

MAY 11, 2023

DEPARTMENT RETREAT

MENTORSHIP



OBJECTIVES

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

Understand

Understand benefits of a culture of mentorship

Explore

Explore mentorship program models

Engage

Engage with the new DFMCH mentorship program

MENTOR ROLE





MENTEE ROLE





SUCCESS

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

A decorative graphic on the left side of the slide features several thick, colorful ribbons in shades of yellow, pink, blue, green, red, and black. The ribbons are intertwined and looped together, creating a complex, abstract pattern. A thin, vertical gold line runs parallel to the ribbons, separating them from the text area.

OUTCOMES: STRONG MENTORSHIP CULTURE

- Enhanced relationships and collaboration
- Extended inclusion
- Happier workplace

*VISION 2030
STRATEGIES:
MENTORSHIP*

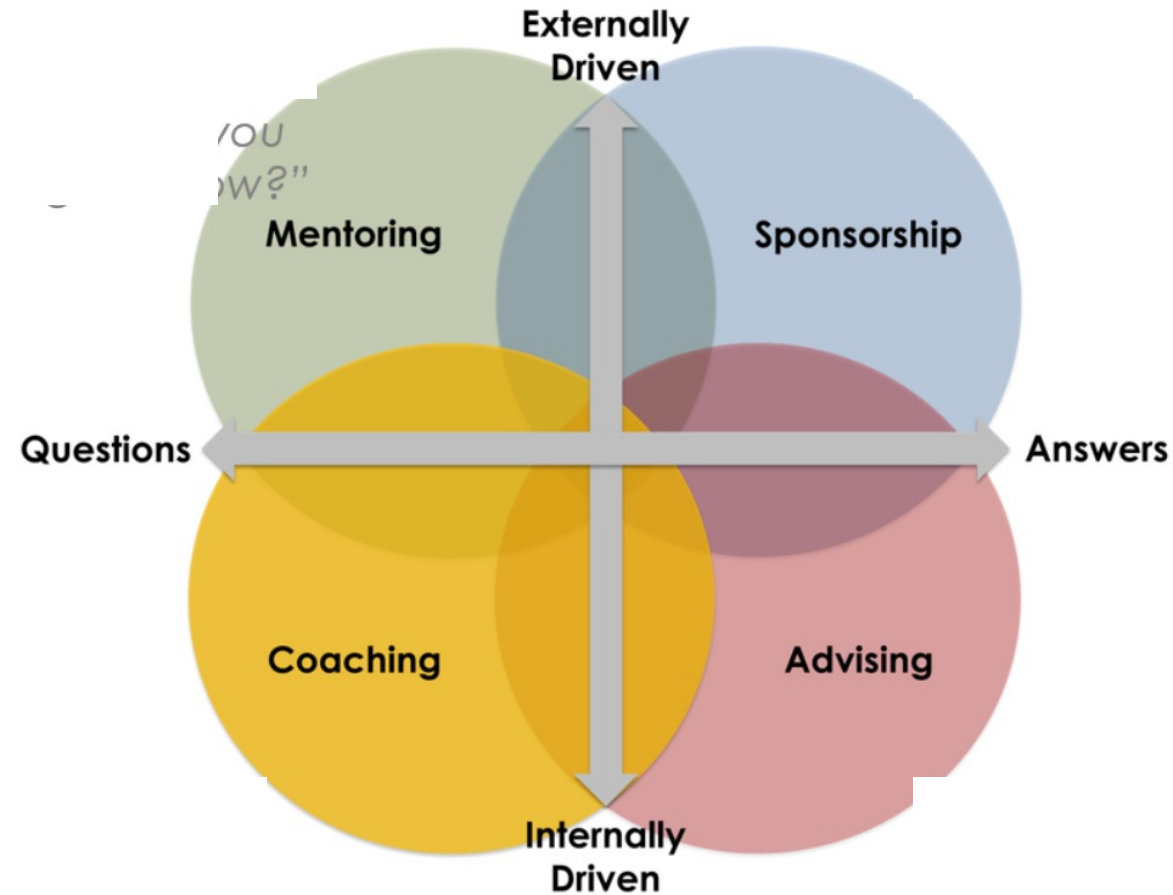
MA FM Leadership

- 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

Facilitative
Questions

Assertive
Answers

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

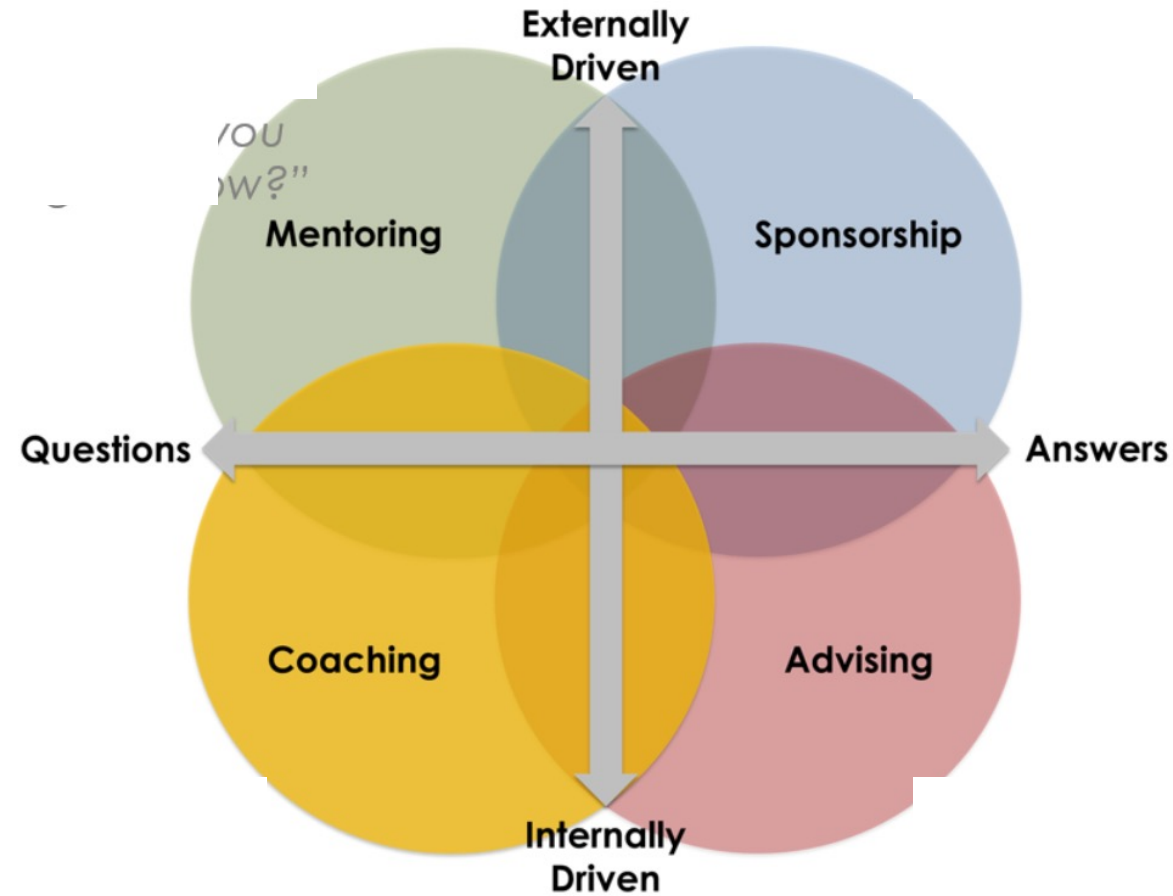
- Connection and Endorsement
- Connect with opportunities
- More directive on action

