

BACKGROUND

Mentor's commitment to their effects on their mentor/mentee relationship have a strong impact on the development on that mentee's experience.

UMC of SN Facts:

- 1931 UMC of Southern Nevada began as the Clark County Indigent Hospital serving patients in a 20-bed
- February 1986, Name changed again to University Medical Center of Southern Nevada to better reflect its role as a teaching institution and a medical center offering complete care.
- 2002, UMC partnered the Air Force and in 2019 with the Office of Military Medicine in a Las Vegas Military Civilian Partnership which encompasses a large range of community partners which integrates approximately 100 U.S. Air Force medics into clinical practice.



PURPOSE

This research poster aims to educate on the 4 different mentorship styles and assist mentors in developing appropriate mentor/mentee relationships.

MENTORSHIP STYLES

Facilitator (service providing and responsive)

- View themselves as a source of information, stable with answers
- Proactive with intervening

Coach (development supporting and responsive)

- Encourages to think in broad sense and support their development
- Feed off of what the mentee says and steers them to success.

Monitor (signaling and collaborative)

- Looks to encourage mirroring behavior and supports self reflecting.
- Often seen as an equal partner

Exemplar (service providing or development supporting and directive)

- Encourages the mentee to solve the problem on their own.
- Keeps professional distance

Components of the assessment were Professional self-understanding (PSU) and subjective educational theory (SET).

Professional Self- Understanding (how mentors perceive themselves and their roles comprise of 5 components)

- Self- image
- Self esteem
- Task perception
- Job motivation
- Future perspectives

Subjective Educational Theory (pertains to the individual system of knowledge and their teachings from information and how to act in a situation)

- Schooling
- Continuing Education and required learning

CONCLUSIONS

A view from within in regards to knowing your mentorship position contributes to the success of the Mentee, future healthcare professional. Contributing factors include the mentor's goals, belief in the purpose, expectations of the mentoring relationship and strategies of expressing their beliefs on what the goals will be.

Self- awareness of How and Why the mentor has a certain behavior or perception of the mentee's actions or understanding allows the Mentor to adjust and recognize their impact on the mentee. The conclusion of this article also showed that faculty development is beneficial to increase the interest for mentees to volunteer, maintain quality mentors and to improve mentor skills.



REFERENCES

