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## Presentation Objectives

- Expand our understanding of mentoring
- Expand our understanding of what contributes to a mentoring relationship that is mutually satisfying and beneficial
- Identify strategies for initiating mentoring relationships
- Integrate the benefits of informal and formal mentoring processes into your daily experience



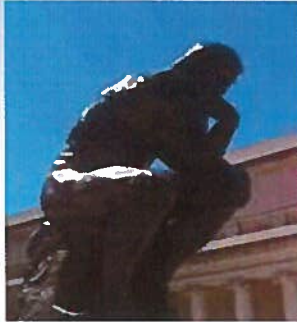
University of  
Massachusetts  
Medical School

March 2, 2010

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1. Go to the View Menu> Master
2. Select the Slide Master option.
3. Presentation Title – Double-Click on the “Enter Presentation Title” and type the Presentation’s Title
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## Your thoughts on mentoring...



University of  
Massachusetts  
Medical School

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Favorite teacher and why?

## Mentoring

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Can be...

- An intense personal relationship between a senior experienced colleague (mentor) and a less experienced junior colleague (mentee)
- A network of developmental relationships
- A close, direct relationship with frequent contact
- An indirect relationship (role model) with intermittent contact
- A bi-directional relationship across generations

## Three Components of Mentoring

- **Career**
  - Sponsorship for job related tasks
  - exposure to challenging and novel experiences
  - introductions to special people
  - Protection
- **Psychosocial**
  - Counseling
  - Friendship
  - Acceptance
- **Role Modeling**
  - Desired Behaviors
  - Attitudes
  - Values

## Mentoring: Traditional Concepts

- Mentoring includes a senior/junior dynamic.
- Mentors value passing on hard earned knowledge and experience to “junior colleagues”; “junior colleagues are receptive to the lessons learned by experienced senior folks.
- Willingness to mentor is fueled by a desire to “give back” or generativity
- Formal, mandated mentoring programs yield higher organizational commitment and retention.

## Mentoring: New Imperatives

- Choice and options are imperative for successful mentoring programs
- Mentor motivations deserve as much attention as protégée outcomes.
- Entrepreneurial behavior on the part of the protégée makes a big difference
- Basic relationship management is necessary
- Emotional intelligence is necessary—both parties have to manage personalities and both have to have a fair degree of social competence

## Initiating a Mentoring Relationship

### Mentees

- Identify 3-5 expectations that you have for a mentoring relationship
- Describe why these expectations are so important to you
- Identify your view of an ideal mentoring relationship
- Identify your learning style
- Identify what you have you already done to increase your knowledge/skill base
- Know how you receive feedback



## Initiating a Mentoring Relationship

### Mentors

- Identify 3-5 reasons why you would like to be a mentor
- Describe the motivations that might underlie each reason you have identified and identify your primary motivation for mentoring
- Identify and evaluate the times when you have facilitated another's person's learning
- Know how it feels for you to support someone's developmental journey
- Identify the boundaries, negotiables, non-negotiables in a mentoring relationship

## Why Mentoring?



An out-of-towner drove his car into a ditch in a desolated area. Luckily, a local farmer came to help with his big strong horse named Buddy. He hitched Buddy up to the car and yelled, "Pull, Nellie, pull." Buddy didn't move. Then the farmer hollered, "Pull, Buster, pull." Buddy didn't respond. Once more the farmer commanded, "Pull, Jennie, pull." Nothing. Then the farmer nonchalantly said, "Pull, Buddy, pull." And the horse easily dragged the car out of the ditch. The motorist was most appreciative and very curious. He asked the farmer why he called his horse by the wrong name three times. The farmer said, "Oh, Buddy is blind, and if he thought he was the only one pulling, he wouldn't even try!"

## Benefits of Mentoring

- One of the most effective strategies for dealing with glass ceiling or glass cliff phenomena (Ryan & Haslam, 2007)
- Burnout can be prevented and role stress decreased through quality supervisory and mentor relationships (Thomas, 2006)
- Mentors who are high achievers and those who have professional status are desirable because they are more likely to achieve positive outcomes for mentees (Payne & Huffman, 2006)

## **Benefits of Mentoring (continued)**

- Residents, research fellows and junior faculty cite the significant impact of mentorship on their personal and career development. (Sambunjak, et. al JAMA 2006)
- Being mentored has a positive impact on research development and productivity.  
(Sambunjak, et. al JAMA 2006)

## Mentoring Dilemmas

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- Imbalance between the desire for mentoring and access or availability
- Generational dynamics
- Changing workplace expectations
- Attitudes and skills mismatch
- Increased diversity
- Relational dynamics

## Best Practices

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- Team or group practices such as mentoring circles
- Developmental networks provide more flexibility and opportunity for individualized customization
- Peer to Peer Mentoring
- Mentors outside the organizational boundaries
- Multiple mentoring relationships of varying time frames
- Following the “connectiveness” of a relationship rather than an assigned mentor
- 360 degree Feedback Process
- Voluntary and not forced

## Summary

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- Decide on the effective mentoring relationships for your specific needs
- Know that a mentoring trajectory is never a straight line
- Clarify your expectations on what you want and need from a mentoring relationship or what you can offer as a mentor
- Seek opportunities for informal mentoring on a regular basis

# Conclusion

