

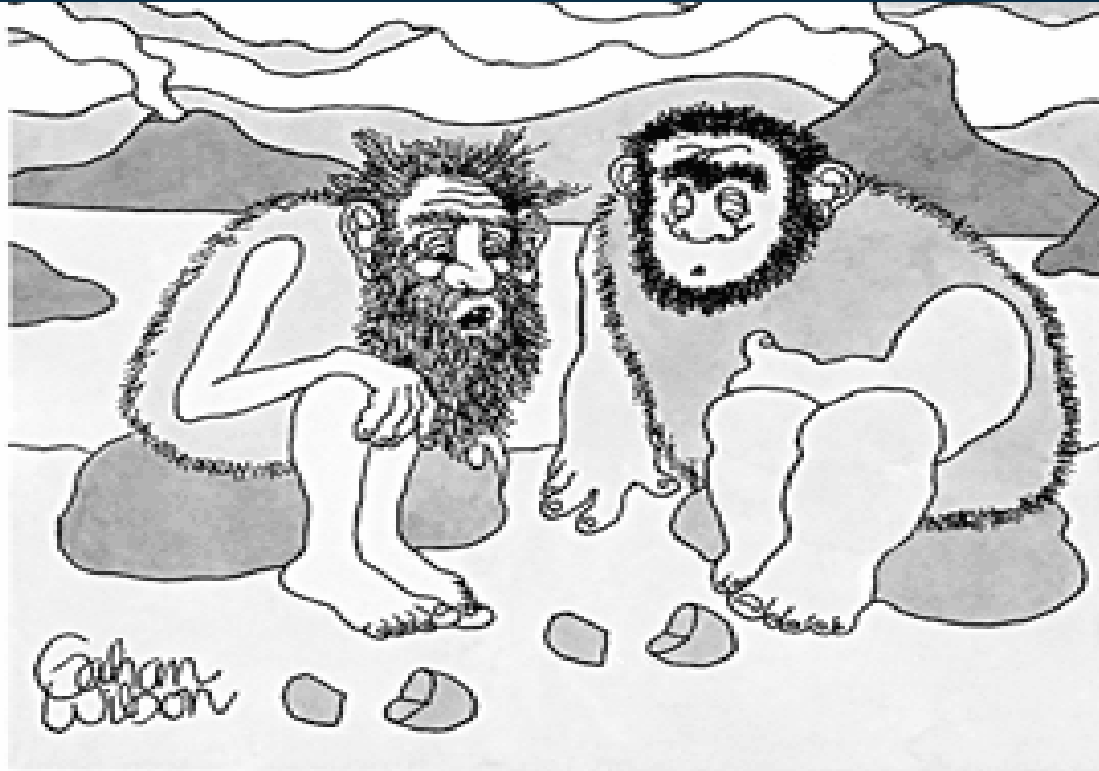
Effective Communication in Mentoring



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What is Mentoring?





"There—now I've taught you everything I know about splitting rocks."

What is Mentoring?

Levinson DJ: “The Seasons of a Man’s Life”.
New York, Alfred A Knopf, 1978

- The mentoring relationship is *“one of the most complex and developmentally important”* in a persons life.
- The mentor will . . . *“assist and facilitate the realization of the dream.”*

Mentoring is

“ A dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the development of both.”

Healy, Educ Res. 1990; 19:17-21.

Mentor as Teacher



- Educate mentee about research content and methods
- Clinical/teaching skills
- How things work

Mentor as Protector

- Mentor as Superhero
- Powerful Advocate and Protector
- Advancement, Promotion and Recognition

