

# FACULTY MENTORSHIP PROGRAM

## 2019-2020 REPORT

The interprofessional Mentorship Network connected faculty members with mentors from across Queen's Faculty of Health Sciences. The Mentorship Network's purpose was to serve as a reciprocal process for sharing experiences and to foster a trusting environment for career guidance and psychosocial support.

The 2019-2020 Mentorship Program included a formal structure with defined learning objectives. Engaged participation in the program advanced the educational development of both Mentees and Mentors and supported an interprofessional learning atmosphere.

### 37 applications

26 Mentee applications  
11 Mentor applications + additional outreach

### 34 participants

17 mentor and mentee pairs

## RESOURCES DEVELOPED

- Faculty Mentorship Network Agreement
- Mentorship Strategies Guide
- Feedback Checklist for Mentors
- Mentorship Preparation Guide for Mentees
- Strategies for a Successful Mentorship Experience Reference Document
- Mid-Program Check-In Workbook

"After 34 years as a community family physician in Thornhill Ontario, I was delighted to have the opportunity to be a mentee in the Inter-professional Mentorship Program. This experience has helped me adjust to a new professional role here at Queens. Having never worked in a University setting during my career I found the guidance I received from my mentor invaluable. I felt I was in a safe, nonjudgmental environment where I could ask questions that would enable me to better fulfill my responsibilities. Participating in this program has helped me to feel a valued member of the Queen's community. I feel very fortunate and appreciative that I was given this opportunity."

*Dr. Brenda Whitney, 2019-2020 Mentee*

## 2019-2020 TIMELINE



# POST-PROGRAM FEEDBACK SURVEY RESULTS

13 respondents (7 mentors, 6 mentees)

"I enjoyed meeting with someone outside of my department to hear an objective perspective on the issues and challenges I discussed with them. I also appreciated learning how things work in other departments, as my mentor was able to share practice patterns and approaches that I could adopt myself."

## In what general topic areas were your most useful mentorship conversations?

- Self-care and work-life balance
- Research program development and publications
- Networking
- Teaching, class management, lecturing
- Strategic thinking/planning
- Conflict/relationship management in the workplace
- Leadership

"I believe both parties benefit from the mentorship process. You get exposed to different perspectives, philosophy, and expertise."

## My mentor helped me:

Improve my relationships  
50% Strongly Agree; 50% Agree

Build confidence  
67% Strongly Agree; 33% Agree

Improve my leadership capabilities  
67% Strongly Agree; 33% Agree

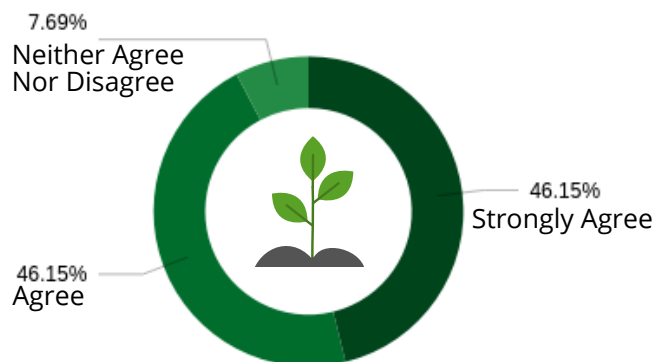
Overcome difficult challenges in the workplace  
75% Strongly Agree; 25% Agree

[What I liked about the program is that] "you're expected to meet at least monthly and there were check-ins to see if everyone was meeting and getting the most out of the program. The worksheets we were given were helpful in getting me to think about specific things I could talk to my mentor about."

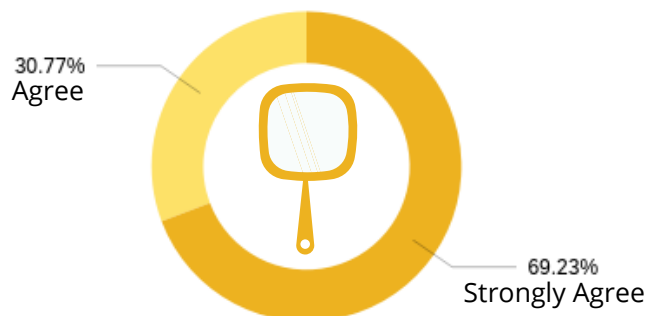
## LEARNING OBJECTIVES

How well do you feel the mentorship program met its learning objectives?

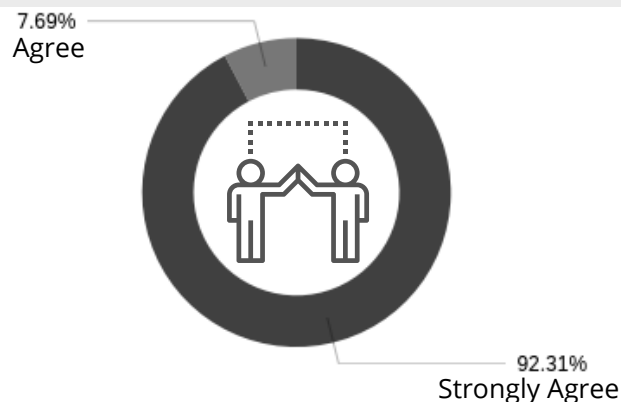
### Cultivated personal and professional growth



### Facilitated reflective thinking



### Fostered a collegial and trusting environment



# 100%

would recommend the Faculty Development Mentorship Program to others

**Contact: Klodiana Kolomitro, PhD**

Director, Education Development, Office of Professional Development & Educational Scholarship  
613-533-6000 x. 77899 | kk78@queensu.ca