

**BWH Center for Faculty Development & Diversity**  
**Faculty Mentoring Leadership Program (FMLP) Sample Curriculum Guide**

- This nine-session curriculum is provided in monthly interactive meetings.
- Participants have assigned readings/exercises to do beforehand.
- Unless otherwise stated, cases/exercises are discussed in small groups of 3-4, following which, the large group reconvenes to discuss themes raised.

| Session | Content   | Assignment   |
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| 1       | <p><b>Orientation: Creating a Culture of Mentoring</b></p> <p>Welcome and introduction of participants.<br/>Review slide deck about FMLP background, ground rules and survey results.</p> <p>Discussion on “what is mentoring” to establish a working definition.</p> <p><b>Developing Mentoring Networks</b><br/><i>Exercise: Break into pairs (ideally with someone you don’t work with) to analyze your individual developmental and technical networks, 7 min for each; then into 3 groups to discuss themes indicating pros and cons for Diversity, Inter-Connectivity/Strength of Connection, and Connections to Power and Influence. Together as a group discuss common patterns, strengths, weaknesses and next steps</i></p> | <p><b>Read:</b></p> <p>* Borus JF. <u>How to be a good mentor</u>. In LW Roberts (Ed), <i>Achievement and Fulfillment in Academic Medicine: A Comprehensive Guide</i>. New York: Springer Science, 2013.</p> <p>* Carey E, Weissman D. Understanding and Finding Mentorship: A Review for Junior Faculty. <i>Journal of Palliative Care</i>. 2010; 13(11): 1373-1379.</p> <p>* Kram, KE, Higgins, MC. A New Approach to Mentoring. <i>The Wall Street Journal</i>. September 22, 2008.</p> <p>* Straus SE, Johnson MO, Marquez C, Feldman MD. Characteristics of successful and failed mentoring relationships: a qualitative study across two academic health centers. <i>Acad Med</i>. 2013 Jan; 88(1):82-9.</p> <p>* Definition and Benefits of Faculty Mentoring. In: <i>Faculty Success Through Mentoring</i>. Lanham, MD: Roman and Littlefield Publishers; 2009: 11-20.</p> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Complete Pre-program Participant Survey</li> <li>2. Complete the Developmental Network Map exercise.</li> </ol> |
| 2       | <p><b>Structuring the Mentoring Relationship: Expectations and Boundaries</b></p> <ul style="list-style-type: none"> <li>♦ Developmental vs. technical mentoring</li> <li>♦ What type of structure is helpful</li> <li>♦ Elements of organization</li> <li>♦ Pros and cons of contract</li> </ul> <p><i>Case Study:</i></p> <ul style="list-style-type: none"> <li>* <i>Who is the Mentor?</i></li> <li>* <i>Good Intentions Gone Wrong</i></li> </ul>  | <p><b>Read:</b></p> <p>* Phases of Effective Mentoring. In: <i>Faculty Success Through Mentoring</i>. Lanham, MD: Roman and Littlefield Publishers; 2009: 65-90.</p> <p>* Zerzan J, Hess R, Schur E, Phillips R, Rigotti N. Making the Most of Mentors: A Guide for Mentees. <i>Acad Med</i>. 2009; 84:140–144.</p> <p>* <i>BWH Mentoring Agreement Template</i></p> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Think about your mentoring experiences and bring some examples of what worked well, and not so well, in establishing and structuring the mentoring relationship; i.e. “contracts”, meetings, formal/informal mentors, assigned/matched mentors, giving feedback, defining boundaries, plan</li> </ol>   |