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Mentor as Role Model

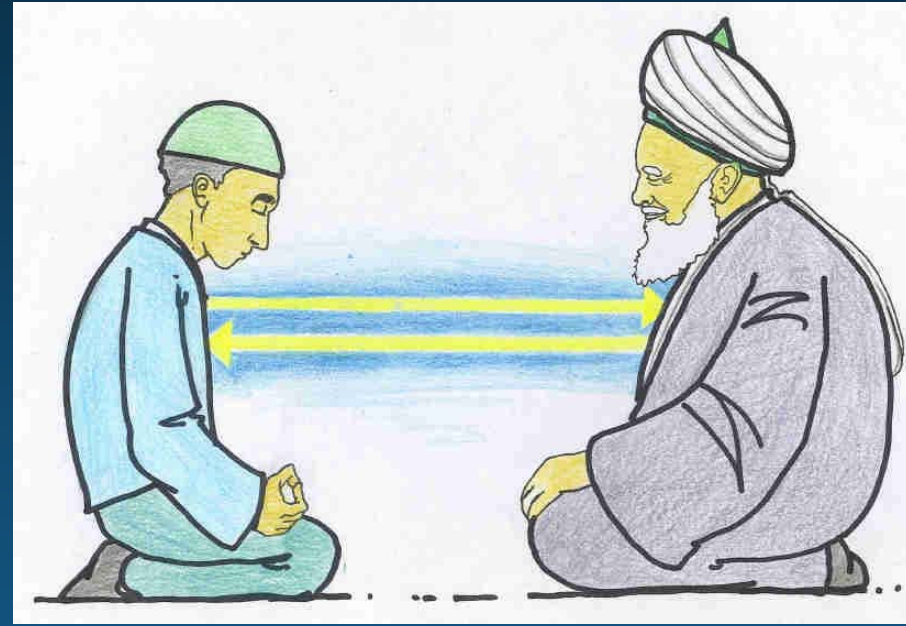
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- A person considered as a standard of excellence to be imitated (Wright, et al)

Mentor as Advisor and Guide

- ‘a trusted counselor or guide’
- Self reflection and value clarification

“We have spent countless hours... planning my career, talking about family and how to live meaningfully and find happiness and balance in the workplace and home.”





The Art of Mentoring

“He knows what each plant in his garden needs to thrive: this one a little more sun, this one more fertilizer; this is a good metaphor for his mentoring [as] he takes the same careful approach with ‘growing’ his fellows and takes great joy in watching them bloom.”



The Art of Mentoring

“During the launching of my career, [she] was like a Solid Rocket Booster, ensuring that I achieve the lift and trajectory to make it into orbit. But rather than dropping off at that point, she has remained a constant feature, like Mission Control, monitoring my progress.”

“Most importantly, (my mentor) has no intellectual jealousy. She was always happy to see others succeed, pushing them forward into the limelight while standing back in the shadows herself.”

Does Mentoring Matter?



Systematic Review

Sambunjak et al. JAMA 2006;296:1103-15.

- Mentorship influenced:
 - Personal development
 - Career guidance
 - Career choice
 - Discipline selected
 - Academic vs. non-academic position
 - Research productivity
 - Retention and recruitment

Systematic Review

Sambunjak et al. JAMA 2006;296:1103-15.

- Impact on research productivity and success
 - Association between having a mentor and:
 - Completing a thesis
 - Completing a research project
 - Number of publications
 - Likelihood of obtaining a grant
 - Lack of a mentor associated with inability to complete a project or obtain a grant

Effective Communication: The Key to Effective Mentoring

- *“The single biggest problem in communication is the illusion that it has taken place”* George Bernard Shaw
- Active listening involves forgoing all other activities for the time being and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words.

Mindfulness

“Mindfulness means paying attention, on purpose, to one’s own thoughts, feelings and judgements . . . It is the practice of being fully present in our attention to where we are, what we are doing, and what is happening at the moment.”

(Epstein, 2001)

Active Listening Exercises



- “Talking Over”
- “What’s bugging you?”

