

EVIDENCE-BASED MENTORSHIP

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Competing interests

- Wrote a book on mentorship with David Sackett (publisher Wiley/Blackwell)
 - Royalties go to a fund for trainees



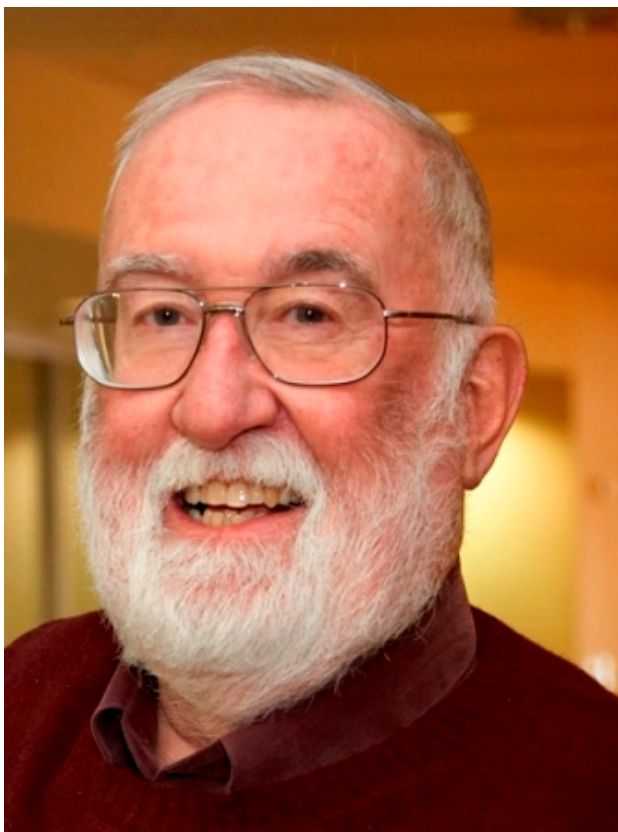
Objectives

By the end of the session, learners will be able to:

1. define mentorship
2. use a framework for mentorship in their own career activities
3. Have increased knowledge of the evidence on mentorship







What is mentorship?

- The mentoring relationship is *‘one of the most complex and developmentally important’* in a person’s life.
- The mentor will act as teacher, sponsor, guide, exemplar, counselor, moral support--but most important is to *‘assist and facilitate the realization of the dream’*
 - Levinson DJ: “The Seasons of a Man’s Life”.
New York, Alfred A Knopf, 1978



What is mentorship?

- A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another (usually more junior) individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development.
- Standing Committee on Postgraduate Medical and Dental Education. Supporting doctors and dentists at work: An enquiry into mentoring. 1998. www.mcgl.dircon.co.uk/scopme/mentor5.pdf.



Mentor

- ≠ role model:
 - ‘Passive, observational learning model in which an individual attempts to emulate observed, desirable behaviours and qualities’
- ≠ coach:
 - ‘Provide guidance around a specific task/performance/achievement’
- ≠ sponsor:
 - ‘Senior person who uses influence to help obtain promotions, opportunities...’

