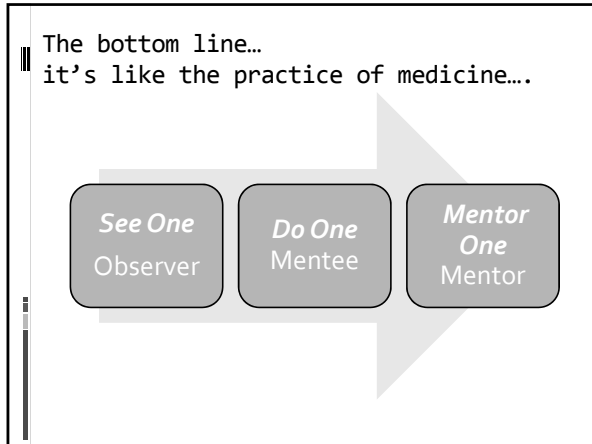


SEE ONE, DO ONE, MENTOR ONE

Tammy Cohen BS, PharmD, MS, FASHP
April 2011

- There is no training required to be a mentor or a mentee
- There is no degree to designate you as a mentor or a mentee
- There is no certification program to qualify you

- It's like any other relationship
- You can be great at it
- You can be horrible at it



Objectives

- Following the program, the attendees should be able to:
 - List reasons why mentoring is important to the profession of pharmacy
 - Describe what a mentor does
 - Describe how one can handle 'difficult situations' as a mentor

Disclosures

- The Speaker has no financial disclosures.

Objective 1:
Mentoring is important to the profession

Imagine

- Needing to pick a major without asking any questions
- How many people would complete residency programs without being introduced to them?
- Need to reinvent pharmacokinetics
- Needing to reinvent pharmacy distribution systems
- Needing to go through the process of getting a mortgage without being able to ask questions
- Needing to manage a group of pharmacists with only what they knew on day 1 of employment?

The practices are

- Best Practices
- Guidance
- Leadership
- Development
- Lead to Professional Growth for individuals and for the Profession as a whole

Professional Value of Having Mentors

- It is important to professional growth of:
 - Individuals
 - Profession

Leadership Challenges

- Why is this an issue?

"...a lack of leadership will mean that health-system pharmacy will no longer be in a position to enhance patient safety, to optimize medication therapies cross the continuum of care, to make a real difference in the lives of the patients that we serve."

- Mick Hunt, Jr., M.S., M.B.A., FASHP

Am J Health-Syst Pharm 2005;62:845-55

Being a mentor is voluntary

WHY DO YOU WANT TO DO IT?

Leadership Across Pharmacy
Why volunteer in the profession?

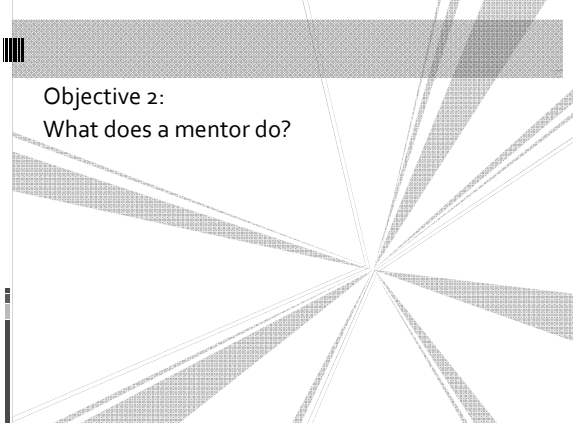
- Common Themes
 - Giving back/ paying forward
 - See it as part of professional responsibility
 - Professional growth/ promote the profession
 - Ability to make change / decision making
 - Was asked to participate
 - Get out what is put in

A Mentors Impact

- Quotes
 - "it was part of my residency"
 - "I didn't have a choice"
 - "it was an expectation"


Mentors have a lot of impact and it carries with mentees for years to come.

Objective 2:
What does a mentor do?



What is a mentor?

