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Enhancing Communication with your Mentees

School of Medicine

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Mentoring Stages



Mentoring is . . .

COACHING

CONSULTING

ADVISING

MANAGING

TEACHING

COUNSELING



GUIDING

ROLE MODELING

Mentoring is *complex*

- 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.”*

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

Mentoring is *longitudinal*



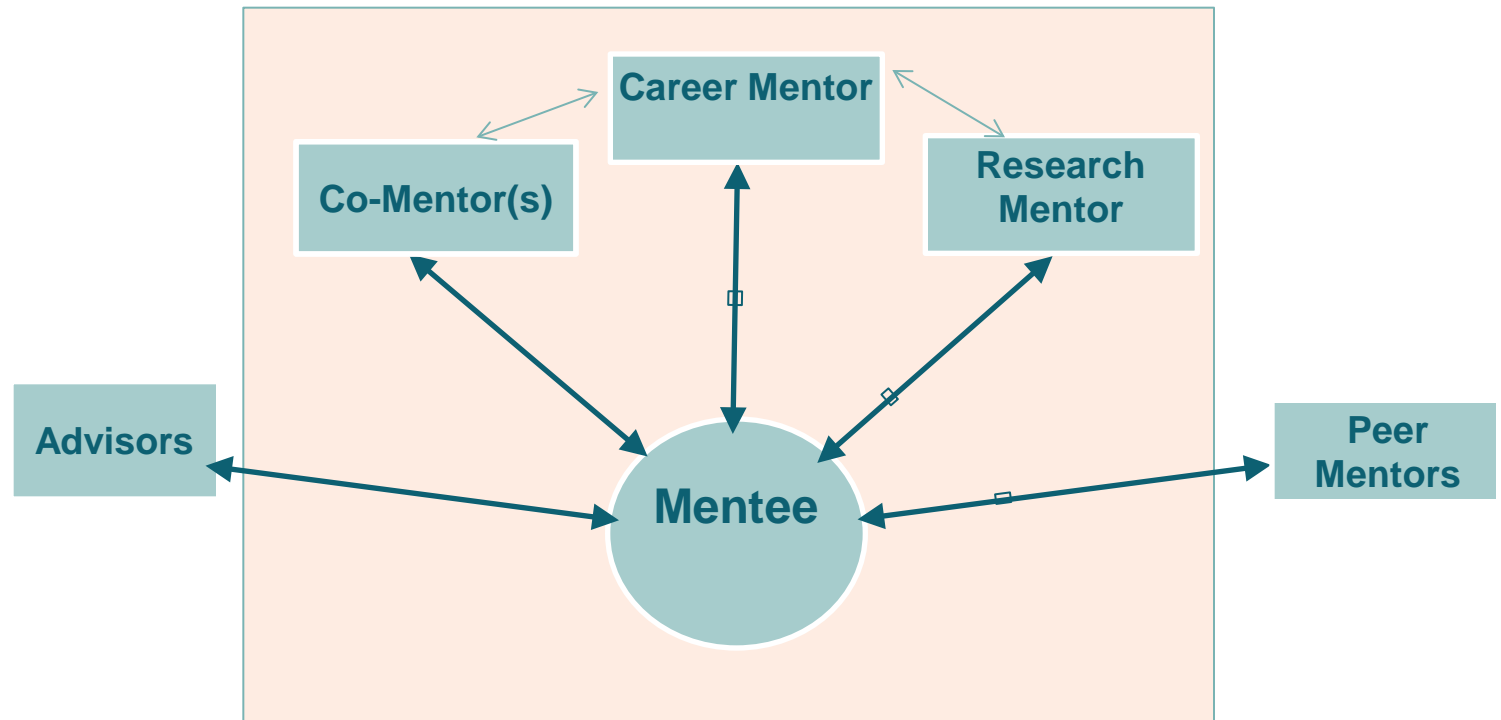
... a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.

Mentoring is *reciprocal*

“ 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.

Mentoring Team



Communication and Mentoring

- Barriers and facilitators to effective communication between mentor and mentee
- Alignment in mentoring - what is it and its role in mentor/mentee communication
- Summary: keys to effective communication in mentoring

MENTORING VIGNETTE

- **Mentor/mentee pairs**
- **Put yourself 'in the shoes' of the mentor or mentee**
- **Role play a mentor / mentee meeting for about 5 minutes**
- **Keep the following in mind:**
 - ✓ As the mentor/mentee -- what went wrong in this mentoring relationship?
 - ✓ Could it have been avoided? How?
 - ✓ How would you propose to move forward (or not) from here if you were the mentee? The mentor?

