

Utilizing the Mentee and Mentor Goals and Expectations Inventories

According to the mentor and mentee survey that was sent out by AAHA, there was a consistent theme of lack of direction and expectations in current mentee-mentor relationships. The Mentee and Mentor Goals and Expectations Inventories were created to set measurable standards to which both parties should adhere. To utilize these inventories, it is recommended that each party complete the inventories as honestly as possible. It does take time to go through these once they are complete so it is recommended to allow four weeks before the start of employment to analyze the data with each other.

To incorporate the Mentee and Mentor Goals and Expectations Inventories the mentor should:

1. Fill out the Mentor Goals and Expectations Inventory as completely and honestly as you can. This will create a document providing your mentee direction with what is expected of them and give them an opportunity to work towards these expectations. It should also clarify all the areas you will need to touch on during the first few months, so things don't get missed. When designating who on your practice team will teach the mentee be sure that you let that person know they are expected to provide information and what information you would like them to convey to the mentee. Mentoring a new graduate in a practice should be done with a team approach when appropriate. When designing the time line, be sure it is reasonable for the mentee and ensure that you set a mutually agreed upon follow up date for the mentee. With the various components, if you see something missing, please be sure to add notes to it making sure you convey what is expected of your mentee.
2. Return this to the mentee at least 4 weeks before initial employment (earlier is better) to make sure they have time to complete a staged progression system using SMART goals for themselves.
3. Work with your mentee on their staged progression. In school, students receive constant feedback through exams, end of semester grades, and rotation evaluations. Going from frequent feedback to none at all could lead to problems. Remember to give immediate feedback, encourage your mentee to learn, ask questions, and have fun.

To incorporate the Mentee and Mentor Goals and Expectations Inventories the mentee should:

1. Fill out the Mentee Goals and Expectations Inventory as completely and honestly as you can with your individual scores.
2. Obtain the Mentor Goals and Expectations Inventory from your mentor and use this data to complete the remaining gaps in your Mentee Goals and Expectations Inventory.
Note: In order to get the most out of this experience, do not change any of your individual scores after viewing your mentor's expectations.
3. Meet with your mentor to discuss opportunities for growth based on inventory results and discuss a time line to be evaluated for skills.

4. Create a staged progression outline with SMART goals (<http://topachievement.com/smart.html>). SMART=Specific, Measurable, Attainable, Realistic and Timely/Tangible goals based on expectations of your mentor and areas of weakness identified by the inventories.

Example of Mentee Goals and Expectations Inventory once completed with mentor data

	Current score (include date of self-evaluation)	Priority level (High, Medium, Low)	Time line for Mentee to meet expected level of mastery (30 days, 60 days, etc)	Mentoring method (Tell, show, etc.)	Mentee evaluation method (Observation , oral "testing," performance based, etc.)	Person assigned to teach this topic	Follow-up date, score	Notes based on discussion with mentor
Use of all laboratory equipment in the hospital	1 (2/22/13)	High	30 days	Show	Oral/Show	Lead technician	2/28/13	Met with lead technician on 2/28/13. Went through clinic standards, will meet with mentor on 3/22/13 to be evaluated.

Staged progression may look like the following with SMART goals for this component:

Today: Need another veterinarian or team member to guide me through the process but I am comfortable doing the procedure with guidance

Between 2/22/13-2/28/13: Watch, ask questions and ask to be monitored by lead technician in using all the lab equipment in the hospital. Set up a meeting for 2/28/13 with mentor &/or lead tech for them to evaluate.

2/28/13: Show lead tech and/or mentor the use of all laboratory equipment in the hospital.

3/28/13: Re-evaluate yourself for this topic. Are you practicing medicine for these cases to the standards you've learned? Have you been able to identify and treat cases appropriately and practice better medicine because of it? Have you been able to utilize the equipment during emergencies and other times when technicians are not present?

