

Emerging Leaders: Mentorship and Sponsorship

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Session Objectives

- Describe similarities and differences between mentorship and sponsorship.
- Discuss the role of a mentor.
- Discuss the role of a sponsor.
- Recognize the importance of mentorship and sponsorship for clinical leaders.

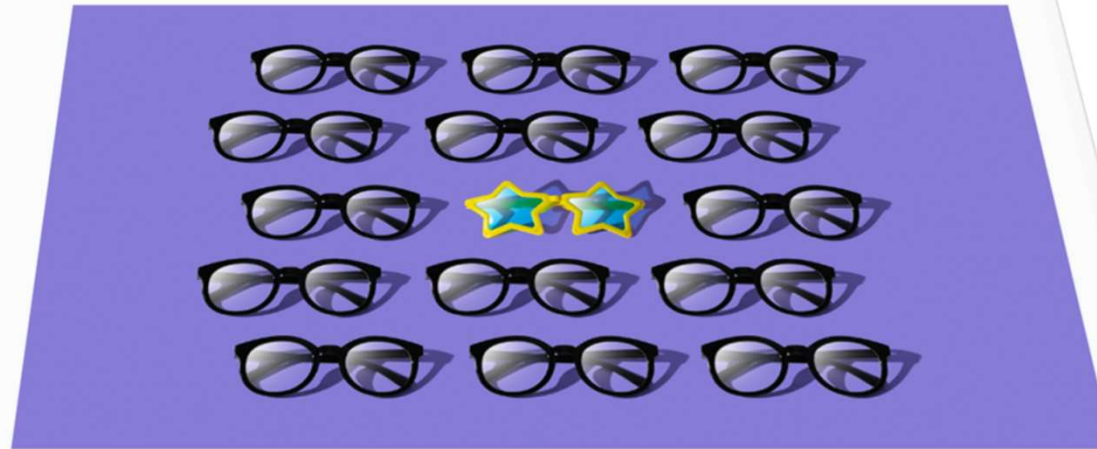


The speaker has no relevant disclosures.

What's the Difference Between a Mentor and a Sponsor?

by Janice Omadeke

October 20, 2021



Getty Images/MirageC



Mentor versus Sponsor



Source: <https://www.theleadershipinstitute.com.au/2019/12/women-need-career-sponsors/>

