



# Mentorship Skills: Pathway to Success

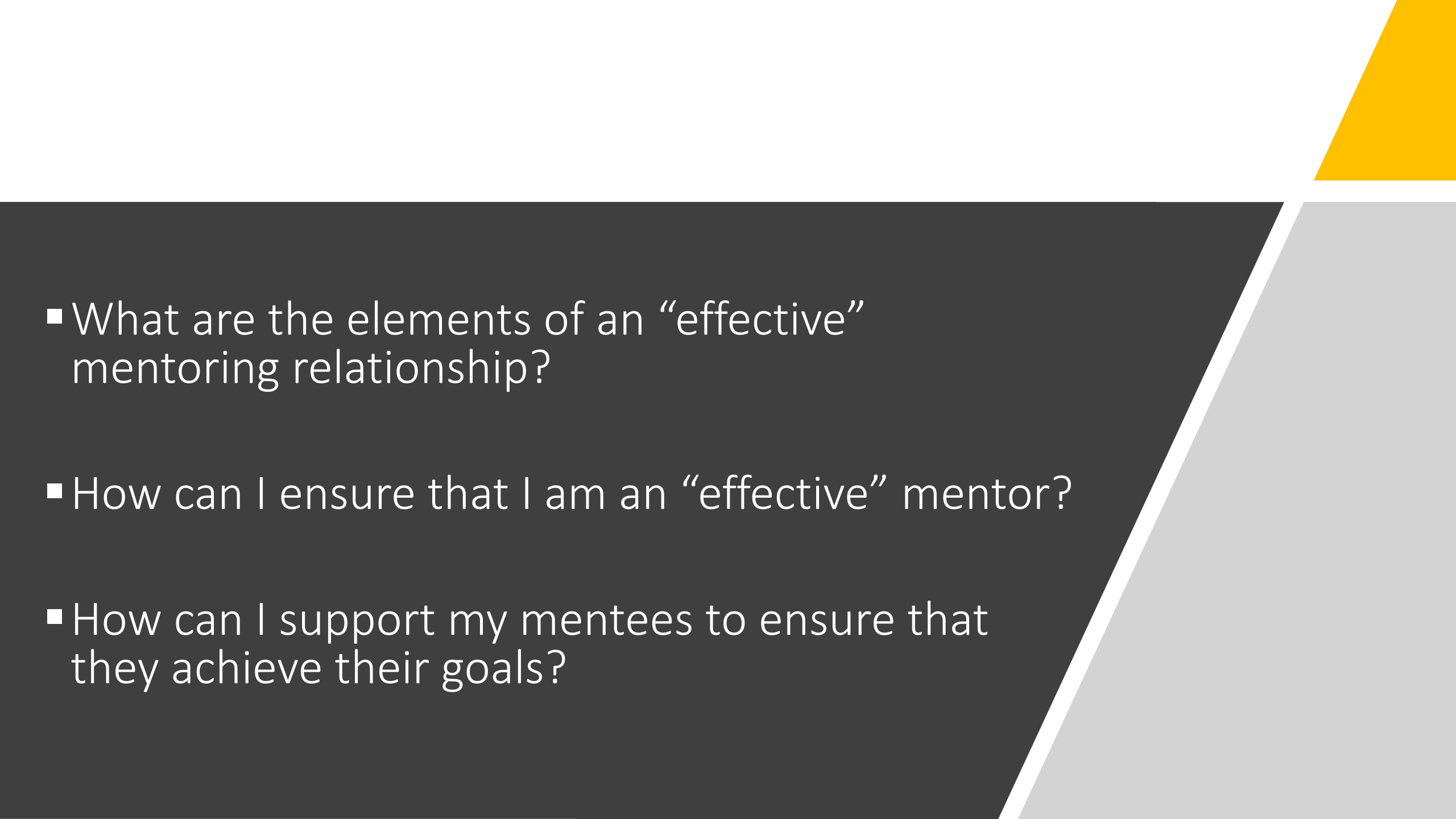
**Cherri Hobgood, MD, FACEP**

**Founder and CEO**

**Center for Leadership Life**

## Objectives:

- Identify strategies to maximize your role as a mentor
- Utilize tools of mentorship to support the development of engaged mentees.

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- What are the elements of an “effective” mentoring relationship?
  - How can I ensure that I am an “effective” mentor?
  - How can I support my mentees to ensure that they achieve their goals?





