Focused on:**
  - process
  - task
  - goal
  - doing things the right way

- **Under Stress:**
  - avoid

- **Need/Like:**
  - logical thinking
  - documentation
  - rational approach
  - careful planning

### Doing/Directing

- **Tell About:**
  - progress to goals
  - actions required
  - solutions to problems

- **Focused on:**
  - task
  - goal
  - winning/being successful
  - making things happen

- **Under Stress:**
  - become autocratic and tell

- **Need/Like:**
  - options
  - directness
  - flexibility
  - conciseness

### Supporting/Collaborating

- **Ask for:**
  - information re: others’ skills/interests
  - input
  - feedback

- **Focused on:**
  - people
  - relationships
  - collaborations
  - how situations “feel”

- **Under Stress:**
  - acquiesce or yield

- **Need/Like:**
  - friendliness
  - participation

### Visioning/Creating

- **Tell:**
  - visions
  - ideas
  - stories, analogies

- **Focused on:**
  - big picture
  - models/theories/concepts
  - bringing visions into reality

- **Under Stress:**
  - blame others

- **Need/Like:**
  - to understand how the details fit their picture
  - innovation and creativity
  - others to handle the details

- **Likely validating for what you already know**
- **May vary under different circumstances**
  - Home
  - Work
- **Meant to raise awareness of your “go to” style**
- **Provides language to discuss challenges with mentee**
## Research Mentor Training Program

### Research Mentor Training Topics

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[https://mentoringresources.ictr.wisc.edu/](https://mentoringresources.ictr.wisc.edu/)
Aligning Expectations

• Shared understanding of what both the mentor and mentee want from the relationship
• Frequently not clearly stated or aligned at start of relationship
• Who is “in charge” of career development?
Activity # 2

Alignment of Expectations
Aligning Expectations
Early conversations

• Topics to discuss
  – Short and long-term goals
  – Areas of interest
  – Communications styles
  – Meeting schedules
  – Timeline and milestones
  – Identifying others involved
  – Additional education/training needed
  – Professional networking
  – Developing a career development plan
  – Work/life integration
# Research Mentor Training Program

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Work-life Integration

• Goal
  – Provide structure/resources to raise and address work/life issues constructively between mentors and mentees
Not work/life “balance” but “integration”

Current Situation

Goal for the Future

www.totalleadership.org
The Program

**Be real:** act with authenticity by clarifying what’s important
- Personal vision statement
- Conduct a 4-way assessment

**Be whole:** act with integrity by respecting all your people
- Conduct stakeholder interviews

**Be innovative:** act with creativity by experimenting
- Design and conduct an experiment
- Work in groups of 3 to provide coaching and support
The four-way assessment

Assess importance, focus, satisfaction and performance in each domain

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Focus</th>
<th>Satisfaction 1=not at all …10=fully</th>
<th>Performance 1=poor …10=excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work / Career</td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Home / Family</td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Community / Society</td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Self: Mind, Body, Spirit</td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Overall</td>
<td>100 %</td>
<td>100 %</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
Activity # 3

Leadership – 4 Way Assessment
Experiments: Innovative actions to produce four-way wins

- Concrete, implementable, important step toward vision
- Impacts (directly or indirectly) all 4 domains
- “Small wins”
- Find new ways of creating mutual value among domains
- Mutual coaching within small group to problem-solve, encourage and hold accountable
### Results: (N>300)

<table>
<thead>
<tr>
<th></th>
<th>Importance (%)</th>
<th>Attention (%)</th>
<th>Δ Satisfaction (%)</th>
<th>Δ Performance (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td><strong>Work / Career</strong></td>
<td>34</td>
<td>32</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td><strong>Home / Family</strong></td>
<td>34</td>
<td>34</td>
<td>23</td>
<td>28</td>
</tr>
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<td><strong>Community / Society</strong></td>
<td>12</td>
<td>14</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
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<td>20</td>
<td>20</td>
<td>14</td>
<td>17</td>
</tr>
</tbody>
</table>

What’s important doesn’t change much over four months. But focus of time and energy shifts from Work to other domains… ...as satisfaction increases in all domains, especially Self... ...and performance increases in all domains, too.

www.totalleadership.org
Summary: Be more intentional!

• Focus on role clarity
• Be more structured
  – Regular standing meetings
  – Standing agenda controlled by mentee
  – Use tools/ discussion guides

“One thing I know, having good intentions & being intentional are not the same thing!”