Mentor Role

You are an assistant professor, clinician investigator in clinical translational research. About 6 months ago, one of the new fellows asked that you mentor him/her on a new project. You were apprehensive about taking on new mentoring responsibilities but you agreed because he/she seemed enthusiastic and the project was in your area of interest. Since then, you have met twice but have not seen any concrete products and have not had any communication for the past 3 months. You feel frustrated but also a bit guilty that perhaps you should have done more to move the project along. You received an e-mail a few days ago to set up a meeting but have been too busy to respond – and are not sure whether to meet or say that now you too busy to help.

Mentee Role

You are a new fellow with a possible interest in clinical translational research, and you approached a junior faculty member and asked him/her to mentor you on a research project in their area of expertise. The mentor agreed and you have met twice to discuss your ideas but you have been uncertain where to go with it. In addition, a few months ago, the Dept. Chair asked you to help with one of her QI projects. You have enjoyed this but it has taken a lot of your time. You sent an e-mail to your mentor 3 days ago asking to set up a meeting but she/he has not replied. You have not decided what you want do about the project and are having some second thoughts about your career- but are not sure if or how you can bring this up.

Differential Diagnosis of a Problem Mentoring Relationship

- **Mentee Centered**
 - Unclear career direction; ambivalent about research career
 - Passive approach towards mentoring
 - No IDP
 - Poor communication, lack of alignment
- **Mentor Centered**
 - Lack of mentor training and experience
 - Failed to set clear expectations
- **Program Centered**
 - Lack of formal mentoring program
 - Lack of mentoring culture

Alignment in Mentoring



Mentoring Partnership Agreement

As a mentor and mentee in the UCSF Faculty Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis, no less than quarterly.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other:

Mentor

Mentee

Date

The IDP is a Career Compass for your Mentee



The Individual Development Plan (IDP)

- **Self evaluate values, skills and interests**
 - ✓ Research/scholarly
 - ✓ Clinical
 - ✓ Teaching/mentoring
 - ✓ Leadership/management
 - ✓ Interpersonal
- **Set short and long term goals**
- **Discuss with mentor**
- **Review q 4-6 months and revise**

