

# Teaching Tips

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## Department of Family & Social Medicine Faculty Development E-Newsletter



### Informal Mentoring in Medicine

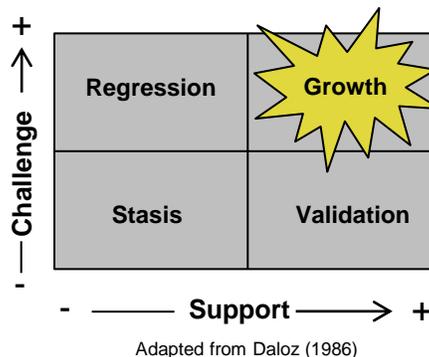
Mentoring is widely recognized as having an important influence on personal and professional development. While mentoring relationships tend to develop over time and be long-lasting, it is possible to establish informal mentoring relationships in the context of a clerkship or rotation. In this issue, we review some key elements of effective informal mentoring relationships.

#### Mentoring Model

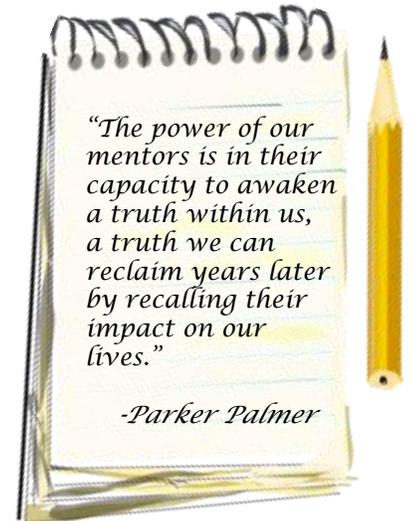
Being a mentor involves many of the same skills as teaching, but relationships between mentors and mentees go beyond established curricular goals. Good mentoring relationships involve a personal connection and are mutually beneficial.

Within Daloz's interaction model, effective mentoring balances three key elements: support, challenge and vision. Based on discussions of the mentee's personal and professional goals, mentors provide **support** ranging from nurturing to sharing professional connections. Mentors also have the responsibility of **challenging** mentees by asking them to reflect on their current abilities in relation to their **vision** for the future.

By balancing support with challenge, mentors can set positive expectations and provide opportunities for growth.



Adapted from Daloz (1986)



#### Making mentoring work

Learners benefit from having multiple mentors, so you need not feel prepared to provide guidance on all aspects of a mentee's vision. Mentoring a learner in one area of interest (e.g., presenting at conferences, work-life balance) is a good way to share your expertise or experience in the time you have available.

While most learners want mentors, the structure of the pre-clinical years and the short duration of clinical experiences can make it difficult to establish these connections. By briefly asking the learners you encounter about their vision for the future, you can open yourself up to creating informal mentoring relationships.

MENTORING	
Do's	Don'ts
-Be available (in person, by phone online)	-Promote personal agenda
-Ask questions	-Seek "free labor"
-Identify strengths	-Take credit for mentee's work / accomplishments
-Give feedback	-Create a "clone"
-Track progress	

Adapted from Rose, Rukstalis & Schuckit (2005)

#### References / Resources:

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*Teaching Tips* is a monthly e-newsletter for Faculty, Residents, and Community Preceptors sponsored by the DFSM Faculty Development Fellowship at Montefiore Medical Center. *Teaching Tips* will include practical teaching techniques for busy physicians who want to enhance teaching and learning at their clinical practices. If you have any questions, comments, or suggestions for future topics for *Teaching Tips* please contact Ellen Tattelman at [etattelm@montefiore.org](mailto:etattelm@montefiore.org) or Molly FitzGerald at [mofitzge@montefiore.org](mailto:mofitzge@montefiore.org).