MENTOR

is a \_\_\_\_\_.

- ✓ Teacher
- ✓ Coach
- ✓ Advisor
- ✓ Sponsor
- ✓ Agent
- ✓ Role Model
- ✓ Confidant

## Two Basic Dimensions of Mentoring:

**Professional Development**  
(career advancement interventions)

*Examples include:*

- *Develop skills & attain knowledge*
- *Research skills*
- *Writing skills*
- *Goal setting*
- *Career guidance*
- *Negotiating skills*
- *Networking opportunities*
- *Sponsorship*

**Personal Development**  
(social/ psychosocial support)

*Examples include:*

- *Work-life balance or integration*
- *Time management*
- *Communication skills*
- *Conflict management skills*



# Elements of Effective Mentoring

- Reciprocity
- Mutual respect
- Commitment
- Clear expectations & Accountability
- “Right fit”

(personal connection & shared values)

# QUALITIES FOR SUCCESS

- Enthusiasm, compassion & selflessness
- Act as a career guide, offer a vision
  - Tailor to each mentee
- Make strong time commitments
  - regular, frequent and high-quality meetings
- Support personal/professional balance
- Leave a legacy of good mentorship
  - Role model
  - Institute policies that set expectations & standards

**SELF-ASSESSMENT:**

**ARE YOU  
A  
GOOD  
MENTOR?**

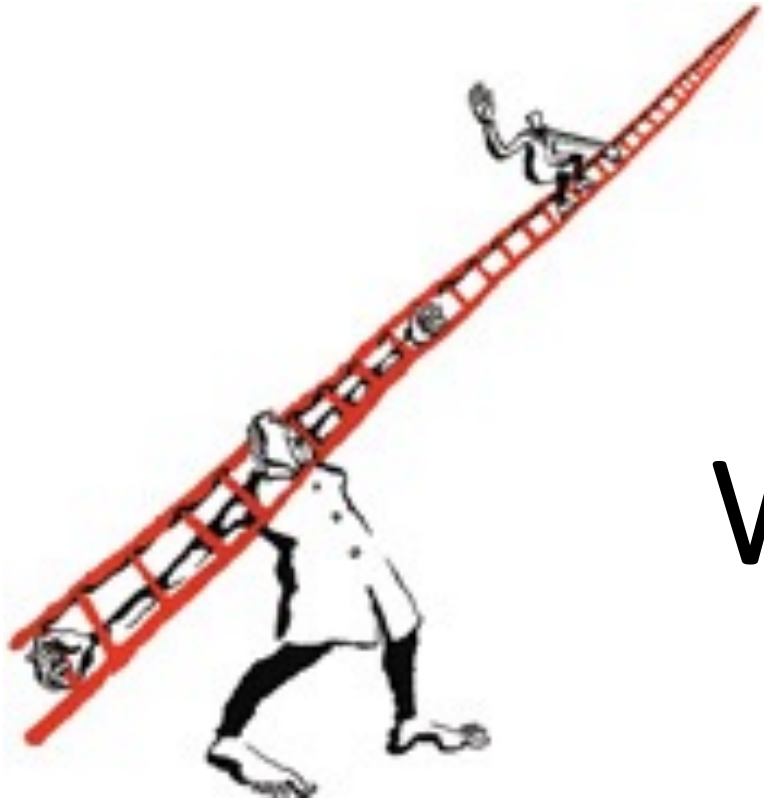
- Are you available?
- Do you appreciate individual differences?
- Do you use self-direction and questioning in guiding your mentee?
- Do you celebrate your mentee's success?
- Can you provide your mentee with skill development & networking opportunities?

# Mentor Self-Assessment Form

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Activity/Strategy	Question/Task	Example	What could be done better?
Appreciating individual differences	Give an example of an incident that illustrates your acknowledgment of individual difference:		
Availability	Give an example of the strategy you use to be available to your mentee:		
Self-direction	What was your rating on this scale (Page 793)?		
Questioning	Describe how you last used active questioning to lead a mentee towards a solution:		
Celebration	When did you last celebrate a mentee's achievement? How did you celebrate?		
Building a scientific community	Describe a deliberate strategy you use to build a scientific community in your group:		
Building a social Community	Describe a deliberate strategy you use to build your group as a social community:		
Skill development	Describe steps you take to develop the critical, writing and presentation skills of your mentees:		
Networking	Describe one example of how you have introduced each of your mentee into the scientific network of your research area:		
Mentor for life	How many of your past mentees are you in contact with?		





