Mentors’ role perceptions: a qualitative study on their personal interpretative framework
I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Why mentoring perceptions research?

To develop mentor education and support more than ‘just’ mentor skills training:

» Long-term, sustainable **development** or **refinement** of individual **mentor perceptions**

» **Internalization** of acquired knowledge and skills

» **Reflection** on what mentors do, how they do this, and why they do it this way
Why mentoring perceptions research?

To develop mentor education and support more than ‘just’ mentor skills training:

1. Influence individual beliefs
2. Mentoring ≠ Teaching
Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn. Interaction with an expert may also be necessary to gain proficiency within cultural tools. Mentorship experience and relationship structure affect the "amount of psychosocial support, career guidance, role modeling, and communication that occurs in the mentoring relationships in which the protégés and mentors engaged."[3]

The person in receipt of mentorship may be referred to as a protégé (male), a protégée (female), an apprentice or, in the 2000s, a mentee. The mentor may be referred to as a godfather or godmother[4][5] or a rabbi.[6]

"Mentoring" is a process that always involves communication and is relationship-based, but its precise definition is elusive,[7] with more than 50 definitions currently in use.[8] One definition of many that have been proposed is

Mentoring is a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé).[9]

Mentoring in Europe has existed since at least Ancient Greek times. Since the 1970s it has spread in the United States mainly in training contexts, with important historical links to the movement advancing workplace equity for women and minorities, and it has been described as "an innovation in American management."
Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise.[1] It is a learning and development partnership between someone with vast experience and someone who wants to learn.[1]

"Mentoring" is a process that always involves communication and is relationship-based, but its precise definition is elusive,[7] with more than 50 definitions currently in use.[8]
Role description

Supervisor

Adviser

Coach

Critical friend

Referral

Assessor

Doctor

Guide

Trainer

Trustee

Support

Therapist
Teaching
Teaching

Mentoring
Aspfors and Fransson (2015)
Good Teacher ≠ Good Mentor

“The need for faculty development initiatives combined with the notion that ‘what and how mentors mentor’ is based on individual beliefs, strongly suggests that training mentors cannot go without identifying and tapping into those beliefs.”

STUDY ONE //4 (PhD trajectory)
<table>
<thead>
<tr>
<th>Gender</th>
<th>Age</th>
<th>Program</th>
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<tbody>
<tr>
<td>Female: 12</td>
<td>M = 48.9 (SD = 7.6)</td>
<td>Med = 12</td>
</tr>
<tr>
<td>Male: 5</td>
<td></td>
<td>BBS = 4</td>
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</table>

Maastricht University (PBL education system)

Health Professions Staff members → mentor of students

68 > 18 Mentors

Dec – ’17
Jan – ‘18

+/- 60 Minutes
**WORKING CONTEXT**

**Personal Interpretative Framework**

**WHAT:** Professional Self–Understanding (PSU)

<table>
<thead>
<tr>
<th>Image</th>
<th>Self-esteem</th>
<th>Task-perception</th>
<th>Motivation</th>
<th>Future</th>
</tr>
</thead>
</table>

**HOW:** Subjective Educational Theory (SET)

<table>
<thead>
<tr>
<th>Practical experience</th>
<th>Formal knowledge</th>
</tr>
</thead>
</table>
18 Times

Within case

&

Cross-case


Miles MB, Huberman M. Qualitative data analysis: an expanded sourcebook. 2 ed. Thousand Oaks, CA Sage; 1994.

## Biographical case reports

<table>
<thead>
<tr>
<th>Mentor pseudonym: []</th>
<th>Professional self-understanding and subjective educational theory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Image, self-perception and feedback of others;</td>
</tr>
<tr>
<td></td>
<td>self-esteem, evaluation personal performance</td>
</tr>
<tr>
<td></td>
<td>Task perception: what do and don’t I do</td>
</tr>
<tr>
<td></td>
<td>The motivation to become, stay or stop as mentor</td>
</tr>
<tr>
<td></td>
<td>How mentors see themselves in the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjective educational theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal: Which faculty development mentors participate in and can successfully apply in their daily practice (mentoring relationship)</td>
</tr>
<tr>
<td>And</td>
</tr>
<tr>
<td>Beliefs: Heuristics mentors learn from certain colleagues or other examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of [mentor pseudonym]</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Keyword 1</td>
</tr>
<tr>
<td>- Keyword 2</td>
</tr>
<tr>
<td>- Etc.</td>
</tr>
<tr>
<td>- Single statement with characteristic features</td>
</tr>
<tr>
<td>- Summary of text in matrix above</td>
</tr>
<tr>
<td>- Illustrative quotes</td>
</tr>
</tbody>
</table>
Cross-case
4 Mentoring Profiles

1. Facilitator
2. Coach
3. Monitor
4. Exemplar
“I always interpreted mentoring as a point of contact students have, something very close. For me to be the one person they regularly see throughout the year, whom they can always ask questions. Even when questions are simple, or they don’t know whom to ask, they can ask me.”
Focus on development
Promotes wellbeing
Mentee in the lead
Unique individual
Tracking

“I think this translates into my belief that students should be who they are, and accept who they are”

“I keep pushing, but I don’t pull. [...] I cannot drag my student into something and hope they follow along.”
Mentee as reflective learner
Supporting self-insight
Flexible involvement
Mirroring behavior
Critical friend
Equality

“'Its’ some sort of ‘let them swim and we’ll stand there holding a lifebuoy.’ I think that is better than... Just standing there, holding a rescue hook all the time saying ‘come over here.’ I think that’s it. In the end, the students need to do it.”
Using personal experience
  Mirroring behavior
  Self-solving
  Referring

“Well, I sent one of them [mentees] off to the study counselor, he was asleep during our meetings. And why? Going out till five o’clock... So I called the study counselor and managed to get him there.”
Take-home messages

Regarding mentors’ beliefs about their roles in health care education

Four profiles provide insight in individual mentoring perceptions

These can serve as basis for personalized faculty development

Not a prescription but an interpretative description of the diverse ways in which mentors think about their goals and practices as mentor.
THANK YOU

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Help us improve. Your input matters.

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- Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

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