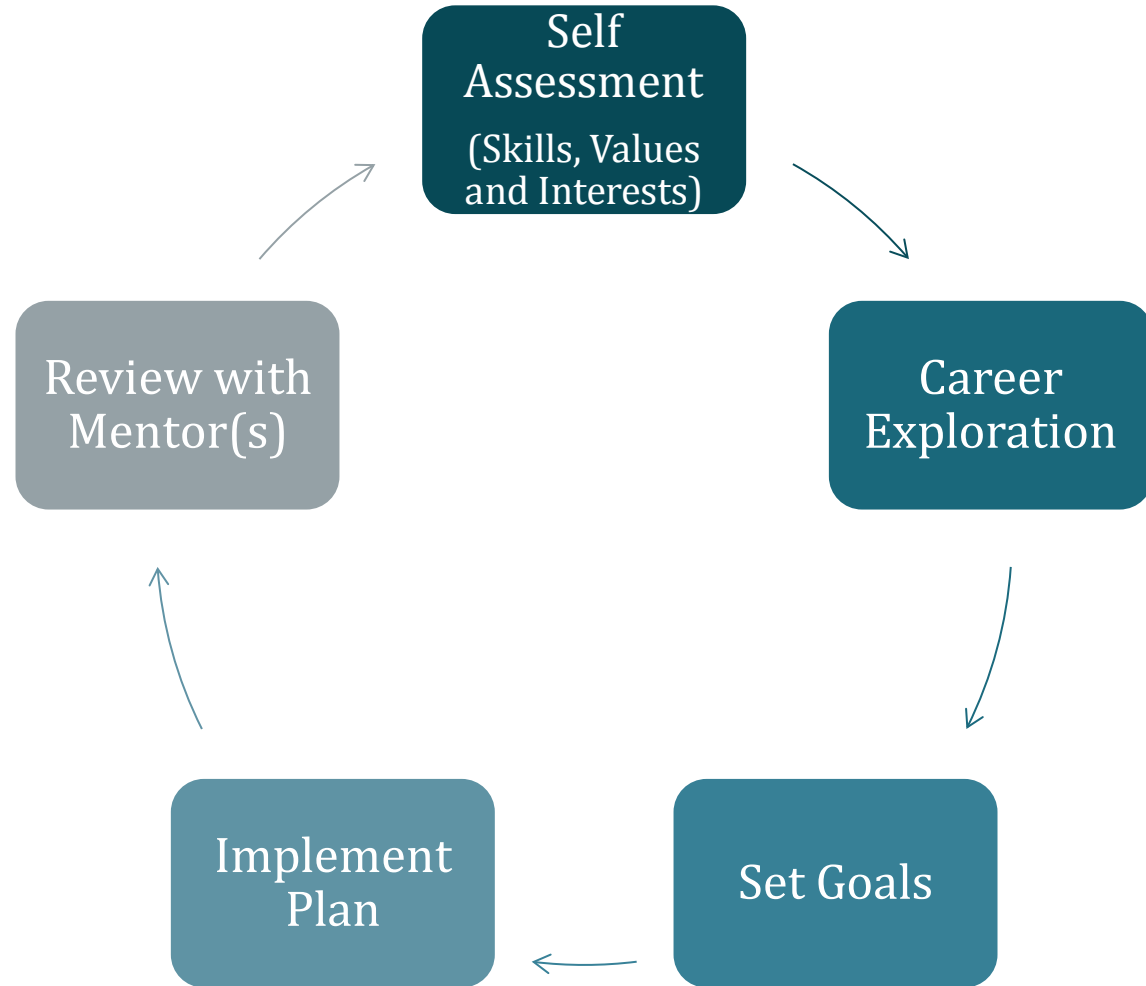


UCSF

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The IDP: *An Iterative Process*



Qualities of Outstanding Mentors

CLINICAL RESEARCH STUDY

THE AMERICAN
JOURNAL *of*
MEDICINE®

Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors

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ABSTRACT

OBJECTIVE: The study's objective was to identify the important qualities of outstanding mentors as described by their mentees' letters of nomination for a prestigious lifetime achievement award in mentorship.

METHODS: The Lifetime Achievement in Mentorship Award at the University of California, San Francisco, recognizes a faculty member who has demonstrated sustained mentoring excellence in the academic health

5 Characteristics of Outstanding Mentors

- 1) Time commitment to mentoring
- 2) Personal qualities: enthusiasm, altruism,
- 3) Act as a career guide for mentee
- 4) Support personal/professional balance
- 5) Leave a legacy of how to be a good mentor

Cho C, Ramanan R, Feldman MD. *AJM* 2010

Successful and Failed Mentoring Relationships

Mentoring

Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers

Sharon E. Straus, MD, Mallory O. Johnson, PhD, Christine Marquez, and Mitchell D. Feldman, MD

Abstract

Purpose

To explore the mentor-mentee relationship with a focus on determining the characteristics of effective mentors and mentees and understanding the factors influencing successful and failed mentoring relationships.

Method

The authors completed a qualitative study through the Departments of Medicine at the University of Toronto Faculty of Medicine and the University

transcripts of the interviews, drawing on grounded theory.

Results

The authors completed interviews with 54 faculty members and identified a number of themes, including the characteristics of effective mentors and mentees, actions of effective mentors, characteristics of successful and failed mentoring relationships, and tactics for successful mentoring relationships. Successful mentoring

relationships were characterized by personality differences, perceived (or real) competition, conflicts of interest, and the mentor's lack of experience.

Conclusions

Successful mentorship is vital to career success and satisfaction for both mentors and mentees. Yet challenges continue to inhibit faculty members from receiving effective mentorship. Given the importance of mentorship on faculty members' careers, future studies must address the association between a failed mentoring relationship

Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers.

Straus, Sharon; Johnson, Mallory; Marquez, Christine; Feldman, Mitchell

Academic Medicine. 88(1):82-89, January 2013.

DOI: 10.1097/ACM.0b013e31827647a0

Characteristics of Successful Mentoring Relationships

- **Reciprocity**
 - *it's got to be a two-way street. It can't just be a one-way giving relationship 'cause then it's just going to burn out.*
- **Mutual Respect**
- **Clear Expectations**
 - *"It's helpful to set up sort of those guidelines in the beginning, what the mentee can expect from the relationship but also what the mentor expects..."*
- **Personal Connection**
- **Shared Values**

Characteristics of Failed Mentoring Relationships

- **Poor Communication**
 - *If there's a lack of communication for, you know, what the mentor expects and what the mentee expects, that's a recipe for disaster.*
- **Lack of Commitment**
- **Personality Differences**
 - *If the personality types are very different, the way they look at the world could be quite different.*
- **Perceived (or real) competition and COI**
 - *If there's any other agenda or ulterior motives I think it can really poison the relationship 'cause you're not sure if the advice you're getting is good for you or good for them.*
- **Lack of Experience/Knowledge/Skills**

Effective Communication is the Key to Effective Mentoring

“Most people do not listen with the intent to understand; they listen with the intent to reply.”

Stephen R. Covey



Full attention

Ear

Eyes

One

Heart

To Listen

“The single biggest problem in communication is the illusion that it has taken place”

George Bernard Shaw

Communication Skills and Mentoring

- **Effective Communication Techniques in Mentoring include:**
 - Active Listening
 - Reflecting
 - Summarizing
 - Non-verbal



Active Listening

- 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.

Reflective Listening

- **Verbally reflect back what your mentee has said**
 - Helps mentee to feel understood
 - Helps the mentor to clarify their understanding of what the mentee said
 - For example: “It sounds like you are feeling worried about the abstract you have to present next week . . .”

