Mentoring for Educational Excellence & Leadership

TEXAS A&M COLLEGE OF MEDICINE
Academy of Distinguished Medical Educators

Mentoring for Educational Excellence and Leadership Program

Texas A&M
College of Medicine

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."

— Steven Spielberg

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PROGRAM OVERVIEW

Mentoring for Educational Excellence and Leadership (MEEL) Program

Overview

The Mentoring for Educational Excellence and Leadership (MEEL) Program addresses the mentoring needs of faculty and post docs in the areas of instruction and leadership in medical and graduate education. This one-year program will be an individualized collaboration between MEEL Fellows (mentees) and Mentors.

Goal

To provide faculty and post docs with a mentor who will offer guidance in the development of competencies in medical education instruction, graduate education instruction and/or leadership development.

Required Program Components
- Introductory program orientation for mentoring pairs
- Three MEEL Fellow and three Mentor Check-Ins with one of the program facilitators via virtual platform (e.g., Zoom)
- Workshop on leadership for mentoring pairs
- Submission of a one-page summary of goals accomplished by the MEEL Fellow
- End of Program presentations by the MEEL Fellow

Recognition
Certificate granted to participants completing all required program components.

Mentorship Program Timeline

October – November 2020
- Call for MEEL Fellows (3-week time period)
- MEEL Fellows-Mentor Match

December 2020
- Program Begins
- Introductory Program Orientation

February 2021
- Check-In #1 (Zoom) – MEEL Fellows / Mentors (separate)

May 2021
- Check-In #2 (Workshop)
- Mid-Program Evaluation

August 2021
- Check-In #3 (Zoom)

October - December 2021
- Call for MEEL Fellows (3-week time period)
- MEEL Fellows-Mentor Match
- **December**: Program Begins for next cohort

January 2022
- Program completion
- Final program evaluation
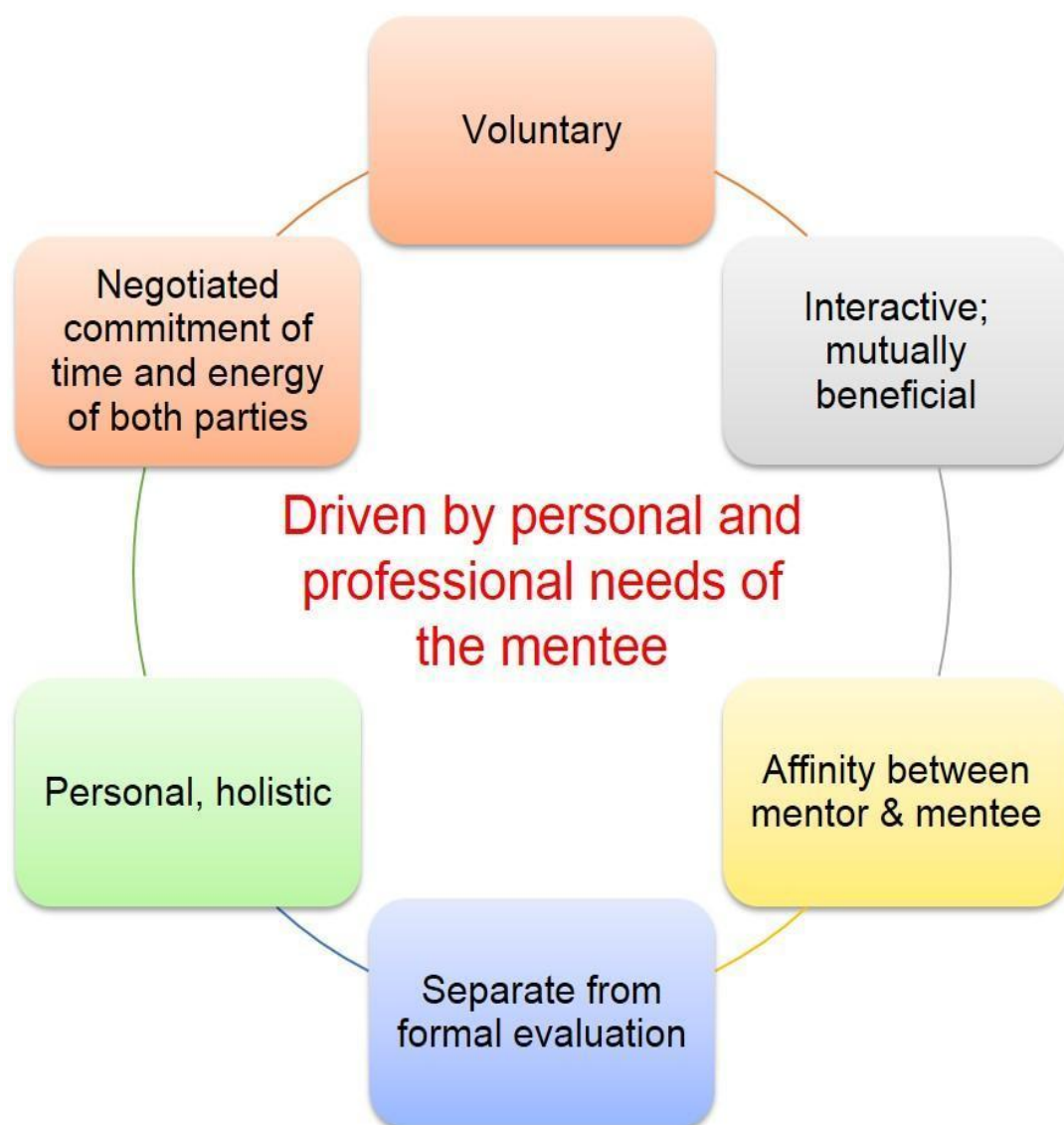- Ceremony

