



# Developing a Learning Community Mentor Survey

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# Disclosures

- None



# Objectives

Each participants will be able to:

- Construct a list of effective mentor qualities as applied to learning community (LC) faculty mentor-student mentee relationships
- Identify the steps and process of the Delphi method for reaching consensus.

The collective group will be able to:

- Apply the steps of survey design by constructing a LC mentor survey



# Outline

Introductions.....	11:00-11:05am
Generation of Characteristics.....	11:05-11:30am
Delphi Process.....	11:30-12:10pm
Generation of Items.....	12:10-12:25pm
Closing.....	12:25-12:30pm



# Steps in survey design

- 1. Determine clearly what it is you want to measure**
2. Generate an item pool
3. Determine the format for measurement/ Optimize scale length
4. Have initial pool reviewed by experts
5. Pilot items
6. Evaluate items





# Mentoring

- *A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another (usually younger) individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development. The mentor, who often (but not necessarily) works in the same organization or field as the mentee, achieves this by listening or talking in confidence to the mentee (SCOPME 1998).*



# Generation of Characteristics

- Individual Task - Develop a concept map of mentoring skills
  - Identify the key areas/domains of a LC mentor
  - Think about what exemplifies the best LC mentors in your program
  - Keep the areas general to encompass all LC mentor types



# Generation of Characteristics

- Pair up and create a single Concept Map
  - Try to pair up with someone from a different type of LC mentoring focus than you (e.g. Curriculum vs. Social)





# Generation of Characteristics

- Team Task 1
  - Team up and create a single Concept Map



# Item Generation – 10 mins

- Team Task 2
  - Review surveys to revise concept map



# Modified Delphi Process

- Experts vote independently
- A facilitator collates and shares results of the first round of voting
- Process is repeated until consensus is reached
- Predetermined consensus (e.g. 80% agreement)



# Voting

- On a scale of 0 to 2 how essential is this item for characterizing a LC mentor
  - 0- Not essential
  - 1- Somewhat essential
  - 2- Essential\*

\*How many “essential” characteristics are feasible?



# Modified Delphi Process

At **11:40am** please have the following survey link open to begin round 1 of voting:

**<https://www.surveymonkey.com/r/LCMENTOR>**



# Modified Delphi Process

Round 1 Voting

**<https://www.surveymonkey.com/r/LCMENTOR>**



# Modified Delphi Process

## Round 1

- Results
- Discussion



# Modified Delphi Process

Round 2 Voting- scroll down for items

**<https://www.surveymonkey.com/r/LCMENTOR>**





# Modified Delphi Process

## Round 2

- Results
- Discussion



# Modified Delphi Process

Round 3 Voting-scroll down further for items

**<https://www.surveymonkey.com/r/LCMENTOR>**



# Modified Delphi Process

## Round 3

- Results
- Discussion



# Steps in survey design

1. Determine clearly what it is you want to measure
- 2. Generate an item pool**
- 3. Determine the format for measurement/ Optimize scale length**
4. Have initial pool reviewed by experts
5. Pilot items
6. Evaluate items



# Survey Item Generation

## Common Types of Scales

- Dichotomous Responses
- Multiple Choice Responses (Likert-scale)
- Visual Analog

Please draw an "X" on the line below to indicate the trainee's overall level of performance on this operation:

|-----|  
Worst Performance Best Performance



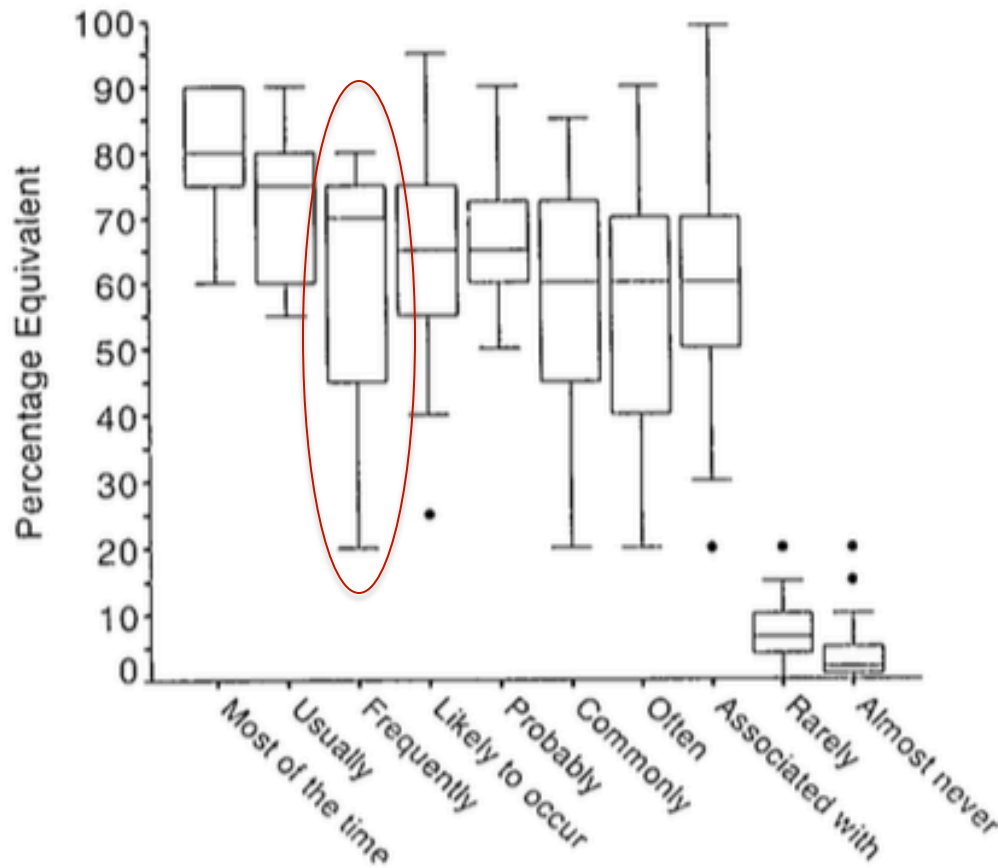
# Likert Scale

- Should you label anchors or all options?
- Should you have an odd (include a midpoint) or even number of responses?
- How many response options is ideal?



# Frequency Terms

- What percent of the time (0-100%) do you think corresponds with “frequently”?



Acad Med. 1994 Oct;69(10 Suppl):S4-6.

### The use of imprecise terms in examination questions: how frequent is frequently?

Case SM<sup>1</sup>.





# What to Avoid

- Negatively worded items
- Vague quantifiers (often) and frequency terms
- Leading questions
- Extreme items which everyone will agree or disagree with
- General, not specific items
- Double barrel items
- Exceptionally lengthy items
- Unnecessary calculations



# Generation of Items

- Team Task
  - Each Team will be assigned one of the essential characteristics and generate survey items to measure the characteristic
  - Review current school survey items first

How many items?



# Generation of Items

- Add your items to a Google doc:

<https://docs.google.com/document/d/1dy8s-OGIjcwnwrbDXVMBC03mIMAs5wLLmXMSDsJYRuo/edit?usp=sharing>



# Wrap Up

- Closing Comments/Next Steps
- Questions