External
Focus

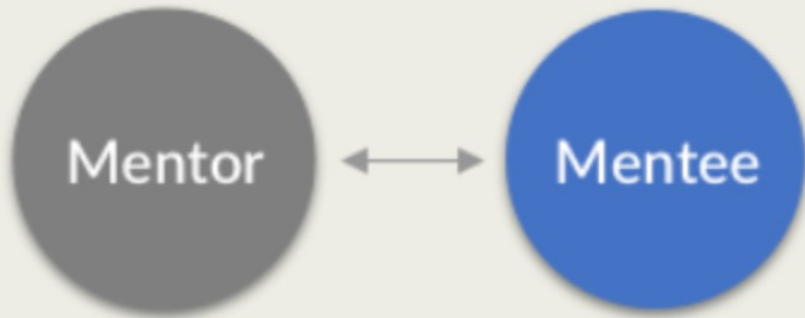
Internal
Focus

External
Focus

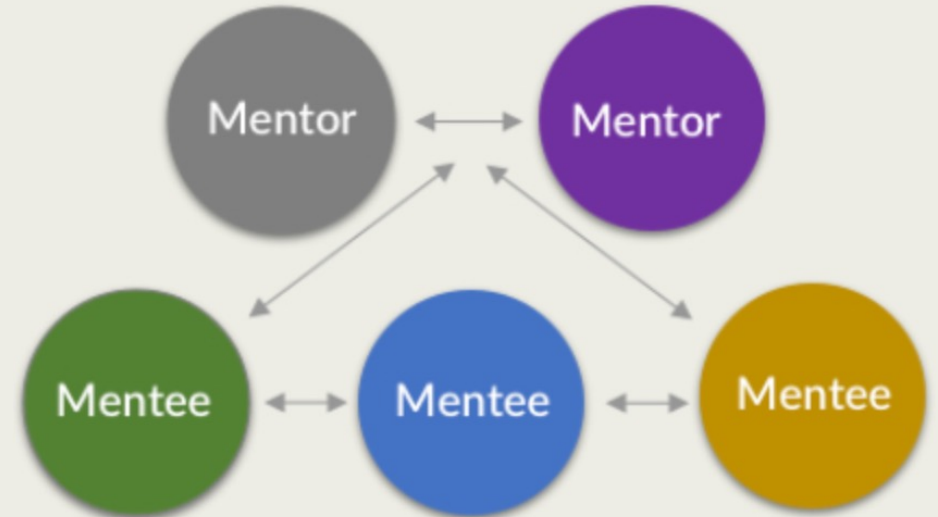
"I was thinking about applying for a leadership position that just opened up. What do you think?"



Dyad



Collective or Group



MENTOR PROGRAM MODELS

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?

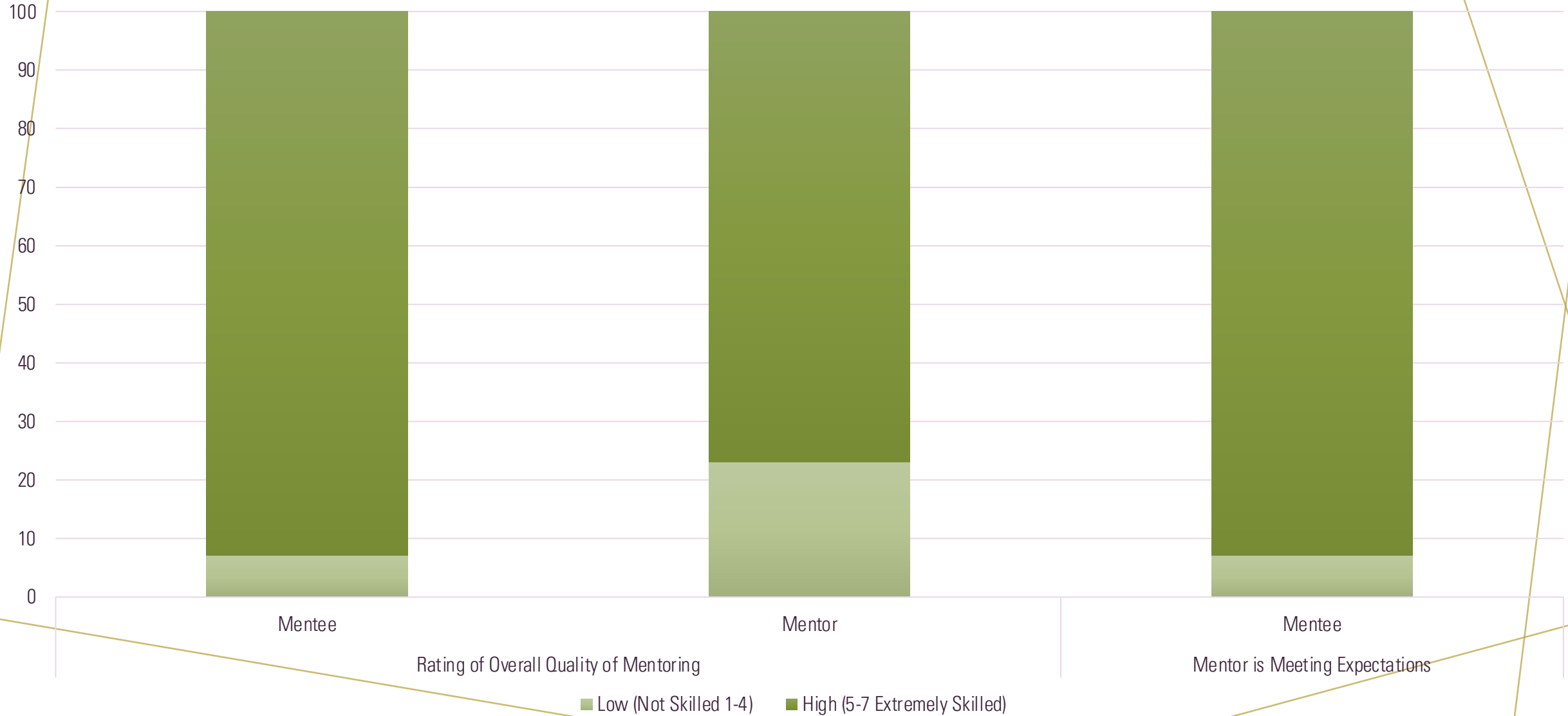
FMCH Mentoring Program 2017-18 Mentoring Agreement