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Mentorship and Sponsorship

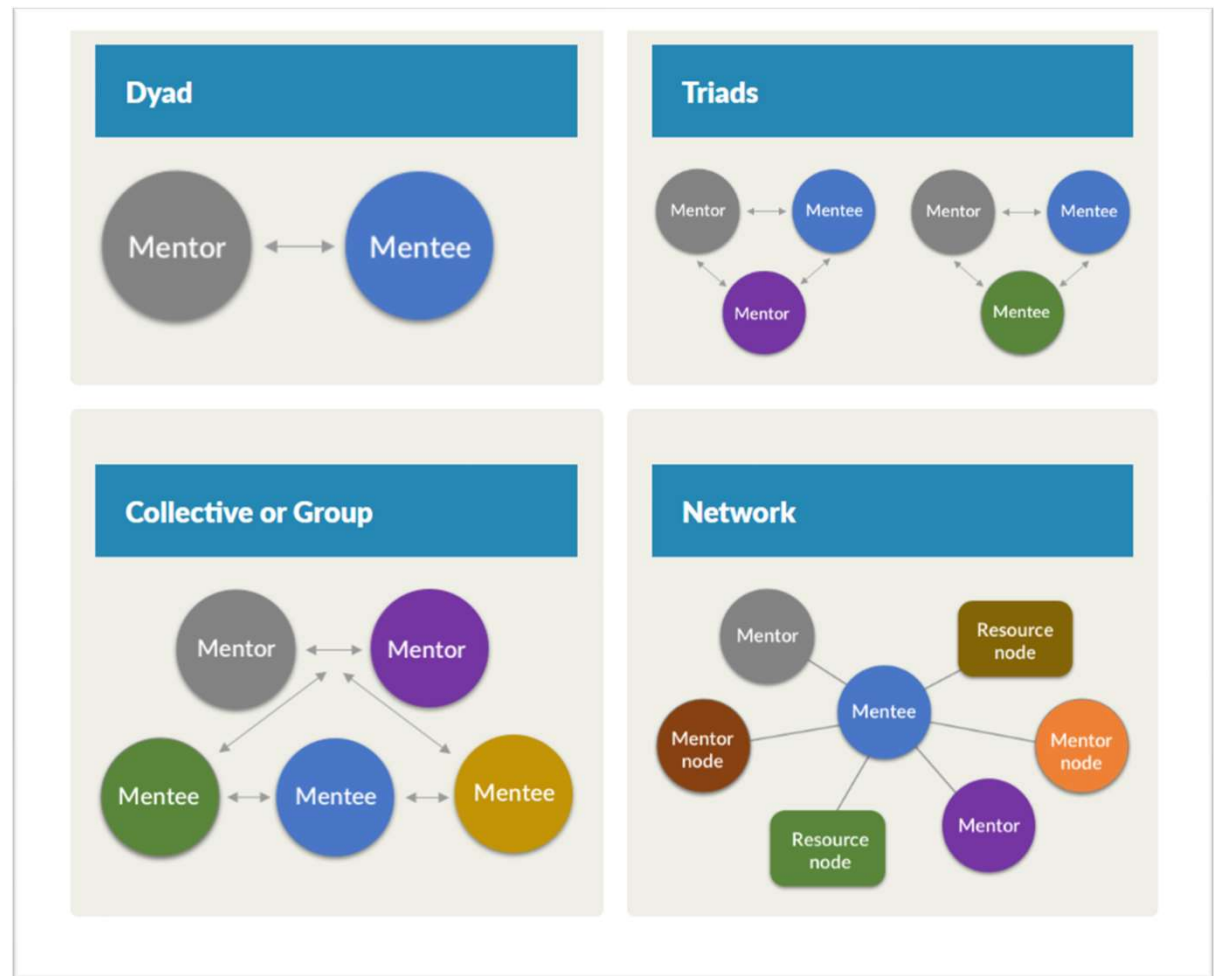
Powerful tools for personal success and career advancement

Mentorship

- Someone shares knowledge and provides guidance (mentor) to someone else (mentee) learning from that person's perspective
- Mentor does not have to be a senior leader or manager
- Mentorship may be formal or informal
- Mentorship models can simply involve 2 people, or they can be much more complex



Types of Mentorship



Source: [The Science of Effective Mentorship in STEMM, Online Guide v1.0 \(nationalacademies.org\)](http://nationalacademies.org)

