

ADEA Minority Dental Faculty Development and Inclusion (MDFDI)

Leading Change: Leadership Training Strategies for Inclusion and Academic/Community Partnerships

Talking Mentoring Leadership



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Training Objective

- Explain how use of **multiple mentors and peer mentoring** affects trainee satisfaction and career advancement.
- Recognize **critical factors** in effective mentoring experiences for dental faculty and postdoctoral dental.
- Identify strategies to facilitate **long-term success of mentoring relationships**.

Strategies to Promote High Level Holistic Mentoring Relationships

- **KEY ELEMENTS:**
 - Establish affective/effective bond between mentor and mentee.
 - Identify and draw out latent abilities in the mentee.
 - Stimulate and reinforce a heightened awareness of Institutional Requirements.

Affective/Effective Mentor/Mentee Bond

- **Establish Trust:**
- Mutual respect
- Reciprocal atmosphere emerges
 - Encourages transparency
 - Shared goals and experiences



Fig 1. , Fig 2.

Identify and Draw Out Innate Abilities

Harness potential:

- Encourage self- assessment
 - Develop an approach to identify and address obstacles
 - Facilitate the use of coping strategies and resources



Fig. 3.

Awareness of Institutional Requirements

- Growth and development
- Foster relationship building
- Utilization of resources
- Acquiring the art of Institutional Buy-In



Fig. 4.

High Level Holistic Mentoring

- Creates a dynamic synergy of relationship building, maximizes potential, resilience, and achievement across the life span.



Fig. 5.

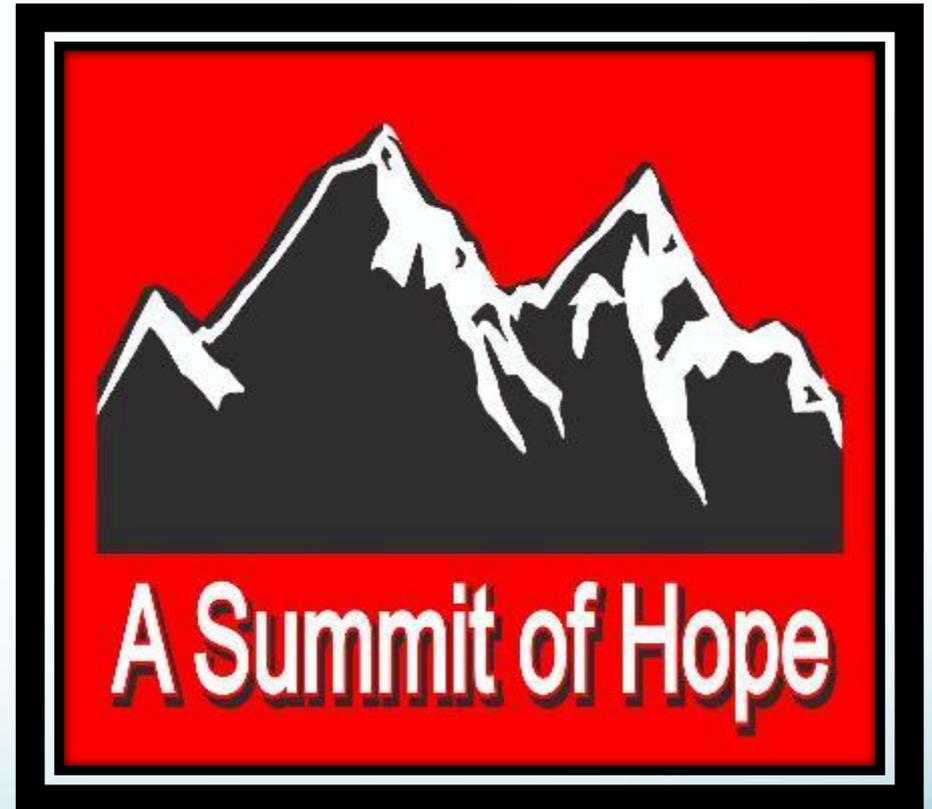
An Audacity of Hope

“Hope is like peace. It is not a gift from God. It is a gift we can only give to one another...just as despair can come to one only from other human beings, hope, too, can be given to one only by other human beings.”

(Elie Wiesel, 1986)

A Summit of Hope

- Hope here is more of a cognitive element than an emotional element
 - Stand tall
 - Self confidence and empowerment
 - Positive change



*A leader is one who
knows the way,
goes the way
and
shows the way.*



Fig. 6.

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