Mentor	
Mentee	
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 <u>enter into</u> this mentoring relationship as defined above and will maintain confidentiality.	
Mentee:	Mentor:
Date:	Date:

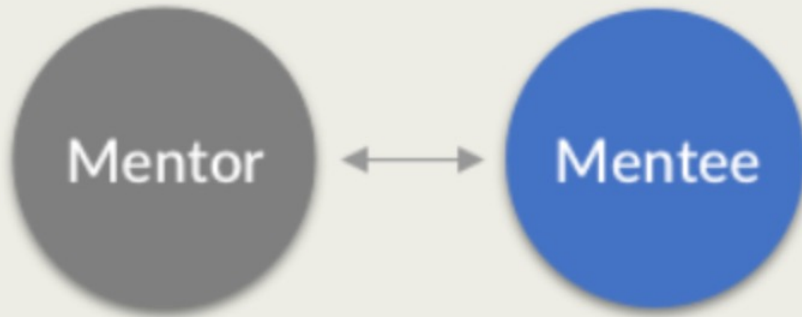
MENTORSHIP PROGRAM POST ASSESSMENT COMPARISON

	Mentee (N=30)		Mentor (N=27)	
	2015	2016	2015	2016
Defined goals/expectations together				
Somewhat / completely agree	100%	100%	100%	91.60%
Have benefitted from the relationship				
Somewhat / completely agree	100.0%	92.3%	85.7%	75%
Would recommend mentoring program to other faculty				
Somewhat / completely agree	94.5%	92.3%	90.4%	100.0%

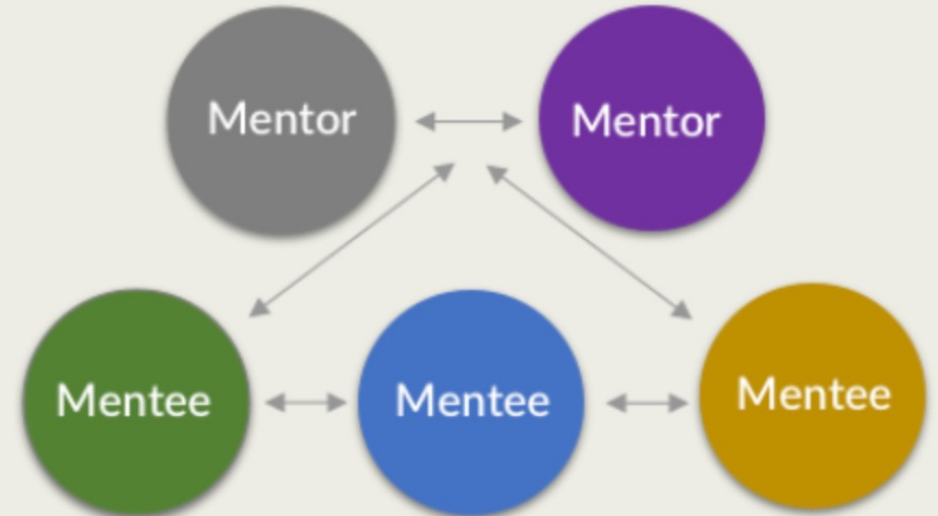
Mentee-Mentor Competency Assessments
2013-2014 and 2015-2016 Cohorts
Post Assessments of Mentor Skills



Dyad



Collective or Group



MENTOR PROGRAM MODELS



The diagram features a central circle with the text 'Group Mentorship' and a group of five stylized human figures. Three lines extend from this circle to three rectangular boxes below. Each box has a colored header and a white body with text. The boxes are arranged horizontally and connected by a horizontal line from the central circle.