What are the qualities of  
successful mentees?

# Qualities of Successful Mentees

- Pro-active, takes initiative, drives the partnership
- Comfortable asking for assistance
- Engages in self-assessment
- Respects the mentor's time
- Receptive to new ideas & constructive feedback
- Honest & trustworthy
- Passion to succeed

# The Three Elements of Effective Mentoring Relationships

1. Purpose
2. Clarity
3. Commitment





*What is the Purpose of the relationship?*

*What is the Goal?*

*What are the Expected Outcomes?*

# Tools to Ensure Success

- Mentee self-assessment
- IDP: Individual Development Plan



# Individual Development Plans

## Planning Tool:

- ✓ To identify career goals and developmental needs.
- ✓ To address professional and personal domains.
- ✓ To map out your career action plan.

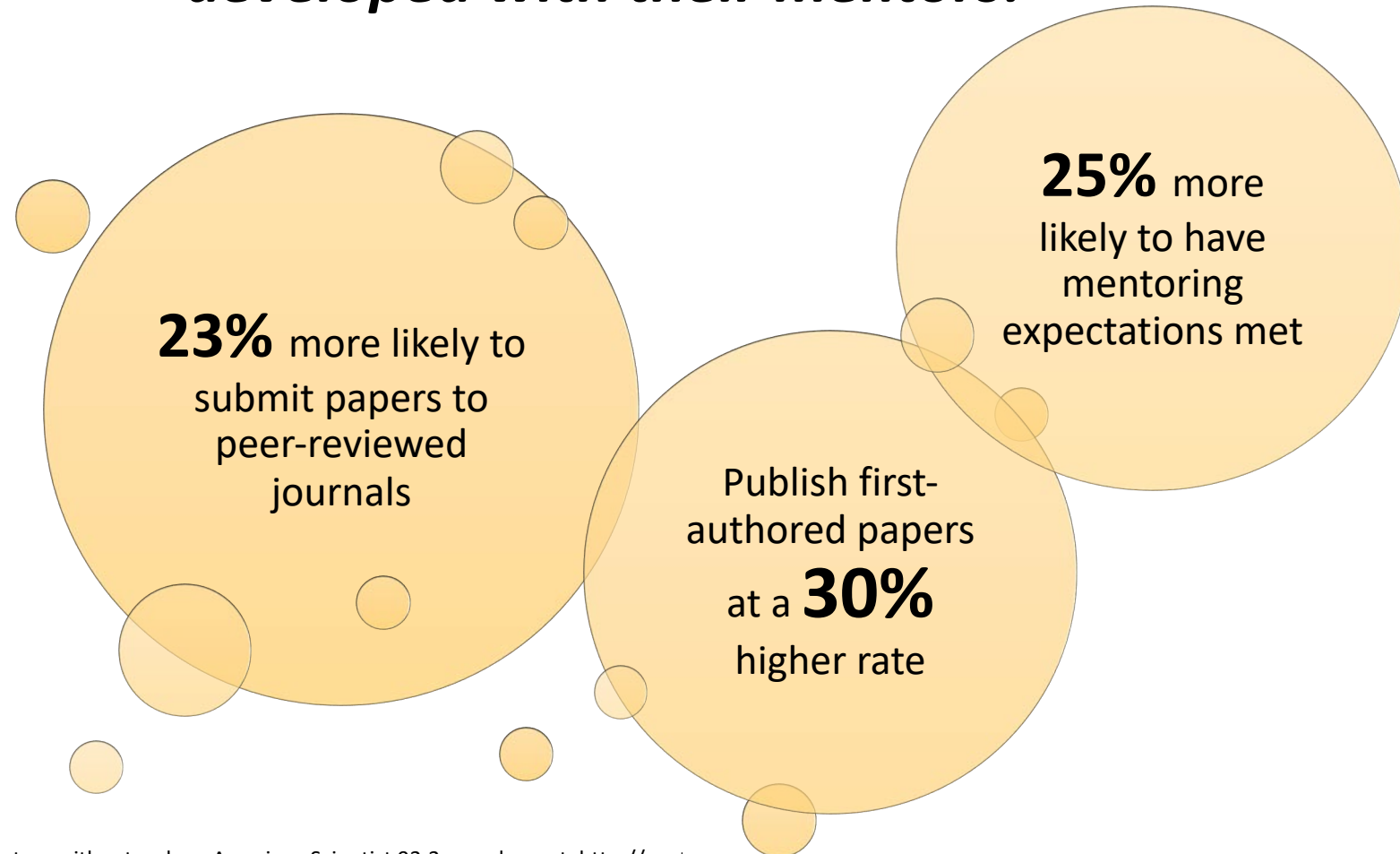
## Communication Tool:

- ✓ To share your career goals and needs with mentor.
- ✓ To assist in obtaining resources & professional development.



# Why use an IDP?

***Scientists who begin their appointment with an IDP developed with their mentors:***



**S**  
**Specific**

Has your mentee identified clear goals? Are the goals definite and

S M A R T

**M**  
**Measurable**

Are your mentee's goals quantifiable? If not, how can you help your mentee measure success?

S M A R T

**A**  
**Attainable**

Are the goals and objectives doable? Is there an action plan to achieve them?

S M A R T

**R**  
**Results oriented**

Will my plan and strategy help to move me toward my goals?

S M A R T

**T**  
**Time limited**

Does the plan include realistic time points and due dates? Can success be achieved within this timeframe?

S M A R T

A close-up, slightly blurred image of a pair of black-rimmed glasses. The word "clarity" is written in a black, lowercase, sans-serif font on the left lens. The background is a soft, out-of-focus gradient of light blue and white.

*clarity*

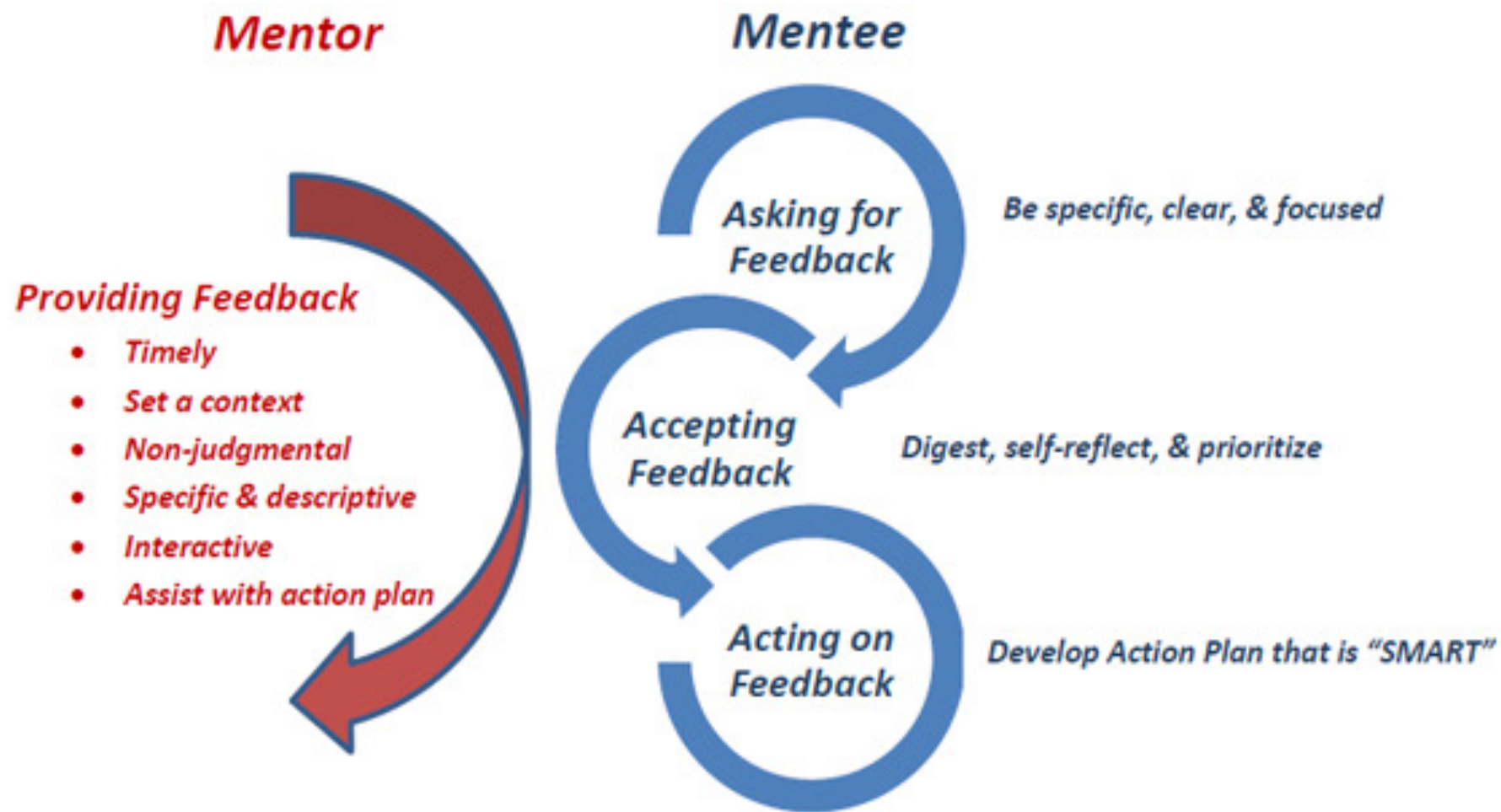
- Expectations
- Roles / Responsibilities
- Accountability