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Mentorship Functions

Psychosocial Support

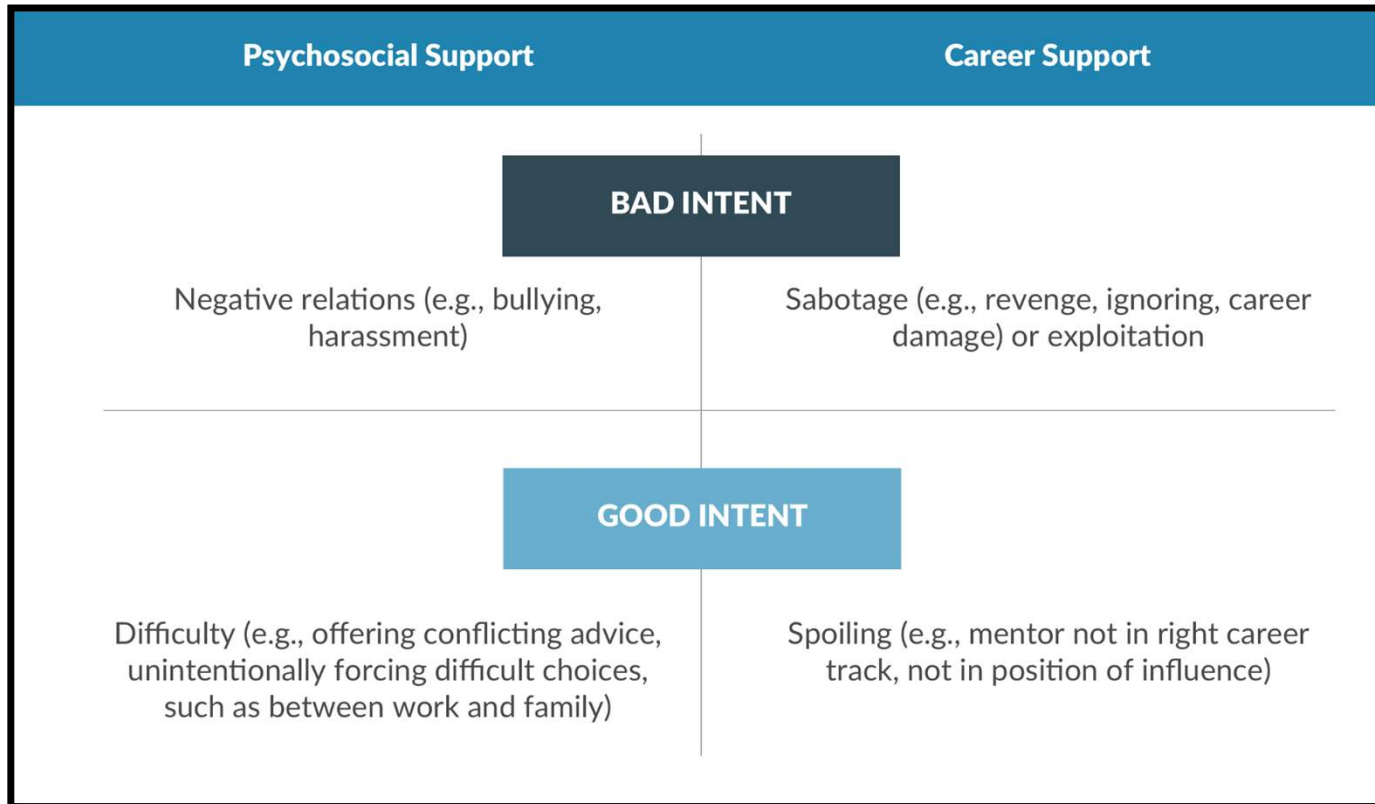
- Psychological and emotional support
- Role modeling

Career (Instrumental) Support

- Career guidance
- Skill development



When mentorship goes badly.



Source: [The Science of Effective Mentorship in STEMM, Online Guide v1.0 \(nationalacademies.org\)](https://www.nationalacademies.org)

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Mentorship and Sponsorship

Powerful tools for personal success and career advancement

Sponsorship

- Sponsor does more than share experience and knowledge
- Sponsor expands a protégé's visibility within an organization
- Sponsor helps create opportunities for the protégé's career advancement
- Sponsor puts their own reputation and professional brand behind the protégé (*risks something*)



A photograph of Carla Harris, a Black woman, speaking on a stage. She is wearing a dark blue jacket with white piping and a pearl necklace. Her arms are outstretched. A light blue speech bubble is overlaid on the right side of the image, containing the text: "Who is carrying your papers into the room?"

“Who is carrying
your papers into
the room?”

Carla Harris, senior advisor at Morgan Stanley, business executive, and author

Meritocracy

- mer-ə-'tä-krə-sē
- 1. A system in which the talented are chosen and moved ahead based on their achievement
- 2. Leadership selected because of intellectual criteria



Evaluative processes that involve human beings always have a measure of subjectivity

FACULTY EVALUATION REPORT
(This form must be given to the Evaluatee within seven working days of the observation)

County: Community College _____ Golden West College _____ Orange Coast College _____

Faculty Status: _____ Contract _____ Regular _____ Temporary Contract _____
(Tenure Track)

Faculty Name _____ Course Title _____ Date of Visit _____

Summary of Lesson Content

Instructional Assessment	Comments
1. Knowledge of subject	
2. Ability to present ideas; clarity of explanations	
3. Use of instructional techniques and aids which stimulate class interest and meet student needs	
4. Encouragement of student participation	
5. Preparation for class and organization of material consistent with approved course outline	
6. Evidence of effective class time management	
7. Enthusiasm of instructor in relationship to content and purpose of the instruction	
8. Instructor's adaptability of teaching methods to learning needs of students	

CARE PROVIDER

Very Poor 1 Poor 2 Fair 3 Good 4 Very Good 5

During your visit, your care was provided primarily by a doctor, physician assistant (pa), nurse practitioner (np), or midwife. Please answer the following questions with that health care provider in mind.

