

ANZAHPE 2022

Mentoring Cases

Case 1: Potential conflicts of interest

A professional organization developed a mentoring program to help junior members integrate and become successful in the profession. Mentor Asha was matched up with Mentee Kim based on common interests and geographic proximity.

After a few monthly meetings Kim shares his idea to apply for a major grant that would offer many new career opportunities. He asks Asha for help. However, Asha has similar plans and is concerned that her institution would be directly competing with Kim's institution for this award. Thus, she discourages Kim from applying for the grant, stressing his junior position and suggests that he wait a few more years to be more ready for such a big responsibility.

Questions:

1. Is there a conflict of interest in this situation?
2. If you were another mentor of Kim – how would you support him?
3. If you were Asha's mentor – what would you advice to her be?
4. What conflict of interest situations have you come across?

Case 2: Establishing expectations and maintaining mentoring relationships

Dr MH is an early career healthcare professional who completed his undergraduate and postgraduate training at a small regional institution. When he re-locates to a large clinically dispersed health system, he feels isolated from many of his peers from the prior institution who provided a supportive working environment.

At the new institution, Dr MH is assigned to you as his mentor with a common interest in health professions education. You meet regularly and he seems to value the conversations around navigating the challenges of his new role in a department that is larger and more dispersed, while also getting settled in a new home. Even with differences in age and clinical career focus you both share a passion for education. You are excited to begin the relationship and hope to help her succeed in his new professional home.

Six months later, Dr MH seeks your support for an upcoming educator promotion application. He is now keen to focus on achieving criteria and completing documentation for advancement as an educator.

Questions:

1. How do you describe a successful mentor-mentee relationship and more specifically a successful dialogue between mentor and mentee **early** in the relationship?
2. How does the success criteria for a successful relationship change over time?
3. What are the steps for setting expectations as you initiate and continue to build a relationship? How do you check in on expectations and readjust as needed?

Case 3: Maintaining mentoring relationships as professional roles evolve

Matt, a senior faculty member with several leadership roles at the institution, has been assigned to mentor Lucy, a student in one of the training programs which Matt leads. She has sought mentoring on both educational scholarly projects and her professional growth as an educator during her training. Upon graduation, she felt fulfillment about what she had accomplished academically and was excited to begin a new phase in her professional life as a faculty member at the same institution. After 6 months in her new role as a faculty member, she asked Matt, what he would advise or suggest she do to best pursue her professional goals. Lucy was looking forward to growing as a professional, serving the organization in the best way possible, and working with the educational program from which she just graduated. Lucy was surprised to acknowledge what she felt as a lack of interest or effort from Matt in providing direction or any hints to connect her to others who could respond to Lucy's aspiration. Upon further reflection, Lucy wondered if Matt still viewed her as a mentee after graduation from the training program. She also wondered how mentoring relationships changed over time when one took on different roles in the same institution.

Questions:

1. How should Lucy deal with this situation?
2. What might you have done differently if you had been Lucy's mentor?
3. OPTIONAL: What other examples can you think of where it might be difficult to maintain a mentoring relationship as professional roles change?

Case 4: Intra vs Inter institutional mentoring relationships

Santi is a relative novice health professional who completed specialty training about 5 years ago and has found that her interest in teaching has increased. She embarks on a project that will count towards a formal qualification within her university but finds that there is no one in the university who shares interest in the particular topic or methods. She contacts Sara, a senior colleague from another university abroad whom she met in the HPE research workshop few months back and seeks guidance. They seemed to get on well around their shared interest in clinical and education practice. When asked, the mentor readily agrees to be a part of the project and after several conversations all is ready to go. However, when Santi gets to the point of applying for formal institutional approval from both the ethics committee and the leader of the program that will accredit the project, the response is that the project must be supervised by a staff member of the same institution, not someone from an external organisation, because that simplifies intellectual property and publication claim concerns.

Questions:

1. How should Santi respond to this situation?
2. If you were Sara, how would you advise Santi?
3. What might be the benefits of having mentors outside your own institution?

Case 5: Bringing closure to a mentoring relationship

Dr Brown has been given an opportunity to move to Australia to support the development of a new health program. This is an exciting move for her and her young family. During Dr Brown's time at the Star University in the UK she has established herself as a mid-career researcher and has had 2 students complete their PhD candidatures. As an approachable colleague in the department, Dr Brown has been a role model to many of the young male and female higher degree students. One student, Nina approached Dr Brown and confided that she required guidance on future career opportunities and asked whether Dr Brown would be available to discuss this. Over the past two years they had been meeting regularly and created a strong mentee-mentor relationship.

Now, Dr. Brown needs to inform Nina of her impending move.

Questions:

1. When should Dr Brown tell Nina and how should this conversation be approached?
2. List three things you should consider while closing a relationship with your mentor.
3. What are the other reasons a mentoring relationship can end?