

# Emory University School of Medicine

Department of Medicine

# Mentoring Toolkit

*“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers and point out unexpected delights along the way.” L.A. Daloz*

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## **Faculty Development Committee Faculty Mentoring Program**

### **Purpose:**

High faculty turnover rates have been observed in academic medicine, with the cost of replacing an individual faculty member averaging \$250,000. In an era of budget constraints and faculty flight from academic medicine, faculty mentoring programs offer one means of assisting junior faculty to become more productive, comfortable, and connected to their institutions and thus more likely to continue their institutional affiliations. Mentors within the Department of Medicine will help new faculty members to more readily assimilate into the faculty community and to progress through the academic ranks. The ultimate goal of this program is to enhance the probability of academic success and retention of new faculty members.

### **Description of program:**

Each division director, with the assistance of a facilitator, will identify potential mentors in the division. The mentoring facilitator, with input from the mentee, will help select the pairs and will follow-up to ensure that a viable mentoring affiliation is made available to each new faculty member. It is preferred that the primary mentor and mentee be from the same division, although additional co-mentors from other divisions are permitted. The mentor should be someone with whom the mentee has a common interest, be it in a particular research area, common education/teaching experiences, a clinical administrative role to which the mentee aspires, or other core areas of academic medicine.

Because face-to-face communication is critical to the success of the mentoring program, the mentor and mentee should plan to meet at least once a quarter. The meetings should focus on the key aspects of faculty development, such as scholarship, teaching, service, clinical, and promotion and tenure.

### **Eligibility:**

Initially, all early career faculty members during their first three years of appointment are eligible to participate. The program will be offered to all Assistant Professors once it becomes established.

### **Follow-Up:**

Mentors and mentees will be surveyed after 6 months of the initial pairing to determine if they have met, to determine if the relationship is working, and to collect feedback for the division and department. Any necessary adjustments will be made at that time, with the assistance of the mentoring facilitator.

# Choosing a Mentor

Your division has a designated mentoring facilitator who will help you identify a mentor.

Consider the following points:

- 1. Mutual respect:** Choose someone with similar scientific interests whose work you respect and who has demonstrated an interest in your success.
- 2. Feedback:** Choose someone who is willing to provide honest and constructive critiques of your work and career path, and who has the time to devote to interactions with you.
- 3. Shared interests:** Your mentor should be someone with whom you have a common interest in your major career focus, whether it be a research area, education/teaching experiences, or clinical and administrative service.
- 4. Shared project:** Ideally, your mentor might have a project in which you can become involved. Participation in this project can teach you both the written and unwritten rules applicable in your particular field.

## Characteristics of a Mentee

1. Eagerness to learn and a respect and desire to learn from the person selected as the mentor
2. Seriousness in the relationship
3. Willingness to take the initiative in the relationship, especially in the beginning — being politely insistent about your desire for a mentor
4. Flexibility and an understanding of the senior professional's demanding schedule (you'll be there one day)
5. Promptness for all appointments
6. Feedback, even if nothing is requested
7. Interest: your mentor will ask questions about your personal and professional life in an effort to get to know you as a whole person — do the same with your mentor. He or she also has a life outside of the institution and knowing something about it can help you communicate better
8. Respect: your mentor is there to help you in your career by pointing out the stepping stones, not being one; never forget the time and effort this person is taking to offer you a smoother path on the way to success

# A Mentee's Roles and Responsibilities

You will get the most out of a mentoring relationship if you are willing to take the initiative for your own development and make the most of available opportunities. Face-to-face communication is critical to the success of a mentoring relationship.

1. **Schedule your first appointment soon.** Use email, phone, and administrative assistants to get on the Mentor's schedule. **Email your mentor the night before your meeting** to remind him/her you are coming.
2. **Prepare for the first meeting** by making an agenda, which includes your goals for the year, a progress report on how things are going, the best contact method, scheduling the next meeting.
3. **Schedule additional meetings** when questions or concerns arise. You might want to discuss promotion guidelines and questions, prioritizing activities, suggested research contacts/research mentor, career development guidelines, job goals, and personal concerns if you wish.
4. **Arrive promptly at all appointments, and send your agenda to the mentor the night before.** This makes you accountable for planning what you have to say.
5. **Share information and ideas.** Your mentor can't help you if you don't let him/her know your thoughts and plans. Continuously seek feedback to clarify issues and questions.
6. **Listen nondefensively,** expecting and accepting open and constructive ideas for change.
7. **Respect your mentor's time.** Bring questions to meeting, rather than introducing many small interruptions.
8. **Keep your mentor informed** of academic progress and difficulties.

## **Characteristics of a Mentor**

- 1.** Encourage and demonstrate confidence in your mentee.
- 2.** Recognize your mentee as an individual with a private life and value her/him as a person.
- 3.** Ensure a positive and supportive professional environment for your mentee.
- 4.** Don't deny your own ignorance.
- 5.** Be liberal with feedback.
- 6.** Encourage independent behavior, but be willing to invest ample time in your mentee.
- 7.** Provide accessibility and exposure for your mentee within your own professional circle both within and outside of the immediate university circle.

