MGH Faculty Mentoring Program* Tool Kit

* developed in conjunction with the Cavendish Group

MASSACHUSETTS GENERAL HOSPITAL FACULTY MENTORING PROGRAM
Center for Faculty Development
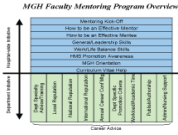
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A. __Program Overview__

**MASSACHUSETTS
GENERAL HOSPITAL
FACULTY MENTORING
PROGRAM**
Center for Faculty Development

**PROGRAM
OVERVIEW**

Mission

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

MGH Faculty Mentoring Program Overview

		Hospital-wide Initiative	Mentoring Kick-Off	Center for Faculty Development (CFD)
			How to be an Effective Mentor	
			How to be an Effective Mentee	
			General/Leadership Skills	
			Work/Life Balance Skills	
			HMS Promotion Awareness	
			MGH Orientation	
			Curriculum Vitae Help	

Department Initiative — Dept Specialty Advice/Training · Local Reputation · National Reputation · International Reputation · Annual Career Conf Mtg · Dept Specific Promotion Criteria · Workload/Academic Time · Publish/Authorship · Admin/Nursing Support — Individual departments

Career Advice

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Mentoring Goals
- » Encourage faculty reflection and foster increased awareness of career and personal goals.
- » Expand network of colleagues by establishing professional and personal relationships.
- » Create relationship(s) where pertinent information and feedback is encouraged.
- » Promote a supportive environment that will foster a sense of connectedness and community.

Outcomes
- » Participants engaged in self-reflection and can articulate a clearer career and personal vision.
- » Participant can readily identify one or more newly established contacts.
- » Participant interprets advice to be useful and actionable.
- » Participant feels more connected to own department/institution/other faculty members.

Training Session Overviews

Session I:
The first training session will signal the launch of the pilot mentoring program. This training will provide an opportunity for mentors and mentees to build a deeper understanding of mentoring and practices that support proactive management of their relationships. It will also provide a forum for participants to interact and build relationships with one another, helping to build peer mentoring. Participants will become familiar with the principles, tools, and guidelines involved in formal mentoring relationships. Mentoring partners will begin some of the relational work of mentoring during the training session, using strategies intended to optimize the relationship. Participants should leave this session with a clear sense of next steps in the relationship and an understanding of the role MGH and the departments.

Session II: *(approximately 4-5 months after first session)*
The second training session will occur at the mid-point of the program and will serve as a "check-in" point and refresher for mentoring relationships. This training will provide an opportunity for mentors and mentees to recalibrate and recommit to their mentoring partner, get back on track if necessary, and move forward in a positive and productive way. It will again provide a forum for participants to interact and build relationships with one another, helping to build peer mentoring. Mentoring partners will continue some of the relational work of mentoring during the training session, using strategies intended to optimize the relationship for the remainder of the mentoring program.

Session III: *(approximately 4-5 months after second session)*
The final training session will occur at the end of the program and will serve as a closing point for the formal mentoring relationships. This training will provide an opportunity for mentors and mentees to assess the learning and development generated by the mentoring relationship, the ways they have grown as a result of their mentoring relationships. It will prepare mentors and mentees for separation and redefinition, celebrate conclusion of the formal mentoring program, and set the stage for the next phase of formal mentoring and building a mentoring culture at

MGH. The strategic process of operational and relational calibration will help crystallize learning and provide guidance on participant's own next steps at work and in their mentorships. This training session will again provide a forum for participants to interact and build relationships with one another, continuing to build peer mentoring that will help contribute to a culture of mentoring at MGH.

Benefits of Mentoring

Mentee
- » Receive insight and guidance from a more experienced colleague
- » Enhance problem-solving and leadership skills
- » Develop and design career development plans
- » Increase knowledge of the organization's and department's mission, vision and values
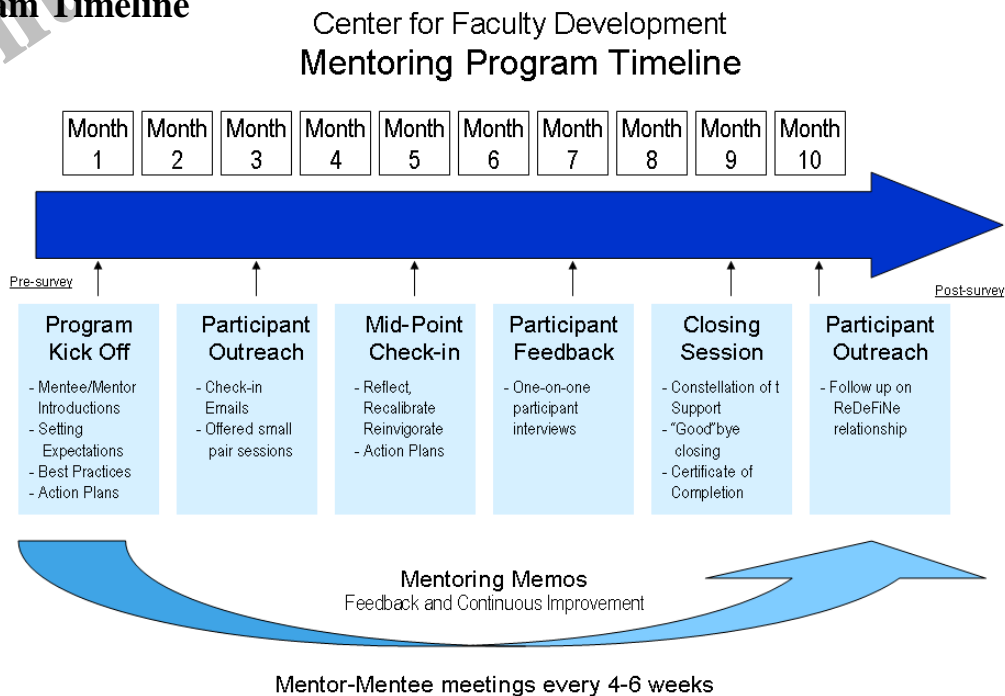- » Increase exposure to high-level decision makers and key stakeholders

