



UCSF FACULTY MENTORING PROGRAM

MENTORING FACILITATOR TOOLKIT

Academic Affairs



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Purpose

The purpose of the Mentoring Facilitator's Tool Kit is to:

- Provide an overview of the UCSF Faculty Mentoring Program
- Describe the concepts and benefits of mentoring
- Define the role of the mentor and mentee
- Provide strategies for being an effective mentor
- Describe the phases of the mentoring relationship
- Provide tools to help the mentoring facilitator manage the mentoring pairs

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Resources For: **RESEARCHERS** **EDUCATORS** **CLINICIANS** **LEADERS**

ACADEMIC PERSONNEL

Faculty Mentoring Program

Results from the **2002 UCSF Faculty Climate Survey** strongly supported the need for a UCSF faculty mentoring program to help facilitate the recruitment and retention of the highest quality faculty, increase faculty diversity through improved mentoring of under-represented faculty and improve faculty satisfaction. Mentoring is a critical component of career advancement for all health science faculty. It has been defined as a multifaceted collaboration between a junior and senior professional with the primary goal being the nurturing of the junior professional's development. UCSF has embarked on an ambitious plan to improve mentoring for all faculty. Mitchell D. Feldman, MD, MPhil was appointed to the newly created position of Director of Faculty Mentoring, and is working closely with the Dr. Sally Marshall, Associate Vice Chancellor for Academic Affairs, and the Chancellor's Committee on Faculty Life to establish and oversee a mentoring program for all UCSF faculty across all schools. The vision is for all UCSF faculty to feel supported in their pursuit of a successful and satisfying career, and for the UCSF faculty mentoring program to become recognized as the national center of excellence for mentoring in the health sciences.

Mentoring facilitators have been appointed in each Department/Division to work with the Director of Faculty Mentoring to oversee all aspects of the mentoring program. Junior faculty (up to associate level) and new faculty will be paired with at least one recognized mentor in their home Department/Division. Faculty mentors can contribute significantly to the development of their mentees' research, teaching and clinical skills, particularly with respect to career satisfaction, career management and collegial networking. The program will be evaluated at regular intervals. Awards for excellence in mentoring will be established to recognize the importance of mentoring for UCSF faculty career development.

UCSF Director of Faculty Mentoring

Mitchell D. Feldman, MD, MPhil is the UCSF Director of Faculty Mentoring. He provides leadership and oversight for the development and administration of the Faculty Mentoring Program, and serves as liaison with department chairs and mentoring facilitators. He is currently a Professor of Medicine and leads research and educational programs in faculty development and behavioral issues in medicine. You can contact Dr Feldman by e-mail at mitchell.feldman@ucsf.edu.

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Mission and Vision

Mission

All UCSF faculty members feel supported in their pursuit of a satisfying and successful career.

Vision

To be the national center of excellence for mentoring in the health sciences.



