

Mentoring, Coaching, and Sponsorship: Building your Own Board of Directors

And how to help your trainees do the same!

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Disclaimer/Disclosures

- No financial disclosures
- I am a volunteer for ACGME and do not speak for them nor for the Back to Bedside Initiative
- Background work on mentoring/sponsorship/coaching is from the USU FOCUS Faculty Development work. Content previously developed by Drs Jessica Bunin and Josh Hartzell, revised by Drs Carl Covey, Natalie Burman and Jim Knowles in 2020, revised in 2022 by Dr Jessica Survey
- I give this session (with variation) a lot – and the audience interaction makes it different every time!



Objectives

- Define, compare, & contrast coaching, mentorship, and sponsorship
- Describe characteristics of effective mentor-mentee relationships
- Troubleshoot barriers to mentorship, coaching, and sponsorship with a focus on barriers experienced by women and women in medical careers
- Apply practical lessons from Back to Bedside Initiative and from the group members' shared experience to overcome personal barriers
- Create goals for your own mentorship, coaching, and sponsorship

Reflection:
How did you get
where you are
today?

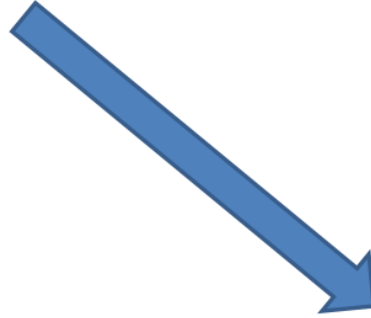


More behind the summit photo

- How did they get there?
 - Experience
 - Training
 - What to buy
 - “Don’t go that way.”
- Who is taking the picture?
- How will they get to the next summit?



MENTOR

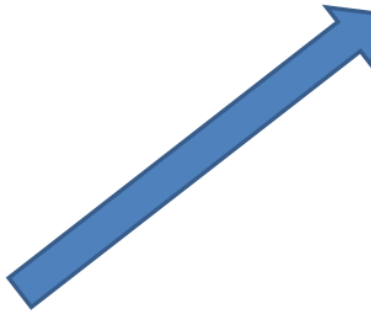


COACH



CAREER

SPONSOR



1. Zerzan, J. T., Hess, R., Schur, E., Phillips, R. S., & Rigotti, N. (2009). Making the most of mentors: a guide for mentees. *Academic Medicine*, 84(1), 140-144.
2. Lovell, B. (2018). What do we know about coaching in medical education? A literature review. *Medical Education*, 52(4), 376-390.
3. Gottlieb and Travis. Rationale and Models for Career Advancement Sponsorship in Academic Medicine: The Time Is Here; the Time Is Now. *Acad Med*. 2018;93:1620–1623.
4. Hewlett. The Sponsor Effect: Breaking Through the Last Glass Ceiling. HBR Research Report

Definitions

Mentor

- someone of advanced rank or experience who guides, teaches, and develops a novice

Sponsor

- offers guidance, provides advocacy, and creates a pathway for realizing potential and goals

Coach

- provides individualized feedback, helps develop goals, facilitates development of new behaviors, insights and approaches to work, and has the expertise within the relevant field



Does the
name of
matter?

Audience Participation

- Think of an example when you have had or have been in each of the roles based on the definitions
 - Mentor
 - Coach
 - Sponsor
- What was the occasion and outcome?

Characteristics of Effective Mentors

- **Selfless & committed to mentee's success**
- **Self reflects & demos personal openness**
- **Emotionally supportive; active listener**
- **Guides and facilitates vs direct / dictate**
- **Knows institution, profession, academics**
- **Provides vision**
- **Assists in reflection**
- **Keeps BOTH parties accountable**

Geraci, S. A., & Thigpen, S. C. (2017). A review of mentoring in academic medicine. *The American Journal of the Medical Sciences*, 353(2), 151-157.