- Friendliness/courtesy of the care provider
- Explanations the care provider gave you about your problem or condition
- Concern the care provider showed for your questions or worries
- Care provider's efforts to include you in decisions about your treatment
- Information the care provider gave you about medications (if any)
- Instructions the care provider gave you about follow-up care (if any)
- Degree to which care provider talked with you using words you could understand
- Amount of time the care provider spent with you
- Your confidence in this care provider
- Likelihood of your recommending this care provider to others
- Comments (describe good or bad experience):

CANDIDATE INTERVIEW FORM

Candidate Name _____ Date _____
Interviewer Name _____ Your title _____
Department _____

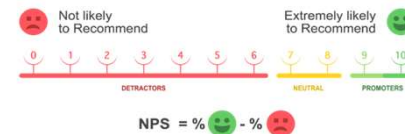
No.	Criteria	1	2	3	4	5	Remarks
1	Education						
2	Work experience						
3	Education						
4	Applicant's skills						
5	Applicant's personality						
6	Applicant's communication skills						
7	Applicant's leadership skills						
8	Applicant's problem-solving skills						
9	Applicant's ability to work under pressure						
10	Applicant's ability to work in a team						
11	Applicant's ability to handle conflict						
12	Applicant's ability to handle stress						
13	Applicant's ability to handle change						
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98	Applicant's ability to handle pressure						
99	Applicant's ability to handle criticism						
100	Applicant's ability to handle feedback						

360 Degree Performance Evaluation Form

This form will assist management in assessing the performance evaluation for the individual listed below. An evaluation committee will be formed to evaluate the candidate's performance. Your feedback regarding the performance will be critical to the overall understanding. You are not required to put your name on this form.

Employee Name _____
Position/Department _____
Your Name (Optional) _____

Time Spent	Daily	1-2 Weeks	1-3 Months	Every 3-6 Months	Not Applicable
Time Spent with Employee					
Quality of Work					
Quantity of Work					
Reliability					
Teamwork					
Communication					
Customer Service					
Leadership					
Overall Rating					



EXECUTIVE DIRECTOR PERFORMANCE EVALUATION FORM

Board Governance Policy _____

Employee Name: _____
Evaluation Date: _____

This evaluation is for the period beginning _____ and ending _____

Each Trustee is to give some thought to the Executive Director's performance. For each of the evaluation categories, bullet points have been provided to assist you with the evaluation. Optional: Please review the self-assessment prepared by the Executive Director that addresses each of the categories below.

Prior to the _____ meeting, please make note of your observations using this form and bring it with you to the meeting. You do not need to give ratings prior to the meeting. At the meeting, the Board will reach a consensus on the ratings and comments for each category in order to "speak in one voice." The facilitator will lead the meeting and take notes. The Chair and Vice Chair will communicate the results to the Executive Director promptly after the closed session.

Leadership: Rating _____

5 - Outstanding, 4 - Above Average, 3 - Satisfactory, 2 - Needs Improvement, 1 - Unacceptable

- Inspires confidence, establishes credibility with Board, staff, active members, retirees, and others
- Maintains a "big picture" outlook and is aware of industry issues
- Guides, directs in leading the organization
- Forecast trends, responds to change, and initiates innovation
- Seeks and acts upon ideas of others when appropriate
- Provides direction and support to the Board regarding its fiduciary obligations and governance role
- Demonstrates excellence in carrying out job responsibilities and accomplishing goals
- Engages in learning and growth activities to improve job performance
- Participates in relevant and worthwhile professional organizations



The Role of Subjectivity

- Present in any evaluative processes with human involvement
- How extensive are those measures of subjectivity?
- Subjectivity in who is presenting your case, what they say to influence the outcome, and how they interpret the objective data
- Does your sponsor have your best interest at heart?
- Do they apply their influence to help you achieve your goal?



How do you obtain sponsorship?