# Tools to Ensure Success

- ❑ **Mentoring Partnership Agreements** (expectations, roles, confidentiality)
- ❑ **Meeting Agenda Guide**
- ❑ **Mentoring Meeting Checklist**
- ❑ **IDP: Individual Development Plan**
- ❑ **Annual Evaluation Forms** (two-way feedback of mentor & mentee)



# Giving and Receiving Feedback



# COMMITMENT

**Mentee:** pro-actively drives the relationship

**Mentor:** accessible, generous, & engaged

# Tools to Ensure Success

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**What starts as a  
chance  
occurrence ...  
can become one  
of your most  
important  
professional  
relationships**

Effective  
mentee-mentor  
relationships  
provide:

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**Support**

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**Challenge**

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**Vision**

# Mentoring Pitfalls

1. Mismatch (bad chemistry, personality styles)
2. Poor communication
3. Unrealistic expectations, unclear goals
4. Lack of commitment
5. Lack of experience
6. Competition (real or perceived)
7. Conflict between the mentor and the mentee's supervisor.
8. Gender / diversity biases

## What does *Ineffective* mentoring look like?

- Personality conflict between mentor and mentee
- Unrealistic expectations or unclear goals for the relationship
- Poorly managed time
- Abuse of power in the relationship
- Overdependence
- Charges of favoritism
- Breach of confidentiality
- Competition between the mentor and mentee
- Mentor takes credit for the work
- Sexual harassment

## When Mentoring Fails...

*A failing mentoring relationship has potentially significant consequences:*

1. Implement a “no fault” divorce rule at the start
2. Have a conversation with your mentor
3. Seek confidential advice from third party
4. Let it fizzle out (informal mentor)
5. Consider adding or finding a new mentor\*\*
6. Bring a mediator into the relationship
7. Formal appeal

Mentoring is a dynamic, reciprocal relationship between a mentor and a mentee.

Mentoring toolkits can enhance effective mentorship:

Purpose – Clarity – Commitment

Specific character qualities and behaviors are exhibited by truly effective mentors and mentees.

Approach a mentorship relationship in a stepwise manner

# Case 1

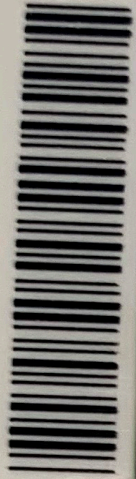
- During a busy ED shift a resident approaches you about an interesting case. You share a conversation and agree it's a cool case with limited literature base to inform your decisions.
- Later that month the resident emails and asks if you would be willing to “mentor” them on their research project which they would like to design based on the case discussed during the shift.

# Case 1

- You reply:
  - A. Thanks, but “No Thanks” I don’t mentor
  - B. I’m not a researcher so I would be a poor choice of mentor
  - C. I’m not a researcher but I know someone who is. Let’s meet and discuss the possibilities...

# Case 1

- You schedule the meeting for an hour. During the meeting you should discuss the following:
  - A. The mentor- mentee contract
  - B. The purpose of the relationship
  - C. Expectations, roles, responsibilities
  - D. The individual's goals
  - E. Time commitment
  - F. All of the above



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