# A Mentor's Roles and Responsibilities

A good mentor is vested in the mentor/mentee relationship. He/she serves as coach, advisor, guide, confidant, teacher, role model, counselor, consultant, critic, advocate, etc.

When agreeing to become a mentor, a faculty member should:

1. **Be available**- allow the faculty member to schedule the first meeting with you within the first 4-6 weeks of arrival
2. **Assess progress**
3. **Stimulate questions** about research interests and general career interest (clinician educator, scientist, etc) so as to guide future suggestions and get them thinking about possible options...MSCR, lab collaborators, important meetings, etc.
4. **Follow up on concerns** the mentee may have about performance...teaching activities, service, research, publications.
5. **Facilitate career development** by directing mentees to other faculty members and using your influence to help them set up the meetings.
6. **Meet regularly**, approximately every 4-6 weeks.
7. **Be available** for impromptu meetings related to an upcoming publication, presentation, grant application or important meeting (e.g. with new research mentor, division director, etc.)



## **4 Habits of Highly Effective Faculty**

### **Colleagues**

- Associate and collaborate with distinguished colleagues in your field
  - Have a colleague network which includes senior colleagues, peers, administrators and staff
  - Collaborate with colleagues on writings, teachings, research and/or administrative tasks
  - Regularly obtain guidance and/or feedback from senior colleagues
  - Establish regular contact with professional colleagues outside your institution
  - Borrow resources from colleagues pertinent to a new assignment
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### **Environment**

- Associate with local peers who are academically productive
  - Create a supportive work climate (e.g., colleagues, available resources)
  - Establish a set amount of protected time (>10%) for academic pursuits (need more if research)
  - Institution supports your pursuit of topics which you deeply value
  - Establish direct report with your chair and/or division chief
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### **Personal Style/Self-Management**

- Academically productive during first five years of your appointment
  - Work in small bursts of time (rather than waiting until you have a big block)
  - Pursue several projects simultaneously
  - Pursue topics about which you care – consistent with your values
  - Perceive that you have some autonomy
  - Take risks!
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### **Citizenship**

- Regularly attend national meetings
  - Active in regional/national organizations
  - Locally active on medical school/university committees, working groups, curricular decisions
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Source: Medical College of Wisconsin, <http://www.mcw.edu/display/router.asp?docid=2040>

## **Topics for Discussion - Clinical Track**

### **Department of Medicine Faculty Mentorship Program**

**Faculty member must bring curriculum vitae to the first meeting.**

<b>Date:</b>
<b>Name of Faculty Mentee:</b>
<b>Title:</b>
<b>Division/Department:</b>
<b>Name of Faculty Mentor:</b>
<b>Title:</b>
<b>Division/Department:</b>

#### **Faculty member's professional interests and goals:**

##### **1. Teaching:**

- What is the focus area/topic for development of outstanding teaching?
- What will your primary teaching venues be (i.e., bedside, classroom, small group discussions), and who will you be teaching (i.e., medical students, post graduate trainees, fellows, peers)?
- What skills development would enhance teaching?
- How will teaching be evaluated in these venues?
- Has a teaching portfolio been started?

##### **2. Scholarship:**

- How can teaching activities be turned into scholarship (case reports, review articles, book chapters or a book, regional or national workshops, research projects in education)?
- What is the focus area for development of scholarship?
- Is there a mentor with whom the faculty member can work on a project in this area of interest? What skills development would facilitate growth in scholarship?
- What are potential funding sources to support the scholarship?
- What academic societies are likely to be interested in your work and what are the abstract/workshop submission deadlines for these?

**3. Service:**

- Local: Are there leadership opportunities in the clinical arena, teaching programs, or School of Medicine that are of interest?
- University and School of Medicine: What committees are of interest? Are you interested in mentoring trainees?
- Regional or National: What academic societies are most appropriate to join? Are there committees within these societies that are of interest?
- Editorial Boards/Manuscript Review: Are there journals within your area of expertise for which you would be interested serving as a reviewer?
- Community: Are there leadership opportunities within the community that are of interest?

**OVERALL/SUMMARY:**

**Mentor will provide information to the faculty member on available resources for development within Emory and other venues.**

**Developing a Plan for Professional Growth and Development:**

**Example: Year #1**

<b>Teaching</b>	<b>Scholarship</b>	<b>Service</b>
• Define type of teaching and for whom	• Join appropriate academic society	• Meet leaders of clinical and education programs
• Define focus area	• Identify mentor	• Join one Emory SOM committee
• Meet with existing experts in related areas	• Find opportunity to co-author a book chapter or review article related to your area of interest	• Attend academic society meeting and join committee of interest
• Prepared teaching materials on that topic	• Identify project and possible funding source	• Review at least one manuscript for a journal
• Ask willing faculty to critique your teaching and give feedback	• Attending grant writing workshop	
• Give at least two conferences	• Write case report and review of the literature	
• Determine need for skills development		
• Participate in at least one student teaching activity (i.e., PBL)		
• Begin teaching portfolio		
• Attend at least 2 faculty development workshops		

