



The Value of Speed Mentoring in a Pediatric Academic Organization

Janet R. Serwint, MD; Melissa M. Cellini, MD; Nancy D. Spector, MD; Maryellen E. Gusic, MD

From the Johns Hopkins University School of Medicine, Baltimore, Md (Dr Serwint); Bronx-Lebanon Hospital Center, Bronx, NY (Dr Cellini); Drexel University Medical School, Philadelphia, Pa (Dr Spector); and Indiana University School of Medicine, Indianapolis, Ind (Dr Gusic)
The authors declare that they have no conflict of interest.

Address correspondence to Janet R. Serwint, MD, Department of Pediatrics and Public Health, Johns Hopkins University School of Medicine and Johns Hopkins Bloomberg School of Public Health, 1800 Orleans St, Suite 8464, Baltimore, MD 21287 (e-mail: jserwint@jhmi.edu).
Received for publication October 31, 2013; accepted February 21, 2014.

ABSTRACT

OBJECTIVE: A reliable and supportive mentor is indispensable to the career development of successful academic professionals. The Academic Pediatric Association (APA) utilized a speed mentoring format at the 2012 Pediatric Academic Societies meeting to enhance mentoring potential. We sought to evaluate the structure of the speed mentoring event and to determine the benefits and impact from the perspectives of the mentors and mentees.

METHODS: Sixty mentees were matched with 60 mentors within various tracks. Each mentee met with 6 mentors for 10 minutes for each dyad. Participants were then asked to complete a survey 1 to 4 weeks after the event. Survey items included expectation, impact, and value of the experience along with potential for ongoing mentoring relationships.

RESULTS: Fifty-four (90%) of the 60 mentees and 52 (87%) of 60 of the mentors completed the evaluation. Mentees stated that

the event allowed them to receive advice from multiple mentors in a short time period. Mentors appreciated that they gained new insights, reflected on their own careers, and were able to give back to their field. Both mentees and mentors agreed that the time was well spent, would participate again, and identified chemistry as a major factor in pursuing an ongoing relationship.

CONCLUSIONS: This national speed mentoring event provided an innovative, fun, and time-efficient mechanism to establish connections, network, and determine whether chemistry existed for potential mentor–mentee relationships. Further study should evaluate whether it can be used in other venues and lead to the development of lasting mentor–mentee relationships.

KEYWORDS: mentee; mentor; national organization; networking; speed mentoring

ACADEMIC PEDIATRICS 2014;14:335–340

WHAT'S NEW

A national speed mentoring event can be a fun, innovative, and time-efficient mechanism for mentees and mentors to establish connections, network with colleagues, and determine whether chemistry exists for future mentoring relationships.

A RELIABLE, GENUINE, knowledgeable, and supportive mentor is indispensable to the career development of successful academic professionals. The mentorship relationship has been associated with enhanced self-confidence, research productivity, career preparation and development, occupational satisfaction and retention, professional success, and promotion for the mentee.^{1–3} Mentors also benefit from the interaction with junior colleagues, experiencing renewed inspiration to further their research and scholarly work, and receiving satisfaction by sharing knowledge and experience, assisting others, and giving back to the medical community.^{4–6}

Although the benefits of mentoring are numerous, meaningful mentoring relationships may be difficult to initiate.

Limited selection of mentors, inadequate access to faculty, and lack of appropriate mentoring skills are barriers to creating effective mentoring relationships.⁷ In addition, mentees have expressed the need for what they referred to as good chemistry between the mentor and mentee in order to create optimal relationships.⁸

Professional organizations often provide opportunities for networking and collaboration among colleagues with similar interests and goals.⁹ The Academic Pediatric Association (APA) is one such organization. The APA is composed of more than 2000 pediatric professionals in academic positions at all levels, from across the United States, Canada, and countries outside North America. The mission of the APA is to improve the health of all children and adolescents through leadership in the education of child health professionals, research and dissemination of knowledge, patient care, and advocacy in partnership with children, families, and communities (<http://www.academicpeds.org>). With its dedication to education, research, leadership, and advocacy, the APA attracts members who seek mentoring as well as members who possess the capability and desire to be effective mentors. Despite

this, results from the 2011 Value of APA Survey indicated that members requested additional opportunities for mentoring at the national level. Of those who responded to the survey, 50% stated they had received mentoring through the APA, while 17% submitted qualitative comments stating they desired additional mentoring venues. The respondents identified the need for more formal structure and innovative venues for mentoring, access outside their own institutions, and the creation of a mentoring match program with specific outreach to junior faculty and fellows.

