

Mentorship Matters: Structured Mentoring Significantly Enhances Career Development in Internal Medicine Faculty

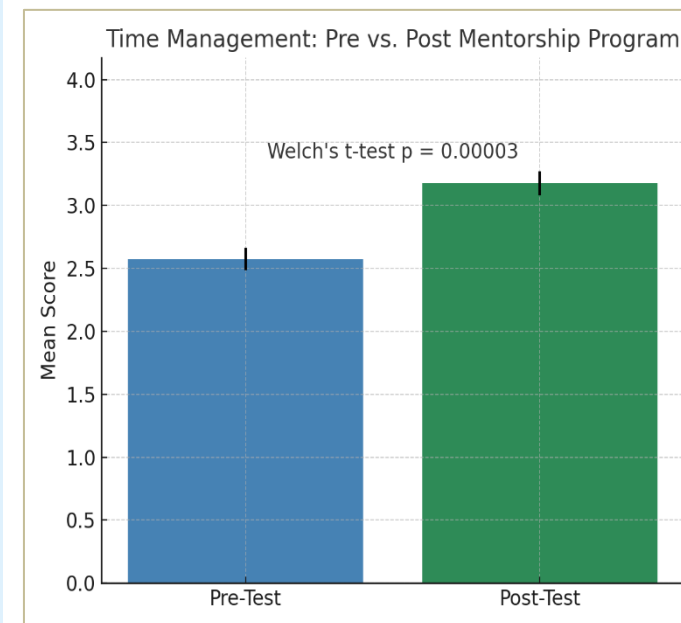
Introduction & Background

- Mentorship benefits both mentees and mentors by enhancing career satisfaction, responsibility, guidance, and reducing stress and burnout among mentees, while providing professional stimulation and satisfaction for mentors.¹⁻²
- There is a need for structured mentorship programs that foster inclusivity and collaboration with clear guidelines and planned skill development.
- Recent trends utilize virtual mentorship to improve scheduling flexibility and broaden participation.
- This study evaluates the impact of a structured 12-month mentoring program, Mentorship Matters, designed for Internal Medicine faculty professional and personal development.

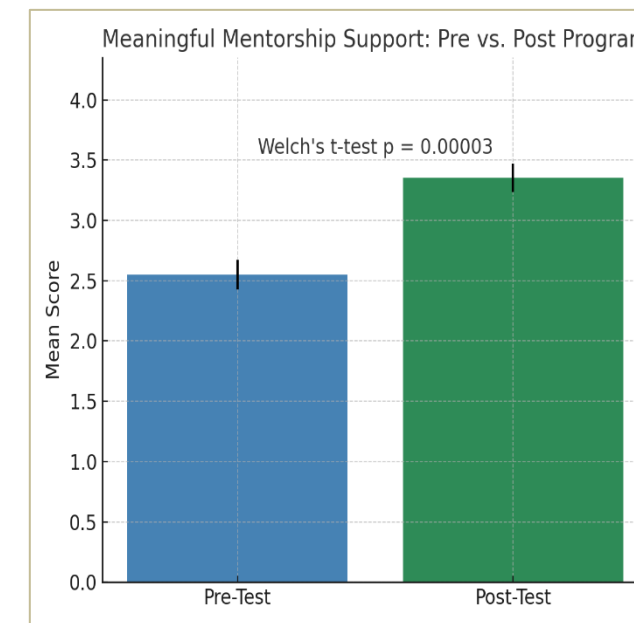
Methods

- Mentorship Matters targeted emerging Internal Medicine faculty, serving over 40 participants from 2022 to 2025, with 11 of 12 departmental sections represented.
- Mentoring teams composed of 1-2 senior mentors and 2-3 mentees from diverse medical subspecialties.
- Monthly virtual meetings included full-group educational sessions followed by breakout discussions for individualized mentoring.
- Pre- and post-engagement surveys assessed demographics, mentoring knowledge, experience, and career advancement confidence using the LAMP survey³; statistical analysis included Welch's t-test comparing 14 self-assessment domains.

