Lead Mentor Program

Co-Directors
Niki Steckler, PhD
Associate Professor, Division of Management

Patrice Eiff, MD
Professor and Vice Chair of Academic Affairs, Family Medicine
Program Description

- Train 15-20 **Lead Mentors** who take responsibility for increasing mentoring capacity within their departments/divisions
- Peer-mentoring experience
- Share best mentoring practices across units
- Participants increase their mentoring skills

Sponsored by Office of the Dean
Program Description

- Ten 1.5 hour workshop sessions, held twice per month between Oct and March
- Combination of content presentations, case discussions, peer support and skill practice opportunities
- Topics include:
  - Strengths-based Mentoring
  - Building Coalitions
  - Coaching Through Active Listening
  - Difficult Mentoring Conversations
  - Mentoring Across Differences
4 cohorts completed, 09-10,10-11,11-12, 12-13

Participants in first 4 cohorts
- Started = 53, Finished = 49
- SOM = 37 (17 departments represented)
- SOD = 2
- SON = 8
- Pharmacy=1
- Hosp Nursing=1
Prior Lead Mentor SoM Participants’ Departments

- Anesthesiology and Perioperative Medicine (3)
- Biochemistry & Molecular Biology
- Dermatology
- Diagnostic Radiology (2)
- Emergency Medicine (2)
- Family Medicine
- Medical Informatics and Clinical Epidemiology (3)
- Medicine (4)
- Molecular Microbiology & Immunology
- Obstetrics and Gynecology (5)
- Otolaryngology, Head and Neck Surgery (3)
- Pathology (2)
- Pediatrics (4)
- Psychiatry
- Public Health and Preventive Medicine
- Radiation Medicine
- Surgery (2)
<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total # Participants</strong></td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>52</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Two or more</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Not Reported</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
### Outcomes: Overall Quality

<table>
<thead>
<tr>
<th>Scale: 1=low to 5=high</th>
<th>2009-10 (12/13)</th>
<th>2010-11 (11/13)</th>
<th>2011-12 (10/13)</th>
<th>2012-13 (10/10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of sessions?</td>
<td>4.0</td>
<td>4.3</td>
<td>4.0</td>
<td>3.9</td>
</tr>
<tr>
<td>How well did the Program meet the stated goals and objectives?</td>
<td>4.0</td>
<td>4.5</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>How well did Program match your expectations of the material to be covered?</td>
<td>3.8</td>
<td>4.0</td>
<td>4.1</td>
<td>4.2</td>
</tr>
</tbody>
</table>
Outcomes: Skill Acquisition

- Pre-post program self assessment of skill level for 13 mentoring competencies (1-5 scale)
  - 09-10 2.94→4.05 (change in overall mean score)
  - 10-11 2.98→4.07 (change in overall mean score)
  - 11-12 2.74→3.82 (change in overall mean score)
  - 12-13 2.90→4.00 (change in overall mean score)

- Average change per individual competency
  - 09-10 = 1.06
  - 10-11 = 1.07
  - 11-12 = 1.05
  - 12-13 = 1.14
Outcomes: Skill Acquisition
All 3 Cohorts

Mentoring competencies that improved the most:

- Design tailored mentoring enhancements at the department or organization level.
- Acknowledge and discuss differences openly and devise strategies for successful cross-difference mentoring.
- Participate in open honest goal setting and feedback for academic career advancement.
- Assist the protégé in clarifying personal strengths and values and identifying long-term career goals and areas for skill development.
- Develop strategies for assessing and responding to difficult problems that arise when working with protégés.
Outcomes: Personal Benefit

from 09-10 cohort 12 mos post program interviews

“I definitely think it has equipped me, it has given me the confidence that I can be a mentor, has equipped me to manage aspects that I might not have wanted to manage, especially when conflict comes up.”

“Three things have changed: I’m more confident as a mentor, I have new tools to use and I have a deeper understanding of mentoring across differences and diversity.”
Outcomes: Personal Benefit from 10-11 cohort 12 mos post program interviews

“I’m more aware of boundaries, not necessarily “needing to be a friend”. I have a more usable structure. I’ve learned to listen better and have more tools to use especially with difficult conversations.”

“My chair now identifies me as a more skilled mentor and is referring other faculty to me for mentoring. I’ll also be working with our Vice-chair on developing and participating in a new advising/mentoring program for junior faculty.”
"I feel more confident dealing with problematic mentees. Before the program I was hesitant in tackling these issues but now I have better tools leading to more confidence. Being able to get advice from the group during the program was helpful."

"It has made me a more reflective teacher – I am able to step back from the traditional see one, do one, teach one mentality and allow the trainee to be more independent with me more in a coaching role in processing the experience with the learner. This technique is now more second nature to me and I don’t have to think about it."
Outcomes: “Ripple Effects”
10-11 cohort

- Established a Faculty Development Committee which meets quarterly
- Established a breakfast for junior faculty to discuss 5-10 year plans, promotion and tenure and providing increased mentoring
- Created a new peer mentoring group that includes late assistant professor/early associate professor faculty in division
- Held a retreat on alternative methods for mentoring—mosaic mentoring
Outcomes: “Ripple Effects”
11-12 cohort

- Developed plan for a dept conference for Career Development for junior faculty which incorporates an Academic Development Plan.
- Will meet with junior faculty 1:1 to accomplish needs assessment for the entire group; then develop guidelines for new mentors so they can address mentee needs.
- Established time during biweekly department meetings to discuss mentoring in order to “mentor the mentors.”
- Developed a tool for faculty career self assessment used in mentoring discussions. Developing expectations for mentors and suggested timeline for their mentoring activities.
- Actively mentoring new K12 research scholars and working with other mentors involved with the K12 scholars to improve mentoring.
Outcomes: “Ripple Effects”
12-13 cohort

- Started a Paired Mentoring Program in the department for faculty who have been here for more than 5 years in order to prepare for promotion.
- Began a mentoring within section program with section leaders as the lead
- Working on improving the department website towards resources for mentoring and faculty advancement
- Create an interdepartmental network of mentoring for educators via a mentorship program within the OHSU ESP (education scholars program).
- Establish a yearly conference of the work from our students…faculty mentor the students on their poster presentation about their projects…creates time for mentorship and sharing of work
All faculty are eligible to apply to participate in the Lead Mentor Program.

In addition to a personal statement and CV, applicants must obtain a letter of support from a “sponsor”

- Chair, Division Head or other senior leader
- Comment as to how they will support the applicant in their effort to enhance mentoring in the unit

Information on how to submit an application for the Lead Mentor Program is available at www.ohsu.edu/mentoring

Application deadline is July 31, 2013