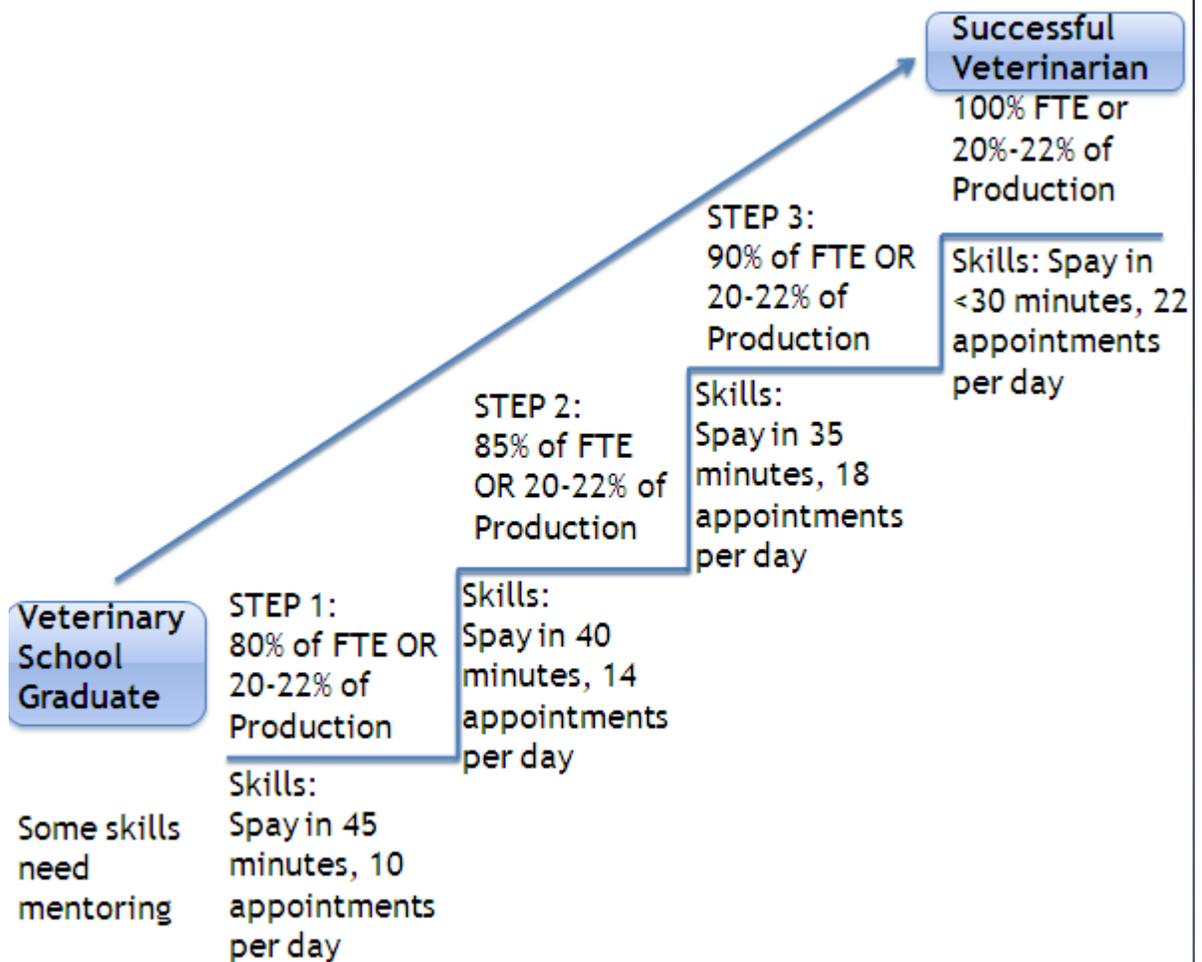
It is important when working through these inventories to be flexible. Although it would be ideal to go through these one at a time and have a structure for each topic, it is not always the case. Learning and adapting to the clinic's way of doing things takes adaptability.

