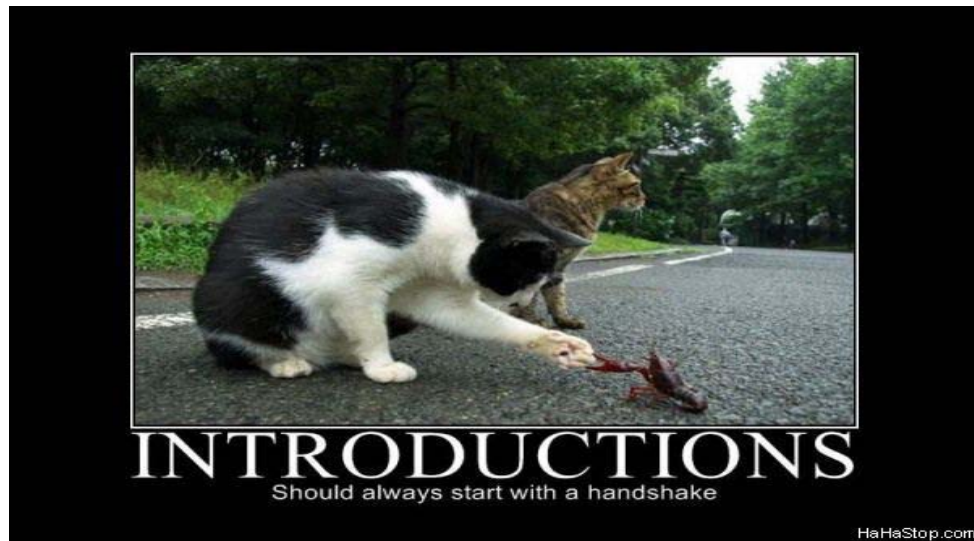


# Being an Effective Mentor: Reflections and Challenges

Paula M. Trief, PhD,  
Professor, Departments of Psychiatry & Medicine  
Senior Associate Dean, Office of Faculty Affairs & Development  
SUNY Upstate Medical University  
Syracuse, New York  
[triefp@upstate.edu](mailto:triefp@upstate.edu)

# INTRODUCTIONS

- Name
- Department
- Whom do you mentor?





# Why do mentees need mentors?

## Individuals with mentors

- Perform better
  - Are more likely to join your organization
  - Are more likely to stay
-

# Why it can be hard to be a mentor





# My mentoring experience

- Pair up
  - Discuss a mentoring relationship that really helped you as a mentee
  - What did you need and get from your mentor?
  - What was special about the relationship that helped you get what you needed?
-

# Roles of a mentor

- Interpreter and guide through the university
- Coach to promote development
- Sounding board
- Role model
- ?



“What should I do?”



# REFLECTIVE PRACTICE







# Reflective Practice

- “Rather than telling their trainees what to do and think, the best clinical educators use their knowledge and experience to help trainees develop their own reasoning skills and identify patterns in the data that are ‘hidden in plain sight.’”

[www.reflectivepracticeleadership.org](http://www.reflectivepracticeleadership.org)

---



# Reflective Practice

- Disciplined and systematic examination of automatic reasoning in situations that are complex
- Goal: to make internal reasoning explicit, and thus open to discussion
- Use process to gain insight and try new approaches

[www.reflectivepracticeleadership.org](http://www.reflectivepracticeleadership.org)

---



# Five Components of Reflective Practice: Mentor as Facilitator

1. Frame the question or issue

“Can you put that in the form of a question?”

“Tell me more about what you’re dealing with.”

“Is this what you mean?”

2. Reflect on (systematically analyze) the circumstances

“who...what...when...how...why...”

“Have others had similar experiences?” (for groups)

---



## Five Components of Reflective Practice

### 3. Form a working hypothesis

“Do you think it could be....?”

“What else might be going on?”

“Has this ever happened to anyone else?” (for groups)

Now is the time to share your own experiences:

“Something like that happened to me and...”

---



# Five Components of Reflective Practice

## 4. Develop an “action plan”

Make mentee aware of resources and barriers

Ask “how” questions: “If this is your problem, this is your explanation and this is your goal, how do you think you should handle this?”

Offer to help if needed, without jumping in too fast or too fully

## 5. Summarize the discussion and plan

---



WHAT?

NOW WHAT?

SO WHAT?

(Outward Bound) from Burton in  
'Reach, Touch and Teach'

# Examples of facilitative responses\*

- Ask questions to promote reflection  
“Can you tell me more about what you mean?”
- Repeat mentee’s statements to clarify and promote reflection, paraphrase  
“My understanding of what you’ve said is...”
- Think out loud  
“As I listen, I’m thinking that...”

\*Taken, in part, from Wong and Premkumar, 2007, An Introduction to Mentoring Principles, Processes and Strategies for Facilitating Mentoring Relationships at a Distance



## Examples of facilitative responses\*

- Listen for, and allow, silence
- Empathize with feelings

“I can see that you’re very concerned about this”

- Summarize

“So, let’s review what we’ve been saying and plan to do.”

\*Taken, in part, from Wong and Premkumar, 2007, An Introduction to Mentoring Principles, Processes and Strategies for Facilitating Mentoring Relationships at a Distance

---



# What Jack Welch said about mentoring



# MENTORING MATTERS!