- *Easiest*—you get observed and they decide to sponsor you
- *Less easy*—based on **currency**
 - Type 1 – Performance Currency
 - Type 2 – Relationship Currency

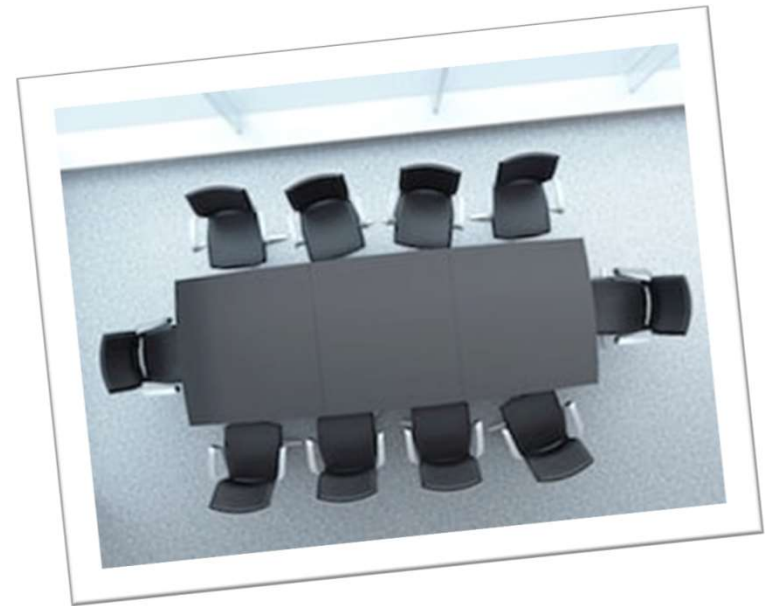


Identifying a Sponsor

- 3 Must-have characteristics
 1. Seat at the decision-making table
 2. Exposure to your work (credibility)
 3. Power / influence

How do you ask for sponsorship?

What if they say no? Why would they?



Carla Harris on Sponsorship



It's the most critical relationship for an emerging leader

Who is carrying your paper into the room?
Who is pounding the table on my behalf?
If you don't know, then start working on a sponsorship relationship.



Mentors are nice to have but are less critical to advancement

Sponsors always have skin in the game.
Mentor may not have anything at risk.

