Mentorship: Paving the Road to Success

Nina Dhami
PGY-5
Objectives

- Historical background
- The Mentoring Effect
  - Definition of mentorship
  - Benefits
  - Stages
  - Types
- Career Mentorship
  - Business, Radiation Therapists, Nursing, Radiation Oncology
Where it all began…

- From Homer’s *Oddysseus*: Odysseus sails off to fight in the Trojan War and entrusts the care of his son Telemachus to his friend Mentor.
Industrialization

• Mentorship played important role in apprenticeships during the pre-industrial era in crafts and trades

• Apprentices entered contract at early age and remained with one employer for several years to acquire skills, knowledge, and understand the cultural norms of the workplace

• Subsequently adopted in mainstream business
Other famous mentor-mentee pairings

- Socrates → Plato
- Maya Angelou → Oprah Winfrey
- MLK → Jesse Jackson
- Muhammad Ali → Laila Ali
- Audrey Hepburn → Elizabeth Taylor
- Tom Wilkerson → Warren Moon → Russell Wilson
- Raven Wilkinson → Misty Copeland
- Dumbledore & Hagrid → Harry Potter
- Yoda → Luke Skywalker
- And of course…


Definition of Mentorship & Mentors

- “Mentoring may be defined as a relationship, formal and/or informal, between a novice and one of the more senior persons in the field for the purpose of career and personal development and preparation for leadership.”

- Mentoring is an intense long-term relationship between a senior, more experienced individual (the mentor) and a more junior, less experienced individual (the protege). –Kram et al, 1985.

- Mentor is someone who “brings to the table the experience of an examined life. They must be creative listeners who encourage and enable mentees to find their own path, using understanding and empathy more than direction.”

- Mentor is someone of advanced rank or experience who guides, teaches, and develops a novice.


Benefits of Symbiotic Mentor-Mentee Relationship:

- career development and satisfaction
- working relationships with colleagues
- career advancement/promotion
- Research productivity (grant funding, publications)
- retention rates
- interest in academia
- self-efficacy in teaching, research, and professional development
- confidence in leadership roles
- work/life balance
- Sense of reward/accomplishment/professional identity and purpose

http://dgsomdiversity.ucla.edu/workfiles/lectures/Making%20the%20Most%20of%20Mentors.pdf
http://www.huffingtonpost.ca/mark-lievonen/benefits-of-mentorship_b_3385753.html
http://www.washington.edu/admin/hr/roles/ee/careerdev/mentoring/
http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/radiation-medicine/education-training/training-programs/upload/Faculty-Mentoring-Program-Toolkit.pdf
Stages of Mentoring

- **Initiation (6-12 months)**
  - Getting to know each other (motivations, goals, work habits), identifying knowledge and skill gaps

- **Cultivation (2-5 years)**
  - Personal/professional goals, development of trust, scheduling future meetings and frequency, mutual expectations and goals, measures of progress and success
  - Giving and receiving (effective) feedback

- **Separation**
  - Student graduates, task completion
  - Opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

- **Redefinition**
  - Transitioning to informal mentoring or more of a peer relationship


http://www.ohsu.edu/xd/education/schools/school-of-medicine/departments/clinical-departments/radiation-medicine/education-training/training-programs/upload/Faculty-Mentoring-Program-Toolkit.pdf
Types of Mentorships

- Formal
- Natural/informal
- Virtual
- Team mentoring
- Peer and near-peer

http://www.railmentoring.net.au/types-of-mentoring
https://www.aaha.org/professional/resources/mentoring_guidelines.aspx#gsc.tab=0
Formal Mentorship

- Structured program that assigns mentors and mentees either randomly or matched (such as Myers-Briggs instrument)
- Written agreements/contracts
- Mentor often has some form of training
- Formal meeting times
- Focus on specific goals
- Toolkits available: individual development plans, goals & expectations, meeting checklists/journals, etc.