Program Facilitators

Diane E. Chico, Ph.D.
Terri Kurz, Ph.D.

Program Mentors

Mentors are members of the Academy of Distinguished Medical Educators, the Department of Medical Education, and colleagues across the College of Medicine.

MENTORS, MEEL FELLOWS AND THE MENTORING RELATIONSHIP

Mentoring is…

- Voluntary
- Interactive; mutually beneficial
- Affinity between mentor & mentee
- Separate from formal evaluation
- Personal, holistic
- Negotiated commitment of time and energy of both parties

Driven by personal and professional needs of the mentee

(adapted from Dr. Sheila Chauvin's, "*Making the Most of Mentoring and Other Supportive Relationships*". Texas A&M COM ADME Educational Grand Rounds Workshop; 17 Oct. 2017)

Characteristics of an Effective Mentor

Competence
- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

Confidence
- Shares network of contacts and resources
- Allows protégé to develop his/her own terms
- Demonstrates initiative, takes risk
- Shares credit

Commitment
- Invests time, energy and effort to mentoring
- Shares personal experiences

Photo Courtesy of Shutterstock

Mentor Roles and Functions

The mentor can serve in one of two roles depending on the needs of the MEEL Fellow. A mentor can provide ongoing support in professional development for the MEEL Fellow. The mentor can also serve more as a coach that can help the faculty member in developing a skill or acquiring new knowledge in the short-term.

Role	Responsibility	Relationship with Individual
Coach	Help individual develop new skills or knowledge	- Focused on helping with developing a specific skill or acquiring new knowledge - As expert on the topic, provides new information to individual to enhance skills - Usually short-term - relationship ends with successful acquisition of new skill or knowledge
Mentor	Guide and support the individual	- Focused on professional and personal development - Based on mentee's expressed needs - Driven by specific learning agenda identified by the mentee - May be outside the hierarchy of direct reporting relationships - Confidential - Usually longer term relationship than that of coach

Mentor Do's and Don'ts

Do	Don't
● Listen Actively ● Support and facilitate networking and brokering ● Teach by example ● Be aware of role conflict ● Encourage and motivate mentee to move beyond their comfort zone ● Promote independence ● Promote balance ● Rejoice in success and convey your joy ● Encourage reciprocity	● Fix the problem ● Take credit ● Take over ● Threaten, coerce or use undue influence ● Lose critical oversight- allow friendship to cloud judgment ● Condemn the mentee for mistakes or lack of agreement

Characteristics of an Effective MEEL Fellow

- Have clear and well defined objectives

- Be comfortable asking for what you want

- Be open to hearing new ideas and perspectives

- Allow yourself to be open and vulnerable

- Be able to show that you value and appreciate feedback

- Be willing to change or modify your behaviors

- Follow through on commitments

- Make an effort to instill trust

MEEL Fellow Do's and Don'ts

Do	Don't
- Take initiative - Be respectful of mentor's time - Communicate agenda and goals with mentor prior to meeting - Clarify goals and expectations - Practice self-reflection - Support your peers - Keep your CV, individual development plan, etc. up-to-date - Have multiple mentors - Clarify your values - Look for opportunities to teach your mentor	- Be passive - don't wait for the mentor to initiate interactions - Be late, disorganized - Stay in comfort zone - Stay in a mentoring relationship when it is no longer helpful

