

Building Effective Mentoring Relationships

Dennis R. Durbin, MD, MSCE

Professor of Pediatrics,
Chief Clinical Research Officer
The Children's Hospital of Philadelphia Research Institute

Emma Meagher, MD

Associate Professor of Medicine
Vice Dean & Chief Clinical Research Officer
University of Pennsylvania, Perelman School of Medicine

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?

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**.

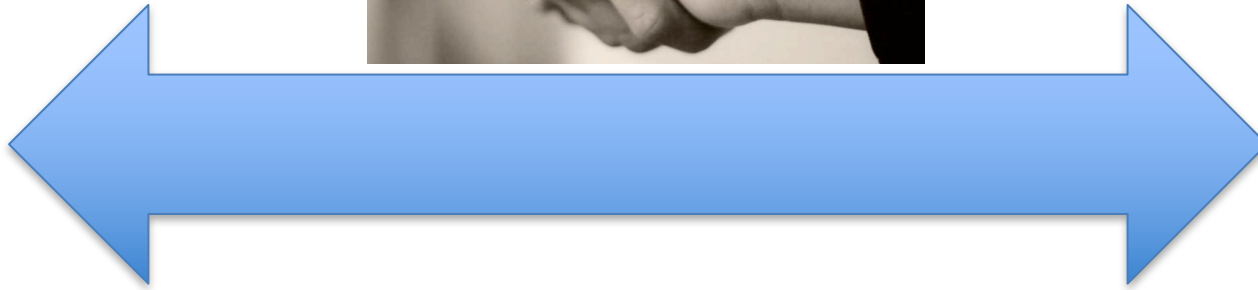
Healy CC. Educ Res 1990:19 17-21

What is Mentoring?