Listen to:

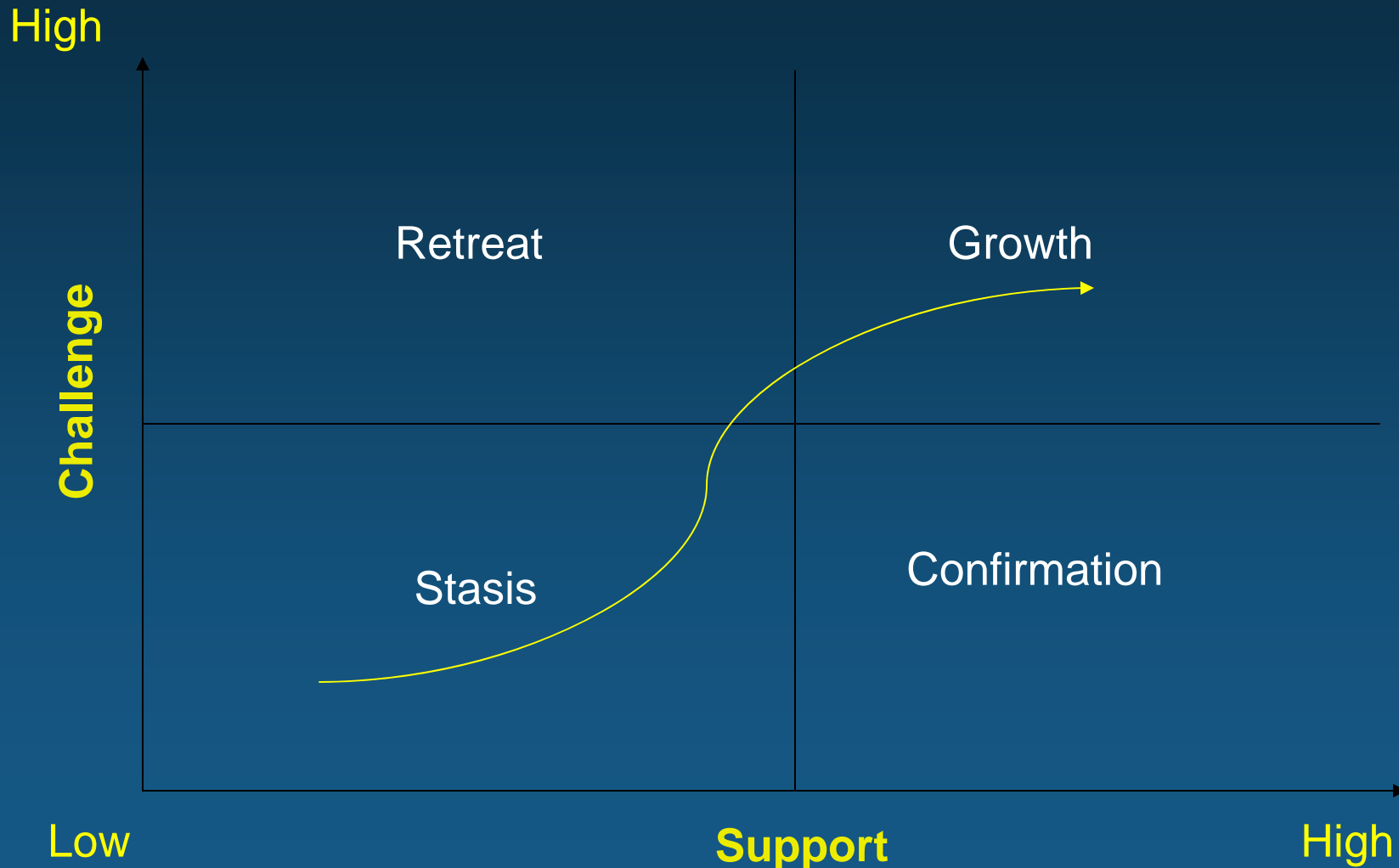
- ↓ Discern what the speaker needs/wants
- ↓ Encourage communication
- ↓ Understand, clarify
- ↓ Gain new information, knowledge
- ↓ Understand feelings as well as content
- ↓ Gain trust, credibility
- ↓ Show empathy
- ↓ Develop rapport

“Courage is what it takes to stand up and speak; it is also what it takes to sit down and listen.”

