Introduction to Mentorship

2021

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Objectives

By the end of the session, participants will be able to:

- List the **benefits** of mentorship
- Create a **shared mental model** for advising, coaching, mentoring, & sponsoring
- Identify different **mentorship structures**
- Recognize opportunities and the responsibility to **mentor** at all levels
Why bother?!  

98% of faculty identify lack of mentoring as the top (#1 or #2) **barrier to career progress**

**Inadequate mentoring is linked to:**  
- lower self-efficacy in career advancement  
- less perceived institutional support  
- lower sense of inclusion  
- consideration of leaving the institution

*Jackson 2003  
Pololi 2015*
Why bother?!

Mentorship has a positive impact on:

- Personal development
- Career guidance
- Career choice
- Job satisfaction
- Research productivity, including grant and publication success

...However, less than 20% of faculty had a mentor

*Sambunjak, et al. JAMA 2006*
Mentorship at WCM

“We propose that a dynamic culture of mentorship is essential to the success of academic medical centers and should be elevated to the level of a major strategic priority.”

- Dr. Augustine M.K. Choi
  Stephen and Suzanne Weiss Dean, WCM

What is a Mentor?

... A professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the mentee through the provision of career and psychosocial support.

- Modified from the National Academies of Science, Engineering, and Medicine 2019.
Mentor vs. Advisor

- Usually assigned to help you achieve a specific task or project
- Short-Term
What is a Mentor?

Mentor vs. Coach

Focus

COACHING: The focus is usually on immediate problems and learning opportunities.
MENTORING: The focus is usually on long-term personal career development.

Key goals

COACHING: To correct inappropriate behaviour, improve performance, and impart the skills required to accept new responsibilities.
MENTORING: To support and guide the personal growth and development through both career and psychosocial functions.

Top tips for success

COACHING: “Players respond to coaches who really have their best interests at heart.” (Mike Singletary)
MENTORING: “The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.” (Steven Spielberg)
A coach increases another’s **self-awareness** and **self-trust** to enable them to use own strengths.

Coaches use **inquiry-based approaches** to:

- Explore motivation, goals, self-awareness
- Help the other see needs/barriers
- Help other generate solutions/develop a plan to achieve goals
- Help the other be accountable
Mentor vs. Sponsor

A New Way of Thinking About Sponsorship

Sponsorship is not an either/or role—either committing fully or not at all. It’s a spectrum of different kinds and degrees of support.
But What’s in a Name?
Mentorship Structures

Informal

Dyadic

Peer
Informal Mentorship
Dyadic Mentorship

- Senior person (mentor) ↔ Junior person (mentee)
- Formal (assigned) vs. Informal (unassigned)
  - Initiated by either the mentor or the mentee.
- Mentors help their mentees acquire and integrate
  - new learning
  - manage transitional states
  - maximize their potential to become a fulfilled and achieving practitioner

Sambunjak et al. 2009
Peer Mentorship

- Facilitated
- Small Group
- Common interest or goal
- Collaboration
- Networking

Pololi et al. 2002 & 2005
Facilitated Peer Mentoring: Filling a Critical Gap in Academic Hospital Medicine

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Peer Mentorship

**View From the Association of Pediatric Program Directors**

Scholarly Collaboration, Mentorship, and Friendship: A New Model for Success in Academic Medicine

*Erika L. Abramson, MD, MSc; Monique M. Naifeh, MD, MPH; Michelle D. Stevenson, MD, MS; Su-Ting T. Li, MD, MPH*
Building a Mentorship Team
Mentorship for Promotion

Mentorship is a longitudinal, collaborative learning relationship to help the mentee or protégé succeed. Mentoring can be provided within many formats, including one-to-one, small groups, or large group workshops or lectures, which cover any topic directly related to the mentee’s career development.

Please list trainees and faculty that you have formally supervised. Individuals listed in this section should be those supervised in a research, teaching or clinical setting. List only those on whose careers you have had a substantial impact. Do not indicate those for whom you have provided general career advice. This section may be annotated to provide more information.

If this is the candidate’s first faculty appointment at WCMC, please list mentoring contributions at institutions where the candidate previously held a faculty position.

Current Mentees
Duplicate table below as needed. For each mentee, please include the following:

Name
Site/Position
Expected Period (mm/yyyy-mm/yyyy)
Project/Accomplishments**
Goals/expected Outcomes
Type of Supervision (Research, clinical, teaching, leadership)

Past Mentees:
Duplicate table below as needed. For each mentee, please include the following:

Name
Site/Position
Mentoring Period (mm/yyyy-mm/yyyy)
Project/Accomplishments**
Current Position
Type of Supervision (Research, clinical, teaching, leadership)
Take Home Points

- Mentorship is essential for personal development, job satisfaction, and productivity

- Mentorship takes on many different forms and structures; Build a mentorship team to get the benefits of all forms

- Faculty of all levels can be valuable mentors to peers and trainees and should engage in mentoring.

Questions? Comments?
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