

## Supplemental Digital Appendix 1

### Interview Guide: How Mentor Identity Evolves. From a 10-Year Follow-Up Study of a National Professional Development Program

1. It's been a number of years since we talked about mentoring within the Educational Scholars Program (ESP). The relationship with your ESP project mentor was intended to be time limited – has it continued?
  - 1.1. If yes
    - How have you changed in your role as a mentee, if at all?
    - How did ESP play a part in this change, if at all?
  - 1.2. If no
    - Have you found other mentors?
    - How did your experience in ESP inform how you navigated this new relationship, if at all?
2. We often think of identity formation as something that happens to medical students and residents but it could apply to moving forward in one's career.
  - 2.1. Do you consider yourself a mentor?
    - If yes, were you offered the opportunity? Did you seek it out?
  - 2.2. Why did you take on this role?
  - 2.3. In what ways has ESP influenced how you see yourself as a as a mentor, if any?
3. One of the major findings from our prior study was how ESP scholars established a mentoring network that involved not only their ESP mentor(s) but also their peers.
  - 3.1. Was a peer mentoring network part of your ESP experience?
  - 3.2. If yes
    - How has that mentoring network evolved since then, if at all?
4. Another finding from our prior study was that ESP scholars expressed positive regard for mentors who listened, who advocated, and who expressed belief in the scholar's ability to achieve.
  - 4.1. How well do these aspects of mentoring describe who you are as a mentor?
  - 4.2. What would you add to this list?
5. What do you wish scholars in the incoming cohort knew about moving into the role of a mentor?
  - 5.1. Do you recall getting any training in how to be a mentor in ESP?
  - 5.2. Should there be training in how to be a mentor?
6. Is there anything else you think I should know about being, or becoming, a mentor?