

# Mentoring Residents Undertaking Research

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# Mentor and Telemachus



# Mentoring vs Coaching

- Mentoring and Coaching share similarities
  - Assessment and Development of Potential
  - Clear Sense of Purpose and Direction
  - Trust
  - Challenge and Support
  - Encourages Independence

# Mentoring vs Coaching

- Coaching
  - Performance Focus
  - Usually task orientated in the workplace
- Mentoring
  - Focuses on the individual as a whole
  - Facilitation without an agenda
  - Ideally independent from assessment and work
  - ?Parenting model

# Mentoring

- 75% of Junior Doctors believe that career counselling is essential (Garrud, 1990)
- Many junior doctors cannot identify a mentor
- Proteges of mentors are more successful in their careers than non-mentored individuals (Ragins, 1999)
- May be especially an issue for ethnic minority students who seldom have a medical professional in the family

# Dave Schroeder



# Doug Wilmore



# Bryan Parry



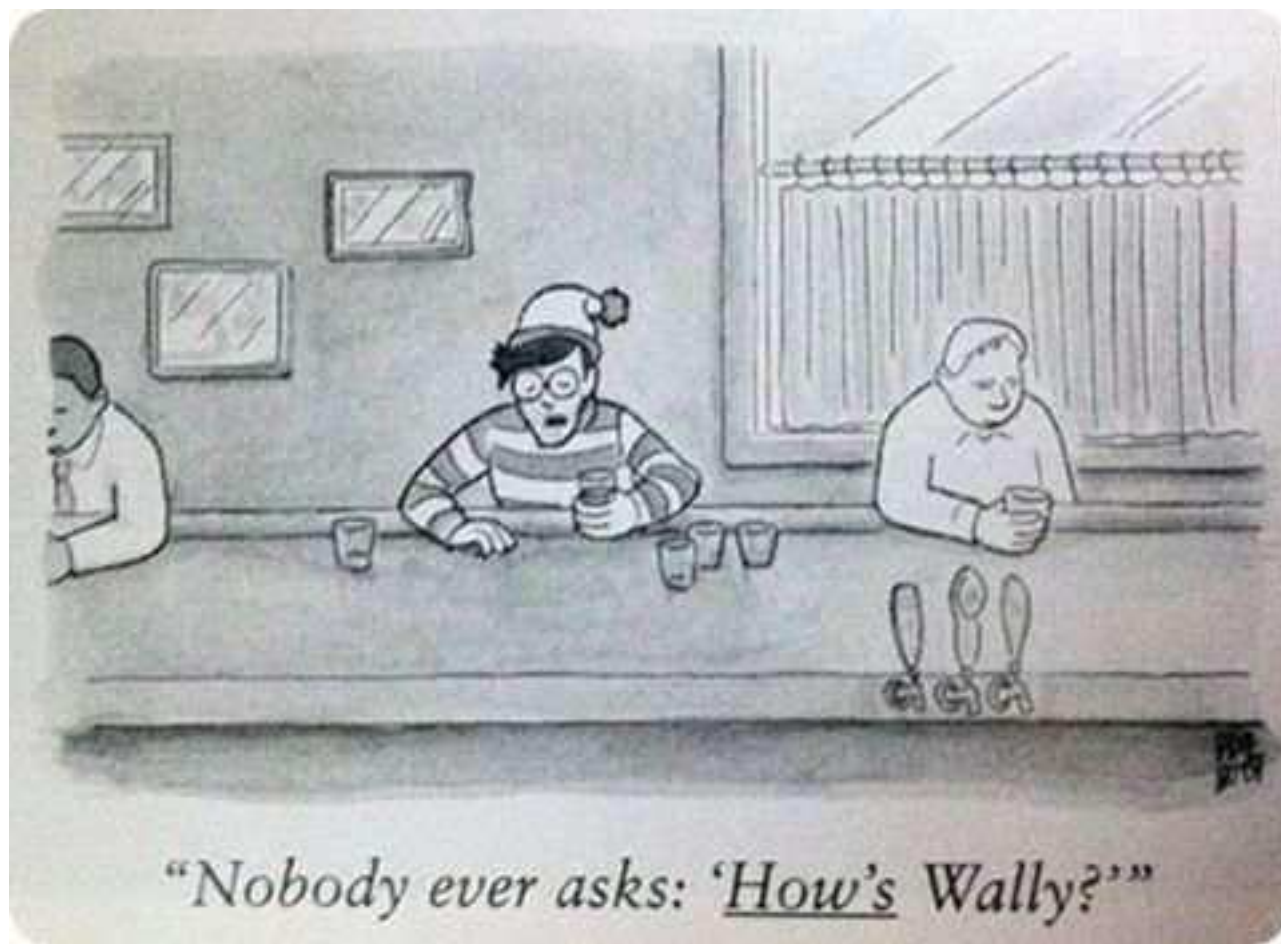


# John Windsor



# Graham Hill





*“Nobody ever asks: ‘How’s Wally?’”*

# Successful Mentoring

- “A healthy and highly interactive relationship between a mentor and a surgeon in training will be remembered by both as rewarding and highly enjoyable. A failed relationship is a missed opportunity that will leave the trainee frustrated and feeling that he or she got little in return for his or her investment of time and effort” (Carlson, 2011)

# Mentorship Qualities

- “relational variables account for roughly half of the variance in teaching effectiveness” (Tiberius, 2002)
- Qualities of a good mentor include
  - Supportiveness
  - Generosity with time
  - Accessibility
  - Emphasis on building relationships
  - Promotion of professional growth
  - Combination of supervisor and friend

# Mentorship Qualities

- Chemistry is important
- Compatible on a personal level
- A person may have several mentors
- Assignment of mentors is probably not effective
- Should theoretically be separate from the task (not about doing work for the mentor's pet project)

# Mentoring-How to

- Develop relationship
- Some relationships will work, others will not
- Make time
- Get interested in them-what makes them tick? Culture/Sport/Hobbies/Family

# Mentoring-How to

- Watch for 'unsolicited advice'
- Seek to develop-enable mentees to become the best they can be
- Keep in contact-beyond the research time
- Accept that you will not win with all of them
- You may be but one of a number of mentors



# Mentoring-How to

- Mentoring in research may be best in a group-with different levels of seniority
- Formal Meetings-at least fortnightly
- Meet as a group-share experiences, plan together, laugh
- Informal-as far as possible offer an open door policy, make some times when people can drop in
- Social Events-a few times a year

# The South Auckland Programme

- Take residents at PGY2-work half time research/half time clinical-enrol for PhD, set up studies/ethics/funding
- Fulltime research for PGY3 and 4 leading to PhD
- Research fellows at three different levels of experience-a team
- Includes teaching and clinical opportunities
- Weekly team meeting

# The South Auckland Programme

- Individual meetings as required
- Clear thesis structure
- Research support nearby
- Shared research space

# Attending a Conference in/near Las Vegas



# The South Auckland Programme

- Plan an overseas meeting each year
- Strategic about presentations-allow a capstone experience
- Celebrate success
- Corporate memory-research officer and handbook

# Final Thoughts

- See yourself as a mentor
- Mentoring in research is great fun
- Mentoring may be augmented by a team structure
- Mentoring has benefits for both Mentee and Mentor

# Discussing data at Tokyo Disney

