

WHAT IS IT TO BE A GOOD MENTOR OR MENTEE?

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THREE QUESTIONS

- What is it to be a good mentor?
- What is it to be a good mentee?
- How to maintain a good mentor-mentee relationship?

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OUR ROLES AS A PHYSICIST

- What roles do you have at work?
- Manager? Dealing with or controlling things or people, making decisions, etc.
- Leader? Leading a group of people or an organization
- What about a Mentor?



According to the American Psychological Association (APA), mentors have **two main functions**: work-related coaching and development and/or serving as role models and supports.

Coaching Career development Support

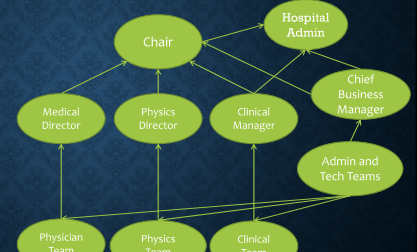
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WORK ENVIRONMENT

- We, medical physicists, deal with people at work.

- Chair, and the administrative team
- Physician team
- Physics team: Physicist, Physics Assistance, Dosimetrist
- Clinical team: Therapists, Nurses, social works
- Technical team: IT, Engineer/Technician,



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PHYSICISTS' ROLES IN CLINIC

- Mentors' roles:
 - Coaching: therapists, dosimetrists, residents, students, even doctors
 - Supporting: helping each other out, trouble shoot, emotional support, providing advices
 - Sponsoring: providing LORs for students, residents, colleagues
- Mentees' roles:
 - Getting information and knowledge from others: senior physicists, dosimetrists, nurses, physicians, etc.
 - Getting support and sponsorship from others: departmental chair, peer physicists recommendation, etc.

Building mentor-mentee relationship improves inter-personal skills at work

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HOW TO BE A GOOD MENTOR?

- Human beings are driven by desires. "Desire" to eat, sleep, be successful, etc.
- How about the "desire" of becoming a good mentor?
- Benefits of becoming a good mentor: two-way learning, build good relationship with coworkers, improve reputation, grow leadership skills, advancement in academic or clinical service ladder, build connections



Element #1: Desire

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HOW TO BE A GOOD MENTEE

- Mentee definition: someone to learn from a mentor

The desire to learn

- The "Desire" that drive people to be a good mentee
 - Learn knowledge, explore and willing to challenge themselves
 - Be supported in the work environment, Career development
 - Be sponsored and recommended
 - Building connection

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THREE PRIMARY MOTIVATORS

McClelland's
Human Motivation Theory:



- **Achievement**: meeting or exceeding a standard of excellence and/or **improving** one's performance. Drive to succeed
- **Affiliation**: maintaining or avoiding disruption of close; desire for interpersonal **relationships**
- **Power and Influence**: having an **influence** or making an **impact** on others

In social life, all three motivators are present in each person; but one dominates

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MENTORING STYLES BASED ON MOTIVATOR

- **Affiliation**: to establish and maintain close relationship, to build social bonding
- Mentoring styles: "Letting Go", "Friendship"
- **Achievement**: to meet or exceed a self-imposed standard of high achievement, or to outperform others
- Mentoring styles: "Pace Setting", "Cooperative"
- **Power/influence**: to advice, help and support others, to gain control and have influence on others, or to have superiority in strength, position or social status.
- Mentoring Styles: "Advisory", "Prescribing"

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SELF-REFLECTION EXERCISE:

- If you are a mentor, what drives your behavior? What are your mentoring styles? Are they working?
 - **Affiliation, Achievement, or Power/Influence**
- If you are a mentee, what are your primary motivator? What mentoring styles would work for you?
 - Build friendship and connection
 - Self-motivated
 - Need advised and be pushed forward

For mentors, adopt different mentoring styles and proactively use them



Element #2: mentoring styles/strategies

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CONNECT

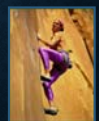
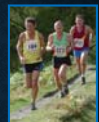
- Building trust and **Affiliative** feeling: Create a harmonious environment, emotional bonds
 - show your care, ask about family and life, offer help: "How can I help you on this project?" "What goals do you want to achieve and how can I help?"
- Being Friendly and Active Listening: start conversations, be available and approachable

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MOTIVATE

- **Pacesetter**: show your competence and achievement; Expect mentees to self-motivate and improve
- **But...** "my mentee is not meeting my expectation" "not responding to my emails" "not a self-motivated person"
- Did you try **different styles**? Maybe you are too far ahead?
- **Cooperative**: form a team, peer-pressure, give credits to those who exceed your expectation
 - "Tom improved our annual QA excel sheet", "Amber designed a better way for our monthly imaging QA"
 - Let senior mentee instructs your junior mentee (fulfill their desire of being recognized, teaching motivates them to expand their knowledge)



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CAREER DEVELOPMENT

- Be clear on career goals: Academic centers, community or private hospitals, industry, etc.
- Define a career path: Master or PhD; certification and residency; Act as an advocate, setting up connections and collaborations
- Provide advise and sponsorship

"Advisory" and "Prescribing" styles

"I've tried all different strategies, but still not working", Why?