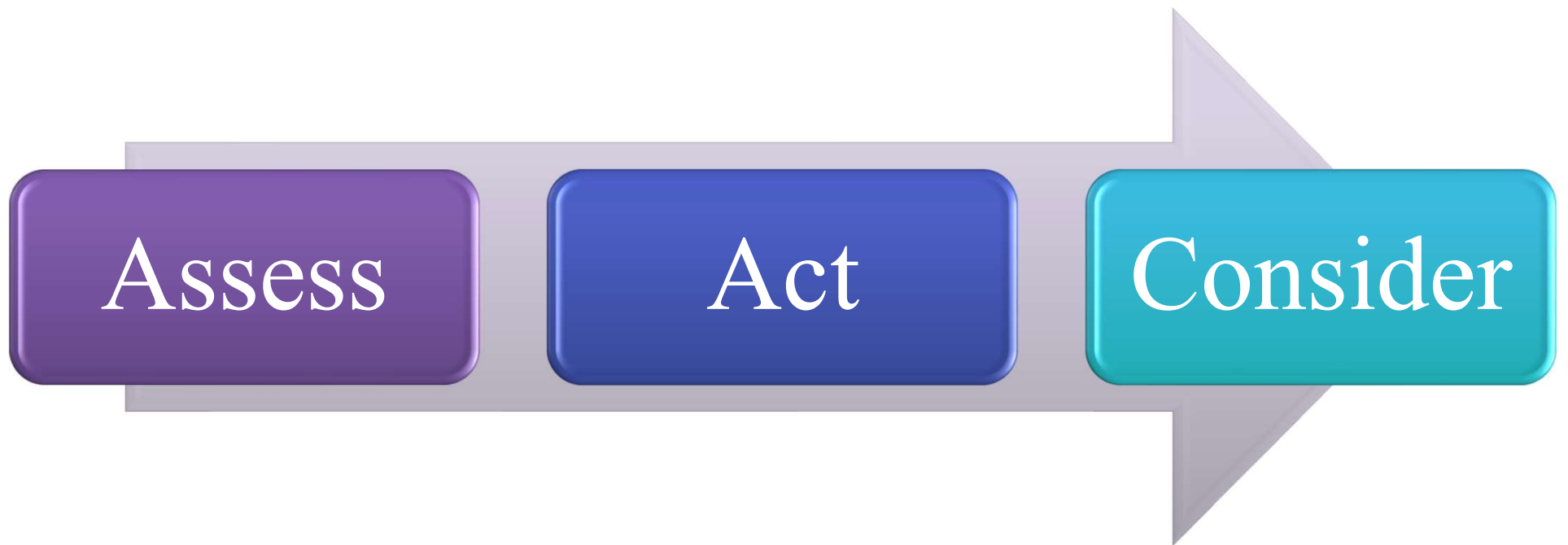


Advice to sponsors

If you're in the room and have a seat at the table, then you have a responsibility to speak.
If something / someone is worthy of your currency, then spend it.
Best way to grow your power is to give it away.
Your voice is at the heart of your power.



Steps to advance mentorship and sponsorship



Assess



Let's take a few minutes to begin the self-assessment process for mentorship and sponsorship.

Use the prompts provided to answer the “**Assess**” questions and discuss with a colleague.

Additional points for reflection:

- How is your level of readiness for mentorship and sponsorship?
- Do you have a sufficient network to move ahead?
- What enabling factors or barriers did you identify in your organization?

SELF-AWARENESS

Do you have the skills and qualities to be a mentee?

- Can you receive feedback without defensiveness?
- Can you ask insightful questions and incorporate new insights into your career?
- Are you aware of your cultural assumptions and open to new perspectives?

And to be a protégé? · Do you acknowledge that the quality of your work reflects on your sponsor's reputation?

- Are you aware of interpersonal conflict that may arise as you mature to the equal status of your sponsor?

Do you have the skills and qualities to be a mentor?

- Can you address your mentee's work-related problems and still maintain confidentiality?
- Can you provide candid feedback?
- Do you understand power dynamics?

Do you have the skills and qualities to be a sponsor?

- Can you provide opportunities for your protégé to grow?
- How will you react if your protégé equals or exceeds your status?
- Do you take steps to mitigate implicit bias when identifying potential protégés?



STRUCTURE

What mentorship-program approach would be best for your firm? · What business goals and specific career development needs does your firm aim to address? · Who are the target groups for mentors and mentees? · How will you evaluate your program?

Do senior and mid-level leaders know the value of active sponsorship? · Are they encouraged to sponsor members of underrepresented groups, and are their recommendations taken seriously?

Can you avoid the pitfalls of a formal mentorship program? · Do participants have clear expectations of the mentoring relationship? · What procedures are in place to terminate a relationship if necessary? · What remains confidential? · Are program goals and selection criteria clear and equitable? · Are mentors carefully selected and trained on their roles, responsibilities, and behaviors? · Is the program a part of a larger array of programs to improve retention? · Do you have enough mentors?

Source: University of Washington AIA, Guidelines for Equitable Practice: Mentorship and Sponsorship.

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ALIGNMENT

Does your firm have a robust mentorship and sponsorship culture? · Do your senior leaders support mentoring and engage in sponsorship? · Do you provide employees the time and resources needed to engage in mentoring relationships? · Do project leaders offer enough information, guidance, and encouragement to emerging professionals, and at the right times? · Do you rotate mentors to prevent burnout and create opportunities for new mentors? · Are sponsors' endorsements considered and acted upon?

Do you assess whether your current levels of mentorship and sponsorship are effective? · Are they resulting in greater diversity and equity at all levels of your firm? · Do you know why employees leave?

Source: University of Washington AIA, Guidelines for Equitable Practice: Mentorship and Sponsorship.

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Act: Find Mentors and Sponsors

- Determine what type of mentoring to participate in.
- Stand out.
- Seek out mentors and sponsors.
- Have more than one mentor and sponsor.
- Find the right mentor match.
- Choose a mentor who fits your needs.
- Consider where you are in your career / leadership journey.
- Look beyond your organization and field.