Mentor
- » Gain access to alternative perspectives and experiences
- » Enhance leadership and management skills
- » Expand diversity of thought, style, personality, and culture
- » Rejuvenate learning opportunities and professional role
- » Gain insights into challenges of people you work with

Organization
- » Innovate in people management and leadership strategies
- » Enable greater productivity at all levels
- » Increase recruitment, retention, and advancement opportunities
- » Create a culture of mentoring

Program Timeline

Center for Faculty Development
Mentoring Program Timeline

| Month 1 | Month 2 | Month 3 | Month 4 | Month 5 | Month 6 | Month 7 | Month 8 | Month 9 | Month 10 |

Pre-survey

Post-survey

Program Kick Off
- Mentee/Mentor Introductions
- Setting Expectations
- Best Practices
- Action Plans

Participant Outreach
- Check-in Emails
- Offered small pair sessions

Mid-Point Check-in
- Reflect, Recalibrate Reinvigorate
- Action Plans

Participant Feedback
- One-on-one participant interviews

Closing Session
- Constellation of t Support
- "Good"bye closing
- Certificate of Completion

Participant Outreach
- Follow up on ReDeFiNe relationship

Mentoring Memos
Feedback and Continuous Improvement

Mentor-Mentee meetings every 4-6 weeks

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B. Training Session Overviews

Massachusetts General Hospital
Detailed Overview of Mentoring Training Workshops   - DRAFT to be updated
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Training Session 1 (2 hours, 2 trainers)

Purpose: The first training session will signal the launch of the pilot mentoring program. This training will provide an opportunity for mentors and mentees to build a deeper understanding of mentoring and practices that support proactive management of their relationships. It will also provide a forum for participants to interact and build relationships with one another, helping to build peer mentoring. Participants will become familiar with the principles, tools, and guidelines involved in formal mentoring relationships. Mentoring partners will begin some of the relational work of mentoring during the training session, using strategies intended to optimize the relationship. Participants should leave this session with a clear sense of next steps in the relationship and an understanding of the role MGH and the departments.

Agenda Items

A. Overview of DACC mentorship pilot program – this will be an introduction from MGH representatives, including Anesthesia and Radiation Oncology. This intro should also include the role of MGH and/or departments as they move forward.

B. Overview of mentoring and mentoring responsibilities – this will be a combination of training/lecture and discussion with participants to provide a baseline set of knowledge on mentoring fundamentals. The trainers will lead the session with material, with discussion and perspective provided by participants. Topics will include:
- o Definition, characteristics, and functions of mentoring
- o Types of mentoring
- o Mentor and mentee roles and responsibilities
- o Challenges and opportunities of mentoring
- o Benefits of mentoring

C. Mentoring Road Map - this is the overview of three tools/exercises that begin the relational work that mentors and mentees must do to succeed. There are three distinct components and dedicated time is provided for each of these exercises for the mentors and mentees to work on it during the training session.
1. "Getting to know you" – This is a "real time" exercise for mentors and mentees to get to know each other. We will give mentors and mentees instructions to do it, allow time for the exercise, and then debrief with them.
2. "Great Expectations" – This is a "real time" exercise for mentors and mentees. Mentors and mentees will break out into separate rooms (one with each trainer) and discuss:
- o Expectations, challenges, and strategies to address challenges in the relationships – this is all recorded on flipcharts

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Mentors and mentees will hear each other's perspectives and share strategies that will help them make the most of their mentoring partnerships. Hearing from "peers" will also allow participants to do internal reflection of their own expectations. After discussion separately, mentors and mentees return to the main room where we post the flipchart paper, do a "gallery walk," and debrief with all participants

3. "Action Planning" – This is a "real time" exercise for mentors and mentees, in which dedicated time in the training session is allowed for them to create an action plan for their mentoring relationship. Participants will specifically identify goals and an action plan, and worksheets will be provided to guide:

   o Explicit discussion of mentor-mentee expectations
   o Determination of relationship guidelines including goals, meetings, and communication strategies
   o Action plan for the relationship

After mentoring pairs have worked together on their action plan, we can bring participants back as one large group and ask them to share one idea. The sharing of this "actionable knowledge" may be informative and helpful to other mentoring pairs.

D. Overview of mentoring best practices– this will be a presentation of what best practices are in mentoring relationships. It is a broad overview of points (e.g., active listening, building a constellation of support) rather than any in-depth material.