- A. An experienced pharmacist with many years of experience
- B. A newly licensed practitioner
- C. A pharmacist that completed a residency
- D. A professor at a Pharmacy school



Definitions


<p>Mentor</p> <ul style="list-style-type: none"> ▪ a wise or trusted adviser or guide <small>www.dictionary.com</small> ▪ The term <i>mentor</i> comes from Greek mythology. As Odysseus set out for the Trojan War in Homer's <i>The Odyssey</i>, he entrusted his house and the education of his son, Telemachus, to his friend Mentor, a wise elder, and asked him to teach Telemachus "all you know." <small>Sara White MS, FASHP</small> 	<p>Mentee</p> <ul style="list-style-type: none"> ▪ a person <u>who</u> is guided by a <u>mentor</u>. <small>www.dictionary.com</small>
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Mentor vs Preceptor

<p>Mentor</p> <p>"The relationship between a mentor and mentee is a "naturally formed, one-on-one, mutual, committed... relationship between a junior and senior person designed to promote personal and professional development beyond any particular curricular or institutional goals."</p> <p><small>Rose GL, Rukstalis MR, Schuckit MA. Informal mentoring between faculty and medical students. Acad Med. 2005; 80:344-8</small></p>	<p>Preceptor</p> <ul style="list-style-type: none"> ▪ "Unlike the mentor-mentee relationship, the preceptor-student relationship is prearranged, and neither the student nor the preceptor chooses the other. In this arrangement, the commitment to each other is short-term, with most rotations lasting only four to six weeks" <p><small>Am J Health Syst Pharm September 1, 2006 63:1597</small></p>
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||| Do you have a mentor?

A Yes
B No



||| Mentor types


- Passive
 - Waits for the mentee to ask
- Proactive
 - Projects upcoming needs and makes recommendations (e.g. residency match is coming up reviews the steps)
- Neither is right and neither is wrong

||| Where can you find Mentors in 2011

- Preceptors
- Pharmacists in formal leadership roles
- Pharmacists at the bedside
- Pharmacist in the basement
- Any pharmacist that has an interest in the future of another and of the profession

How many mentors do you have?

- A 1
- B 2
- C 3
- D 4 or greater



Mentor

- One or several mentors
- Personal Life vs. Professional Life

To be successful, every pharmacist must have at least one mentor and serve as a mentor.

Sara White MS, FASHP

Mentoring Benefits

- Opportunity to shape the profession
- Provides a service to the profession of pharmacy
- Can make the job more interesting

Professional Traits

- Unique knowledge and skills
- Commitment to self-improvement
- Service orientation
- Pride in profession
- Covenant relationship with customer
- Creativity and innovation
- Conscience and trustworthiness
- Accountability for his/her work
- Ethically sound decision making
- Leadership

APHA and AACCP Task Force on Professionalism

Mentors

The diagram shows a funnel shape containing three overlapping circles labeled 'Personality', 'Skills', and 'Desire'. Below the funnel, a downward-pointing arrow leads to a cartoon illustration of a person wearing a lab coat and holding a clipboard, representing a mentor.

The TSHP Mentoring Program

Formal Opportunity

Mentor Characteristics

- Has strong interpersonal skills, is a good listener, and is able to establish a respectful, confidential mentoring relationship.
- Sets high expectations for himself/herself and others.
- Committed to being a mentor and to making the mentoring relationship work.
- Committed to the profession and to professional growth.
- Competent, experienced, and able to apply best practices in teaching.

TSHP Mentor Program

Mentor Responsibilities

- Introduce the mentee to research challenges and make suggestions as to options & positive ways to achieve goals.
- Provide guidance, encouragement, motivation and support to the mentee in selecting and developing post-graduate goals and opportunities.
- Maintain at least one monthly contact (via phone, E-Mail) with the mentee.
- Encourage at least one personal visit per year, via meetings for local chapters of TSHP, Annual Seminar or other school functions.
- Maintain confidentiality in personal information shared.
- Acquaint the mentee with the mentor's area of practice and discuss various curricular options whereby he/she can gain expertise in this area if desired.
- Expand the mentee's network of contacts with other pharmacists in the field if opportunities arise.
- Participate in all mentor/mentee functions and activities.*
- Identify resources to help the mentee enhance personal development and career growth.
- Provide continuous advice and feedback

TSHP Mentor Program

Mentee Characteristics

- Desire to be a mentee (being receptive to learning, developing a learning relationship with a mentor).
- Be receptive to the advice and counsel of the mentor.