Characteristics of Successful Mentoring

- **Reciprocity**
- **Mutual respect**
- **Clear expectations**
- **Personal connection**
- **Shared values**

Straus, S. E., Johnson, M. O., Marquez, C., & Feldman, M. D. (2013). Characteristics of successful and failed mentoring relationships: a qualitative study across two academic health centers. *Academic medicine: journal of the Association of American Medical Colleges*, 88(1), 82.

Personal Best: Top athletes and singers have coaches. Should you?

“Coaches are not teachers, but they teach. They’re not your boss...but they can be bossy ...Mainly, they observe, they judge, and they guide.”

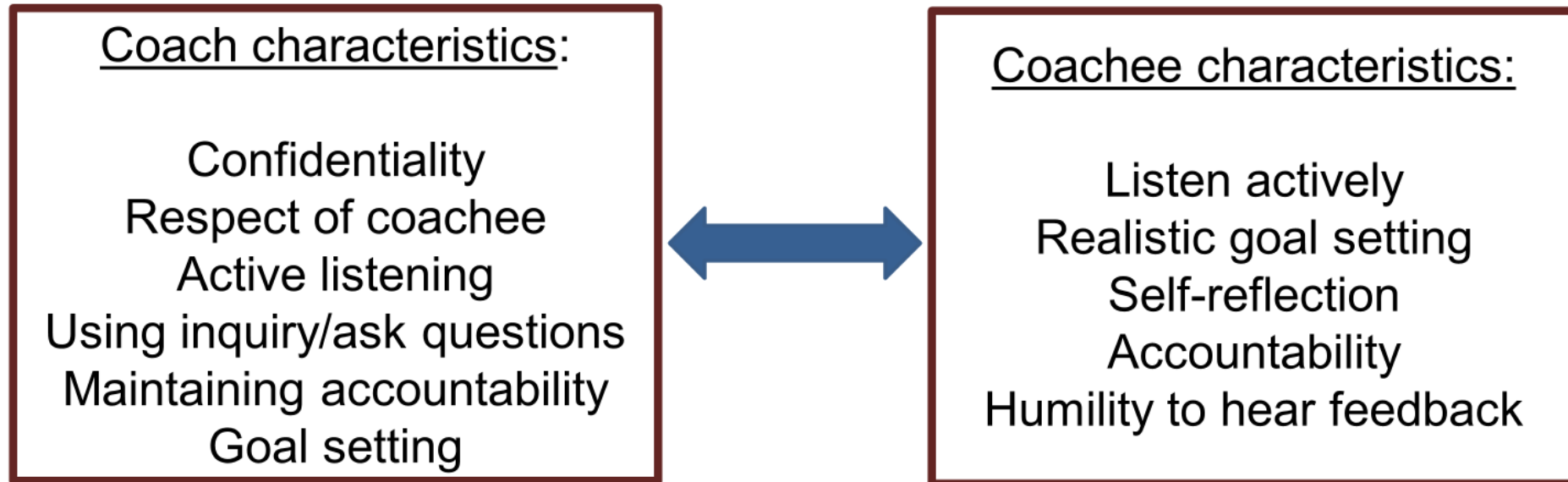


Coaching recognizes....

- **Each player has individual**
 - Strengths, weaknesses, and performance level
- **The individual and focuses to achieve maximum potential**
- **Coaching helps:**
 - Struggling performers → Improve
 - Average performers → Pushed to excel
 - Great performers → Avoid becoming stagnant; reach aspirational goals

Coach-coachee relationship

- **Built on trust, engagement, boundaries and expectations**



deiorio NM, et al. Coaching: a new model for academic and career achievement. Med Educ Online 2016, 21: 33480
<http://dx.doi.org/10.3402/meo.v21.33480>

Who and what is a sponsor?