Winston Churchill

Support and Challenge on Mentee Development

(Daloz, 1999)



Promote Mentee Self Efficacy

- “The mentee is not an empty vessel receiving the mentor’s advice and wisdom but, rather, an active participant, shaping the relationship.”

Zerzan et al. 2009

Teach Mentees to “Manage Up”

- “Managing up” -- the mentee takes ownership of and directs the relationship, letting the mentor know what he or she needs . . . Managing up makes it easier for a mentor to help a mentee, which makes the relationship more satisfying and successful for both.”

Zerzan et al. 2009

Case Discussions

Bringing Emotional Intelligence to the Mentoring Relationship

Emotional Intelligence (EI) is the ability to feel, understand, articulate, and effectively apply the power of emotions as a source of human energy. In a world of different cultural norms and behaviors, this involves:

- broadening of communication skills,
- resilience in the face of complex and challenging realities, and
- the ability to shift perspective and influence others who are different in order to achieve needs and objectives in a constructive way.

Bringing Emotional Intelligence to the Mentoring Relationship

- EI therefore represents a complement to intellectual intelligence (what IQ measures), and it is not uncommon for individuals who score very high in the latter to be deficient in the former.
- Intellectual intelligence, develops through
 - academic training
 - research
 - critical thinking
 - the ability to analyze and synthesize abstract information
- Emotional Intelligence develops through
 - self-awareness
 - acceptance and understanding of the diversity of human experience and motivation
 - the ability to communicate across the gaps of interpersonal and intercultural differences.

Bringing Emotional Intelligence to the Mentoring Relationship

EI can be understood along two orthogonal axes:

- A. focus on Self vs. focus on Others
- B. focus on Insight vs. focus on Action.

Accordingly, there are four principal aspects of EI:

1. **Insight into Self:** or Affirmative Introspection
2. **Insight into Others:** or Intercultural/Interpersonal Literacy
3. **Action on the Self:** or Self-Governance
4. **Action with Others:** or Social Architecting

Bringing Emotional Intelligence to the Mentoring Relationship

1. **Insight into Self:** or Affirmative Introspection

- knowing what makes you tick
- being in tune with and aware of your own “hot buttons”
- becoming comfortable in your own skin

As a mentor, developing this aspect of EI involves

- knowing your strengths and weaknesses — personal and academic
- being conscious of what situations and behaviors frustrate and annoy you
- having enough confidence in your knowledge and abilities so that you can interact with mentees in a relaxed and engaging manner

Bringing Emotional Intelligence to the Mentoring Relationship

2. **Insight into Others:** or Intercultural/Interpersonal Literacy

- being capable of empathy (knowing what makes others tick) by transcending your own perspective
- being able to appreciate the benefits and limitations of different personality styles and cultural backgrounds
- understanding how culture shapes and informs behavior

As a mentor, developing this aspect of EI involves

- putting yourself in your mentee's shoes — what motivates, excites, interests, concerns them
- knowing your mentee's strengths and weaknesses — personal and academic
- being conscious of understanding enough of your mentee's cultural background to engage and challenge them in appropriate ways

Bringing Emotional Intelligence to the Mentoring Relationship

3. **Action on the Self:** or Self-Governance

- getting in charge of self-talk
- acting as your own change manager (being willing and able to undertake personal change and to manage changes in your environment)
- learning to deal with and make an ally of ambiguity

As a mentor, developing this aspect of EI involves

- overcoming negative, self-defeating internal dialogs about the mentor-mentee relationship
- learning to take changes in stride, make the most of problems and setbacks, manage anger in reaction to frustrations
- learning to be comfortable having mixed feelings about your mentee, and dealing with complex situations with appreciation for “shades of gray”