Group Mentorship

One Mentor With Multiple Mentees

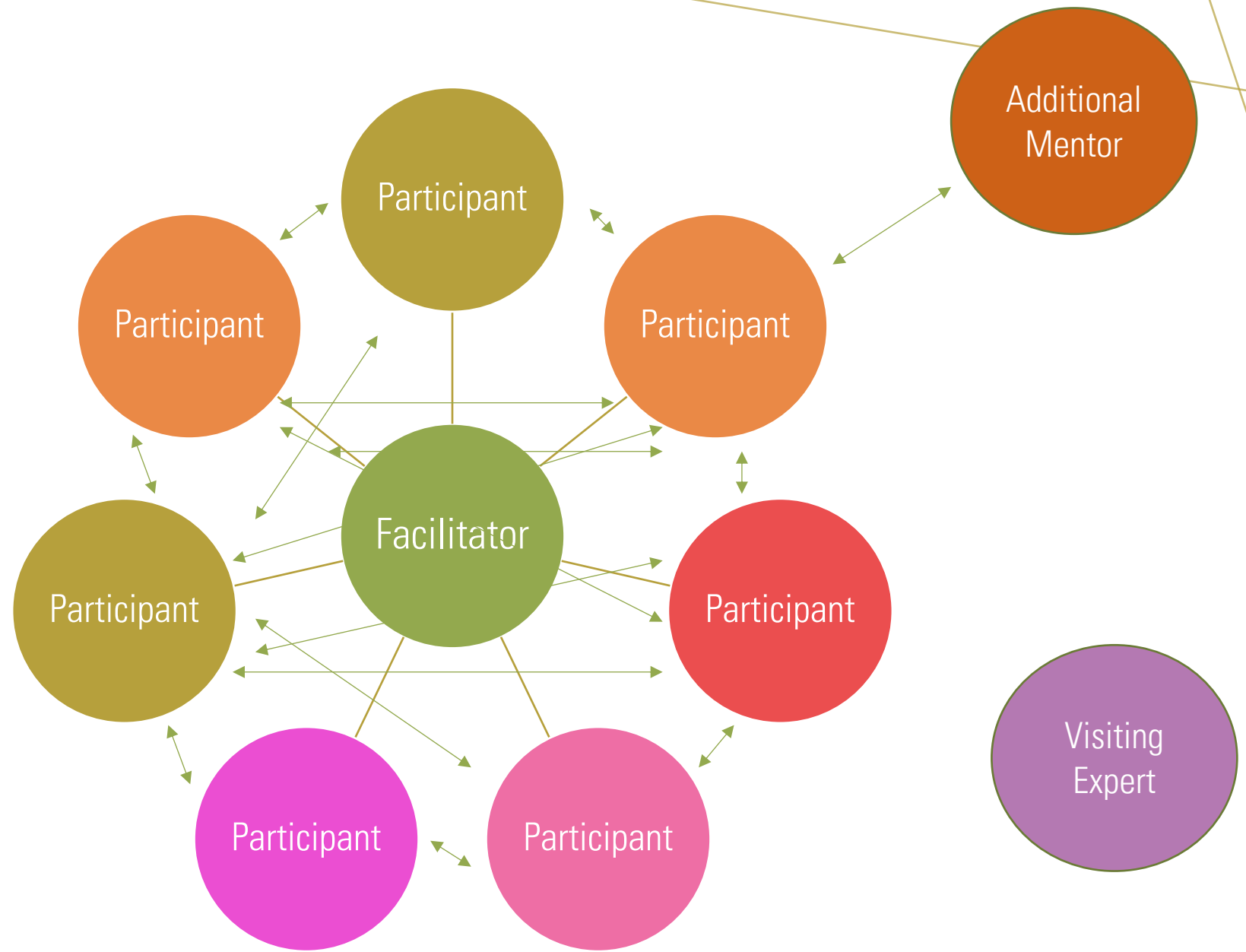
One mentor who is usually a senior employee or executive leads mentoring sessions with multiple mentees.

