

# AHNS MENTORING PROGRAM GUIDE 2019

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## **What is Mentoring?**

In Homer's *The Odyssey*, Odysseus (known as Ulysses in the Latin translation) was preparing to fight the Trojan War when he realized he would be leaving behind his only son and heir, Telemachus. Since the child was young and wars typically dragged on for years (the Trojan War lasted 10 years), Ulysses entrusted Telemachus' care and education to Mentor, his wise, trusted friend.

Today, mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations. Both mentors and mentees draw benefits from the mentoring relationship. In this setting we hope that the mentee, will have the opportunity to gain wisdom and input as they continue to develop their career in Head and Neck Surgery.

# AHNS MENTORSHIP PROGRAM

## MISSION STATEMENT

*This program is sponsored and supported by the Women in Head and Neck Surgery Committee of the American Head and Neck Society. The objective of the program is to support and facilitate academic and professional growth of AHNS members through a 1-year mentorship program.*

*The main goal of this program is to help mentees reach their specific career goals through a supportive relationship with their mentors, which will provide them with the direction and advice needed. Mentors and mentees will be expected to communicate on a regular basis via telephone and/or email and meet in person at least once during the course of the year, preferably at the annual AHNS meeting. Mentees will be responsible for formulating an 'action plan' that will guide discussions with their mentor.*

*This mentorship program:*

- Is open to ALL early and mid-career members of the AHNS seeking advice or guidance on career advancement or development*
- Will match mentees with mentors, based on the areas of interest listed by the mentee on the application form (e.g. research guidance, work-life integration, business of medicine etc.)*
- Will provide opportunity for networking outside the mentee's own institution, and within AHNS.*
- Will be driven by the specific goals of the mentee, so that she/he can obtain maximal benefit from the mentorship*
- Will bring together members of the AHNS and create opportunities for interaction and for building long-term relationship.*

## **AHNS Mentorship Program Timeline**

### **April 2019 – April 2020**

The year is planned so that pairs can concentrate on specific aspects of success throughout the year. Each quarter you will be given a general framework for your discussion. Pairs are certainly encouraged to work within or beyond these guidelines as they see fit.

Each Quarter: Mentor and Mentee should “meet” via phone call, FaceTime, or Skype.

Each Month: Pairs should continue to communicate via email to discuss progress.

- **April 2019:** Mentors have contacted mentees to set up their first meeting, either in person or via phone or video conference. Mentees should feel empowered to reach out to their Mentor if they have not yet heard from them.
  - **April 30, 2019:** IF possible, pairs meet at the COSM AHNS Mentorship Program Welcome Meet and Greet Reception, or during AHNS meeting in Austin, TX. If pairs cannot meet at this time, they should try to arrange an opportunity to meet face-to-face at some point early in the mentor relationship.
  
- **May to July 2019: Getting Acquainted/Setting Goals**
  - Pairs should discuss and formulate an Action Plan.
  - This will include Long terms career goals
  - As well as One year “Action Goals”. It’s important plan for goals that are reachable and attainable.

- **August to October 2019: Achieving Balance, Overcoming Obstacles**
  - Time Management/Priorities in and outside of work life
  - Discussing Set Backs
  - With goals in mind, pairs will discuss progress. This time focusing on how to assess barriers and discuss strategies for moving beyond them.
  
- **November to January 2020: Career Mapping**
  - Honing Skills
  - Choosing a Career Focus
  
- **February to April 2020: Looking Ahead, Making/Adjusting Plans for Future**
  - Goal Assessment
  - Learning from past experience
  - Planning for Future
- **April 2020:** Mentorship program evaluation and formal program concludes.

**Example of Mentoring Program Initiatives (i.e., Action Plan ideas):**

- Strengthening Research Skills
- Improving Administrative Skills
- Educational Opportunities
- How to Manage Difficult Situations: Work-life Balance, Communication, Promotion, Negotiation
- Participating in Local, State, or National Societies i.e. AHNS
- Exploring New Ideas
- Expanding your Network
- Building Confidence

## **Role of Mentor**

- Serve as a “Learning facilitator”. Don't feel that you have to be the person with all the answers
- Provide discussion and input, rather than merely advice. This will allow your mentee to think critically and with wider perspective.
- Be sensitive to differences. Particularly in the beginning, it is tempting to assume that both of you are the same. In fact, you will share many experiences. Explore and learn from your differences as well.

## **Role of Mentee**

- Be open to your mentor's efforts to help you see alternative interpretations as well as approaches to decisions and actions.
- Apply the knowledge shared with you and discuss its application.
- Be receptive to receiving constructive feedback. And remember that you are responsible for your own growth. Speak up for yourself and your goals diplomatically.
- Ask your mentor to share successful strategies and resources he or she has used in the past that could apply to the challenges you face.

Above all, please enjoy the mentoring experience. Know that, for both mentor and mentee, the energy you invest will likely have a positive impact on your career.

## Key Mentoring Skills

The mentoring literature shows that good mentors and mentees tend to employ specific mentoring skills. Research also indicates that these skills can be developed, and that particular skills or competencies seem to result in the most successful mentoring relationships. Here we have highlighted skills that are key to each role, however both the mentor and mentee can use both sets of skills to get the most of out this one-year experience.