E. Wrap-up, next steps, and timeline – this will be a brief summary of "what's next."

Training Session 2 (1½ hours, 2 trainers)

Purpose: The second training session will occur at the mid-point of the program and will serve as a "check-in" point and refresher for mentoring relationships. This training will provide an opportunity for mentors and mentees to recalibrate and recommit to their mentoring partner, get back on track if necessary, and move forward in a positive and productive way. It will again provide a forum for participants to interact and build relationships with one another, helping to build peer mentoring. Mentoring partners will continue some of the relational work of mentoring during the training session, using strategies intended to optimize the relationship for the remainder of the mentoring program.

Agenda Items

A. Overview of material that will help improve success in mentoring relationships– this will be a brief presentation of some of the key influences of mentoring relationship success and challenge. Possible topics include:

   o Emotional intelligence
   o Phases of Mentoring
   o Different styles

B. "Check –in" - This is a "real time" exercise for mentors and mentees. Mentors and mentees will break out into separate rooms (one with each trainer) and discuss:
- o Successes in the mentoring relationship
- o Challenges in the mentoring relationship
- o Strategies to overcome potential challenges (possibly using emotional intelligence or working across styles if covered in previous section A above. For example, we can ask "How can you use emotional intelligence to improve your mentoring relationships?"

Mentors and mentees will discuss successes and challenges, in a confidential atmosphere without their mentoring partner. They will share strategies as "peer mentors" that will help them make the most of the remaining time in their mentoring relationships. After discussing these topics separately, mentors and mentees return to the main room where we debrief at a broad level with all participants, but still maintain the confidentiality of what was shared.

C. Revisiting goals and action plan – This is a "real time" exercise for mentors and mentees, in which dedicated time in the training session is allowed for them to renegotiate their relationships, revisit expectations, and reinvigorate and renew commitments. If wanted, we can create a worksheet that will allow them to continue from the first training session to do the following:
- o Revisit mentor-mentee expectations
- o Redefine or reestablish goals for the remainder of the relationship
- o Action planning for the remainder of the relationship

After mentoring pairs have worked together in revisiting their goals and action plan, we can bring participants back as one large group and ask them to share one idea for moving their relationships forward in a way that will allow them to maximize the remainder of time in the formal mentoring program. The sharing of this "actionable knowledge" may be informative and helpful to other mentoring pairs.

 D. Wrap-up, next steps, and timeline - this will be a brief summary of "what's next."

Training Session 3 (1½ hours, 2 trainers)

Purpose: The final training session will occur at the end of the program and will serve as a closing point for the formal mentoring relationships. This training will provide an opportunity for mentors and mentees to assess the learning and development generated by the mentoring relationship, the ways they have grown as a result of their mentoring relationships. It will prepare mentors and mentees for separation and redefinition, celebrate conclusion of the formal mentoring program, and set the stage for the next phase of formal mentoring and building a mentoring culture at MGH. The strategic process of operational and relational calibration will help crystallize learning and provide guidance on participant's own next steps at work and in their mentorships. This training session will again provide a forum for participants to interact and build relationships with one another, continuing to build peer mentoring that will help contribute to a culture of mentoring at MGH.

Agenda Items

A. Overview of bringing the mentoring program to closure– this will be a combination of training/lecture and discussion with participants. The trainers will lead the session with material, with discussion and perspective provided by participants. Topics will include:
- o Saying a "good"-bye to your mentoring partner
- o Redefinition of the relationship – phases of mentoring
- o Moving from a formal to an informal mentoring relationship

B. Evaluating success/failure of the program - This is a "real time" exercise for mentors and mentees. Mentors and mentees will break out into separate rooms (one with each trainer) and discuss:
- o Successes in the mentoring relationship and strengths of the mentoring program
- o Challenges in the mentoring relationship and mentoring program
- o Possible changes for future programs

Mentors and mentees will discuss successes and challenges, in a confidential atmosphere without their mentoring partner and without any administrative representation from MGH or departments. This will allow them to speak honestly about the mentoring relationship as well as the program. They will continue to bond as "peer mentors." After discussing these topics separately, mentors and mentees return to the main room where we debrief at a broad level with all participants, but still maintain the confidentiality of what was shared.

C. Reflecting on the mentoring relationship - This is a "real time" exercise for mentors and mentees, in which dedicated time in the training session is allowed for them to reflect on the relationships and what was accomplished and make plans for how they might work together moving forward. If wanted, we can create a worksheet that will allow them to continue from the first training session to do the following:
- o Accomplishments in the mentoring relationship
- o Celebrating successes in the relationship
- o Expectations for the future
- o Next steps in the relationship

D. Overview of sustaining a culture of mentoring at MGH - this will be a presentation by the trainers on the relationship between culture and mentoring. It will cover a broad overview of points rather than any in-depth material. Trainers will also lead a brainstorming session of how participants can contribute to future mentoring programs.
- o Culture and mentoring
- o How mentoring participants can contribute to future mentoring programs

E. Awards and next steps – participants will be given certificates of completion or another type of award to celebrate. This should be done by MGH representatives.