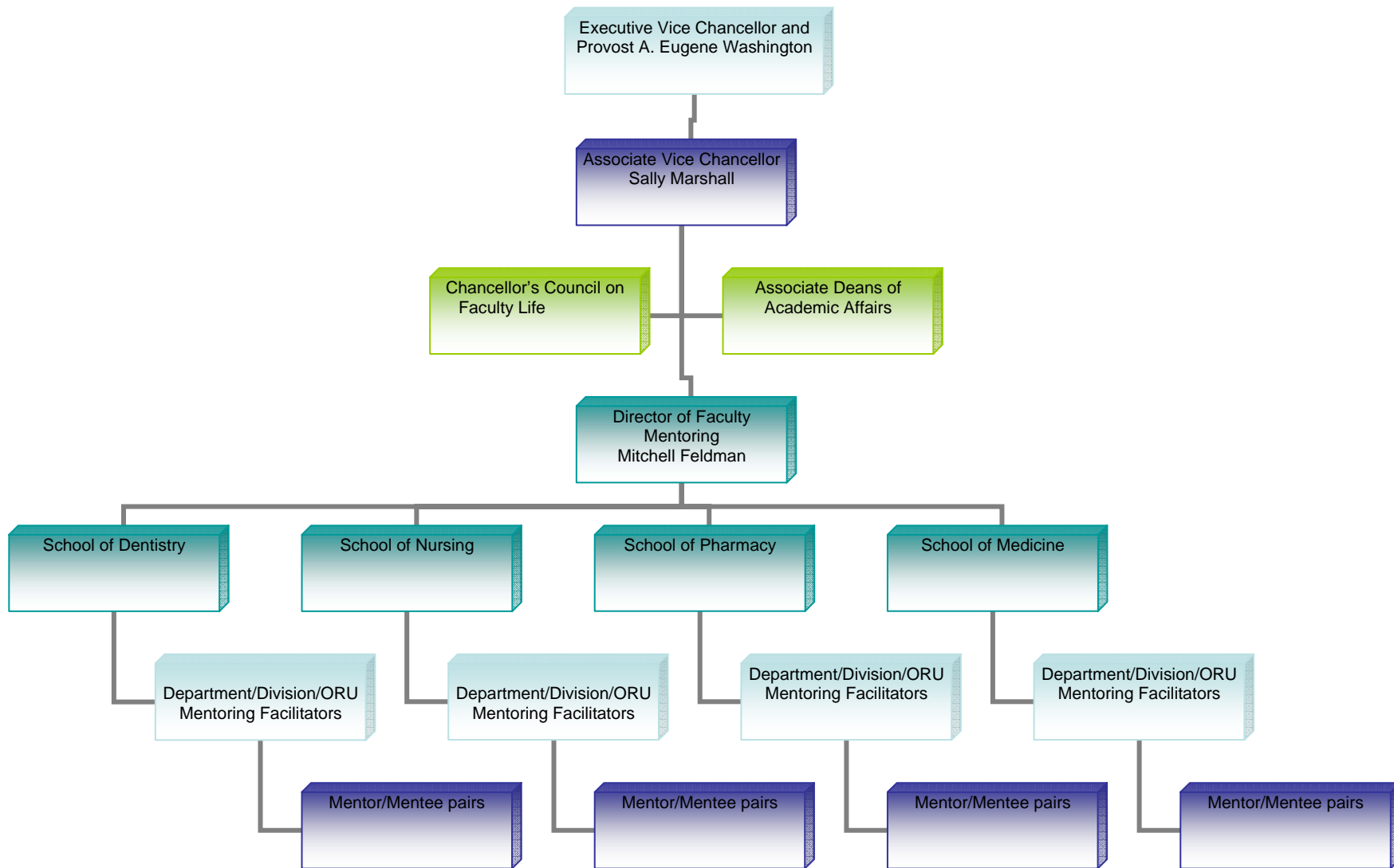
Faculty Mentoring Program Goals

- ❖ Support and facilitate faculty development through mentor/mentee pairs
- ❖ Provide accurate, timely information and counsel regarding advancement and promotion at UCSF
- ❖ Identify a comprehensive curriculum to support the career development of faculty in all series
- ❖ Build a mentoring database of processes and outcomes to support and evaluate mentoring activities
- ❖ Provide a strong central structure, resources and leadership for faculty mentoring

Program Core Components

- ❖ **Director of Faculty Mentoring**
Establish and oversee program for faculty at UCSF
- ❖ **Mentoring Facilitators**
Responsible for setting up and overseeing mentoring program in Dept/ORU/Division
- ❖ **One on One mentoring program**
All junior/new faculty paired with senior 'career' mentor
- ❖ **Recognition for Mentors**
Mentoring awards
Advancement and promotion
- ❖ **Core Curriculum**
Workshops and seminars, invited speakers, retreats
Topics to be covered include:
 - How to be an effective mentor, mentee
 - CV preparation
 - Manuscript preparation and submission
 - Obtaining funding
 - Work/life balance
- ❖ **UCSF Academy of Mentors**
(To be established)
- ❖ **Evaluation**
Inputs, process and outcomes
Web based (E*Value) for program surveys and individual mentor evaluations
- ❖ **Mentoring Program Web Site**
Links to other local and international mentoring activities
Mentoring Resources
Mentor Development
- ❖ **UCSF Faculty Mentoring Listserv**