TSHP Mentor Program

What things should a mentee do?

- A. Become a regular at a fast food joint
- B. Paint a basement
- C. Move a TV down a long flight of stairs
- D. Go to late night movies



Mentee Responsibilities

- Inform the mentor of areas of interest in pharmacy.
- Discuss ideas, goals, aspirations and plan of action/timeline with the mentor.
- Respond to the mentor's communication or messages as well as initiate contact at least once per month (via phone, E-Mail) with the mentor.
- Keep the mentor informed on a semester or quarterly basis as to courses taken, provide a copy of course syllabus (if applicable/warranted), and/or changes in academic program.
- Be willing to discuss developmental problems and concerns as they occur with the mentor.
- Seek feedback from your mentor and others regarding your strengths and additional developmental needs.
- Work with your mentor to seek resources and opportunities for learning
- Look for opportunities to give back to the mentor; share any information that might be valuable
- Take full advantage of the opportunity to learn from the mentor
- Participate in all mentor/mentee functions and activities.

TSHP Mentor Program

Suggestions on building a successful one-on-one mentoring partnership

- Mentees are to contact their mentors within 2 weeks of matching and should provide their mentor a curriculum vitae or resume during this time period
- The mentee should be led through a productive personal assessment: identifying strengths, weaknesses, skill development needs, career expectations and objectives.
- Together, the mentor and mentee should establish expectations and goals.
- The mentor and mentee should develop a decision-making process for evaluating professional opportunities and expectations
- Time lines and goals for professional activity and accomplishments should be created
- Both the mentor and mentee should receive feedback from her/his counterpart in the relationship.
- The mentee is to contact their mentor once a month to provide status updates.

TSHP Mentor Program

Objective 3: 'Difficult situations' as a mentor.

Conveying a Message: Good and Bad

- Sometimes the issue may be how to get a message across in a way that the other person hears what is being said
- Things to consider:
 - Generational Differences
 - Personality Typing

Generational Summary

<p>Matures, born 1930–1945 Current age is 61-76</p> <ul style="list-style-type: none"> ▪ Dedicated to a job once they take it ▪ Respectful of authority, even if frustrating ▪ Duty before pleasure ▪ Patience is a virtue, willing to wait for a reward ▪ Honor and integrity are critical ▪ Reluctant to challenge the system ▪ Resistant to change, tend to avoid it 	<p>Baby Boomers, born 1946–1964 Current age is 43-61</p> <ul style="list-style-type: none"> ▪ Boomers live to work ▪ General sense of optimism ▪ Unprecedented influence on government policy and consumer products ▪ Willing to go into debt, betting on future income ▪ Team and process oriented ▪ Strive for convenience and personal gratification ▪ Nostalgic about their youth and seek to preserve it
<p>Generation X, born 1965–1980 Current age is 27-42</p> <ul style="list-style-type: none"> ▪ Work to live rather than live to work ▪ Jobs: context of a contract ▪ Clear and consistent expectations are essential ▪ Opportunity to grow will lengthen the tenure ▪ Sense of contribution + fun will = productive ▪ Earning money + contribution ▪ Versatility provides security 	<p>Millennials / Gen Y, born 1981– Current age is 26 and younger</p> <ul style="list-style-type: none"> ▪ Conditioned to live in the moment ▪ Used to immediacy of technology and expect it ▪ Clear and consistent expectations are essential ▪ Earn money for immediate consumption ▪ Will demonstrate respect if treated with respect ▪ Learned to question everything ▪ Astoundingly diverse demographically

Matures

Current age is 61-76

Cultural Icons:

- Mickey Mouse
- Flash Gordon
- The Golden Age of Radio
- Wheaties
- Tarzan
- Jukeboxes
- Blondie Cartoon Strip
- The Lone Ranger
- Babe Ruth

Events:

- 1929 The Great Depression
- 1934 Social Security System established
- 1944 D-Day in Normandy
- 1950 Korean Conflict