F. Discussion and exercise regarding creating and maintaining a development network. e.g. constellation of support.

C. <u>Program Planning Checklist</u>

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PROGRAM
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PLANNING
CHECKLIST

Program Planning Checklist

Commitment
- ❑ Commit to the program and all of its requirements
- ❑ Determine who the department representatives will be in the Mentoring Task Force
- ❑ Schedule the first Mentoring Task Force meeting
- ❑ Reach out to potential Mentors and Mentees (sample letter - Appendix 1)
- ❑ Have each participant complete the program application (Appendix 2 & 3)
- ❑ Once participants commit, match them, provide CFD with matched list
- ❑ Get photo and short bio on each participant, send to CFD (sample form - Appendix 4)
- ❑ Set up timeline for trainings and 'check-ups'
- ❑ Reserve conference rooms for the training sessions.
- ❑ Send participants the timeline and locations of each training (sample email - Appendix 5)

Program Details
- ❑ Create RSVP list for trainings
- ❑ If necessary, send reminder request for short bio and photo
- ❑ Send CFD copies of the mentee's applications to include in their training packets
- ❑ A month prior to first session, send participants the pre-survey (Appendix 6 & 7)
- ❑ 2 weeks prior to first session, send participants reminder to complete pre-survey

Training Session 1
- ❑ 1 week prior to first session, CFD should have training packets prepared
- ❑ Equipment needs: Arrange and confirm for the following to be in room prior to program
      ☐ Flip Chart   ☐ LCD   ☐ Microphone   ☐ Laptop   ☐ _____
- ❑ 1 week prior to first session, CFD will finalize rsvp list and make catering order
- ❑ A few days prior to first session, CFD send reminder to participants & directions
- ❑ CFD will create nametags/tent cards for participants
- ❑ During training - Collect and copy all action plans, return originals
- ❑ During training - Collect program evaluations (sample evaluation - Appendix 8)
- ❑ Post training - Mentoring Task Force meeting to discuss feedback from first session
- ❑ Post training - Discuss if any adjustments or changes need to be made to program

Program Communications
- ❑ Month 2 - send first Mentoring Memo (sample - Appendix 9)
- ❑ Month 3 - send first Mentoring Outreach Memo (sample - Appendix 10)
- ❑ Month 4 - send Mentoring Memo with updates
- ❑ Month 5 - second training taking place

Training Session 2
- ❑ 1 week prior to second session, CFD should have training packets prepared
- ❑ Equipment needs
      ☐ Flip Chart   ☐ LCD   ☐ Microphone   ☐ Laptop   ☐ _____
- ❑ 1 week prior to second session, CFD will finalize rsvp list and make catering order
- ❑ A few days prior to second session, CFD send reminder to participants & directions
- ❑ CFD will create new nametags and reprint missing tent cards
- ❑ Post training - Mentoring Task Force meeting to discuss feedback from session
- ❑ Post training - Adjustments or changes needed?

Program Communications
- ❑ Month 6 - send Mentoring Memo
- ❑ Month 7 - send second Mentoring Outreach Memo
- ❑ Month 8 - send Mentoring Memo
- ❑ Month 9 - closing session taking place

Training Session 3
- ❑ 1 week prior to third session, CFD should have training packets prepared
- ❑ Equipment needs
      ☐ Flip Chart   ☐ LCD   ☐ Microphone   ☐ Laptop   ☐ _____
- ❑ 1 week prior to third session, CFD will finalize rsvp list and make catering order
- ❑ A few days prior to thirdsession, CFD send reminder to participants & directions
- ❑ CFD will create new nametags and reprint missing tent cards
- ❑ Post training - Mentoring Task Force meeting to discuss feedback from program
- ❑ Post training - Send final Mentoring Memo and reminder to continue mentoring meetings

D. <u>Generic Budget Components</u>

<u>Mentoring Program Budget Items</u>

Required Components

Planning and Preparation
    Determine dept goals
    Communication & marketing plan
    Determine possible changes to program
Delivery of 3 Training Sessions
    Orientation session
    Mid-point session
    Closing session
Training Materials and Meals
    Mentoring booklet, packet supplies, posters, etc
    Meals for 3 training sessions & prep mtgs

Potential Components

Matching of Mentors and Mentees
    Review/recommend enrollments and matches
Refinement of Mentoring Program and Training Sessions
    Refine training sessions
    Refine and assemble materials for training sessions
    Provide addt'l support, info & resources as needed
Feedback and Evaluation Processes
    Refine evals/surveys to determine satisfaction and success
    Analyze survey feedback for improving/expanding program
    Coaching mentors and mentees
Participant recognition

E. <u>Draft Communications</u>

E1. Invitation Letter

Dear XXXX,

Based on feedback from faculty like you, the MGH and MGPO have identified a need to facilitate and encourage mentorship relationships among professional staff within the hospital. As such, the Center for Faculty Development has developed a new Mentoring Program, and the Department of **XXXXXX** will be participating in this program.

You have been identified as someone with exceptional career potential who may benefit from an organized mentorship program. We are writing to determine your level of interest in participating in the program as a mentee. The program is described in the attached document. As it is currently structured, the program will last for nine months, starting in **Month 1** and ending in **Month 10**. There are three 2-hour sessions that you, along with other mentees and their mentors, will be expected to attend - one to kick off the start of the program (scheduled **xx/xx/xx**), one mid-way through to ensure continuity of the mentoring relationship (**xx/xx/xx**), and one at the completion of the program to assess the value and future of the mentoring relationship (xx/xx/xx). In between these three sessions, mentors and mentees are expected to engage regularly in order to ensure the mentee's growth and professional development.