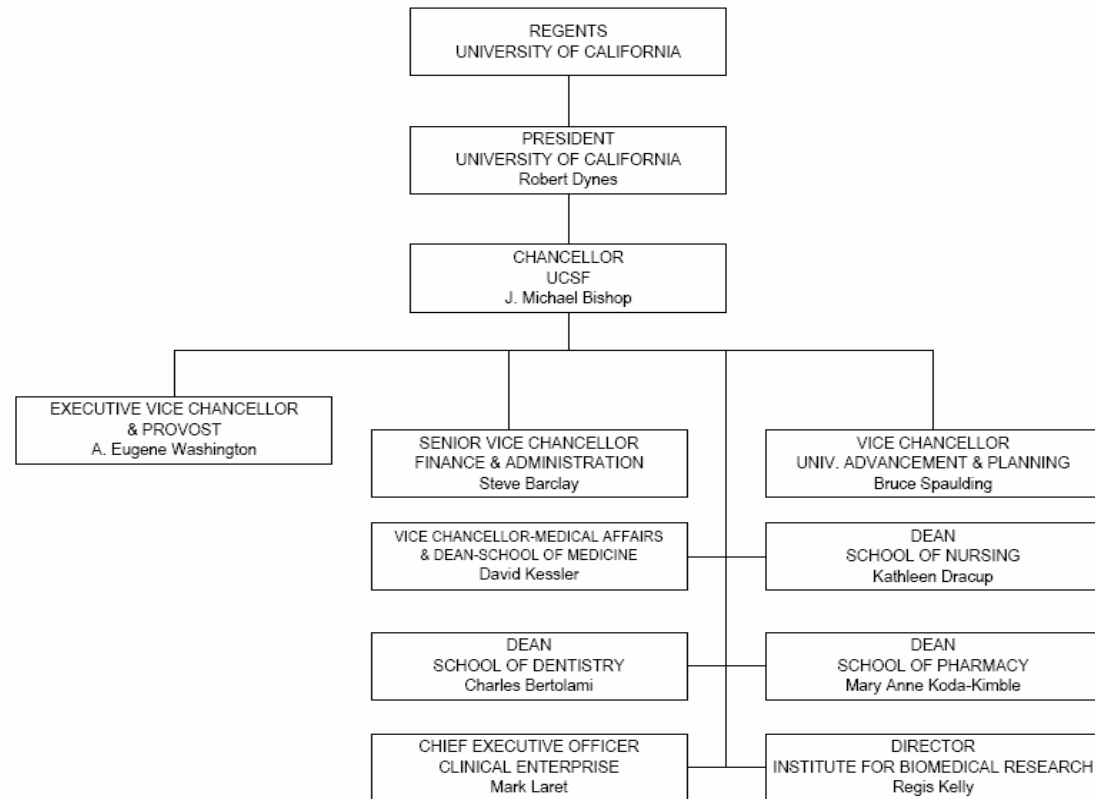
Mentoring Facilitator Tool Kit



Mentoring Facilitator Tool Kit

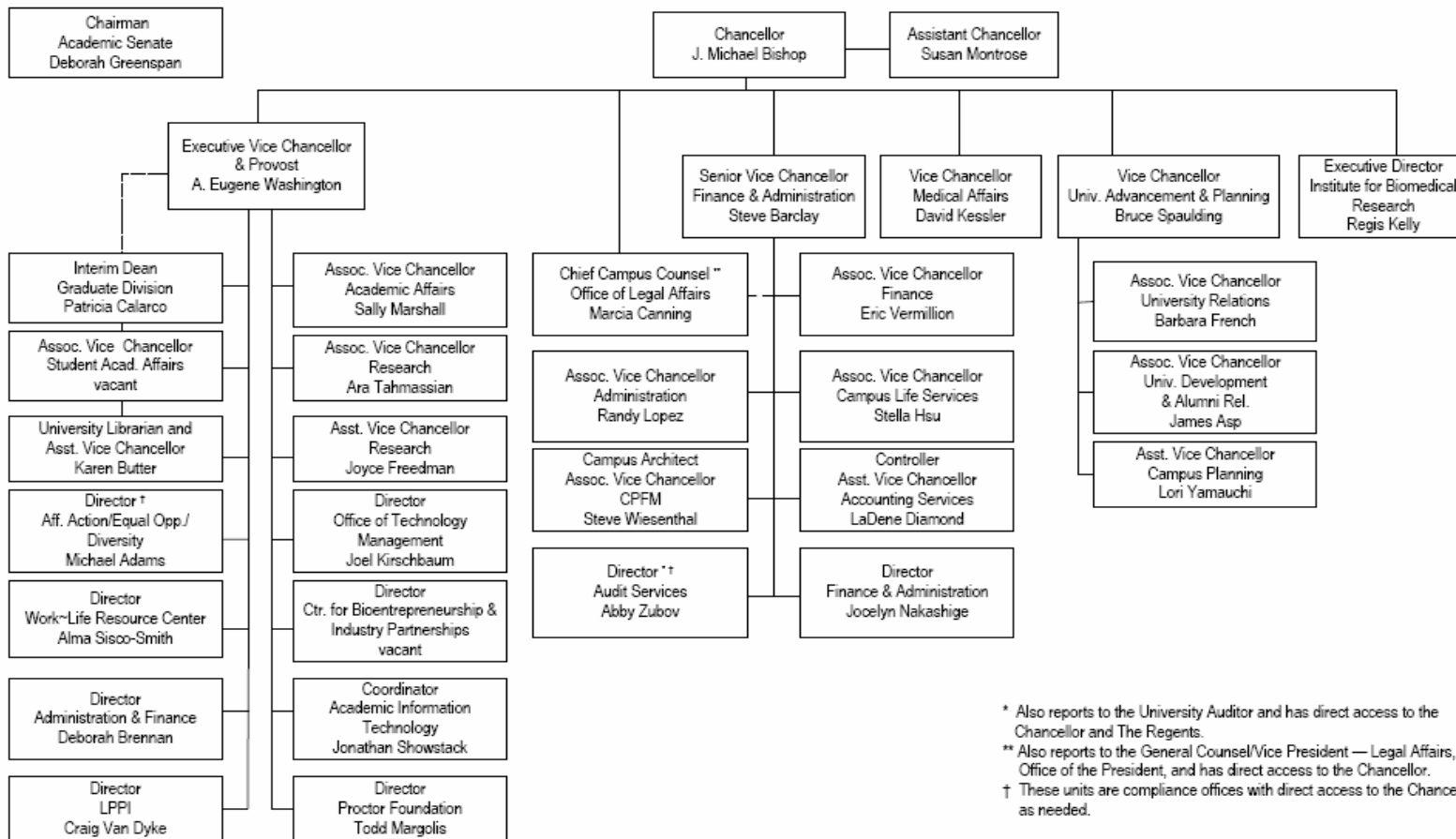
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ORGANIZATIONAL CHART