Baby Boomers:




Current age is 43-61

Cultural Icons:

- Captain Kangaroo
- Romper Room
- The Ed Sullivan Show
- TV Dinners
- Hula Hoops
- Bell Bottom Pants/Tie Dyed Shirts
- The Peace Sign
- LP, 8-tracks

Events:

- 1960 Birth Control Pill introduced
- 1960 JFK elected /1963 assassinated
- 1965 troops to Vietnam
- 1969 Woodstock

Generation X




Current age 27-42

Cultural Icons:


- The Brady Bunch
- Pet Rocks
- Platform Shoes
- The Simpsons
- Cabbage Patch Kids
- Microwave Ovens
- MTV
- Sesame Street
- CDs

Events:

- 1970 Women's Liberation Movement
- 1973 Watergate scandal
- 1986 Space shuttle Challenger explodes
- 1989 Fall of Berlin Wall

Generation Y
Current is 26 and younger



Google Images 

Cultural Icons:

- Teenage Mutant Ninja Turtles
- Beanie Babies
- Jerry Springer
- The Internet
- Cell phones and pagers
- Princess Diana
- Sammy Sosa
- Pokemon
- Ipod

Events:

- 1990 Desert Storm
- 1995 Oklahoma City Bombing
- 1996 OJ Simpson trial
- 1999 Y2K crisis

PERSONALITY TYPING

Personality Testing

- Can be used to learn about yourself or team members
 - Type remains constant
- Various tests available
 - Personality test: Jung Typology (shorten Myers Briggs)
 - 72 yes-no questions
 - Jung Marriage test
 - Risk Attitude Profiler
 - Visionary Test
 - Assertiveness Test
 - Role Model Profiler
 - Morals test
- Personality testing provides an objective way to view different personalities

What can personality testing do for you?

- Increase self awareness
- Understand different teaching and learning styles
- Develop your leadership style
- Manage conflict
- Improve customer service

Adapted from the MBTI®

Personality Traits

- Extraversion (E) - Introversion (I)
- Sensing (S) –Intuition (N)
- Thinking (T) - Feeling (F)
- Judging (J) - Perceiving (P)

Extraversion (E)- Introversion (I)

- Defines the source and direction of energy expression for a person

Extraversion	Introversion
Companions - drawn to large numbers and variety of relationships.	Intimates - need companions in small groups and with one or two relationships.
Initiative - being energetically with the "action" end of the creative of things.	Quiet - regard themselves modestly, drawn to the side away from the center of action.
Initiative - social initiative, actively outgoing, build bridges among people.	Receptive - content to let others initiate social connections - even to the point of being overlooked.
Engagement - easy to know, approachable, warm, readily show feelings.	Reserved - well controlled, calm exterior, often difficult to others to "read."
Partisanship - learn through listening, action, dialogue, and involvement with others.	Observant - learn through observation, reflection, reading, and more solitary means.

From: MBTI scales

Sensing (S) - Intuition (N)

- Defines the method of information perception by a person

Sensing	Intuition
Concrete - depend on visible, factual information and direct perceptions. Work related heavy information	Abstract - concentrate with understanding focusing from conclusions and non-factual information. Perceptive
Characteristic - when being practical, seek evidence, and accepting common sense	Intuitive - enjoy being inspired, clever and novel - for its own sake
Pragmatic - highly value the usefulness or application of an idea - more interested than idea itself	Intellectual - learning, acquiring knowledge, mental challenges are valued as an end in itself
Impressional - reality generated by first hand and experience. Sometimes to generalize beyond direct experience	Theoretical - conceptual, intellectually search for patterns or relationships, concentrate with theories and exploring new ones. Theoretical
Realism - tend what is familiar, support established practices and methods, more predictable	Imaginal - value initiative and exploration, new ideas, and novel solutions. Often related to conventional wisdom

From: MBTI scales

Thinking (T) - Feeling (F)

