

# EVIDENCE-BASED MENTORSHIP

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# Competing interests

- Wrote a book on mentorship with David Sackett (publisher Wiley/Blackwell)
  - Royalties go to a fund for trainees



- What challenges have you encountered as a mentor or a mentee?
- Think about it for 1 minute
- Share it with the person next to you for 2 minutes





# What is mentorship?

- The mentoring relationship is *‘one of the most complex and developmentally important’* in a person’s life.
- The mentor will act as teacher, sponsor, guide, exemplar, counselor, moral support--but most important is to *‘assist and facilitate the realization of the dream’*
  - Levinson DJ: “The Seasons of a Man’s Life”.  
New York, Alfred A Knopf, 1978



# Mentor

- ≠ role model:
  - ‘Passive, observational learning model in which an individual attempts to emulate observed, desirable behaviours and qualities’
- ≠ coach:
  - ‘Provide guidance around a specific task/performance/achievement’
- ≠ sponsor:
  - ‘Senior person who uses influence to help obtain promotions, opportunities...’



# Does it currently happen?

- In some settings, less than 20% of faculty members in academic medicine have a mentor
- There is a perception that women have more difficulty finding a mentor than men
- In our DOM, 55% of faculty have a mentor
  - Varies across job descriptions, stage of career



# Why should we care?

- Systematic review of literature identified 39 studies
  - 34 cross sectional self-report surveys
    - Median sample size 219
    - Median response rate 62%
  - 3 before and after case series
  - 1 case control study
  - 1 cohort study
  - (updated search April 2015 and identified 23 additional studies
    - all case control or cross sectional self-report surveys)
      - JAMA 2006;296:1103-15.



# Why should we care?

- Academic clinicians who got mentored reported greater career satisfaction
  - Academic clinicians who were mentored received more research grants
  - Academic clinicians who were mentored reported more protected time for scholarly activities and produced more publications
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- Acad Med 2004;79:865-72; Acad Med. 1998;73:318-323; Am J Surg 2011;201:260-3; J Gen Int Med 2007;22:210-4; JAMA 2006;296:1103-15



# Why should we care?

- Academic clinicians who were mentored were promoted more quickly
- Academics who were mentored were more likely to stay at their academic institutions
- It impacts mentors as well
  - BMC Med Educ 2011;11:13; Med Teach. 2002;24:550-557; J Obstetr Gynecol Can 2004;26:127-36; JAMA 2006;296:1103-15



# What are characteristics of effective mentors and mentees?

- 4 studies explored mentees
  - Mentees should be in the 'driver's seat'
  - Respectful, organised, committed
- 6 studies explored mentors
  - Personal: altruistic, understanding, honest, nonjudgmental, active listener, motivator
  - Relational: accessible, sincere, compatible
  - Professional: knowledgeable and experienced
    - J Gen Int Med 2010;25:72-8



# What are the actions of an effective mentor?

- Personal

- Providing moral support
- Addressing private/personal issues
- Goal setting/vision building
- Role modeling
- Developing skills
- Career monitoring
- Navigating the institution
- Connecting/networking/sponsorship

- Institutional

- Protection and advocacy
  - J Gen Int Med 2010;25:72-8





# What are the characteristics of an effective relationship?

- 5 studies
- Personal connection – ‘chemistry’
- Underlying values
  - Based on trust, honesty, open communication and mutual respect
  - Clarify expectations of mentor and mentee, including intellectual property





# Toolkit

- Mentorship toolkit
  - '1 minute mentor' (adapted from M. Feldman)
  - Checklist for mentors/mentees
  - Individual development plan
  - Mentorship cases
  - Top tips for mentors
  - Book – Mentorship in Academic Medicine, Straus and Sackett. Wiley Blackwell 2014.



# Mentorship in Academic Medicine

# 의학에서의 멘토링

Sharon E. Straus · David L. Sackett 지음

정욱진 · 박귀화 · 안석배 옮김



# A tip: Stepped care for saying 'no'

- Don't say 'yes' right away
- Don't let yourself be flattered into saying 'yes'
- Make sure you know what is expected
- Consider the opportunity cost
- Learn from your mistakes
- Say 'no' nicely
  - Sackett and Oxman, Clinical Trials, 2013



# Ways of saying 'no' nicely

- Just say no
  - I can't
- I'm not allowed
  - My mentor/boss won't let me
  - I have already (e.g. supervised 2 students this year) which is the quota set by my mentor/boss
- I need to focus elsewhere
  - I need to focus on my research, teaching...
  - I would like to do more of this activity when my career takes off
- It wouldn't be fair to others
  - I already have xx students and taking another on would not help the new student and would diminish my ability to help others
- I'm the wrong person to ask
  - Have you considered asking Brian Rowe?