Act: Be a Good Mentee or Protégé

- Recognize that mentors and mentoring can take many forms.
- Cultivate the qualities of a good mentee.
- Make an agreement.
- Encourage reciprocity, but do not overburden yourself.
- Be explicit in your aims and agreements.
- Attend to the relationship.



Act: Be a Mentor

- Develop the qualities and skills of a mentor.
- Communicate expectations.
- Determine tools and processes to achieve positive outcomes.
- Mentor people who are different from you.
- Explain organizational dynamics.
- Support mentee careers.
- Be open to reciprocal mentoring.
- Volunteer to mentor pre-PA and PA students.



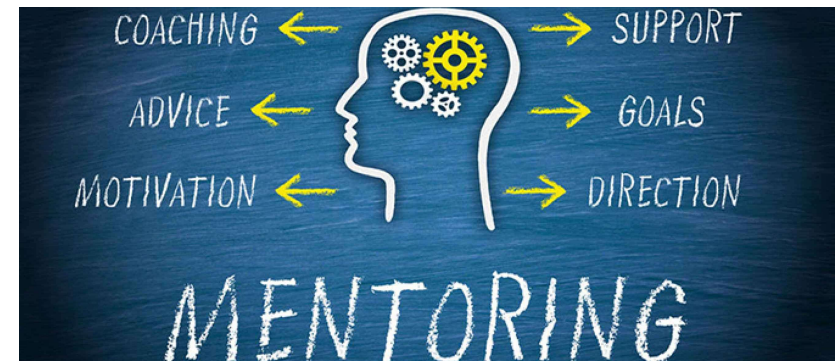
Act: Be a Sponsor

- Recognize talented employees.
- Support your protégé's efforts to advance.
- Know what you know but be open to what you don't know.
- Know when the relationship is at an end.



Consider

- Supportive Mentoring Relationships
- The Power of Sponsorship
- The Right Mentor for Me
- Cross-Identity Mentoring
- Mentorship and Sponsorship to Advance Equity and Inclusion



Resources

- What's the Difference Between a Mentor and a Sponsor? Janice Omadeke. Harvard Business Review (2021) [What's the Difference Between a Mentor and a Sponsor? \(hbr.org\)](https://hbr.org/2021/01/03/what-s-the-difference-between-a-mentor-and-a-sponsor/)
- How to find the person who can help you get ahead at work. Carla Harris. TEDWomen (2018) https://www.ted.com/speakers/carla_harris
- AIA Guides for Equitable Practice. University of Washington. Mentorship and Sponsorship (2020) <https://www.aia.org/pages/6253000-mentorship-and-sponsorship>
- Mentorship, Sponsorship, and Networks: The Power and Value of Professional Connections – Center for Women and Business at Bentley University (2017) <https://www.bentley.edu/files/2017/09/29/Bentley%20CWB%20Mentorship%20Sponsorship%20Research%20Report%20Fall%202017.pdf>
- Reverse Mentoring: What Is It and Why It Is Beneficial – Lisa Quast – Forbes (2011). <https://www.forbes.com/sites/work-inprogress/2011/01/03/reverse-mentoring-what-is-it-andwhy-is-it-beneficial/#5642817a21cc>
- Why You Need a Sponsor – Not a Mentor – To Fast-Track your Career – Jenna Goudreau – Business Insider (2013) <https://www.businessinsider.com.au/you-need-a-sponsorto-fast-track-your-career-2013-9>
- The Sponsor Effect: How to Be a Better Leader by Investing in Others – Sylvia Ann Hewlett – Harvard Business Review Press (2019) <https://store.hbr.org/product/the-sponsor-effect-how-to-be-a-better-leader-by-investing-in-others/10194>
- Don't Just Mentor Women and People of Color. Sponsor Them. Rosalind Chow. Harvard Business Review (2021). <https://hbr.org/2021/06/dont-just-mentor-women-and-people-of-color-sponsor-them>
- Mentor Match. American Academy of PAs. <https://www.aapa.org/about/aapa-governance-leadership/aapa-volunteers/mentor-match-volunteers/>