- **From Latin spondee = to pledge**
- **Guides, but also delivers**
 - Enhances your visibility, credibility, and network
 - Often a person of influence or power in the organization
- **Focuses on career enhancement and opportunity**
 - Offer new positions you would not consider
- **Mutually beneficial alliance**
 - Some risk for the sponsor

1. Gottlieb and Travis. Rationale and Models for Career Advancement Sponsorship in Academic Medicine: The Time Is Here; the Time Is Now. *Acad Med.* 2018;93:1620–1623.
2. Hewlett. The Sponsor Effect: Breaking Through the Last Glass Ceiling. HBR Research Report



MENTORING

SPONSORSHIP

- Mentors CAN be sponsors but must be placed high enough in the institution to have the influence to sponsor
- Many women have mentor relationships that do not allow for that sponsorship (see later lit review)

Hewlett, S. A., Peraino, K., Sherbin, L., & Sumberg, K. (2010). *The sponsor effect: Breaking through the last glass ceiling*. Boston, MA: Harvard Business Review.



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A little background

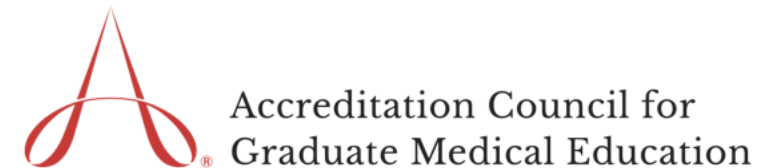


Back to Bedside is designed to empower residents and fellows to develop transformative projects that foster meaning and joy in work and allow them to engage on a deeper level with what is at the heart of medicine: their patients.

ACGME *Back to Bedside* Initiative

Since inception in 2018 has awarded more than 80 grants to resident/fellow directed projects to improve their meaningful interaction with patients. This is defined by the resident/fellow lead and varies by environment and specialty.

Each project is required to have a faculty mentor



ACGME *Back to Bedside* Awards



- Started in 2018 with Cycle 1 – small grant funds with longitudinal meetings, culmination at 2020 AEC (last conference before COVID)
- Cycle 2 started just prior to COVID and had many pivots and unfinished projects
- Cycle 3 started in 2022 with most recent 2024 AEC as capstone presentation, included a Cycle 2 idea as a “multi-site”
- Cycle 4 application cycle announced in June for AY 24-25 start, first collaborative meeting was in August.

Barriers/Challenges to ~~Mentorship~~?

- **Time** **Mentoring, coaching, and sponsorship roles**
- **Lack of organization**
- **Setting realistic expectations**
- **No defined goals or outcomes**
- **Part time faculty vs full time faculty**
- **Failure of recognition of role(s)**
- **Unclear communication practices**

Al-Jewair, T., Herbert, A. K., Leggitt, V. L., Ware, T. L., Hogge, M., Senior, C., ... & Da Silva, J. D. (2019). Evaluation of Faculty Mentoring Practices in Seven US Dental Schools. *Journal of Dental Education*, 83(12), 1392-1401.



Please complete this worksheet prior to the Saturday lunchtime session – it will form the basis for the small group work.

When you think about your current project or other similar activities you have been involved in:

1. How do I like to communicate with project teams?
[Frequency? Method (phone, text, email, face-to-face)? Several shorter duration sessions? Fewer long sessions? Scheduled? As needed? Be as detailed as possible.]