**Developing a Plan for Professional Growth and Development:**

**John Doe, MD: Year #1 Summary**

<b>Teaching</b>	<b>Scholarship</b>	<b>Service</b>
<ul style="list-style-type: none"> <li>Type of teaching: clinical and classroom</li> </ul>	<ul style="list-style-type: none"> <li>Joined HTN Society</li> </ul>	<ul style="list-style-type: none"> <li>Met leaders of clinical and education programs</li> </ul>
<ul style="list-style-type: none"> <li>Teaching resident and student</li> </ul>	<ul style="list-style-type: none"> <li>Identified clinical research mentor</li> </ul>	<ul style="list-style-type: none"> <li>Joined Emory SOM committee on faculty development</li> </ul>
<ul style="list-style-type: none"> <li>Focus area: HTN</li> </ul>	<ul style="list-style-type: none"> <li>Co-authored HTN book chapter with mentor</li> </ul>	<ul style="list-style-type: none"> <li>Attended HTN Society meeting and joined committee on education in HTN</li> </ul>
<ul style="list-style-type: none"> <li>Met with experts in HTN and prepared teaching materials on HTN</li> </ul>	<ul style="list-style-type: none"> <li>Identified small project and funding source</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed one manuscript for a HTN journal with help from mentor</li> </ul>
<ul style="list-style-type: none"> <li>Asked faculty to critique HTN conferences</li> </ul>	<ul style="list-style-type: none"> <li>Attended grant writing workshop</li> </ul>	<ul style="list-style-type: none"> <li>Served as a student mentor for M1 students</li> </ul>
<ul style="list-style-type: none"> <li>Gave two HTN conferences to residents</li> </ul>	<ul style="list-style-type: none"> <li>Wrote a case report and review of the literature with a resident</li> </ul>	
<ul style="list-style-type: none"> <li>Determined need for skills development in public speaking and EBM</li> </ul>		
<ul style="list-style-type: none"> <li>Precepted students for M2 Clinical Methods Fall Semester</li> </ul>		
<ul style="list-style-type: none"> <li>Began teaching portfolio</li> </ul>		
<ul style="list-style-type: none"> <li>Attended faculty development workshops on teaching portfolio and bedside teaching</li> </ul>		

## **Topics for Discussion – Research/Tenure Track Department of Medicine Faculty Mentorship Program**

**Faculty member must bring curriculum vitae to the first meeting.**

<b>Date:</b>
<b>Name of Faculty Mentee:</b>
<b>Title:</b>
<b>Division/Department:</b>
<b>Name of Faculty Mentor:</b>
<b>Title:</b>
<b>Division/Department:</b>

### **Faculty member's professional interests and goals:**

#### **1. Teaching:**

- What will your primary teaching venues (i.e., bedside, classroom, small group discussions) and who will you be teaching (i.e., medical students, post graduate trainees, fellows, peers)?
- How will teaching be evaluated in these venues?
- Has a teaching portfolio been started?

#### **2. Scholarship:**

- What is the primary research area of interest?
- Is there a mentor with whom the faculty member can work on a project in this area of interest? What skills development would facilitate growth in scholarship?
- What are potential short-term and long-term funding sources to support the research program? Give anticipated dates of submission for both short term and long term objectives. Consider institutional, regional and national sources.
- What academic societies are likely to be interested in your work and what are the abstract/workshop submission deadlines for these?
- Can you apply for membership or Fellowship in a national society?
- Define goals for above:

**3. Service:**

- University and School of Medicine: What committees are of interest? Consider research, teaching and clinical committees.
- Hospital Committees: Consider research, teaching and clinical committees
- Regional or National: What academic societies are most appropriate to join? Are there committees within these societies that are of interest?
- Editorial Boards/Manuscript Review: Are there journals within your area of expertise for which you would be interested serving as a reviewer?
- Community: Are there leadership opportunities within the community that are of interest?
- Define goals for above.

**OVERALL/SUMMARY:**

**Mentor will provide information to the faculty member on available resources for development within Emory and other venues.**

# Mentoring Facilitators 2006

## Cardiology

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## Geriatrics

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## Additional Resources

Howard Hughes Medical Institute and Burroughs Wellcome Fund. (2004) Mentoring and Being Mentored. In *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty* (pp. 81-92).

<http://www.hhmi.org/grants/pdf/labmgmt/ch5.pdf>

<http://www.hhmi.org/grants/pdf/labmgmt/book.pdf>

Hogue, W. and Pringle, E. (2005) What's Next After You Say Hello: First Steps in Mentoring. *Educause Quarterly*, number 2, 50-52.

<http://www.educause.edu/ir/library/pdf/eqm0525.pdf>

Simone, J. (1999) Understanding Academic Medical Centers: Simone's Maxims. *Clinical Cancer Research*, 5, 2281-2285.

<http://clincancerres.aacrjournals.org/cgi/reprint/5/9/2281.pdf>