Limitations:
- “forced”
- Mentor/mentee mismatch
- Requires invested effort and resources
- Financial, time, and resource constraints
- Lack of available mentors

Natural/Informal Mentorship

- Initiated by mentor or mentee reaching out to one another
- Usually people with common goals/beliefs that stems into mentoring relationship
Virtual Mentorship

- “E-mentoring”
- Long-distance (email, phone calls, social media) or via national mentorship databases (ACRO, ASCO, AMWA, AONE)

Pros
- Bridging the mentoring gap
- Accessibility

Limitations
- No direct observation or accountability
- Misunderstandings can happen
- Should be seen as a complement to traditional mentoring, rather than a replacement.
Team Mentoring

- Network of mentors with multiple perspectives
- Reach more people in a time-efficient manner
- Spreads the responsibilities of mentoring to multiple mentors, avoiding potential “mentor fatigue”
- Draw upon knowledge of several mentors with different mentors providing expertise in different areas
Peer and Near-Peer Mentorship

- Individuals at same level providing skill training and sharing their experiences.
- Linked to improvements in listening and organization skills (mentors) and better work-life balance, time management, and increased scholarly activity (mentees)
- Example: medical students being mentored by other residents, TA mentoring students, nurses mentoring recently hired nurses, senior faculty mentoring junior faculty

Negative mentorship relationships can lead to:

- Less likely for mentors to mentor others
- Higher levels of work stress
- Lower self-esteem
- More likely to leave
- Culture of mistrust

(Eby 2000)
Career Mentorship

“Will you be my mentor?”
Playing catch up

- Healthcare mentorship: About 861,000 results (0.34 seconds)
- Medicine mentorship: About 949,000 results (0.35 seconds)
- Business mentorship: About 9,240,000 results (0.45 seconds)
Mentoring in business fuels success

- Micro Mentor: free business mentoring program that matched entrepreneurs with a mentor

- Outcomes of the 2014 Business Outcomes Survey:
  - 710 entrepreneurs were matched with a mentor between July 2012 and June 2013
  - 74% received mentoring
  - 10 Hours on average were spent in the mentoring relationship
  - 25% were in touch for 4 or more months; 12% are still in contact 1-2 years later
  - Mentored businesses increased their revenue by 83% while non-mentored business only increased their revenue by 16%
  - 83% of mentored businesses survived while only 74% of non-mentored businesses survived.
  - 42% of mentored businesses started up while only 29% of non-mentored businesses started up.

http://www.micromentor.org/learn-more/impact
Mentorship for Healthcare Professionals

- Mentorship development key because of rapid development of technology and research, all which dynamically change the work environment.
- Paves path for developing leaders in healthcare
- Essential for training and ongoing professional development
- Communication is central for work-based learning
- Pay it forward mentality
Radiation Therapy Students

• Historically, students have learned through a variety of classes while spending clinical hands-on time with therapists and patients
  • Barriers to learning:
    • Difficulty with application from textbook → clinical setting
    • Finding professionals within the field who want to teach
    • Feel as an outsider with rotations
  • Remedies
    • Formal mentorship program
      • Quality time with same therapist
      • Matching student with senior, experienced therapist
  • ASRT on board with the Student Leadership Development Program

http://www.asrt.org/events-and-conferences/student-leadership-development-program
Mentorship program implemented at MDACC in 2003 for radiation therapy students.

Goals
- Increase employment of new graduates
- Improve relationship between the students and employees

Before implementation
- Students rotated every 3 weeks with piece of therapy equipment and associated team of therapists
- Limited bonding because of short time frame

After implementation
- Month long rotations but had assigned mentor who students met with on regular basis
- Initial mentor pairings random but later revised to match people based on Myers-Brigg Type Indicator test

Radiation Therapy Students

- Mentorship improved:
  - Feeling of acceptance
  - Retention rates
  - Confidence
  - Recommending program to others
- All graduates would like to become mentors

<table>
<thead>
<tr>
<th>Class</th>
<th>2002 No. (%)</th>
<th>2003 No. (%)</th>
<th>2004 No. (%)</th>
<th>2005* No. (%)</th>
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<tbody>
<tr>
<td>No mentorship</td>
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<td>Random pairing</td>
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How confident were you at the time of graduation?

- Very little confidence
  - 2 (12.5)
  - 3 (20)
  - 2 (8)

- Somewhat confident
  - 1 (6.3)
  - 4 (26.7)
  - 14 (56)

- Very confident
  - 0 (0)
  - 2 (13.3)
  - 4 (16)

How accepted did you feel by other professionals?

- Not accepted
  - 2 (12.5)
  - 1 (6.7)
  - 1 (4)
  - 2 (10.5)

- Somewhat accepted
  - 1 (6.3)
  - 6 (40)
  - 7 (28)
  - 4 (21.1)

- Very accepted
  - 0 (0)
  - 2 (13.3)
  - 12 (48)
  - 10 (52.6)

Did or would you apply for employment at M.D. Anderson?

