

## Seven Key Points for Developing Mentors

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**Marie Chisholm-Burns, PharmD, MPH, FCCP, FASHP**  
Professor and Head, Department of Pharmacy Practice and Science  
Professor, Department of Surgery  
The University of Arizona

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## Seven Key Points

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- **One:** Develop clear expectations of mentors' roles (including enhanced listening and feedback skills)
- **Two:** Make mentors aware of culture and gender issues
- **Three:** Mentors should support and challenge mentees
- **Four:** Mentors need mentoring too
- **Five:** Provide mentors with recognition, rewards, and support
- **Six:** Encourage multiple mentors
- **Seven:** Assess the mentoring program's efficacy

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## One: Develop Clear Expectations of Mentor's Roles

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*Mentors are developed – not born*

- Knowledgeable and well-respected in their fields of expertise
- Accessible and responsive to mentees
- Know mentees' potential and capacities
- Motivate mentees to accept and pursue challenges
- Advocate on behalf of mentees

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**Functions of the Mentor**

- Teaching
- Sponsoring
- Encouraging
- Counseling
- Befriending
- Challenging
- Advising
- Listening
- Clarifying
- Trusting
- Inspiring

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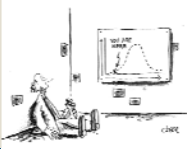
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**Qualities to Look for in Mentors**

- Honest but encouraging
- Strong interpersonal skills
- Model of success/status
- Good role model
- Deeply committed/ability to share credit
- Patient
- Open
- Other mentees?
- Relatable
- Accessible




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**Two: Make Mentors Aware of Culture and Gender Issues**

*Matching mentor/mentee culture and gender does not need to be mandatory, but should be available*

- Mentors should be aware of culture- and gender-related biases
- Faculty development programs may be useful in helping mentors become more culturally competent

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### Three: Mentors Should Support and Challenge Mentees

*Balance support and challenge*<sup>1</sup> 

Challenge ↑	Regression	Growth
	Stasis	Validation

Support →

1Raman S, et al. Med Teacher 2006;28:404-408.

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"Why don't you try learning from your own mistakes?"

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### Four: Mentors Need Mentoring Too

#### *Mentoring is not a one-way street*

- Interactions with other mentors provide opportunities to learn from each other's problems and solutions
- Details specific to a particular mentee should remain confidential

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### Five: Provide Mentors With Recognition, Rewards, and Support

#### *Value and support mentors<sup>1</sup>*

Developing Mentors	Rewarding Mentors	Supporting Mentors
Mentor development	Academic recognition	A peer support group
Heighten awareness of gender and culture issues	Protected time	Mentors for mentors
Education on professional boundaries	Financial and non-financial rewards	Referral panel: study skills, counselors, etc.

<sup>1</sup>Ramani S, et al. Med Teacher 2008;28:404-408.

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### Six: Encourage Multiple Mentors

#### *The mentoring mosaic*



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### Seven: Assess the Mentoring Program

#### *CQI mentoring*

- Assessment of mentoring should consider process, content, and outcomes
- Self reflection

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### Seven Key Points and Sarah

- **One:** Develop clear expectations of mentors' roles
  - Write goals, active listening, feedback skills
- **Two:** Make mentors aware of culture and gender issues
  - Where does Sarah fit?
- **Three:** Mentors should support and challenge mentees
  - Provide opportunities and set positive expectations; role model
- **Four:** Mentors need mentoring too
  - What resources are available? Who will be Sarah's mentor? Why? Acceptance?
- **Five:** Provide mentors with recognition, rewards, and support
  - Institutional rewards? Personal rewards/gratification?
- **Six:** Encourage multiple mentors
  - Set goals and select multiple mentors who are most appropriate fit – individuals who are recognized, respected, and have desirable qualities
- **Seven:** Assess the mentoring program's efficacy
  - Even if formal CQI is in place, Sarah should self-reflect on experiences

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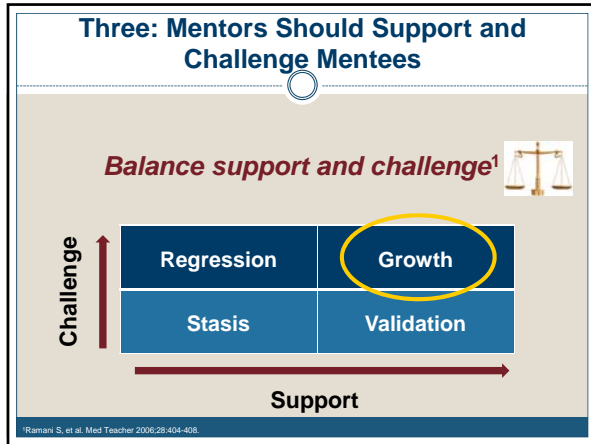
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### References

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2. Ramani S, Gruppen L, Krajic Kachur E. Twelve tips for developing effective mentors. *Med Teacher* 2006;28:404-408.
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4. Haines ST. The mentor-protégé relationship. *Am J Pharm Educ* 2003;67(3): Article 82.

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