Mentees should be fully engaged and committed to the mentoring relationship, so for this reason, your participation in the program is voluntary. If you are interested in participating, please complete the attached one-page questionnaire and return it to **Department Administrator by xx/xx/xx**. Once you have returned the form, we will pair you with a mentor and provide you with additional details about the program. In order to allow us sufficient opportunity to complete the pairing process, we are unable to accept forms after **xx/xx/xx**.

If you have any questions about this program in the meantime, feel free to contact either **Department Administrator or Department Faculty Representative**. We look forward to your reply.

Sincerely,

Chief of Department

E2. "Mentoring Memos" *February 2009 sample shown below*
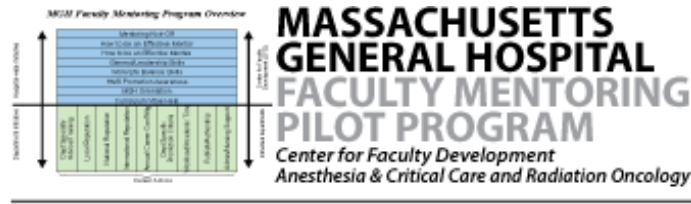
MENTORING MEMO   February 2009

Thank you for helping to make the mentoring program pilot session on Monday January 12th a great success. We very much appreciate your active participation during the workshop as well as your feedback and comments on the program thus far.

This Mentoring Memo will be the first in a series intended to communicate detailed information that will help your mentoring relationship be as effective as possible. We know how busy you are, and so we will use these memos to provide relevant information in a time efficient manner. This first memo contains:

(I)   information about and response to your feedback on January 12th;
(II) summary of the break out discussions held January 12th;
(III) information RE: updating your mentoring action plans;
(IV) timeline details for the mentoring program from now through Session #2 on May 7th,

I. Response to January 12th Feedback

Your feedback included the following suggestions:

1. Using case studies and practical examples as a learning tool.
   a. Response: Case studies will be featured as a part of Session #2.

2. Providing guidance on recognizing and addressing warning signs or problems in the mentoring relationship
   a. Response:
      i. Attention to this aspect of mentoring will be featured in Session #2

3. Clarification of potential advantages and challenges when there are direct reporting relationships within the mentoring pairings.
   a. Response:
      i. Potential advantages include the commitment on the part of the "boss" to foster the professional growth of the direct report (e.g. mentee). This can be a very valid and effective relationship.
      ii. Potential challenges can be mitigated by open recognition that the mentoring relationship is unique to the reporting relationship. This topic will be discussed at Session #2.

II. <u>Summary of January 12th break out discussions</u>
1. Per your request, attached for your information is a summarization of the discussions during the mentee and mentor break out discussions.

III. <u>Action Plans: Next Steps</u>

As emphasized in Session #1 workshop, your action plan is a "live document" which should be revisited and updated on a regular basis. Now that you have had the chance to meet, we ask mentoring pairs to review and revise their action plans in the next month, and to submit an updated document by **Friday, February 27th** to xxxxxxxx

Please note, XXXXXXXX, one of our program facilitators will be available on
Monday, February 9th • 6–7 pm • Gray 410 (Lowenstein CR) or
Tuesday, February 10th • 7-8am • Bulfinch 370CR
to assist you with your action plan. Please sign up by sending an e-mail to xxxxxx by **10a on Monday, February 8th**.

In addition, feel free to contact the representatives from your department.

IV. <u>Expanded Timeline for the Mentoring Pilot Program through our Next Session</u>

Session #2 is scheduled for **Thursday, May 7th from 5:15 p.m. - 7:15 p.m.** Mentors and mentees should plan to attend this session together. You can expect the following between now and then:

- February 9th and 10th – Facilitator availability for mentors and mentees to work on their mentoring action plan
- February 27th – Updated mentoring action plan due
- March – Outreach by program facilitators and departmental reps to mentors and mentees to assess progress.
- April – Mentoring Memo #2
- April – Outreach by program facilitators and departmental reps to mentors and mentees to assess progress.
- May 7 – Workshop Session 2 from 5:15 p.m. - 7:15 p.m.

Summary of Mentoring Pilot Program
Breakout Group Discussions
January 12, 2009

	Mentor responses	Mentee responses
What do you hope to gain from the mentoring relationship?	- Insight into our mentoring skills - Practice giving feedback - Gaining skills in mentoring that can be applied to others - Satisfaction of guiding next generation/group - Transfer skills to those coming behind - Gaining generalizable insight into concerns/careers of young academics - Learning how to motivate the next generation	- Access to professional & personal resources - Advice on how to effectively spend non-clinical time · Realistic accomplishment expectations - Broader perspective of career potential - Roadmap to get where you want to go - Defining professional ceiling/limit - Navigating Harvard promotion process - Insights to achieving work-life balance - Fine tuning leadership skills - Learning how to be a mentor
What are some challenges you may face in your relationship?	- Cross-gender-conversations - Time constraint - Learning patience - Giving difficult feedback in a constructive way - Helping people prioritize goals/balance work & other activities - Development of trust - Cross discipline relationships - Misalignment of goals - Balance needs of his mentee with others with whom I am mentoring - Not cloning	- Time (mentor and mentee) - Language – understanding/clarity - Trust - Are recommendations good · good advice vs bad advice - Generational differences - Difference in hospital culture since they came through system - Different interests for mentoring relationship - Commitment - How it will affect working relationship - Different personal values/priorities
What are proactive strategies you can use to address these challenges?	- Explicit about goals/expectations - Have a deliverable - Listen/negotiate - Pay attention to power dynamics - Finding some down time - Feedback – both sides - Developing personal relationship - Seeking consultation/tapping network to help - Schedule meetings (regular) - Explaining who I am as mentor	- Contract - Scheduled meetings - Clear & transparent expectations - Open-mindedness - Defining what <u>you</u> want - Communication

E3. Outreaches to be sent throughout programs. *March 2009 sample shown below*

MENTORING OUTREACH I   March 2009

This is the first of the several outreach emails we will be sending you over the course of the mentoring pilot program. The purpose of this questionnaire to help us assess the progress of your mentoring relationship as well as the mentoring program overall.

