MENTORSHIP
**OBJECTIVES**

By the end of this presentation, participants will be able to:

<table>
<thead>
<tr>
<th>Understand</th>
<th>Explore</th>
<th>Engage</th>
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</thead>
<tbody>
<tr>
<td>Understand benefits of a culture of mentorship</td>
<td>Explore mentorship program models</td>
<td>Engage with the new DFMCH mentorship program</td>
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</tbody>
</table>
MENTOR ROLE
MENTOR

SuccESs

ImpRoVe

HElP

InSpIRe

MoTIvATe

LeAderShIp

WorK

TrainInG
MENTEE ROLE
CULTURE OF MENTORSHIP

- Appreciates the strategic and personal value of mentoring
- Supports access to mentoring opportunities for employees to: build deeper working relationships, focus on own development, exchange knowledge and experience, build networks and take risks and explore possibilities
- There are well-managed formal mentoring programs and informal mentoring is encouraged and flourishes
- Mentoring pervades development opportunities and agenda
OUTCOMES: STRONG MENTORSHIP CULTURE

- Enhanced relationships and collaboration
- Extended inclusion
- Happier workplace
VISION 2030
STRATEGIES:
MENTORSHIP

MA FM Leadership
• Mentor and encourage DFMCH members involvement in MMS, MAFP, State CME, APP orgs, advocacy

Embracing Diversity
• Increase mentorship for faculty, students, and staff
• Foundational training for mentoring, leadership, allyship with focus on diversity
MENTORSHIP - SPONSORSHIP - COACHING – ADVISING STYLES
MENTORSHIP - SPONSORSHIP
- COACHING – ADVISING STYLES

Mentorship
- Perspective and Experience
- Share a common pathway
- Longer term relationship

Coaching
- Internal clarity and confidence
- Facilitates development of professional identity, goals, and strategies
- Coachee drives agenda and goals
- Coach drives process

Advising
- Information and Expertise
- More directive on choice
- Onus of action on the advisee

Sponsorship
- Connection and Endorsement
- Connect with opportunities
- More directive on action

Facilitative Questions
Assertive Answers
External Focus
Internal Focus
External Focus
"I was thinking about applying for a leadership position that just opened up. What do you think?"
MENTOR PROGRAM MODELS

- Dyad
  - Mentor
  - Mentee

- Collective or Group
  - Mentor
  - Mentee
  - Mentee
  - Mentee
Developing an Individual Mentoring Plan: A Guide for Discussion

Mentee Name: 

Date: 

Name of Mentor: 

STEP 1. Setting Your Mentoring Goal and Objectives for the Next 18 months
What do you want to achieve? Where do you want to go? How do you want to make a difference?

STEP 2. Self-Assessment

My Strengths:
What skills do you do well? What are the strengths in your knowledge base? What positive behaviors or attributes do you exhibit? (Highlight strengths that are relevant to your goal)

My Weaknesses:
What skills, behaviors or attributes do you wish to acquire or improve? What are the gaps in your knowledge? What resources or connections are you missing? (Highlight weaknesses that are relevant to your goal)

Opportunities:
Where is the growth opportunity for you? What is changing in your field? What funding opportunities are available? What are the gaps in knowledge? Look for opportunities, openings, changes in your department, community, nationally...

Threats:
What threats (barriers, obstacles) are present or predicted in your department, the school or the external world that might hinder you accomplishing your goal?

FMCH Mentoring Program 2017-18
Mentoring Agreement

<table>
<thead>
<tr>
<th>Mentor</th>
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<tbody>
<tr>
<td>Mentee</td>
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</tbody>
</table>

Purpose and desired outcomes of the mentoring relationship:

Timeline and proposed length of relationship:

Activities to be conducted:

Expectations:

Communication methods and frequency:

Actions to be taken if problems arise:

I agree to enter into this mentoring relationship as defined above and will maintain confidentiality.

Mentee: 

Date: 

Mentor: 

Date: 
### MENTORSHIP PROGRAM POST ASSESSMENT COMPARISON

<table>
<thead>
<tr>
<th></th>
<th>Mentee (N=30)</th>
<th></th>
<th>Mentor (N=27)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined goals/expectations together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>91.60%</td>
</tr>
<tr>
<td>Have benefitted from the relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>100.0%</td>
<td>92.3%</td>
<td>85.7%</td>
<td>75%</td>
</tr>
<tr>
<td>Would recommend mentoring program to other faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat / completely agree</td>
<td>94.5%</td>
<td>92.3%</td>
<td>90.4%</td>
<td>100.0%</td>
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Mentee-Mentor Competency Assessments
2013-2014 and 2015-2016 Cohorts
Post Assessments of Mentor Skills

Rating of Overall Quality of Mentoring

- Mentee
- Mentor
- Mentee

Mentor is Meeting Expectations

Low (Not Skilled 1-4)  High (5-7 Extremely Skilled)
MENTOR PROGRAM MODELS

**Dyad**
- Mentor
- Mentee

**Collective or Group**
- Mentor
- Mentee

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MENTOR PROGRAM MODELS
Group Mentorship

One Mentor With Multiple Mentees
One mentor who is usually a senior employee or executive leads mentoring sessions with multiple mentees.

Multiple Mentors And Mentees
Typically larger groups of people to discuss goals for the organization or run ideas past executives.

Peer Mentoring
Different teams at similar senority levels come together and help each other grow by coaching and mentoring one another.
MENTORING CIRCLE PILOT TIMELINE

- **May – June 2023**: Survey Faculty to Prioritize Three Initial Groups
- **June - July 2023**: Choose group facilitators, recruit participants
- **August – September 2023**: Administrative support to schedule initial meetings, Facilitator Training
- **September – October 2023**: Initial Meetings
- **January 2024**: Assess progress, outcomes
- **Spring 2024**: Reevaluate Pilot – Consider Expansion
<table>
<thead>
<tr>
<th>Mentoring Circle</th>
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<tbody>
<tr>
<td>Facilitator</td>
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<tr>
<td>Participant</td>
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</table>

Purpose and desired outcomes of the mentoring circle participation:

Strengths:

Opportunities for Growth:

5-year Career Expectations: (Aspirations)

1-year Assessment Strategies: (Results)

Other expected needs from department or facilitator:

Facilitator Review and Comments:

<table>
<thead>
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<th>Facilitator</th>
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MENTORING
CIRCLE THEMES

• Early career
• Mid career
• Later career
• Historically marginalized communities (Underrepresented in Medicine)
• Women
• Integrating Parenting and Career
• ?Other