- Yes
  - 3 (18.8)
  - 6 (40)
  - 16 (64)
  - 13 (68.4)

- No
  - 0 (0)
  - 3 (20)
  - 4 (16)
  - 3 (15.8)

Would you recommend this radiation therapy program to others?

- Yes
  - 1 (6.3)
  - 7 (46.7)
  - 16 (72)
  - 16 (84.2)

- No
  - 2 (12.5)
  - 2 (13.3)
  - 2 (8)
  - 0 (0)

* The 2005 class had not yet graduated and, therefore, could not comment on questions about the end of the program.
Nursing Students

- student attrition leads to major financial and personal losses for the student and local/state governments.

- Peer-mentorship implemented in nursing school (Jacobs et al) and found:
  - 73.9% of mentees stayed with their mentor until end of term
  - 76% of mentored students completed the semester versus 36% of non-mentored students.

- Benefits to the mentor:
  “It helped me to develop and refine soft skills such as planning, organizing, scheduling, managing time, communicating, and collaborating...develop mentor-like qualities...apply what I’ve learned about leadership into practice. The program let me gain confidence in the roles of educator, advocate, and leader…”

- Leader2Leader Mentorship Program is a national program through AONE (American Organization of Nurse Executives)
  - http://www.aone.org/membership/Mentorship.shtml

Colalillo G. Mentoring as a retention strategy in a diverse, multicultural, urban associate degree nursing program. Teach Learn Nurs. 2007;2(2): 28-33
Radiation Oncology Residents

- Survey looking at the status of resident mentorship in radiation oncology
- What we found:

Current Mentor

- No mentor: 47%
- Mentor with formalized mentorship: 19%
- Mentor without formalized mentorship: 34%

Mentors: Who are they?

- Senior faculty Radiation Oncologist at home program: 19%
- Junior faculty Radiation Oncologist at home program: 29%
- Other faculty member at home institution: 10%
- Other Radiation Oncologist in private practice or another academic center: 20%
- Program Director at home program: 11%
- Department Chair home program: 6%
- Other: 5%

Radiation Oncology Residents

- **Formal Mentorship**
  - Residents more likely to have a current mentor if participated in a formal mentorship program
  - 21% reported having a formal mentorship program through their residency

- **Paying it forward**
  - Residents who had a mentor were more likely to have a mentee

- **Multiple mentors**
  - Of those residents who had a current mentor, 68% had 2-3 mentors, and 6% and 4 or more mentors

- **Early start on mentorship**
  - 27% started during medical school, 10% during PGY-1, and 50% during PGY-2

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**Mentorship and satisfaction**

- **Presence of a Current Mentor**
  - 88%
  - 72%

- **Satisfaction with Mentorship Experience**
  - 44%
  - 36%
Radiation Oncology Faculty

- Radiation Oncology Academic Development and Mentorship Assessment Project (ROADMAP) survey
  - 60.8% reported having an academic/scientific mentor
  - Most relationships started during residency/fellowship (43.8%) or during first 5 years as faculty (40.6%)
  - Those faculty members with a mentor had:
    - more academic productivity (higher number of publications, citations, and h-index)
    - More likely to have a PhD degree
    - More likely to have more protected time for research

What’s evolving

- Development of mentoring plans & guides
- More nationwide mentorship programs
- Awards and recognition

ASTRO also appreciates the need for mentoring relationships and a review of candidate's mentors and their capability to support the applicants as they launch their careers is built into the process of reviewing the Junior Faculty, Seed, and Minority Fellowship grant applications. ASTRO is continuing to evaluate how we can further promote the establishment of supportive mentor relationships.

Residents Association Recognizes 57 Mentors and Teachers With 2014 Educator of the Year Award

By The ASCO Post
September 15, 2014, Volume 5, issue 15
Conclusion

- Mentorship is a highly coveted experience with multitude of benefits for both the mentor and mentee.
- Wide variety of mentorship styles and types…find which one(s) work for you.
- Mentorship is dynamic and continuously evolving.
- Never too early to start mentorship.
- Field of medicine further strengthened by mentorship and paying it forward.
The End!

FIND YOUR YODA