

Appendix 1 Survey categories and questions

Categories	Questions and responses
Personal characteristics	<ul style="list-style-type: none"> • Gender (<i>Male, female, I prefer not to answer</i>) • Age (<i>Below 40, 40-49, 50-59, 60+</i>)
Professional characteristics	<ul style="list-style-type: none"> • Where are you a mentor (<i>Tromsø, Bergen, McGill</i>) • If you have had a group in 2016-17, how many years has the group functioned? (<i>not had – 4 years</i>) • Volunteered or mandatory (<i>volunteered – strongly urged – mandatory</i>) • Nature of current work (<i>mostly – some - not clinical</i>) • How many years in total (<i>free-text</i>)
Mentorship experiences	<ul style="list-style-type: none"> • How do you like it (<i>1 – I dislike to 5 – I like</i>) • Indicate your agreement with the following statements (<i>1 – strongly disagree to 5 – strongly agree + 6 – don't know</i>) <ul style="list-style-type: none"> ○ Being a mentor has helped me become better at what I do professionally ○ It is difficult to know whether students in my/our group find the meetings worthwhile ○ The students seem to find the group meetings valuable ○ It is disturbing when students seem to dislike or be bored during meetings ○ Students participate because it is mandatory, not because they appreciate its value ○ I find it unclear what the mentor program's expectations are (i.e. the intended curriculum) ○ I find it difficult to fulfill the program's expectations (i.e. the intended curriculum) ○ Currently, I find it difficult to invest in my mentoring function • Willing to be a mentor again for a new group (<i>1 – definitely not to 5 – definitely yes</i>) • Other comments regarding the mentoring experience (<i>free-text</i>)
Mentoring approach	<ul style="list-style-type: none"> • Indicate your agreement with the following statements (<i>1 – strongly disagree to 5 – strongly agree</i>) <ul style="list-style-type: none"> ○ As a mentor I answer questions and provide knowledge ○ As a mentor I share what it means to be a doctor ○ As a mentor I listen to students without offering advice ○ As a mentor I stimulate collaboration and relationships within the group ○ As a mentor I am a role model for the students ○ As a mentor I provide career counseling ○ As a mentor I take an interest in students' personal development ○ As a mentor I share my experiences of doubt and uncertainty ○ As a mentor I share my attitudes and judgments concerning values and dilemmas in medicine
Group functioning	<ul style="list-style-type: none"> • Indicate your agreement with the following statements (<i>1 – strongly disagree to 5 – strongly agree</i>) <ul style="list-style-type: none"> ○ The students in my group have lots of ideas for the group process and discussions ○ I rely strongly on the material and teaching methods provided by the university to structure the mentor meetings ○ I let the group decide how to use the time, without any preconceived plan

Interesting topics	<ul style="list-style-type: none"> • Indicate how interesting the following topics are for discussion in your group (<i>1 – completely uninteresting to 5 – very interesting</i>) <ul style="list-style-type: none"> ○ Clinical communication ○ Career planning ○ Students’ clinical experiences ○ Students’ experiences in medical school ○ Students’ private experiences ○ How the mentor group works for the participants ○ Physicians’ wellness issues ○ Medical students’ wellness issues ○ Clinical skills training ○ Ethical dilemmas ○ Health politics ○ Poverty and health ○ Clinical reasoning ○ Issues of empathy ○ Patient-centered medicine ○ Suffering and sickness
Time and/or attention paid to topics	<ul style="list-style-type: none"> • How much time and/or attention has been paid to each topic so far (<i>1 – not discussed to 3 – discussed a lot</i>) <ul style="list-style-type: none"> ○ Clinical communication ○ Career planning ○ Students’ clinical experiences ○ Students’ experiences in medical school ○ Students’ private experiences ○ How the mentor group works for the participants ○ Physicians’ wellness issues ○ Medical students’ wellness issues ○ Clinical skills training ○ Ethical dilemmas ○ Health politics ○ Poverty and health ○ Clinical reasoning ○ Issues of empathy ○ Patient-centered medicine ○ Suffering and sickness • Indicate other topics that have been important (<i>free-text</i>)
Rewards	<ul style="list-style-type: none"> • Indicate the importance of the following rewards (<i>1 – not important to 5 – very important</i>) <ul style="list-style-type: none"> ○ I learn a lot from discussing with students ○ The preparation and orientation offered to all mentors gives me new knowledge