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|   |   | <p>for assessment, etc. Please feel free to include sentinel experiences that you may have had as a mentee if they provide lessons that you would like to share.</p> <ol style="list-style-type: none"> <li>Briefly write down your approaches to structuring your mentoring relationships, and how you have clarified both your own and your mentees' expectations and be prepared to share.</li> <li>If you have a mentoring contract, please bring it to share.</li> <li>What are the pros and cons of formalizing a mentoring relationship with a "contract"?</li> </ol>  |
| 3 | <p><b>Difficult and/or Complex Mentoring Situations</b></p> <ul style="list-style-type: none"> <li>Relationship</li> <li>Expectations</li> <li>Communications and Difficult conversations</li> <li>Confidence and independence</li> </ul> <p><i>Personal Case Discussion in small groups of 3-4 followed by full group discussion of themes</i></p> <p><b>Distribute Resources:</b> BWH CPPS, CFDD brochures, HMS Authorship Guidelines</p>   | <p><b>Read:</b></p> <p>* Bickel J, Rosenthal S. Difficult Issues in Mentoring: Recommendations on Making the "Undiscussable" Discussable. <i>Acad Med.</i> 2011;86:1229–1234</p> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>Generate a personal "case" from your own experience as either a mentor or mentee of a difficult mentoring situation and how you tried to address the situation. Case should be brief - one paragraph maximum. You are welcome to prepare two cases, one from each perspective, if so inclined. All cases will remain CONFIDENTIAL.</li> <li>What types of circumstances make mentoring (or being a mentee) especially challenging?</li> </ol> |
| 4 | <p><b>Life Course of Mentorship: Stages, Evolution and Transitions</b></p> <p>The multiple and evolving roles over the life course of mentorship.</p> <ul style="list-style-type: none"> <li>Mentee to Peer transition</li> <li>Peer to Mentor transition</li> <li>Changing Mentors</li> <li>Balancing multi-mentors over your career</li> <li>Ending or transitioning a mentoring relationship</li> <li>When mentor of mentee leaves institution</li> <li>Long-distance and e-mentoring</li> <li>Reverse mentoring</li> </ul> <p><i>Case Discussions:</i></p> <ul style="list-style-type: none"> <li>* Transition to Senior Author</li> <li>* Transition to a New Mentor</li> <li>* Leadership Transitions and Authorship Conflicts</li> </ul> | <p><b>Read:</b></p> <p>* Holmes DR, Hodgson PK, Simari RD, Nishimura RA. Mentoring: Making the transition from mentee to mentor. <i>Circulation.</i> 2010; 121: 336-340.</p> <p>* HMS Authorship Guidelines</p> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>Consider and be prepared to share a list of issues you've faced relative to mentoring transitions</li> <li>Review your Developmental Network Map and consider the evolving roles and transitions of mentors and mentees in your network</li> <li>What are the goals and appropriate documentation of periodic meetings between mentors and mentees?</li> </ol>   |
| 5 | <b>Mentoring Across Differences I</b>   | <b>Read:</b>  |

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|   | <p>Perspectives and experiences for mentoring relationships across like and different identity groups with a focus on race, gender and cultural differences.</p> <p><i>Case Discussions:</i></p> <ul style="list-style-type: none"> <li>* <i>Isolation in the Lab</i></li> <li>* <i>Common Interests, Uncommon Experiences</i></li> <li>* <i>More of Everything</i></li> </ul>   | <ul style="list-style-type: none"> <li>* Mentoring Relationships Across Gender and Ethnicity. In: <i>Faculty Success Through Mentoring</i>. Lanham, MD: Roman and Littlefield Publishers; 2009: 91-118.</li> <li>* Thomas, DA. The truth about mentoring minorities: Race matters. <i>Harvard Business Review</i>. 2001; 79: 98-107</li> </ul> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Consider and be prepared to share a list of issues you've faced relative to mentoring across race, ethnic and cultural identities</li> <li>2. Complete at least one Implicit Bias assessment:<br/><a href="https://implicit.harvard.edu/implicit/demo/">https://implicit.harvard.edu/implicit/demo/</a></li> <li>3. Review your Developmental Network Map and consider the personal and professional diversity of mentors and mentees in your network with a lens toward racial, ethnic and cultural differences</li> <li>4. Why is mentoring across differences particularly difficult (both realities and perceptions)?</li> </ol> |
| 6 | <p><b>Mentoring Across Differences II:</b></p> <p>Perspectives and experiences for mentoring relationships across like and different identity groups including characteristics of race, culture, gender and generation. Focus on cases and issues of intergenerational mentoring and cross-gender relationships.</p> <p><i>Case Discussions:</i></p> <ul style="list-style-type: none"> <li>* <i>Assumptions in Mentoring Faculty with Family Responsibilities</i></li> <li>* <i>Generational Sensitivity in Leadership Transitions</i></li> <li>* <i>Intergenerational Mentoring: Leadership and Environmental Changes</i></li> </ul> | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>* Howell LP, Servis G, Bohnam A. Multigenerational challenges in academic medicine: UC Davis's responses. <i>Academic Medicine</i>. 2005; 80: 527-532.</li> <li>* Ibarra H, Carter NM, Silva C. Why men still get more promotions than women. <i>Harvard Business Review</i>. September 2010; Reprint R1009F:1-6.</li> <li>* Meister JC, Willyerd K. Mentoring millennials. <i>Harvard Business Review</i>. May 2010; Reprint R1005D; 1-4.</li> </ul> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Consider and be prepared to share a list of issues you've faced relative to mentoring across gender and generational identities</li> <li>2. Review your Developmental Network Map and consider the personal and professional diversity of mentors and mentees in your network with a lens for gender and generational differences</li> <li>3. Are there unique circumstances experienced by millennials that affect the approach to mentoring them?</li> </ol>     |
| 7 | <p><b>Giving and Receiving Feedback Lessons Learned and Future Steps</b></p> <p>Reflection on the benefits and challenges of</p>   | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>* Gigante J, Dell M, Sharkey, A. Getting beyond good job: How to give effective feedback.</li> </ul>   |

