Mentorship and Mentoring Process in the College of Health Professions

Mitcham, M.D., Moore, E., Segal, R., & Coker-Bolt, P.C. (2014)
Medical University of South Carolina
Intended Learning Objectives

- Recognize importance of mentorship

- Identify the characteristics of a mentor who can guide in your overall career development trajectory
  - Education
  - Research
  - Clinical
  - Service

- Recognize how to build a relationship with your mentor(s)
Part I: Fall Semester
Overview of Career Development Planning
  - Personal career statement
  - Overarching career development goals
    - Education
    - Research
    - Service

Part II: Spring Semester
  - Mentorship and the mentoring process
  - Finding mentors to help with
    - Overall career trajectory
    - Specific career goals
Why do we need a mentor?

Quotable quote …

A mentor is someone who sees more talent and ability within you, than you see in yourself and helps bring it out of you

(Bob Proctor)
Mentor

- Typically more senior in career, knows how the system works, familiar with institutional culture, has met many of own career goals
- Genuinely interested in mentee’s work and career, willing to support a mentee within reasonable time constraints, for sustained period of time
- Makes a mutually agreeable arrangement with mentee
Mentee

- Typically more junior in career, seeking input to navigate system and understand institutional culture to be successful

- Ready and willing to engage with a mentor, clear on intent, willing to share ideas, and receive and act on feedback

- Respectful of mentor’s time limitations

- Makes a mutually agreeable arrangement with mentor
What does the literature say?

- **Academic mentoring**
  - Improves teaching
  - Increases research productivity
  - Promotes service engagement
  - Stimulates promotion and tenure
1. Mentorship is a two-way street. Thus, any mentor-mentee arrangement needs to be negotiated.

2. You will more than likely need multiple mentors.
   a. First priority is to find a career mentor who will help you keep your whole portfolio on track towards meeting career goals.
   b. Second priority is finding a mentor that is more discipline or track specific. That is you may need a mentor to help you with your research, teaching or clinical goals.

3. The ideal mentor may not be local. First look local but find the best fit for your career.
Setting faculty up for mentoring success (Rick Segal)

4. All faculty need a mentor. Mentorship should be part of the negotiation with new faculty but all faculty should have mentors as they move through different phases of their career. Thus, you may have multiple mentors throughout career who are specific to your needs.

5. Make sure your goals are clear and agreed upon.

6. It is okay to have your Department Chair and/or Division Director meet with you and mentor(s).

7. If it is not working, be upfront with mentor and don’t let a need for a change fester. At the same time give the relationship time to develop.

8. Don’t start the initial conversation with “would you be my mentor?”
Career Development Goals

Teaching Example (Kraft)

**Personal career statement**
Instill compassion and advocacy in PT students as they learn the most effective interventions for people with neurological disorders. Teach students to embrace all people regardless of their background, financial status, or ethnicity. Help students to understand that ALL patients deserve our best in regards to best practice and effective care.

**Teaching goal**
Develop experiential learning experiences where PT students interact with a variety of patients with neurological disorders and identify available and needed resources and advocate for acquisition of such resources.

**Research goal**
Conduct a study exploring the nature of PT student interactions with patients in the CARES Clinic and how these interactions may influence students’ future practice patterns as clinicians.

**Service/clinical goal**
Increase pro bono work at CARES Clinic, serve as an advocate for patients who are underserved and as a role model for PT students.
Qualities of Potential Mentors

What types of people should Sara look for to help meet her teaching goal?
Develop and implement new interprofessional community based service learning programs that engage OT students with children with disabilities and families.

Become nationally recognized in the field of OT as an educator and researcher who specializes in the identification of infants with neuromuscular disorders and the study of effective treatment for children with neuromuscular disorders (Coker-Bolt)
Qualities of Potential Mentors

What types of people should Patty look for to help meet her research goal?
Small group activity

2 MINUTES
- Take a look at your career statement and goals developed in November
- Are clear about your career statement and goals?

5 MINUTES
- Find a partner from another profession
- Discuss your current needs for mentorship based on your career statement and one of your career goals

10 MINUTES
- Volunteer report back to large group and discussion
College of Health Professions
Worksheet for Mentorship and Mentoring

Name
Department/Division

Overall career statement

Qualities of Potential Mentors

Education

Research

Clinical/Service
Building a relationship with your mentor
(Emily Moore)

- Be Proactive
- Establish Trust
- Be Prepared: Know your strengths and weaknesses
- Embrace the Opportunity
Mentorship and Mentoring - Resources

- http://academicdepartments.musc.edu/chp/academic_faculty-affairs/faculty_fa/Mentoring
- http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1490198/
Mentorship and Mentoring Resources

Articles and Books on Mentoring and Faculty Development by Dr. Carole J. Bland

* https://www.aamc.org/members/gfa/faculty_vitae/146014/mentoring_systems.html


How well did we achieve the intended learning outcomes?

- Are you more **comfortable** with the concept of mentorship and mentoring?

- Do you feel more confident you can identify mentor(s) who can guide in your overall career development trajectory?
  - Education
  - Research
  - Clinical
  - Service

- Did you **learn strategies** to help build your relationship with potential mentor(s)?
“Make a Wish”

Potential next steps in your mentoring journey?