Stages of a Mentoring Relationship

Initiation:

Expectations

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and MEEL Fellows need to agree on:

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- Giving and receiving feedback

Stages of a Mentoring Relationship

Cultivating the Relationship (Investing and Maturing):

Building Trust

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

Behaviors That Build Trust	Behaviors That Destroy Trust
● Being a proactive listener ● Cooperating with others ● Openly sharing and being vulnerable ● Actions are parallel to words ● Accepting and non-judgmental ● Authentic and true-to-self ● Freely admitting mistakes and errors ● Actively seeking out different perspectives ● Encouraging others to succeed ● Having a positive, upbeat outlook ● Honoring and respecting confidentiality	● Not paying attention to what is being said ● Being competitive ● Withholding and keeping people out ● Acting contrary to words ● Criticizing and disapproving ● Acting with a hidden agenda ● Blaming others for mistakes ● Keeping a closed mind to new ideas ● Discouraging others from taking risks ● Projecting a negative perspective ● Breaking confidence

Giving (and Receiving) Feedback

It is important to the relationship to give and receive honest, constructive feedback. Engaging in reciprocal and on-going feedback is a vital component of the mentoring relationship.

Effective feedback:

- Is offered in a timely manner

- Focuses on specific behaviors

- Acknowledges outside factors that may contribute

- Emphasizes actions, solutions or strategies

Effective Feedback to the MEEL Fellow:

- Strengths and assets

- Areas for growth, development and enhancement

Effective Feedback from the MEEL Fellow:

- Whether the advice or guidance offered was beneficial and solved an issue

- Whether the mentor communication style and/or actions facilitate a positive mentoring experience

Stages of a Mentoring Relationship
Separation and Redefinition:

Participating in a mentoring program brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your mentoring relationship will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring relationship or to more of a peer relationship. It is recommended to instill some structure to even an informal relationship so as to yield the most benefit from the time you spend together.

MENTORSHIP TOOLKIT

Mentoring Agreement

Mentoring for Educational Excellence and Leadership Program

Mentoring Agreement	
We agree on the following goal(s):	*Evidence/Measure(s) of Success:*
Goal 1:	
Goal 2:	
To ensure our relationship is mutually beneficial and satisfying we agree to the following:	
Meet regularly (e.g., describe standing day/time, method for meetings):	
Expectations for informal and ongoing communication (e.g., access/availability, frequency, preferred methods):	
Maintain confidentiality of our relationship (describe what we agree this means):	
Honor and use the following ground rules we have developed to facilitate our relationship:	
Provide regular feedback to each other to facilitate our relationship and achieve agreed-upon goals in the following way(s):	
At least at the midpoint and the end of our mentoring relationship, we will review this agreement, and evaluate our progress. Either of us can request to modify this agreement to restructure, continue, or end this relationship at any time.	
MEEL Fellow Signature and Date:	**Mentor Signature and Date:**

Adapted from: Chauvin, S., & Thompson, B. (2018). *Learning Portfolio for LEAD Fellows*. AAMC.

Mentoring Meeting Journal

Use this page to record the discussion points in each of your mentoring meetings.

Date:
Check-In (e.g. urgent issues, work-life balance, personal issues):
Goal Discussion:
Action Items:

Next meeting date: _____

Initiation:
First Meeting Checklist

Get to Know Each Other

☐ Share information about your professional goals and experiences

☐ Learn something new about each other

Establish Guidelines

☐ When and where will we meet? How will we schedule meetings?

☐ How will we communicate between meetings? What agenda format will we use?

☐ Will there be any fixed agenda items to be discussed at every meeting? How will we exchange feedback?

☐ How will we measure success?

Mentoring Agreement

☐ Review mentoring agreement, modify if desired, sign and exchange

☐ Review goals for the mentoring relationship

Confirm Next Steps

☐ Schedule date, time and place of future meetings

Separation and Redefinition:
Closure Checklist

Closure Checklist:

☐ Discuss how to use the remaining time together.

☐ Make sure an important goal has not been overlooked.

Questions to Discuss:

Have the goals been achieved?

Have the important issues been discussed?

How should the separation/redefinition be acknowledged?

What would be the ideal interaction going forward?

Mentoring Resources

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