Multiple Mentors And Mentees

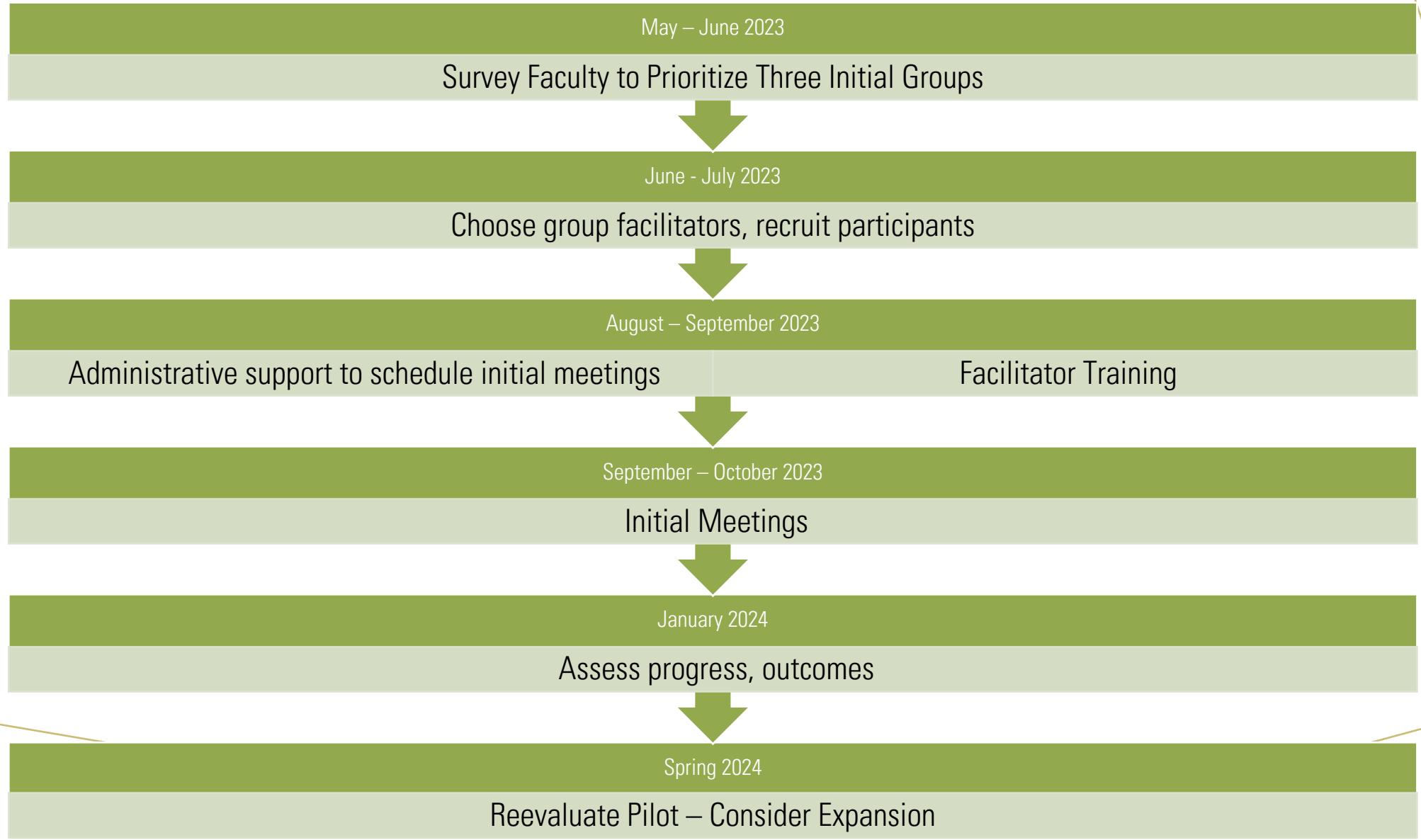
Typically larger groups of people to discuss goals for the organization or run ideas past executives.

Peer Mentoring

Different teams at similar seniority levels come together and help each other grow by coaching and mentoring one another.



MENTORING CIRCLE PILOT TIMELINE





FMCH Mentoring Circle 2023
Self-Reflection and Plan



Mentoring Circle	
Facilitator	
Participant	
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:	
Participant:	Facilitator:
Date:	Date:

MENTORING CIRCLE THEMES

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