In an effort to enhance the mentorship potential of the APA, a Mentoring Task Force was established from this organization to design an effective and efficient mechanism to bring mentors and mentees together. Utilizing the speed dating concept,^{10–12} we postulated that a similar process could be applied to academic medicine at a national level to provide expeditious opportunities for networking and exposure to professional colleagues in the hopes of fostering a mentoring match. Although the Cook and Berquist studies implemented the concepts of speed mentoring in an academic setting, these studies involved participation at a single academic institution with small samples and limited evaluation.^{11,12}

The APA Mentoring Task Force organized an inaugural speed mentoring event at the 2012 Pediatric Academic Societies meeting (PAS). After the event, both mentors and mentees completed a survey to evaluate the dyadic interaction. The objectives of our study were to evaluate the organization and structure of the APA speed mentoring event, and to determine the benefits and impact of the event from the perspectives of the mentors and the mentees.

METHODS

PARTICIPANTS

Participants were recruited through the APA organizational electronic mailing list 4 months before the event. Mentees were recruited first and were defined as being in fellowship training or serving as a faculty member less than 10 years. They were accepted in the order in which they responded. Each mentee was asked to rank order a list of potential tracks and identify those in which they would be most interested in participating. Mentees were assigned to 1 of their top 2 choices. The potential tracks were identified by input from membership responses to the Value of APA Survey, the APA Mentoring Task Force, and participant input from past APA Leadership conferences and were selected to address typical APA member career trajectories. The tracks included Career Development, Clinical Research, Community-Based Research, Educational Scholarship, Health Services Research, Leadership Skills, Qualitative Research, Quality Improvement Scholarship, Scholarship from Everyday Work, and Work–Life Balance. A total of 60 mentees were recruited, with the remainder placed on a waiting list.

After mentee selection, an equal number of mentors were recruited. Mentors were defined as having more

than 10 years' experience after residency or fellowship training with content expertise in one of the track areas. Initial recruitment of mentors was through the APA electronic mailing list, and mentors self-identified their areas of expertise. When additional mentors were needed, recruitment took place through personal e-mail requests by members of the APA Mentoring Task Force to colleagues with expertise in the respective areas. This additional recruitment was needed for 8 mentors, and mentors readily responded affirmatively to the personal invitation.

SPEED MENTORING EVENT

The event took place on the first day of the 2012 PAS meeting. Six mentees were matched with 6 mentors within a designated track. The curriculum vitas (CVs) of the mentees and mentors were shared with each other. The purpose of this sharing was to identify areas of mutual interest and for mentees to review the composition of a variety of CVs for their own professional development. Mentees were encouraged to come prepared with questions. Each dyadic mentor–mentee spent 10 minutes together, after which time the mentees moved to the next mentor at the sound of a bell. In total, each mentee and mentor participated in 6 dyads. After the experience, the entire group of 12 met over lunch to discuss the event.

EVALUATION

The Mentoring Task Force created a 19 question survey using a modified Delphi method. Although the survey was not piloted, questions were designed using the stated objectives and assessed content, expectations, impact, and value of the experience along with the potential for ongoing relationships. Forced-choice questions used a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Open-ended questions included benefits of the event from the perspectives of mentors and mentees. All the participants received an electronic survey administered via SurveyMonkey (<https://www.surveymonkey.com/>) 1 week after the event, with 3 additional weekly reminders. Mentors and mentees received separate questionnaires that included open-ended items specific to their roles but with the intent to mirror one another. Institutional review board approval was obtained through the Johns Hopkins University School of Medicine.

RESOURCES FOR THE EVENT

The APA provided administrative assistance to organize the event. This administrator devoted approximately 45 hours of time to 1) send e-mail invitations to mentors and mentees, 2) collate responses, 3) place mentees and mentors into tracks, 4) develop a waiting list of mentees and mentors and replace participants when unanticipated absences took place (5 instances), 5) distribute the evaluation survey via SurveyMonkey, and 6) assist with the statistical analysis of responses. An additional 15 hours of time was contributed by JRS to organize the event and communicate with APA administrators to determine participants and assign tracks. Additional monetary expenses included the

Download English Version:

<https://daneshyari.com/en/article/4139471>

Download Persian Version:

<https://daneshyari.com/article/4139471>

[Daneshyari.com](https://daneshyari.com)