2. What about our project environment/institution will facilitate communication?

3. What will be barriers to communication in our project?

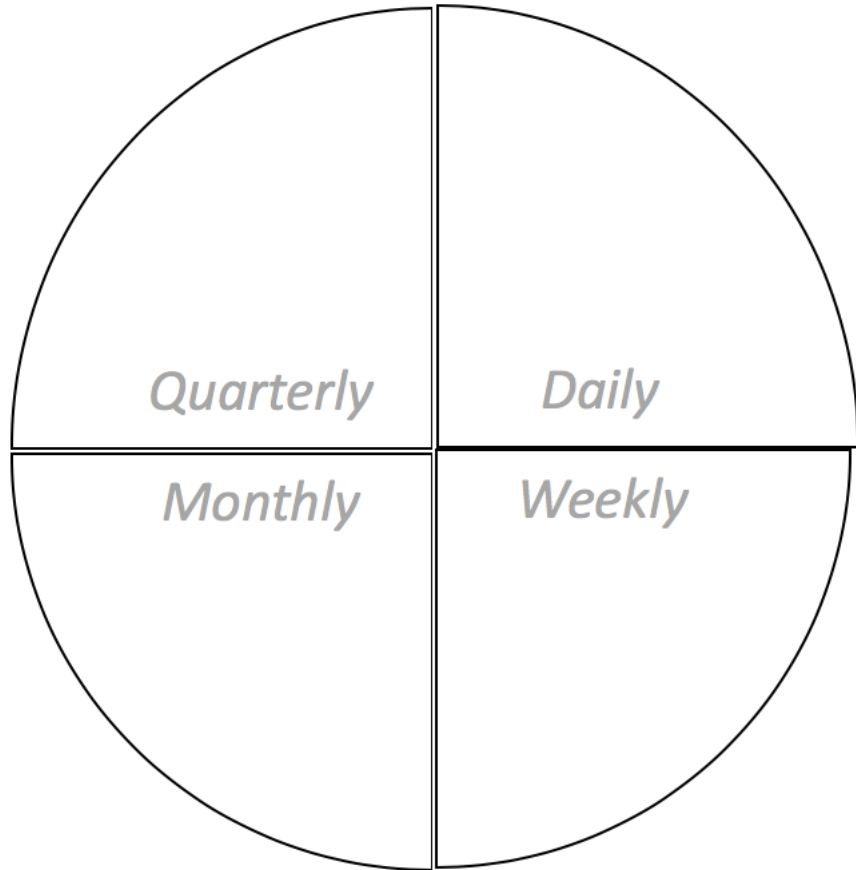
4. How do I like to get feedback? *(Be as detailed as possible.)*



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Considerations: Method, topic, remember every interaction will have task specific and relational components.



ADHOC

Group Communication

- Means/Method
- Topic
- % task vs relational
- Adhoc/Hot topics?

A Checklist for Mentees

Getting ready	The first meeting
<ul style="list-style-type: none"> <input type="checkbox"/> Clarify your values <input type="checkbox"/> Identify your work style and habits <input type="checkbox"/> Identify knowledge and skills gaps <ul style="list-style-type: none"> oPersonal oProfessional development oSkill development oAcademic guidance oResearch <input type="checkbox"/> List specific opportunities sought <input type="checkbox"/> Write down three goals: 3 ms, 1 yr, 5 yrs 	<ul style="list-style-type: none"> <input type="checkbox"/> Tell your mentor how (s)he has helped you already <input type="checkbox"/> Share your background, values, needs <input type="checkbox"/> Send a thank-you note after the meeting
Finding a mentor .. or two	Cultivating the relationship <ul style="list-style-type: none"> <input type="checkbox"/> Agree on structure and objectives <input type="checkbox"/> Plan and set the meeting agendas <input type="checkbox"/> Ask questions <input type="checkbox"/> Actively listen <input type="checkbox"/> Follow through on assigned tasks <input type="checkbox"/> Ask for feedback <input type="checkbox"/> Manage up <ul style="list-style-type: none"> oSet goals and expectations oBe responsive and flexible oDirect the flow of information oFollow a regular meeting schedule with agenda
<ul style="list-style-type: none"> <input type="checkbox"/> Meet with people you know <input type="checkbox"/> Get recommendations <input type="checkbox"/> Ask people you meet with whom else they recommend <input type="checkbox"/> Be persistent <input type="checkbox"/> Find multiple mentors, junior and senior 	Separation
Things to look for in a mentor	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about when relationship should end <input type="checkbox"/> Talk with your mentor about next steps <input type="checkbox"/> Talk about future mentors
<ul style="list-style-type: none"> <input type="checkbox"/> Availability and accessibility <input type="checkbox"/> Provides opportunities and encourages risk taking <input type="checkbox"/> Helps mentee develop own agenda <input type="checkbox"/> Has prior mentoring experience 	