Please hit reply on this email and complete the following questions by March 10th. Thank You!

1. **Have you met with your mentoring partner since the first training session on Jan 12?**
   a. If yes,
   - In what context? ____ via email ____ in person ____ via phone
   - How often? _____ .
   b. If no,
   - Why not? _____ .
   - Proceed to question #4.

2. **a. Have the interactions been productive?**
   ____ Yes ____ No? Why or why not? _____ .

   b. Have they been effective?
   ____ Yes ____ No? Why or why not? _____ .

   c. Have they been helpful in any other way?
   ____ Yes ____ No? How? _____ .

3. **Do you have any questions about the program?**

4. **Any additional comments?**

For those of you who have missed the first session on Jan 12, thank you for attending the 'catch up' session. If anyone else would like an additional short session with the facilitator, xxxxxxxxx, he/she will available to meet on the days listed below. **If you are interested in attending one of the sessions, you must register to XXXXXXX by xxxxxx.**

Monday, March 9th from 5 to 7 pm   Wednesday, March 11th from 8 to 10 am
Tuesday, March 10th from 12 to 2 pm   Thursday, March 12th from 5 to 7 pm

F. "Matching" Forms

F1. Sample for Mentor

MGH Faculty Mentoring Program
Mentor Information

Thank you for your interest in the MGH Faculty Mentoring Program. The following information will help us determine the best matches of mentors and mentees.

Name: _____ **Degree(s):** _____

Mailing Address: _____

Email: _____ **Phone:** _____

Hospital Dept: _____ **Division/Lab:** _____

HMS Title: _____ **Length at rank:** _____

MGH Title (if known): _____ **Length of time at MGH:** _____

OPTIONAL

  Race/Ethnicity: __ American Indian/Alaskan Native   __ Black   __ White
                          __ Asian/Pacific Islander   __ Hispanic   __ Other

  Gender: __ Male   __ Female   **Age:** __ 25-35 yrs   36-45 yrs   __ 46-55 yrs   __ 56-65 yrs   __ >65 yrs

1) Please rank order 5 areas in which your expertise is strongest.

__ Career Advice
     Setting short and long term goals
__ Promotion
     Developing a CV
     Developing a promotion package
__ Teaching
     Creating a teaching portfolio
     Curriculum Development and Evaluation
     Resident/Fellow Teaching and Evaluation
__ Work/Life Balance
__ Time Management

__ Research
     Scientific Writing
     Research Design and Funding
__ Leadership
     Program/Project/Management/Administration
__ Integrating Research and Clinical Activities
__ Improving Clinical Skills
__ Communication Skills
__ Networking
__ Other _____

2) Please rank the following activities according to your present commitment (1 – most, 5 – least).

Patient Care   _____
Teaching   _____
Research   _____
Admin/Committee Work   _____
Other   _____

3) Why do you think it is important to participate in this program?

_____

_____

G. **Generic Materials**

Mentoring Goals and Action Plan

This is an opportunity to share how you both intend to go forward with your relationship. Feel free to include additional categories that may be relevant to your relationship. You should plan to revisit and revise this plan as necessary. Either person can suggest this revisiting/revision.

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?	
Goals (please see other sheet): • What are our goals for our relationship? Please identify up to three goals. • What actions will we take to meet our goals? • What are the deliverables for each goal? • What is the timeline for the accomplishment of each goal?	
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?	

Mentoring Relationship Goals and Action Plan

Mentors and Mentees should use the following table to summarize the goals they will work on together in the mentoring relationship.

Goals of the relationship	Action steps to achieve goals	Deliverables	Timeline
Goal 1:			
Goal 2:			
Goal 3:			

CONSTELLATION OF SUPPORT

Purpose: The Constellation of Support is a "snapshot" of your network, the people you reach out to for support and guidance on your professional development and growth. They can be personal (family member, pastor), work-related (chiefs, clinical colleagues) or social (classmates, friends). The worksheet helps you capture the composition of your network by itemizing identifiers about your contacts.

YOUR CURRENT CONSTELLATION OF SUPPORT

Step 1: Think about your mentoring action plan, and one of your goals as a starting point.

Step 2: Reflect on the composition of your network and complete the columns.