<b>KEY SKILLS for Mentee</b>
<i>Managing the Relationship</i>
<i>Determining Goals</i>
<i>Learning Quickly</i>
<i>Providing Feedback</i>

### **Managing the Relationship**

Remember that you are responsible for your own growth. As a mentee, you should take the lead in managing your mentoring relationship. This includes scheduling meetings, determining their focus, paying attention to the relationship itself. You can manage your relationship by:

- Scheduling your mentoring meetings well in advance and proposing an agenda before each one

- Checking with your mentor on his or her satisfaction with the pacing, focus, and content of your relationship as well as any relationship issues the two of you should address; and
- Working with your mentor to determine next steps. Reflecting on your mentoring practice, noting use of the key mentoring skills, observing progress, and requesting feedback are excellent ways to assess whether you are employing these skills.

### **Determining Goals**

Reflect on your career, personal vision, and goals. Mentees can benefit from hearing about mentor's experience and they create their own career plans. Goals will be an important discussion driver. In addition to your career and personal goals, you will also may to set goals for the mentoring relationship.

You will develop your capacity for achieving your goals by doing the following:

- Defining goals and priorities clearly
- Understanding strengths, weaknesses, successes, and challenges
- Discussing your responsibilities and the context in which you work
- Discussing actions that you've taken in your career, explaining your rationale, and inviting feedback

**Learning Quickly** (Of course you will, you're a surgeon!)



Mentors report being highly motivated by working with mentees who learn quickly and well. You can demonstrate this skill with these techniques:

- Asking appropriate questions to clarify what your mentor is teaching or suggesting
- Consider taking notes or jotting down themes from interactions with your mentor
- Applying the information and strategies he or she offers and reporting back on how you made the applications
- Pursuing useful learning opportunities and resources on your own
- Going beyond what your mentor suggests—taking his or her ideas and showing creative or ambitious ways of using them.

### **Providing Feedback**

Like most of us, mentors respond well to positive reinforcement. Mentees can contribute to a mutually encouraging, supportive relationship by:

- Expressing appreciation
- Letting your mentor know how you've benefited from the mentoring relationship
- Pointing out concrete examples of how you've utilized his or her guidance and input.

## **KEY SKILLS for Mentor**

*Building Trust*

*Listening Actively*

*Encouraging*

*Providing Feedback*

### **Building Trust**

Trust is built over time. You will increase trust by keeping your conversations and other communications with your mentee confidential, honoring scheduled meetings and calls, consistently showing interest in the mentoring relationship. Your openness and honesty about your own successes and set backs will allow your mentor to learn from both your experience.

### **Listening Actively**

Listening actively is the most basic skill you will use throughout your mentoring relationship. Active listening not only establishes rapport but creates a positive environment that permits open communication. By listening actively, you will better understand your mentee's perspective so that you can offer advice that specific to their experience. You will also make him or her feel especially valued by you. Examples include the following:

- Show interest in what your mentor is saying and reflect back important aspects of what he or she has said to show that you've understood;
- Use body language (such as making eye contact) that shows you are paying attention to what your mentor is saying; and If you are talking by phone, reduce background noise, and limit interruptions.

### **Encouraging/Providing Feedback**

According to mentoring research, giving encouragement is the mentoring skill most valued by mentees. Make sure to take time to constructively assess both accomplishments and challenges about progress over the year. The mentor should offer encouragement and support for the challenges faced.

Bell, C. R. (1998) **Managers as Mentors**. San Francisco, CA: Berrett-Koehler Publishers. Chip Bell's approach to mentoring embodies development for the protégé and the mentor as well as important psychological principles of interpersonal development. Bell's approach is suitable for individuals at differing levels of both work and mentoring experience.

Center for Health Leadership & Practice (2003) **Mentoring Guide: A Guide for Mentors**. Oakland, CA: Center for Health Leadership & Practice, Public Health Institute. This is the companion guide to *Mentoring Guide: A Guide for Protégés*.

Cohen, N. (1999) **Effective Mentoring**. Amherst, Massachusetts: HRD Press. This practical small pocket guide provides quick access to basic mentoring concepts and techniques. It supports the developmental approach to mentoring relationships, i.e. the need to be aware of mentor behaviors, importance of maintaining/monitoring the relationship via written documentation, etc. Critical keys to successful mentoring are clarity of goals and making connections.

Murray, M. (2001) **Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process**. San Francisco: Jossey-Bass. Provides models and guidelines for designing, implementing and evaluating a facilitated mentoring process within organizations. Includes useful tools and case examples.

Peterson, D.B. & Hicks, M.D. (1996) **Leader as Coach**. Minneapolis, Minnesota: Personnel Decisions International Corporation. The authors approach coaching as a critical dimension of leadership. Many of the strategies, techniques, and models presented can be applied to mentoring relationships.

Phillips-Jones, L. (2000) **The Mentor's Guide**. Grass Valley, CA: Coalition of Counseling Centers (CCC)/The Mentoring Group. Practical workbook for mentors. Includes Mentor's View of Mentoring Process, Frequently Asked Questions, Critical Mentoring Skills, Mentoring Etiquette, detailed Mentor's Checklist of Tasks, Sample Activities, blank and sample Mentor Plans, etc. Appropriate for new and experienced mentors.