- Defines how the person processes information

Thinking	Feeling
Logical - concentrate in logic of decisions, categorizing, making value decisions, being in objective situations	People-pleasing - interest towards human values, use positive side of others, intuitively make value judgements of problems
Tough-minded - results oriented, ends justify the means, stick to task firmly	People-pleaser - use gentle persuasion to influence, related to their empathies
Objectiveness - methodically processed, resistant to influence, not emotional	People-pleasing - make concerns, dilemmas, conflict resolving, conflict harmony
Logical - values and limits of logical, objective, and logic of analysis	People-pleasing - make concerns and feelings, value human considerations, relate to with feelings
Universalistic - value thinking objective, measured, and logical in everyday decision-making	People-pleasing - make decisions on overall implications, practical, and feelings for being emotional their needs/desires

From: MBTI scales

Judging (J) - Perceiving (P)

- Defines how a person implements the information he has processed

Judging	Perceiving
Early finisher - finish with deadline activities in work or in free time of a day, following schedule from the source completely	Procrastinator/Impulsive - procrastinate until last minute, don't fully enjoy completion when working close to deadlines
Systematic - precise orderly structure of and management of resources, things around - (voluntarily planned)	Flexible - non-routine activities, spontaneous in activities, responses, flexible structured discipline, unstructured order, Adaptive
Structured - activities and easily follow established and routine activities	Spontaneous - activities especially following their own wishes, flexible variety and change
Planned - likes to schedule future events in order to be confident, uses charts and schedules to regulate their energies	Organic - already with personal flexibility and freedom, flexible being that flows by long range plans. Makes flexible plans
Methodical - prepares things who is planned, prepared, and step-by-step manner. Fair preparation	Spontaneous - set free pleasure. If more quickly into action without detailed plans, plans on the go (high flexibility)

From: MBTI scales

Personality Types

isTp Operator	isFp Performer	inFp Questor	inTP Architect
eStp Promoter	eSfp Entertainer	eNfp Journalist	eNtp Entrepreneur
esTj Manager	esFj Caretaker	enFj teacher	enTj Director
iStj Investigator	iSfj Conservator	iNfj Author	iNtj Scientist

From: "Presenting Type Dynamically" by Jeanne Marlowe

What does your type say about you and how can you use it

- Do they need to process information over time or can they process on the fly?
- What does their personality say about speaking in front of a group?
- What about public recognition?
- Are they perfectionists?
- What will this person do in a stressful situation?

Introverted Intuitive Thinking Judging (INTJ)

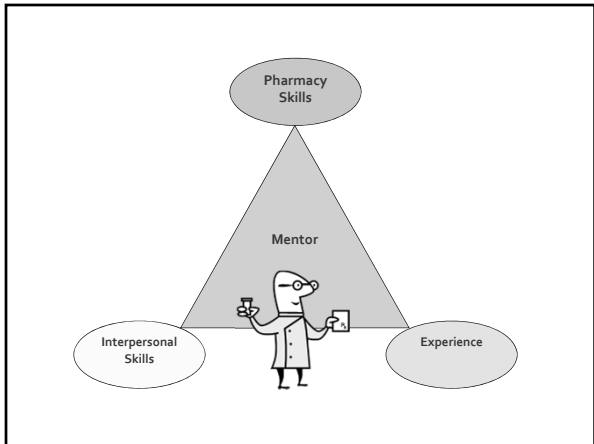
- Projects an aura of definiteness or self-confidence
 - The less decisive mistakes this as arrogance
- Perfectionists with an endless capacity of improving
- System-builders because they have imagination and reliability
- INTJ's tend to be what they 'know'
 - Typical career choices are science and engineering
- Have intuitive abilities and tend to work at a relationship
- Famous examples:
 - Dan Aykroyd (*The Blues Brothers*)
 - Susan B. Anthony
 - Peter Jennings
 - Donald Rumsfeld, US Secretary of Defense

Extraverted iNtuitive Thinking Judging (ENTJ)

- ENTJs are often "larger than life" in describing their projects or proposals
- ENTJs are decisive
- Few other types can equal their ability to remain resolute in conflict
- ENTJs have a natural tendency to marshal and direct

For every person wishing to teach there are approximately thirty who don't want to learn much

-W.C. Sellar 1932



QUESTIONS