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|   | <p>feedback in the mentor-mentee relationship, as well as experiences giving and receiving feedback in the context of this course.</p> <p><i>Role Play (mentor, mentee and observer) Case Studies:</i></p> <ul style="list-style-type: none"> <li>* <i>Mentee without Insight</i></li> <li>* <i>The Overconfident but Unproductive Mentee</i></li> </ul>  | <p><i>Pediatrics</i>. 2011; 127: 205-207.</p> <ul style="list-style-type: none"> <li>* Thomas JD, Arnold RM. Giving feedback. <i>Journal of Palliative Medicine</i>. 2011;14: 233-239</li> <li>* Rudolph J, Raemer, D, Shapiro, J. We know what they did wrong but not why: The case for ‘frame-based’ feedback. <i>The Clinical Teacher</i>. 2012; 1-4</li> </ul> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Consider and be prepared to share a list of issues you’ve faced relative to providing feedback to your mentees</li> <li>2. How do feedback and evaluation differ?</li> </ol>   |
| 8 | <p><b>Mentoring for Leadership Development</b></p> <p>Focus on the increasing responsibilities senior mentors face as they advance in their departments and divisions and engage in the complicated “mentoring” of peers and senior colleagues.</p> <p><i>Case Discussion:</i></p> <ul style="list-style-type: none"> <li>* <i>Mentoring Up</i></li> </ul>  | <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>* Ross WE, Huang K, Jones G. Executive Onboarding: Ensuring the Success of a Newly Hired Department Chair. <i>Academic Medicine</i>. 2014; 89; 728-733.</li> <li>* <u><a href="#">How Does Mentoring Count in the Promotions Process at HMS?; PPT presentation by Dr. Maureen Connelly, HMS Dean for Faculty Affairs</a></u></li> <li>* Review the HMS Promotion Guidelines: <a href="http://facultypromotions.hms.harvard.edu/">http://facultypromotions.hms.harvard.edu/</a></li> </ul> <p><b>Pre-Assignment:</b></p> <ol style="list-style-type: none"> <li>1. Consider and be prepared to share some of the issues you’ve encountered in mentoring – or influencing – peers, leaders and your own mentors</li> <li>2. When is “mentoring up” appropriate and necessary?</li> </ol> |
| 9 | <p><b>Mentoring for Innovation in Academic Medicine</b></p> <p>Promoting and supporting innovation through mentoring across the spectrum; from innovation in patient care and practice to medical education, scientific discovery and entrepreneurship. Effectively mentoring faculty and trainees for innovation while balancing academic requirements, shifts in the financial landscape, and developing satisfying careers</p> <p><i>Final Plenary to which all FMLP graduates are invited to join the current cohort and a new topic and case are collaboratively developed</i></p> |   |