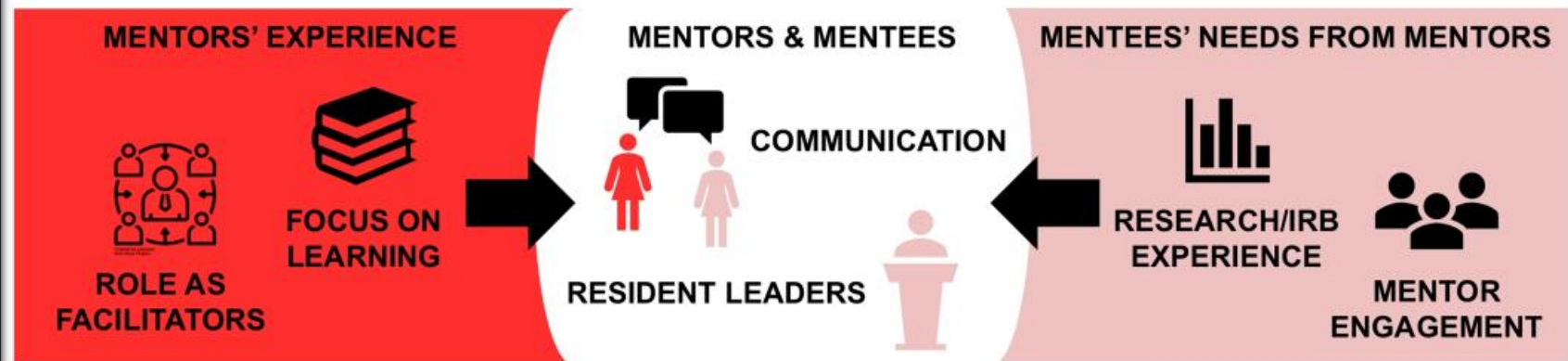
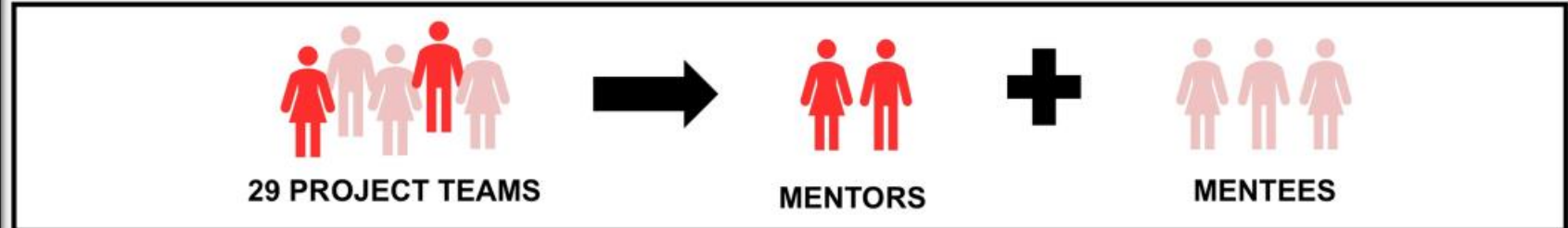
Zerzan, J. T., Hess, R., Schur, E., Phillips, R. S., & Rigotti, N. (2009). Making the most of mentors: a guide for mentees. *Academic Medicine*, 84(1), 140-144.

So what did we find?

- Cycle 1 – refined the educational sessions (previous and results found in next slide)
- Cycle 2 – the “lost cycle”



The Critical Role of Mentorship in the ACGME “Back to Bedside” Initiative: Lessons Learned from the First Cycle Awardees



Stadeli et al. *JGME*. Feb 2019
#VisualAbstract by Amanda Xi @amandasxi

What did we find (continued)

- Cycle 3 – *(Unpublished data)*
 - Faculty Mentors used all 3 hats throughout
 - Mentor especially in the research and IRB role and ‘getting things done’ at their institution
 - Primarily early on in project
 - Coaching in leadership role and then as the resident leads needed to turn over the projects → coaching to resident as mentor
 - Most frequently used role
 - Hardest part was the coaching the resident to learn to be a mentor
 - Sponsoring role
 - Promoted the resident leader for presentations and other promotion/awards within institution
 - Promoted other team members for positions and leadership roles in other activities
- Cycle 4 – detailed expectations of mentors continues to evolve (“mentor the mentors” idea from previous cycles)



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Literature Review

- A lack of mentors and sponsors is a specifically highlighted barriers to career growth in women in academic medicine
- Women are less likely to promote to full professorship than men and are underrepresented at higher rank and leadership position despite increased entry demographics – unchanged for decades (it’s not a pipeline problem)
- Risk feeling invisible, isolated, and as “not belonging” and leaving
- Sponsorship is identified as particularly critical to developing leadership career pathways
- Women may be less likely to seek out sponsorship or be less explicit in the ask
- When women ARE sponsored, they may progress faster/farther (“Power Boost”)

But what about the 'ick'?