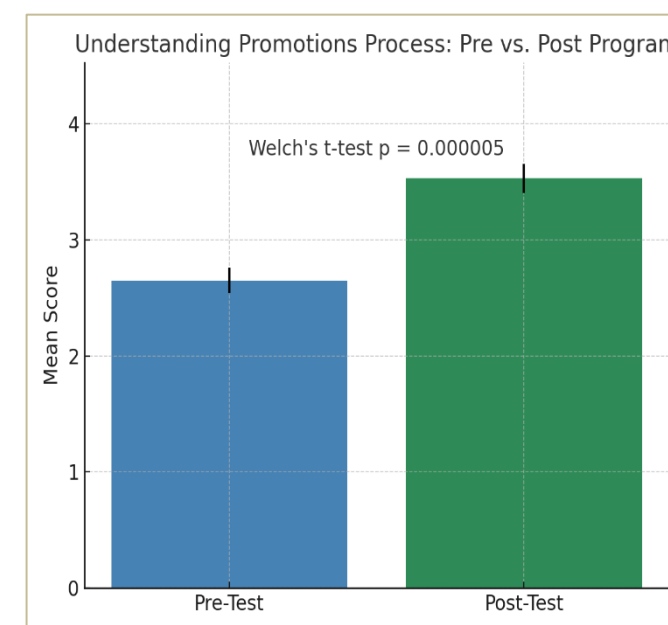
Results



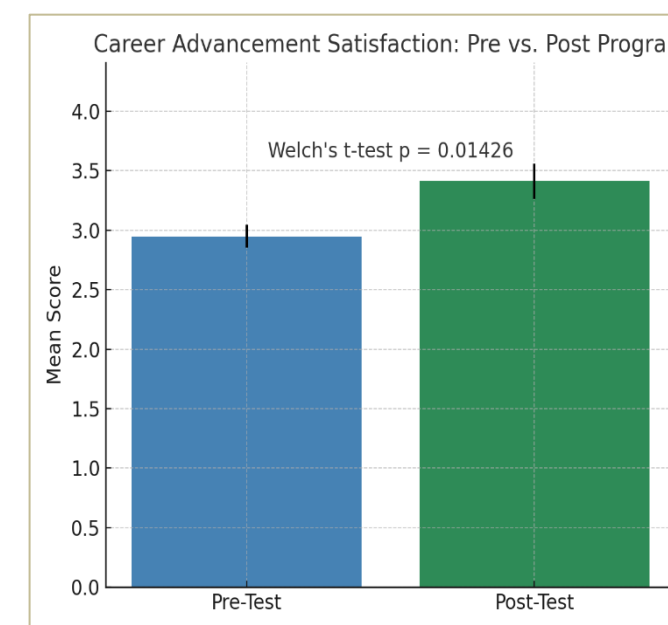
Significant improvement in time management strategies after program participation.



Enhanced mentor contribution perceived by mentees post-program.



Increased understanding of promotions process following the mentoring program.



Improved career advancement satisfaction reported post-program.

Participant Quotes:

"I have gained career advice from mentors who openly share their first-hand experiences and insights having walked the path before me. The monthly virtual meetings have allowed flexibility in my timing and location, often being able to get home and settle in to receive helpful content and engage in interactions with my peers."

"My time as a mentee in Mentorship Matters has helped me with career development and career-related goals. I have found that the program has helped not only with networking, but also skills such as time-management and use of library resources."

"Along your journey in life, you will discover that you are never too old or too wise to have a mentor. Mentorship Matters is a family of colleagues interested in making your career successful by facilitating a personal checklist regarding promotion, research, and personal development. It makes you feel that you are not walking alone."

Results (cont.)

Statistically Significant Improvements

- Significant increases post-program in the following domains: time management strategy ($t(\sim 29) = -4.66$, $p < .001$), meaningful mentor contribution ($t(\sim 29) = -4.67$, $p < .001$), understanding promotions process ($t(\sim 29) = -5.27$, $p < .001$), and career advancement satisfaction ($t(\sim 29) = -2.61$, $p = .014$).

Overall Trends in Self-Assessment

- Mean scores showed consistent upward trends across nearly all 14 assessed domains.
- Results suggest increased confidence and self-efficacy among participants following program completion.

Key Findings

- Mentorship Matters significantly improves mentorship relationships, promotions process understanding, and career advancement satisfaction.
- Four domains demonstrated statistically significant positive change as measured by Welch's t-test.
- Structured virtual mentorship programs effectively support faculty professional growth and inclusivity.

Discussion & Implications

- Findings indicate meaningful advancement in faculty development outcomes associated with structured mentoring, consistent with existing literature.
- The interdisciplinary and virtual structure broadens participation and enriches collaboration across subspecialties.

1. Henry-Noel, N., Bishop, M., Gwede, C., Petkova, E., & Szumacher, E. (2018). *Mentorship in Medicine and Other Health Professions*. 34, 629–637.
2. Ward, W. (2022). *Retention and Career Success of Faculty: The Case for Building a Sense of Belonging to the Academic Medicine Community*. 8(3), 1–3.
3. Tung J, Nahid M, Rajan M, Logio L. The impact of a faculty development program, the Leadership in Academic Medicine Program (LAMP), on self-efficacy, academic promotion, and institutional retention. *BMC Medical Education*. 2021;21(1):468. <https://doi.org/10.1186/s12909-021-02899-y>