Bringing Emotional Intelligence to the Mentoring Relationship

4. **Action with Others:** or Social Architecting

- serving as an interpersonal/intercultural interpreter
- being effective at conflict resolution and bringing diverse people together despite personal and/or cultural differences
- knowing how to create and sustain compelling working relationships and environments

As a mentor, developing this aspect of EI involves

- becoming adept and recognizing and interpreting problems your mentee is having with you or others due to differences of personality and/or cultural background
- learning how to resolve conflicts between your mentee and you (or others) due to personal or cultural differences
- creating a relationship with your mentee that both of you find satisfying, productive and inspiring

Strategies from the UCSF Problem Resolution Center

When troubled by another's intent or actions –
suspend judgment

- Use communication skills to fill in missing information.
- Deal with the “little issues” before they become big ones.
- Recognize that conflicts often result from misunderstandings regarding differences in communication styles.
- Be aware of how you come across.

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"Mentoring has the capacity to imply the crucial nature of broad values in medicine, to link the young to their intellectual and professional heritage, to make the pursuit of excellence an enduring preoccupation of future faculty and of the profession generally."

JA Barondess

UCSF Faculty Mentoring Program

- Launched after survey revealed widespread dissatisfaction with mentoring at UCSF
- Director of Faculty Mentoring appointed 2006
- Mentoring Facilitators
- One on One mentoring
 - ✓ All junior/new faculty paired with senior “career” mentor responsible for providing career guidance and support.
 - ✓ Career Mentoring meetings should take place at least 2-3x yearly; the mentee is expected to send their mentor an updated CV and Individual Development Plan prior to each meeting.

Target Mentees (N=873)

	School of Dentistry	School of Medicine	School of Nursing	School of Pharmacy
<u>Series</u>				
Ladder	5	24	6	7
In Residence	2	124	0	0
Clinical X	3	51	0	7
HS Clinical	9	341	16	9
Adjunct	5	246	13	5
Total	24	786	35	28

A Team of Mentors

- **Career Mentor**: Responsible for overall career guidance and support for their mentee. Often affiliated with the Faculty Mentoring Program, the career mentor may or may not also serve as the scholarly mentor (see below). Scheduled meetings take place at least 2-3 times per year.
- **Scholarly/Research Mentor**: Responsible for developing the creative and/or independent research careers of their mentees. Unlike the career mentor, the scholarly mentor *must* have expertise in the mentee's area of scholarship and help provide resources to support the mentees work. Scheduled meetings take place 1-2 times per month.
- **Co-Mentor**: Works with the mentee and scholarly mentor to provide specialized content area or methodological expertise. Scheduled meetings every 1-3 months.

Recognition of Mentoring: *Changing the Culture*

- Advancement and Promotion

FACULTY MENTORED: *[List all; list the current position of the faculty mentored; list dates; describe Mentoring role, e.g. assigned faculty Mentor, informal career advisor, personal advisor, research/grant review, etc.]*

Dates	Name	Position while Mentored	Mentoring Role	Current Position
1995-2000	Jane Doe PhD	Asst. Prof.	Academic and Research Collaborator/Advisor	Assoc. Prof., Bioch., UCSF
1999-2001	James Jones MD	Assoc. Prof.	Reviewed grant application	Assoc. Prof., Surg, UCSF
2000-2002	Sally Brown	Asst. Prof.	Career Advisor	Asst. Prof., Can.Ctr., UCLA

- Mentoring Awards

- ✓ “FMP Lifetime Achievement in Mentoring Award”, Academic Senate DIM Awards; “FMP Who mentored you?”

CTSI Mentor Development Program

- Goal: To train mid-career and early senior CT researchers in mentoring skills - build a community of mentoring excellence
- 10 case based seminars over 5 months
- Senior mentors and MITs - discussion and networking
- Sample seminars: “Rewards and Challenges”; “Fiscal Realities”; “Leadership Skills”; “Grants”

*“When preparing for battle,
I have found that planning is essential,
but plans are useless.”*

Dwight D. Eisenhower



THANK YOU



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