- Perception of favoritism?
- Ability to reduce bias in who and how we sponsor?
- Do you tell folks you sponsored them?
- What if they do a crummy job?



How much
“help” do
you need?
How do you
get it?

Personal or Career “Board of Directors”

- *“expansive network of individuals who act as independent advisers to you... these people are there to offer you support in a broader sense. Each director usually specializes in a different area: a great manager, a skilled writer, a savvy freelancer, a wise parent, a compassionate friend, a talented peer, and so on. As such, each is able to offer you advice specific to their expertise.”*

[Want to Advance in Your Career? Build Your Own Board of Directors. \(hbr.org\)](https://hbr.org) (accessed 8_29_24)

Personal or Career “Board of Directors”

- Someone who has reached that goal
 - Mentor?
- Someone to challenge me to think or do differently/better
 - Coach?
- Someone supportive of goals/helped others or me realize goals
 - Sponsor?

[Want to Advance in Your Career? Build Your Own Board of Directors. \(hbr.org\)](https://hbr.org) (accessed 8_29_24)



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What can I do tomorrow?

- Are there sponsoring opportunities you haven't thought about?
 - This is IMHO the least recognized space where we can have an impact
 - Does your program/department have an organized way to do this?
- Have you formalized your mentor/mentee relationships?
 - Use a checklist (see slide for a mentee focused one to share or modify for your use)
 - Can the institution support these in some way?
 - Directed educational sessions or worksheets/guided discussions?
- Are you taking credit on your "Educators Portfolio" for these relationships?
 - Coming Appointment/promotion process
- Are you role modeling coaching/mentoring/sponsorship in your own career?
 - Explicitly naming various roles
 - Demonstrating your value of various roles

Reflection and inventory worksheet



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What is the next big thing for you?

What barriers or gaps exist to get there?

1 NAME YOUR BOARD OF DIRECTORS

Who are your current mentors?

Can they help with the gaps?

Who are your current coaches?

If not – who can?

Who are your current sponsors?