Informal

Formal



Less Strategic

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

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

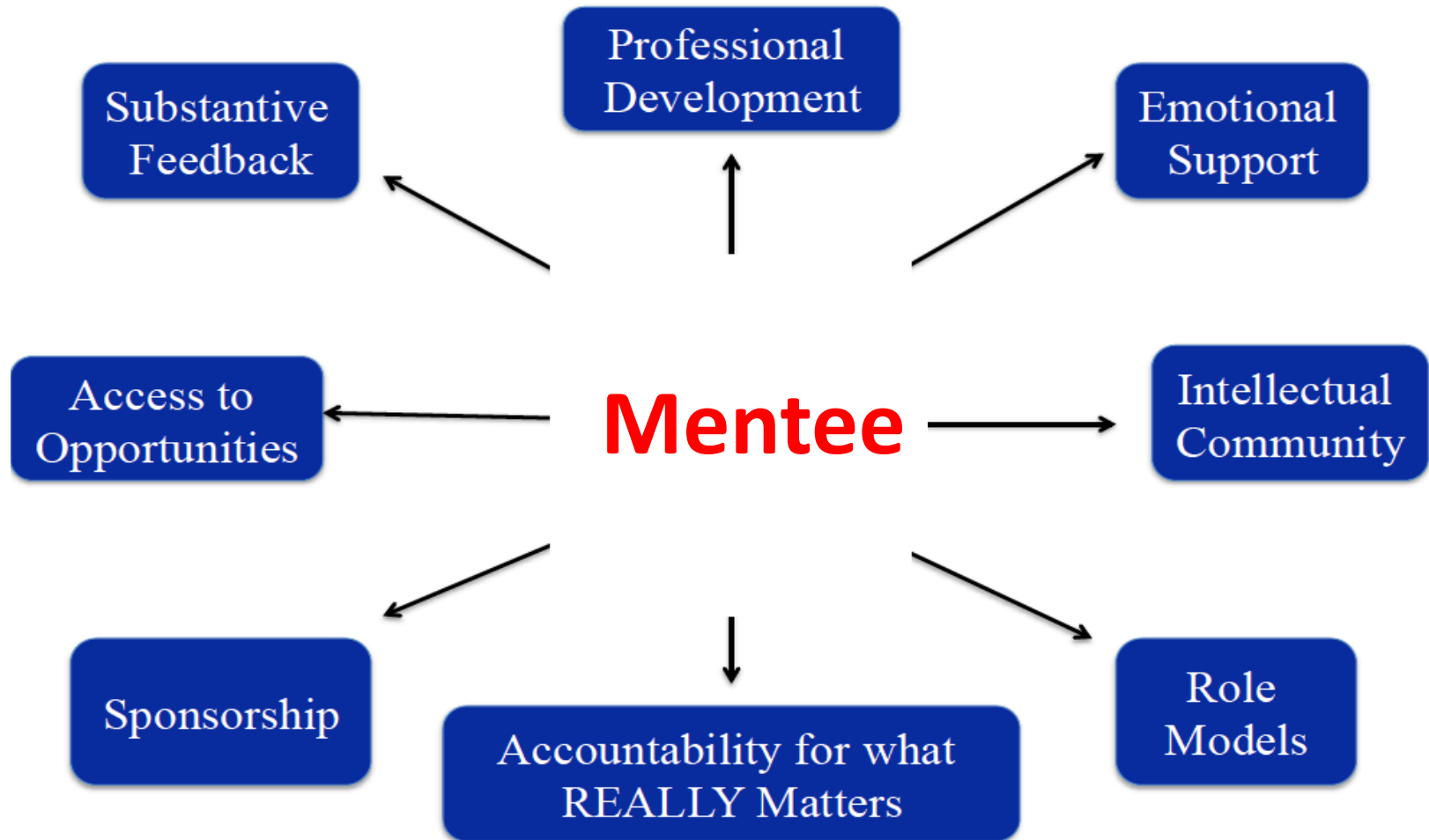
- **Advisor**

- 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

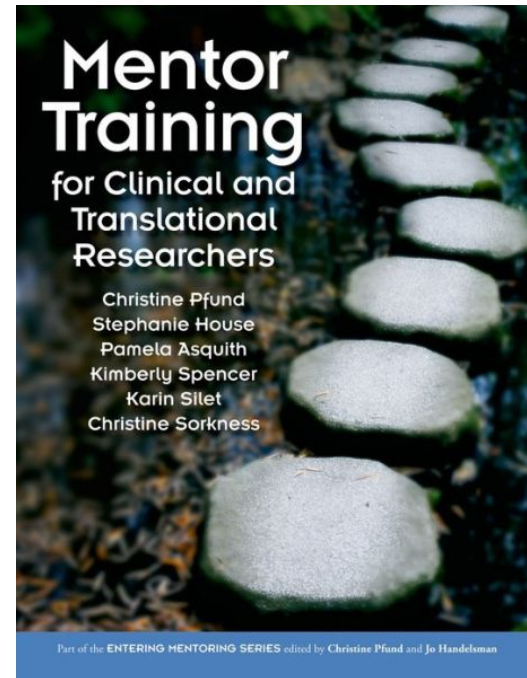
Assembling a Mentoring Team



National Center for Faculty Development and Diversity: www.FacultyDiversity.org

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

<http://www.whecare.com/images/form.pdf>

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

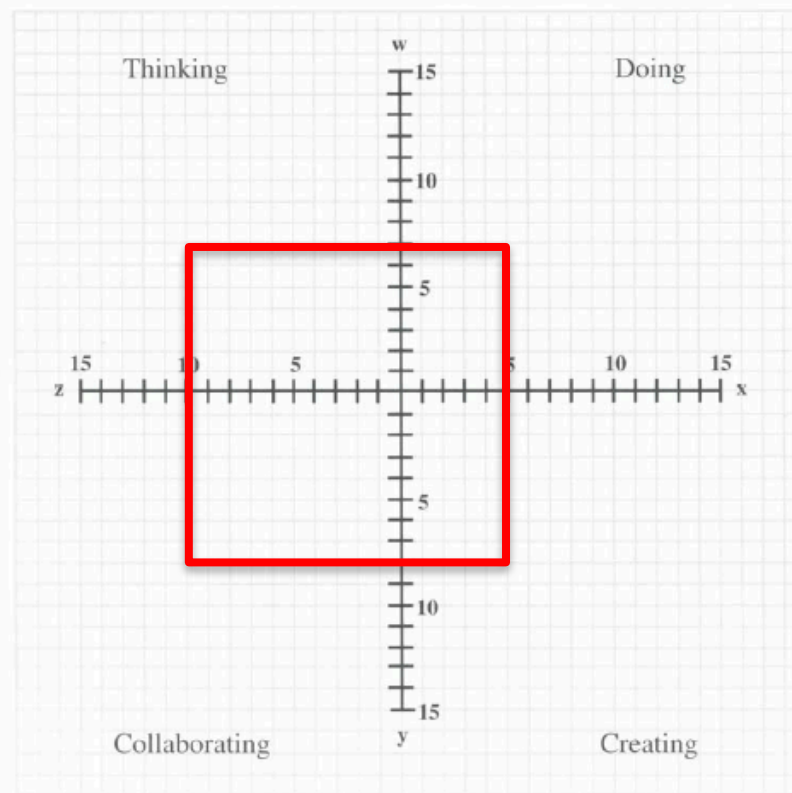
5

10

7

8

Effective Communication Styles Scoring Grid



Copyright © Wanda Hackett Enterprises 1998, Seattle, Washington

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

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
- * inclusion
- * involvement

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
- * flexibility
- * directness
- * conciseness

VISIONING/CREATING

TELL:

- * visions
- * ideas
- * stories, analogies

FOCUSED ON:

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

UNDER STRESS:

- * blame others

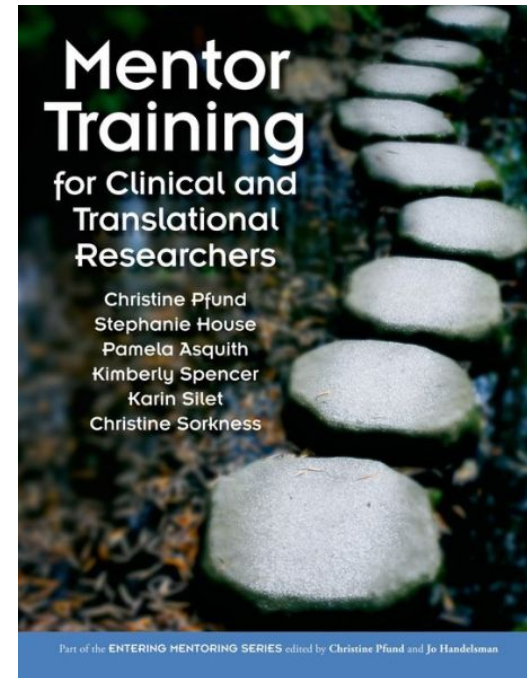
NEED/Like:

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



<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

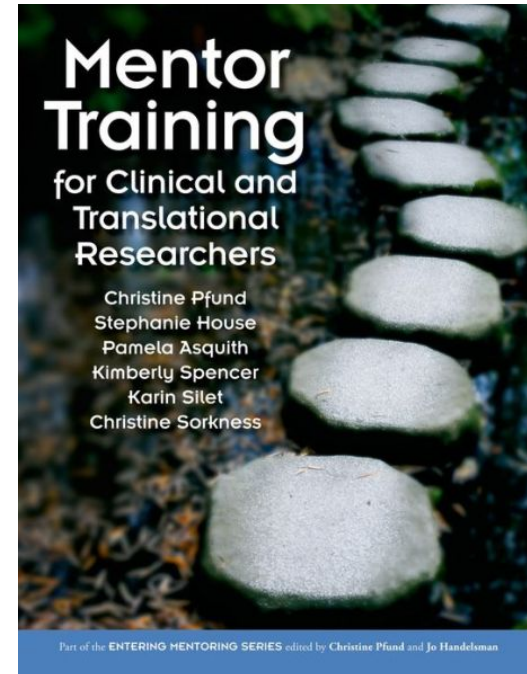
Early conversations

- 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

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/>

Work-life Integration



- Goal

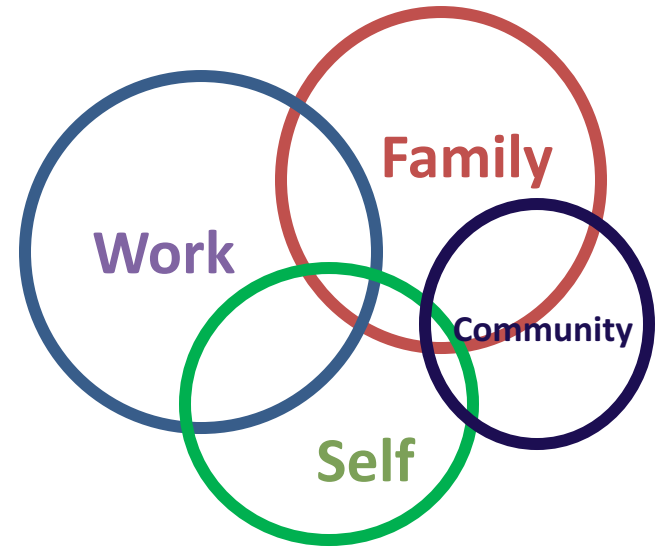
- Provide structure/resources to raise and address work/life issues constructively between mentors and mentees

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

	Importance	Focus	Satisfaction 1=not at all ...10=fully	Performance 1=poor ...10=excellent
Work / Career	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Home / Family	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Community / Society	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Self: Mind, Body, Spirit	%	%	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
Overall	100 %	100 %	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

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

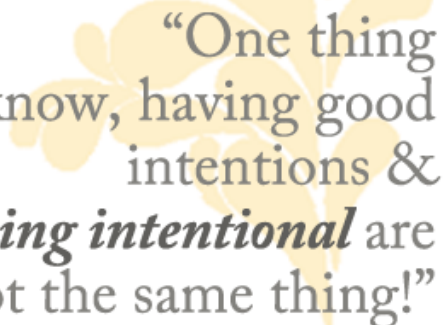


Results: (N>300)

	Importance (%)		Attention (%)		Δ Satisfaction (%) Pre to Post	Δ Performance (%) Pre to Post
	Pre	Post	Pre	Post		
Work / Career	34	32	56	44	21	8
Home / Family	34	34	23	28	27	14
Community / Society	12	14	7	11	31	11
Self: mind, body, spirit	20	20	14	17	39	22
	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.

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!”