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EXPECTATIONS AND RESPONSIBILITIES

Element #3: Align expectations and understand responsibilities for both sides

| Mentor | Both | Mentee |
|--|---|---|
| <ul style="list-style-type: none"> • Offers support. • Has relevant knowledge. • Challenges the mentee. | <ul style="list-style-type: none"> • Trust and respect. • Commitment. • On-going and effective communication. • Two-way learning. • Develop skills and understanding. • Share ideas and feedback. • Problem solving. • Find the experience rewarding. | <ul style="list-style-type: none"> • Takes responsibility. • Demonstrates good time management. • Prepares for meetings and keeps up the momentum. • Keeps the relationship on track to achieve their goals. • Shares any concerns or expectations openly. • Shows enthusiasm and is proactive. |

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FORM A MENTOR/MENTEE AGREEMENT

- Basic agreement
 - What topic/area to be addressed
 - Time commitment, meeting frequency
 - Keep conversations confidential
 - Be honest, direct and respectful to each other
- Defining responsibilities and aligning expectations
 - Establish responsibilities and expectations for both mentors and mentees
 - Frequent meetings to check status

As a mentor and a mentee in the UC Davis schools of health faculty mentoring program, we agree to abide by the following set of guidelines:

- Control to making the time to meet on a regular basis.
- Keep the content of our conversations confidential.
- Practice active listening.
- Provide each other with honest, direct and respectful feedback.
- Other (please specify) _____

1. Check the topics to be addressed in mentoring sessions

| | |
|--|---|
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Additional mentors |
| <input type="checkbox"/> Research | <input type="checkbox"/> Self-development |
| <input type="checkbox"/> Clinical care | <input type="checkbox"/> Networking |
| <input type="checkbox"/> Service | <input type="checkbox"/> Work-life balance |
| <input type="checkbox"/> Leadership | |

2. Check the frequency of meetings for this year

☐ Weekly ☐ Bi-monthly ☐ Monthly ☐ Quarterly ☐ Other _____

Contact number(s) for scheduling: _____

3. Information provided by mentor prior to each meeting

☐ None

☐ Updated CV (new additions highlighted)

☐ Outline of topics to be discussed

☐ Other (please specify) _____

4. Please discuss, with, and check the expectations for this mentoring relationship

Responsibilities of Mentors: If have multiple mentees, please list all of each mentor associated with each:

- Help set priorities to achieve academic advancement
- Provide assessment and formative feedback for accomplishments, help plan "next steps"
- Encourage creativity and broader thinking
- Provide emotional support
- Act as an advocate
- Actively address any problems with mentorship relationship
- Other (please specify) _____

Responsibilities of Mentee:

- Understand the academic series, review career with Department Chair annually and with the Associate Dean for Academic Personnel, when needed
- Provide personal goals, priorities, and updates
- File simple post-meeting reports with UCD/UCM (include topics discussed, goals, and next steps)
- Arrange accommodations (park, travel, etc.) and self-evaluation
- Discuss what and how often mentoring your is needed and ask for it
- Actively address any problems with mentorship relationship
- Other (please specify) _____

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INDIVIDUAL DEVELOPMENT PLAN

- IDP Contents
 - Long term goals (5-10 years)
 - Short term goals (1 year)
 - Areas of focus
 - Specific goals in focus areas
 - Optimal distribution of effort
- Mentor's Review Process
 - Provide feedback, help revise
 - Provide assistance, help achieve goals
 - Routine meetings to discuss progress and challenge

Review Research Projects (copy table as needed to add more scientific questions)

Scientific question: _____

| Experimental Approach/Method (current and potential) | Target Completion Date | Anticipated Products (theses, grants, presentations, etc.) |
|--|------------------------|--|
| | | |
| | | |

Scientific question: _____

| Experimental Approach/Method (current and potential) | Target Completion Date | Anticipated Products (theses, grants, presentations, etc.) |
|--|------------------------|--|
| | | |
| | | |

Time Allocation

Estimate how you allocated your time last year (July 2013-June 2014) and indicate how you will change this time distribution for the coming year (July 2014-June 2015) to accomplish all the goals listed in your IDP. Indicate any barriers you perceive to making time allocation adjustments.

| Area of Effort | % Time 2013-2014 | % Time 2014-2015 | Potential Barriers |
|---|------------------|------------------|--------------------|
| Research | | | |
| Patient Care | | | |
| Teaching, training or mentoring others | | | |
| Administration | | | |
| Service | | | |
| Self-Development (courses, seminars, workshops, webinars, etc.) | | | |
| Other | | | |
| Total % Time | 100 | 100 | |

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MANAGING DILEMMAS AND CONFLICTS

- As a mentor, there may be conflicts between you and your mentees, or within your mentees, or your mentees with others
- Strategies:
 - **Be inclusive:** Learn to engage with the mentees and try to identify issues:
 - Family issues, Childcare issues, Language barriers, Religious observance, clinical duties, etc.
 - **Be empathetic:** think from a different perspective
 - **Be emotionally intelligent:** Proactively apply different mentoring styles



Q: What if it just doesn't work out with my mentee no matter how hard I tried?

A: Just end the mentoring relationship and move on.

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THREE QUESTIONS

- What is it to be a good mentor?
 - The "desire" to teach, support, sponsor others
- What is it to be a good mentee?
 - The "desire" to learn, be successful, build good connections
- How to maintain a good mentor-mentee relationship?
 - Adjust your mentoring styles based on your mentee's motivator
 - Align expectation and responsibilities
 - Just like any other relationships: trust and respect, commitment, ongoing and effective communication



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