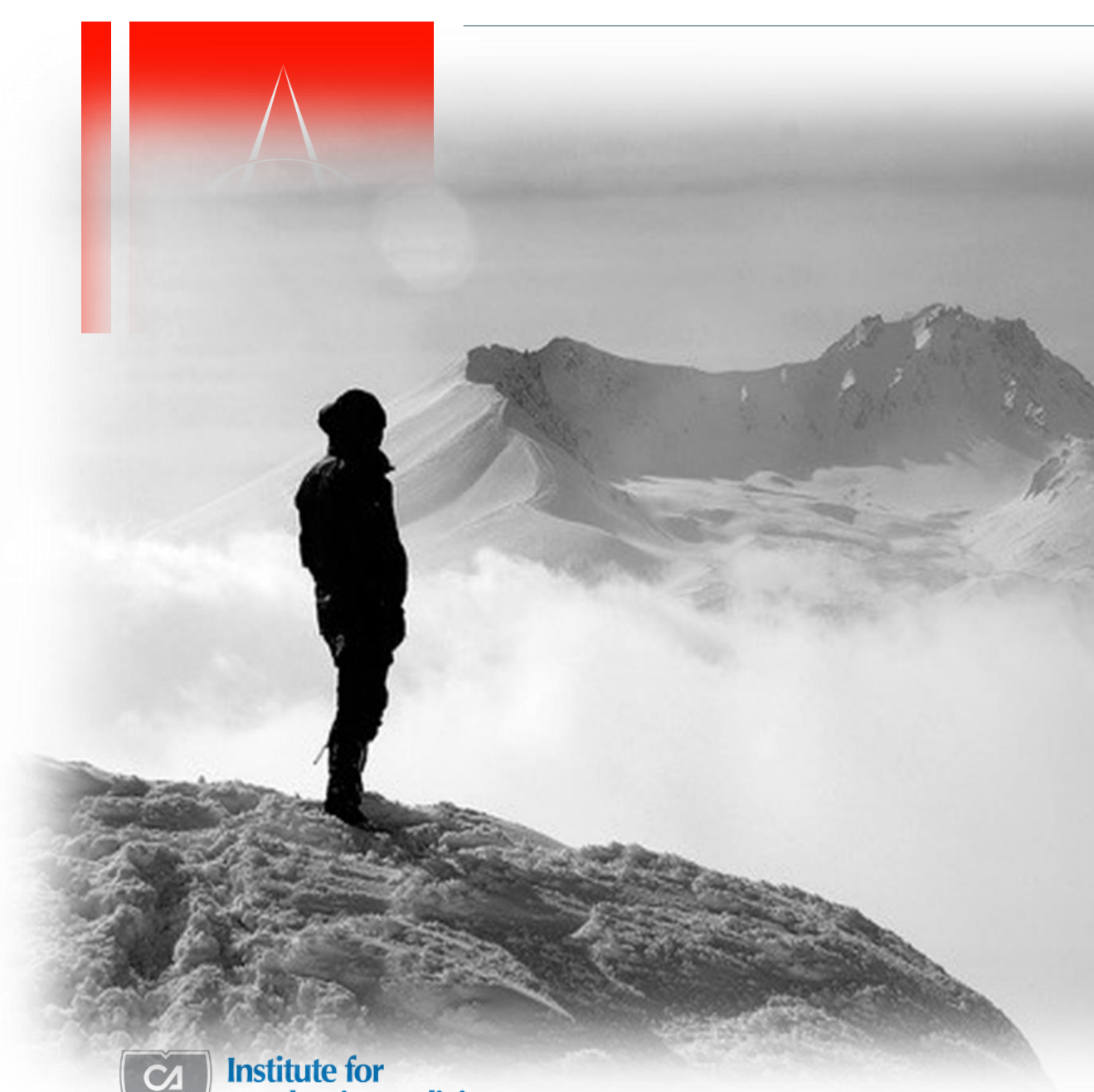
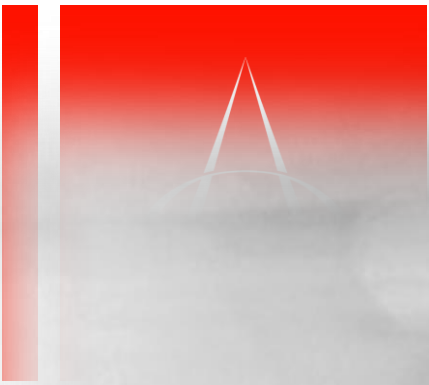
What can you do tomorrow to move this forward?



Chat drops

- https://camcorg-my.sharepoint.com/personal/dinchen_jardine_vandaliahealth_org/Documents/@presentations/Role%20modeling%20coaching%20etc/Reflection%20and%20worksheets%20for%20WIM%20Sponsorship.pdf

- What is the next big thing for you?
- What barriers or gaps exist to get there?
- Who is on your Board of Directors?
 - Who are your current mentors?
 - Who are your current coaches?
 - Who are your current sponsors?
 - Can they help with the gaps?
 - If not – who can?
- What can you do tomorrow to move this forward?



Wrap up

- Described the variety of roles: sponsor, mentor, coach
 - Name doesn't matter
 - Filling those roles deliberately and when appropriate does
- Identified common barriers and provided some practical tools for overcoming
- Reflected on current opportunities to both give and receive from the powers of the roles listed
- Thought about how you might formally structure some of these opportunities in your immediate sphere of influence



Questions?

Comments?

Concerns?

Reflections?

Feedback?

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