> **Column 1: Relative Position.** What position is this person relative to you? (e.g. senior, my level)
> **Column 2: Name of Contact/Support Person**. Identify 3-4 individuals in your current network, people you ask for support, guidance, advice about your goal.
> **Column 3: Developmental Needs.** Identify the needs individuals provide towards your goals:
> - provides career advice in setting short and long-term goals
> - provides advice and guidance on developing my CV and my promotion package
> - helps me develop a networking network to get me where I want to go
> - provides insights to achieving work-life balance
> - helps me fine tune my leadership skills
>
> **Column 4: Relationship Type.** How are you connected? (e.g. friend/peer, mentor)
> **Column 5: Location.** How do you know this person? (e.g. school, in a different department)
> **Column 6: Demographics:** Gender, age

YOUR FUTURE CONSTELLATION OF SUPPORT

Step 3: Reflect on the composition of your network and **look for the trends and gaps**, paying attention to developing and fulfilling your professional needs and goal.
- How does your current constellation support your goal?
- What are the areas where you want to grow?
- What types of people can help you further achieve your goal?
- What types of people can help you identify <u>what</u> type of help you need?

Step 4: Develop plans for expanding your network and filling key slots who will help you work towards achieving your goals.
- Examine forms of relationships and under or over-represented areas.
- Determine how to identify and include support you may currently be lacking.
- It is <u>critical</u> to develop multiple people <u>both inside and outside</u> your specific area of work.

In General: Remember, your constellation is a dynamic, flowing, ever-changing resource.
- Your job is to **broaden your current network beyond where it is right now**.
- You started that process with your mentoring partner.
- As you add members to your network, consider how you will cultivate and maintain relationships.
  - Some individuals will be in your network for your entire life, others will come and go.
  - Preserving *all* relationships you develop will be critical.
- You should develop a diverse network that not only supports you but also challenges and pushes you, one that provides constructive feedback as well as positive input.

H. <u>Tools/Tips</u>

Massachusetts General Hospital
Faculty Mentoring Program

Your Mentoring Relationship: How to Make the Most of Your Time Together

Page 4 has tips on 'S.M.A.R.T.' goals setting, however, there are other helpful tips here.

Table of Contents

1. Introduction

The Center for Faculty Development appreciates your thoughtful feedback on information you would like to receive as part of the MGH Faculty Mentoring Pilot Program. In response to your feedback for concrete things to help create effective mentoring relationships, the content contained in this workbook provides you with some tools and techniques to address various ways you work together. We believe this material will not only help you in managing your relationship with your mentoring partner, but additionally will help you in various aspects of your work with all your colleagues.

2. Goal Setting

As part of your action plan, you set goals for your mentoring relationships. As you continue to set new goals and refine existing ones, be sure to begin with the end in mind
- If you don't know where you're going, you'll end up somewhere else.
- Don't look back. The past is no longer an option. Focus on today and tomorrow.

Strategies for setting and achieving goals

- Setting Goals
    – detail specific steps needed
    – establish dates (by when) and person (who's responsible)
    – identify potential barriers and action steps to overcome them
    – identify resources (people, information) needed to accomplish goals

- Achieving Goals
    – visualize the outcome
    – allow for setbacks
    – don't lose sight of the big picture
    – celebrate small successes

As you think about:
- Goal setting
- Tackling challenges
- Creating opportunities

Use the **S.M.A.R.T** process to support you in obtaining smart goals for smart results.

Specific	**Write your goal/idea as detailed as possible.**
Measurable	**Identify quantitative targets for tracking your progress and results.**
Attainable	**Make certain that it is possible to achieve the desired result.**
Realistic	**Acknowledge practical requirements necessary to accomplish the goal.**
Timed	**Build in specific deadlines.**

Remember, goals should also be:
- *Your goals for the mentoring relationship*

3. Effective Meetings

Meetings are an important part of our daily work as well as an important part of your mentoring relationship. In your meetings with your mentoring partner as well as in other meetings, the following strategies can help set the stage for success.

Before The Meeting
1. Define the purpose of the meeting and your goals for it.
2. Develop an agenda. See more detail on the next page on what to include in an agenda. The meeting agenda is a roadmap for the meeting. It lets participants know where they're headed so they don't get off track. Most importantly, the meeting agenda gives a sense of purpose and direction to the meeting. All agendas should list the following:
    - Meeting start time, end time, and location
    - Agenda items
    - Detail for each agenda item
    - Priority of agenda item
3. The length of time anticipated for each topic
4. Distribute the agenda and circulate background material, lengthy documents or articles prior to the meeting.
5. Choose an appropriate meeting time. Set a time limit and stick to it, if possible. Remember, your mentoring partner has other commitments. He/she will be more likely to want to meet if you make it productive.
6. Choose an appropriate location. An office or perhaps the cafeteria, where you can use your card provided by CFD for coffee. .

During The Meeting
1. Start on time. End on time.
2. Review the agenda and set priorities for the meeting.
3. Stick to the agenda.
4. Encourage discussion and feedback to get all points of view and ideas. You will have better quality decisions.
5. Keep conversation focused on the topic. Tactfully end discussions if they are getting nowhere or becoming destructive or unproductive.
6. Be an active listener
7. Keep minutes of the meeting for future reference in case a question or problem arises.
8. Summarize agreements reached and end the meeting on a positive note.
9. Set a date, time and place for the next meeting.

After The Meeting
1. Write up and distribute minutes within 3 or 4 days.
2. Follow-up on agreed-upon decisions and action items.
3. Put unfinished business on the agenda for the next meeting.

4. Steps to Active Listening

Active listening is an important part of effective meetings as well as effective interactions with all people. We offer these steps to active listening as a way for you to get the most out of your relationship with your mentor as well as everyone else you talk with!