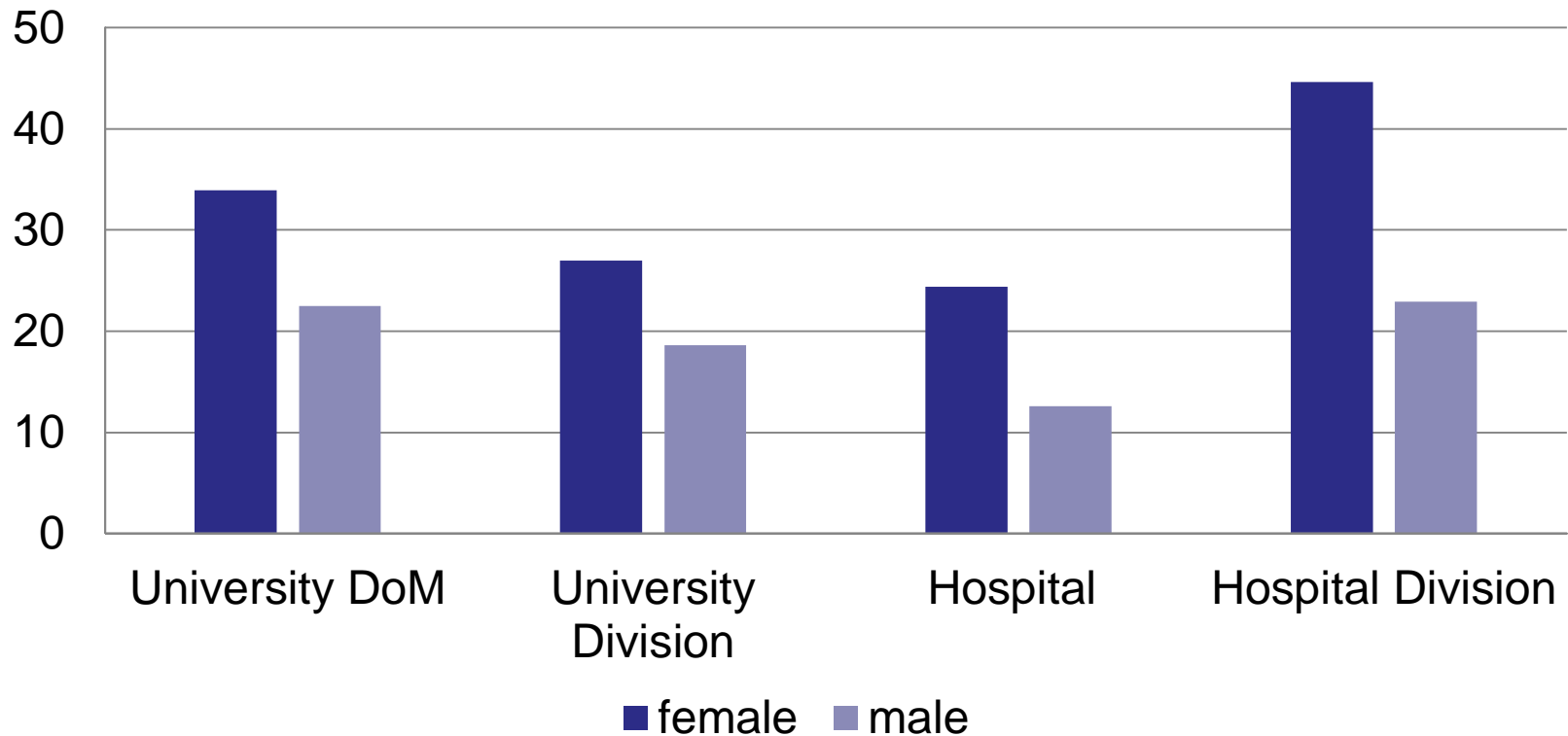


Does it currently happen?

- Less than 20% of faculty members in academic medicine have a mentor
- Women may have more difficulty finding a mentor than men
- In 2015 U of T DOM survey, 36% of faculty had a mentor
- In 2017 DOM survey, 75% had a mentor and were satisfied with this
 - Gaps in mentorship for senior men; career transitions



I feel excluded from an informal network at...



Why should we care?

- Systematic review of literature identified 39 studies
 - 34 cross sectional self-report surveys
 - Median sample size 219
 - Median response rate 62%
 - 3 before and after case series
 - 1 case control study
 - 1 cohort study
 - (updated search April 2016 and identified 26 additional studies – all case control or cross sectional self-report surveys)
 - JAMA 2006;296:1103-15.



Why should we care?

