

Positive Role Models

Personal Characteristics

- Compassion
- Caring
- Empathic
- Patient-centered approach
- Excellent communication skills
- Good inter-professional relationships
- Respectful
- Good team player
- Demonstrates leadership
- Integrity
- Honesty
- Good sense of humor
- Calm
- Positive attitude

Clinical Characteristics

- Practically skillful
- Demonstrates clinical competence
- Knowledgeable
- Sound clinical reasoning
- Ability to reach the correct diagnosis
- Strives for excellence
- Presentation skills
- Aware of own strengths and weaknesses

Teaching abilities

- Taking an interest in students and trainees
- Spending time with students and trainees
- Enthusiasm
- Patience
- Provide clear explanations
- Versatile, learner-centered teaching style
- Constructive feedback
- Demonstrating clinical reasoning
- Facilitation patient interaction and learning opportunities
- Identifying opportunities for reflection

Negative Role Models

Personal Characteristics

- Making derogatory comments about patients or fellow professionals
- Inappropriate humor directed at patients or colleagues
- Lack of empathy
- Unfriendliness
- Complaining
- Expressing anger or frustration
- Bitterness and cynicism
- Opinionated
- Lack of confidence
- Un co-operative

Clinical Characteristics

- Lack of knowledge

Teaching abilities

- Forgetting names and faces
- Excessive criticism
- Frightening or humiliating students or trainees
- Promoting unnecessary competition between students or trainees

How to maximize learning through role modeling

1. Attention: Drawn attention to the behaviour or skill being modelled by:
 - I. *Physically emphasising it*
 - II. *Asking them relevant questions*
 - III. *Providing an enthusiastic narrative*
 - IV. *Subdividing and explaining specific aspects of a complex skill.*
2. Retention: This may be enhanced by adoption of the following strategies:
 - I. *Repetition of a skill or relaying of an important fact*
 - II. *Symbolic representation to create visual memory*
 - III. *Drawing appropriate parallels or realistic exemplification of possible harmful effects (e.g. giving telling examples)*
 - IV. *Relating new to existing knowledge*
3. Production: Provide experience with appropriate autonomy
4. Motivation:
 - I. *Awareness of motivators for learners including personal rewards such as enjoyment, enthusiasm and dedication, financial gains or social status, professional autonomy or influence.*
 - II. *Increasing frequency and magnitude of observed rewards & concurrence with the trainee's own aspirations increases the effect.*

Mentorship

A mentor should be:

1. Advisors - people with career experience willing to share their knowledge
2. Supporters - people who give emotional and moral encouragement
3. Tutors - people who give specific feedback on one's performance
4. Masters - in the sense of employers to whom one is apprenticed
5. Sponsors - sources of information about and aid in obtaining opportunities
6. Models of identity - of the kind of person one should be

A mentee should:

1. Set agendas
2. Follow through
3. Accept criticism
4. Be able to assess performance
5. Assess the benefits derived from the mentoring relationship