	<ul style="list-style-type: none"> ○ The relationships with students are gratifying ○ Mentoring makes me more proud of being a physician ○ Mentoring allows me to explore what it means to be a “good doctor” ○ Mentoring provides financial rewards <ul style="list-style-type: none"> ● Other aspects of mentoring that you find rewarding (<i>free-text</i>)
Support	<ul style="list-style-type: none"> ● What is your opinion about the quality of the training provided, including workshops and information meetings, to help mentors? (<i>1 – very poor to 5 – very good</i>) ● What is your opinion about the quality of the written material on mentoring and the mentor program, provided to you as a mentor? (<i>1 – very poor to 5 – excellent</i>) ● Other suggestions for training and information offered to mentors (<i>free-text</i>)
Co-mentoring	<ul style="list-style-type: none"> ● Do you have a co-facilitator or co-mentor? (<i>Senior student, physician, others or no</i>) ● If you have a co-mentor, how different is he or she from you on the following characteristics? (<i>free-text</i>) ● My co-mentors’ gender (<i>1 – same, 2 – different</i>) ● My co-mentors’ age (<i>same, more than five years older or younger</i>) ● My co-mentors’ way of being a mentor (<i>1 – roughly the same, 2 – clearly different: free-text</i>) ● My co-mentor's experience as a physician (<i>1 – lower level, 2 – roughly same level, 3 – higher level than me</i>) ● My co-mentor's experience as teacher (<i>1 – lower level, 2 – roughly same level, 3 – higher level than me</i>) ● Shared responsibility of mentoring in a fair way (<i>1 – yes, 2 – too much has fallen on me, 3 – too much has fallen on my partner</i>) ● Indicate your agreement with the following statements (<i>1 – strongly disagree to 5 – strongly agree</i>) <ul style="list-style-type: none"> ○ I would generally prefer to work in a pair rather than as a single mentor ○ Being in a pair gives me more flexibility in scheduling meetings ○ Being in a pair provides more material and issues for group discussions ○ I like very much to work with my co-mentor ○ My co-mentor and I have very different roles in the group ○ In general, the program would benefit if mentor pairs were changed halfway through the mentorship program ○ I would not have volunteered as a mentor if it meant leading the group alone ○ Being in a pair enhances relationship building with students ○ Being in a pair enhances the richness of the mentoring experience <p>Students as co-mentors (Canadian mentors)</p> <ul style="list-style-type: none"> ▪ Has your relationship with your co-mentor developed into a resource for you, in any of the following ways? (<i>1 – yes, 2 – no, 3 – not applicable</i>) <ul style="list-style-type: none"> · In clinical work · Creating network, providing contacts · Personal development · In research · In teaching · In mentoring ▪ For my functioning as a mentor, my student co-mentor has represented (<i>1 – a very negative contribution to 5 – a very positive contribution</i>)

	<ul style="list-style-type: none">▪ Indicate your agreement with the following statements (<i>1 – strongly disagree to 5 – strongly agree</i>)<ul style="list-style-type: none">· Helped me out with logistics and organization of the mentor meetings· Helped me understand and connect with the students· Challenged my authority in the group· Helped me with ideas and suggestions for reflection· Had difficulties understanding his or her role as a mentor for the younger students▪ Other comments on the experience of having a student co-mentor (<i>free-text</i>) <p>Physicians as co-mentors (Norwegian mentors)</p> <ul style="list-style-type: none">▪ Working as a duo would have the following advantages (<i>1 – strongly disagree to 5 – strongly agree</i>)<ul style="list-style-type: none">· There would be more flexibility in scheduling meetings· It would provide more material and issues for group discussions· It would enhance relationship building and connecting with students· It would enhance the richness of the experience and contribute to my learning▪ If you were to choose the best co-mentor arrangement for you, which of the following would you prefer (<i>1 – not prefer to have, 2 – senior student, 3 – physician, 4 – no preference, 5 – no clear opinion</i>)
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