1. Above all, stop talking! Bite your tongue and really hear what the person is saying.

2. Avoid labeling or judging what a person is telling you. It is not important, initially, whether you agree or disagree with what the person is saying. Appropriate responses are:
    > *"Is that so?"*
    > *"Tell me more."*
    > *"Explain that with more detail."*
    > *"Yes, I see."*
    > *"Go on, I'm listening."*

3. Show that you are listening by repeating what you just heard the person say. Repeat the person's last feelings. <u>Use your own words</u>.
    > Example: *"So, you're telling me that you* feel *isolated in your department."*

    This is the most effective way to respond and the hardest one to actually do.

4. Even though the talker seems to be asking a question or seeking advice, the real need is to "get it all out." <u>Resist the temptation to interrupt with a "solution."</u>

5. After the active listening period is over, you can come up with <u>alternatives.</u> Active listening takes time, but not too much time. The first few minutes are simply warm up, feeling the listener out and feeling comfortable in the situation. Next is the heart of the exchange. When the speaker becomes repetitive, you both can go on to alternatives.

6. Focus on the person who is talking. This is true whether the conversation is in person or by phone. We do this with our verbal and non-verbal behaviors. For example, in person, establish eye-contact; on the phone, don't type during the conversation.   A lot of energy and mental concentration is required.

7. Respond to feelings rather than intellectual content.
    - Intellectualizing is distancing, feeling is touching.
    - Value the person's feelings as his or hers, not necessarily yours,
    - Trust in the person's capacity to handle his/her feelings, to work through them, and to find solutions. You don't always need to have a "solution."

8. Be patient. Allow plenty of time. Don't interrupt. Tolerate silences. Silence during a conversation is when most thinking is taking place.

9. Be yourself. These skills will come naturally as you work together. Don't force it - - it may sound affected or ungenuine. This is not an overnight happening. It requires constant growing and improving.

5. Effective Time Management

Steven R. Covey's "Time Management Matrix"[1]

Stephen Covey provides a time management matrix of how our time is often allocated. The following adaptation summaries the key points. Everything we do in our work goes into one of these categories or quadrants. It is important to think about what you decide to do with your time so that you can get the most out of it. An understanding of important and urgent is helpful in understanding the four quadrants.

In defining urgent versus non-urgent items, something urgent is an activity that you or others feel requires immediate attention. To help understand important versus non-important items, an important activity is one that you (or others) find valuable and that contributes to your (or their) own values, and high-priority goals.

	Urgent	*Not Urgent*
Important	**Activities:** • Crises • Pressing problems • Deadline-driven projects	**Activities:** • Prevention • Relationship building • New Opportunities • Planning, recreation
Not Important	**Activities:** • Interruptions, some calls • Some mail & reports • Some meetings • Proximate, pressing matters • Popular activities	**Activities:** • Trivia, busy work • Some mail • Some phone calls • Time wasters • Pleasant activities

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[1] See *The 7 Habits of Highly Effective People* by Stephen R. Covey for more detail.

As Covey notes, activities in the quadrant that are important but not urgent are at the heart of effective personal management. They include things such as building relationships and long-range planning. It is in the area where your relationship with your mentoring partner can be very helpful.

The following provides concrete examples for each of the quadrants.

	Urgent	*Not Urgent*
Important	**Crises or Problems** • Care for very sick patient • Work on project due today	**Opportunities** • Work on vita • Work on research paper • Meet with mentoring partner
Not Important	**Interruptions** • Respond to all e-mails • Respond to all phone calls	**Trivia** • Spend time on trivial questions • Engage in time wasters or procrastination

We offer this time management matrix as a way to help frame mentoring as an opportunity for you. We hope you focus on mentoring as an opportunity as well as the opportunities within your mentoring relationship.

The following page presents additional tips on effective time management.

Effective Time Management Tips

Spend time in Planning and Organizing:
- Think and plan
- Organize in a way that makes sense to you

Set Goals:
- Decide what you want to do
- Take a "SMART" approach
- Goals give you required direction

Prioritize:
- Prioritize and identify what you value
- Flagging/Highlighting can be very helpful
- Once prioritized, concentrate on those that would add value

Use a to do list:
- Find out what is urgent and important
- Put them in order of preferences
- Once completed delete them from list

Be Flexible:
- Allow time for interruptions and distractions
- Save larger blocks of time for priorities
- Ask yourself questions and get back to your goal

Consider your Biological Time:
- Find out which is the best time for you to do your best work
- Are you a morning person?
- A night owl?
- Late afternoon?

Do Right Things Right:
- Doing things right is effectiveness
- Doing things right is efficiency
- Focus first for effectiveness
- Concentrate on efficiency

Eliminate the Urgent (if possible):
- Urgent tasks have short term consequences
- Important tasks are long term and goal related
- Attach a deadline to each of the item

Conquer Procrastination:
- Learn to say "NO"
- Reward yourself

6. Summary

As you consider the tools and techniques provided in this workbook to help you address various ways you work together, we hope you find this material helpful in your mentoring relationships and beyond. We encourage you to focus on the opportunities in your mentoring relationship and apply this material in a useful way.

We wish you all the best as you continue working with your mentoring partner. As always, please feel free to reach out to us at XXXXX and let us know how we can further help you.