

# MASSACHUSETTS GENERAL HOSPITAL FACULTY MENTORING PROGRAM

Center for Faculty Development

## MISSION:

To establish and continue to provide an enriching mentoring program for all MGH faculty, including but not limited to clinicians, researchers, physicists, and biostatisticians, by strengthening faculty development and satisfaction by establishing relationships, fostering camaraderie, encouraging advocacy and creating new opportunities and communication channels.

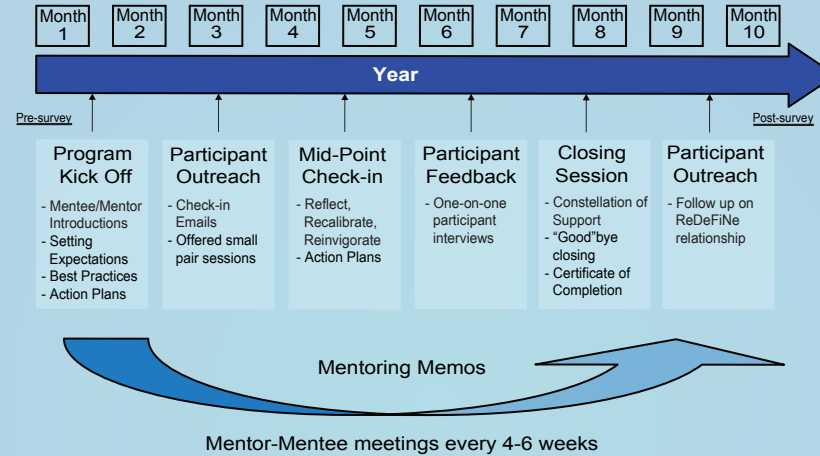
## EXPECTATIONS AND OBJECTIVES:

- Encourage faculty reflection of desired career pathway
- Make existing resources transparent and developing others as needed
- Expand faculty network of colleagues
- Create an environment promoting feedback and sharing of information
- Set and address additional specific mentoring goals
- Build a sustainable culture of mentoring at MGH

## SUMMARY

- Inter/intra departmental matching
- Three formal workshops:
  - I: Introduce Relationship, Set Expectations, Define Goals, Review Mentoring Best Practices
  - II: Recalibrate relationship, reflect on progress, build peer mentoring, and realign goals
  - III: Closure of formal relationship, consider future relationship, explore participant support structure
- Expectation to meet every 4-6 weeks
- Provide mentoring 'toolkit' to participants
- Periodic communications and participant 'Check-ins'
- Provide additional relationship coaching and other support to participants as requested

## TIMELINE



## MATCHING CRITERIA

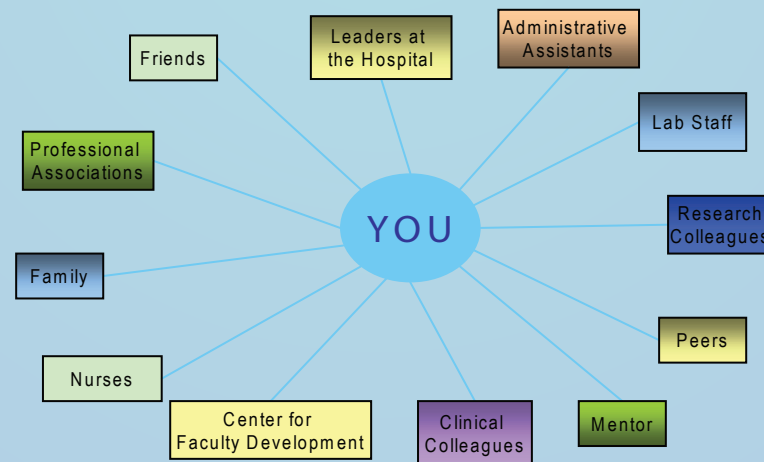
Asked each mentee to rank 5 areas that are most important to them.  
 Asked each mentor to rank 5 areas in which their expertise is strongest.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>___ <b>Career Advice</b><br/>Setting short &amp; long term goals</li> <li>___ <b>Promotion</b><br/>Developing a CV<br/>Developing a promotion package</li> <li>___ <b>Teaching</b><br/>Creating a teaching portfolio<br/>Curriculum Development and Evaluation<br/>Resident/Fellow Teaching and Evaluation</li> <li>___ <b>Work/Life Balance</b></li> </ul> | <ul style="list-style-type: none"> <li>___ <b>Time Management</b></li> <li>___ <b>Research</b><br/>Scientific Writing<br/>Research Design and Funding</li> <li>___ <b>Leadership</b><br/>Program/Project/Mgmt/Admin</li> <li>___ <b>Integrating Research and Clinical Activities</b></li> <li>___ <b>Improving Clinical Skills</b></li> <li>___ <b>Communication Skills</b></li> <li>___ <b>Networking</b></li> <li>___ <b>Other</b> _____</li> </ul> |
|--|---|

## ACTION PLAN

- **Expectations:**
  - What are the specific outcomes that are desired from this relationship?
  - At the end of this relationship, how will we know if it has been successful?
- **Time Management:**
  - How will we allocate sufficient time to meet our needs?
  - How do we protect this time when other demands encroach upon it?
  - How do we ensure that either member of the dyad can revisit this issue of time management?
- **Guidelines and Boundaries:**
  - What are the norms and guidelines we will follow in conducting the relationship?
  - How do we protect the confidentiality of the relationship?
- **Strategies for Addressing Stumbling Blocks:**
  - What obstacles might we encounter?
  - What process should we have in place to deal with them as they occur?
- **Communication Patterns:**
  - How do we work at being active listeners in our interactions with one another?
  - Based on our individual communication styles, how do we plan to continue this relationship?
  - What forms of communication (i.e. meetings, email, memos, telephone) will we use?
- **Goals (x3):**
  - Action steps to achieve goals
  - Deliverables for each goal
  - Timeline for each goal

## BUILDING A CONSTELLATION OF SUPPORT



## "GOOD"BYE CLOSING CONVERSATION ReDeFiNe

- Regular/Routine Mentoring Meetings
- Disseminated/Distributed Mentoring Meetings
- Focused Mentoring Meetings
- No Mentoring Meetings

"In the past, I have been unfavorably impressed with formal mentoring, but I have been pleasantly surprised at how this program worked. It was better than I thought it would be."  
 "I'm blessed with this relationship, so I can't think of ways to improve the program. This program has done well by balancing checking in with reminder and not being too intrusive."  
 "I thought the program was incredibly good. I have enjoyed it, but if I wasn't forced to do it, I wouldn't have!"  
 "I'm really happy this program was developed. The earlier junior faculty can identify and develop a mentor relationship, the better. I'm grateful for the program and for being matched with a good mentor. It helped me develop a more systematic and effective way of working with my mentor."

"Overall, this was unbelievably fantastic. There was benefit to putting structure around it and I learned a ton!"  
 "Having meetings with different departments was very helpful to see the commonality of issues."  
 "It was nice to have guidelines for the mentoring relationship, especially for someone in my position. This was a real confidence booster."