Summarizing

- Synthesize and restate back what was discussed with the mentee
- Clarifies understanding (by ‘checking’) and mutual responsibilities
- For example: “So - if I understood correctly, you will send me a good first draft of the grant one week before we meet next month, and I will call Dr. Y to set up a meeting with the three of us”

Non-verbal Communication

- Mentors communicate with mentees when they are speaking *and* when they are not speaking. In fact, much of human communication is nonverbal.
- Examples of positive or open body language include:
 - Eye contact (depending on the culture)
 - Open or relaxed posture
 - Nodding or other affirmation
 - Pleasant facial expressions

“For, in the end, it is impossible to have a great life unless it is a meaningful life. And it is very difficult to have a meaningful life without meaningful work.”

Jim Collins

Good to Great:

*Why Some Companies Make the Leap ...
and Others Don't*



Emotional Intelligence and Mentoring

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*Faculty Staff Assistance Program
(FSAP)*

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

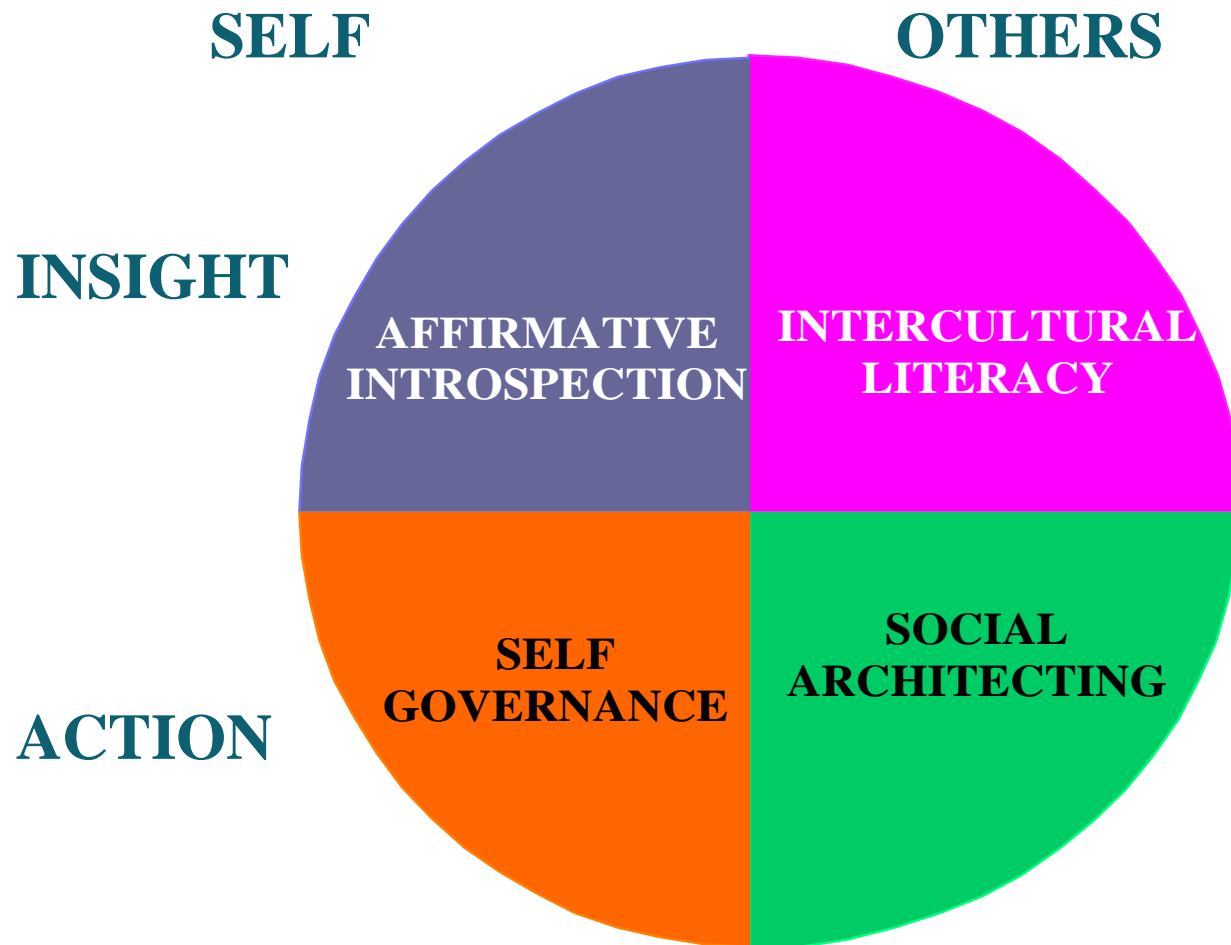
EI can be understood along two orthogonal axes:

- 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

EMOTIONAL INTELLIGENCE AND DIVERSITY



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

Thank You