- Academic clinicians who got mentored reported greater career satisfaction
 - Academic clinicians who were mentored received more research grants
 - Academic clinicians who were mentored reported more protected time for scholarly activities and produced more publications
-
- Acad Med 2004;79:865-72; Acad Med. 1998;73:318-323; Am J Surg 2011;201:260-3; J Gen Int Med 2007;22:210-4; JAMA 2006;296:1103-15



Why should we care?

- Academic clinicians who were mentored were promoted more quickly
- Academics who were mentored were more likely to stay at their academic institutions
- It impacts mentors as well
 - BMC Med Educ 2011;11:13; Med Teach. 2002;24:550-557; J Obstetr Gynecol Can 2004;26:127-36; JAMA 2006;296:1103-15



Gaps in the evidence

- Research is limited by:
 - Study design
 - Single institution
 - Short follow up



How should the relationship be structured?

- Dyad versus team
 - Mentorship at a distance
 - Gender/ethnicity/race matching
-
- Acad Med. 2009;84:135–9; J Gen Int Med 2010;25:72-8; Acad Med 2013 doi: 10.1097



How can we find a mentor?

- Self-identified, assigned or facilitated
 - Interview other mentees
 - Networking events
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- Acad Med. 2009;84:135–9; J Gen Int Med 2010;25:72-8



Should these people be mentors?

- Someone we're dependent on for resources
 - Our PhD/post-doctoral fellowship supervisor
 - Junior faculty member
 - Peers
-
- J Gen Int Med 2010;25:72-8



What are characteristics of effective mentors and mentees?

- 4 studies explored mentees
 - Mentees should be in the 'driver's seat'
 - Respectful, organised, committed
- 6 studies explored mentors
 - Personal: altruistic, understanding, honest, nonjudgmental, active listener, motivator
 - Relational: accessible, sincere, compatible
 - Professional: knowledgeable and experienced
 - J Gen Int Med 2010;25:72-8







Executive
Adjustable
Chair

dan

FRAGILE

- The role of the mentor was *‘to help me to do my job, push me to do my job. I don’t need somebody to say ‘you are wonderful’, I need someone to kick my butt once in awhile.’*
- *‘the mentoring provided me profoundly changed my career path and determined what I did for the rest of my life and he did that in the space of a total of 2 meetings for 3 minutes each.’*
 - Acad Med 2009;84(1):135-9



What are the characteristics of an effective relationship?

- 5 studies
- Personal connection – ‘chemistry’
- Underlying values
 - Based on trust, honesty, open communication and mutual respect
 - Clarify expectations of mentor and mentee, including intellectual property



- *‘I had a mentor who really didn’t discuss things with me, was not interested in spending time on actually discussing issues, and was far too different from me to actually approach them with problems.’*





Mentorship Program

- Mentorship facilitator
 - Identified for each Division
 - Assistance with finding mentors
 - Supporting mentors/mentees
 - Monitoring mentorship
 - Mentorship workshops
 - For facilitators, mentors, mentees
 - Not just for junior faculty – provide mentorship support across career (including transitions)
 - Mentorship resources
 - Development plans, checklists...
 - Evaluation
-



Toolkit

- Mentorship toolkit
 - '1 minute mentor' (adapted from M. Feldman)
 - Checklist for mentors/mentees
 - Individual development plan
 - Mentorship cases
 - Top tips for mentors
 - Book – Mentorship in Academic Medicine, Straus and Sackett. Wiley Blackwell 2014.



Mentorship in Academic Medicine

의학에서의 멘토링

Sharon E. Straus · David L. Sackett 지음

정욱진 · 박귀화 · 안석배 옮김



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- Katina Tzanetos
- Reena Pattani



What are the actions of an effective mentor?

- **Personal**

- Providing moral support
- Addressing private/personal issues
- Goal setting/vision building
- Role modeling
- Developing skills
- Career monitoring
- Navigating the institution
- Connecting/networking/sponsorship

- **Institutional**

- Protection and advocacy
 - J Gen Int Med 2010;25:72-8