For example, many protocols for common diseases & problems usually come about as training on the fly such as, "Here, come look at this pyoderma case & I'll explain what we've been doing for treatment." The practice already has protocols they are using that the mentee needs to learn, he or she shouldn't have to research them. If it's something less common then it may be necessary to pull out journal files & look it up. With certain topics, it may be best for the mentor to pull the mentee in the exam room to look at presentations of common diseases and be going over cases as they come in. Rounds are also a great opportunity for a mentee to learn. If a mentor can, check the mentee's records at the end of every day so the mentor can go over what they saw, what they did, how they recorded it in the record, follow-ups, etc. The meetings every week are more along the lines of "What did you learn this week, what do you have questions on, and what can we check off on the list."

5. Once a staged progression is created by you the mentee, go over it with your mentor for any insight. Agree upon a compensation agreement regarding your SMART goals and staged progression for all of your goals, if not already agreed upon.

Example:

1. Upon completion and testing of $\frac{1}{2}$ of the high priority goals by ___(date), compensation increases by 5% FTE veterinarian compensation or 20-22% production (whichever is greater). Upon completion of $\frac{1}{2}$ of the medium priority goals by ___ (date) compensation increases by 2.5% FTE veterinarian compensation or 20-22% of production (whichever is greater).
OR
2. You can have your compensation be based on skills. Please see "Mentorship Time and Compensation Recommendations" and the chart below :



- Get working and keeping track of your progression! Don't forget to re-evaluate yourself on the following schedule: 1 month after testing on the component/meeting your goal, 6 months after initial goals and expectations inventory was completed, 1 year after initial goals and expectations inventory was completed and annually from that point forward. Also ask for feedback from your mentor and practice team. If you notice yourself or have had others point out to you that you are falling behind in some areas, go back to your areas of weakness and continue to make SMART goals to improve.

In many practices there are no written procedures or protocols and in others there are some but they are incomplete or outdated. Documenting the practice's protocols as the mentee learns will provide a reference for the entire team and will also help the mentee remember. One of the most important attributes a new graduate brings to a practice is up-to-date information. In an ideal situation, the mentor, mentee and other doctors in the practice will use the inventories to develop and clarify their own best practices, and to elevate the level of quality in everything they do. The inventories should not be used in a

manner to suggest “Here’s how we’ve been doing it for 20 years and you need to do it this way too.” There should be flexibility to adjust and change protocols on both sides.

We suggest the use of the AAHA Press publication *How We Do Things Here*, by Dr. Nan Boss, the mentor resources provided in the toolkit, the templates for written protocols, and the AAHA Standards as tools to help develop practice-wide protocols that will be a long-term asset to the hospital as well as to the mentee.

Although these inventories will not solve all the problems that mentors and mentees face, they are meant to help create reasonable expectations of both parties. They are also guidelines to ensure that important topics are not missed or forgotten along the way. Only with open, honest communication and evaluation will these tools help. Consistent feedback and re-evaluation will help the mentee and mentor grow as veterinarians. Continuing education is necessary for our profession in order to practice better medicine. Utilize these goals and expectations inventories to enhance your mentee-mentor relationship for the growth of your practice.

STUDENTS:

The Mentee Goals and Expectations Inventory can be utilized starting on day 1 of veterinary school (or even before if you are really ambitious). Evaluate where you are and where you need to improve. Keep in mind that these are only for small animal practice, so do not ignore the other species you will learn about. Evaluate yourself annually or bi-annually to identify areas of growth and areas where you need improvement. Seek the skills that you need to improve upon through elective classes, clubs, extra-curricular wet-labs, summer experiences, classes, labs and finding the professors/clinicians in your school to teach you what you are lacking (after all, that’s for the reason they are there). Ideally, by doing this, you should be on a good track to being practice ready and confident in your career earlier.

References:

Greenfield, C. (2004). Frequency of use of various procedures, skills and areas of knowledge among veterinarians in private small animal exclusive or predominant practice and proficiency expected of new veterinary school graduates. *Journal of the American Veterinary Medical Association*, 1780-1788.

Ohio State University College of Veterinary Medicine. Professional Curriculum Program Goals. Adopted February 1, 2010.

Washington State University College of Veterinary Medicine. Student Procedures List. Accessed 08/15/2012.