June 2006



UNIVERSITY OF CALIFORNIA, SAN FRANCISCO
CENTRAL CAMPUS ADMINISTRATION

June 2006



* Also reports to the University Auditor and has direct access to the Chancellor and The Regents.
 ** Also reports to the General Counsel/Vice President — Legal Affairs, Office of the President, and has direct access to the Chancellor.
 † These units are compliance offices with direct access to the Chancellor as needed.

Mentoring Facilitator

Attributes and skills

- Associate or higher rank
- Dedicated time (0.10 FTE per 10-15 mentor/mentee pairs)
- Outstanding communication skills
- Knowledge/experience with all aspects of advancement and promotion at UCSF

Responsibilities

- Overall responsibility for local faculty mentoring program
- Set up mentee/mentor pairs for their group
- Establish local system for documenting and tracking these pairs
- Responsible for oversight of mentoring program—including yearly review of pairs
- Provide guidance and support for reassignment of mentee as needed
- Work with the UCSF Director of Faculty mentoring to:
 - o Conduct qualitative and quantitative evaluation of the program
 - o Disseminate findings and recommendations
 - o Attend mentoring workshops and organize mentoring events for their faculty
 - o Attend yearly mentoring facilitator orientation

School of Dentistry Mentoring Facilitators

Department	Facilitator Name
Department of Cell and Tissue Biology	Diane Barber, PhD
Department of Orofacial Sciences	Pamela Den Besten, DDS
Department of Oral and Maxillofacial Surgery	M. Anthony Pogrel, DDS, MD
Department of Preventative & Restorative Dental Sciences	Warren S. Eakle, DDS, co-facilitator clinical series faculty Grayson W. Marshall, DDS, PhD, co-facilitator research intensive faculty

School of Medicine Mentoring Facilitators

Department	Division	Facilitator Name
Department of Anatomy		Gail Martin, PhD
Department of Anesthesia and Perioperative Care		Adrian Gelb, MD
Department of Anthropology, History and Social Medicine		Judith Barker, PhD
Department of Biochemistry and Biophysics		David Agard, PhD
Department of Cardiovascular Research Institute		Brian Black, PhD
Department of Cellular and Molecular Pharmacology		Ronald Vale, PhD
Department of Dermatology		Toby Maurer, MD, co-facilitator Ilona Frieden, MD, co-facilitator
Department of Epidemiology and Biostatistics		John Witte, PhD
Department of Laboratory Medicine		C. Diana Nicoll, MD, PhD, MPA
Department of Microbiology and Immunology		Carol Gross, PhD
Department of Neurological Surgery		Nicholas Barbaro, MD
Department of Neurology		Michael Aminoff, MD, DSc, FRCP
Department of Obstetrics, Gynecology and Reproductive Sciences		Allison Jacoby, MD, Clinical Programs; Synthia Mellon, PhD, CRS, Basic Sciences; Tina Raine, MD, PhD, SFGH, Clinical Science faculty;
Department of Ophthalmology and Proctor Foundation		Creig Hoyt, MD
Proctor Foundation		Todd Margolis, MD, PhD
Department of Orthopaedic Surgery		David S. Bradford, MD
Department of Otolaryngology		Lawrence Lustig, MD
Department of Pathology		Benedict Yen, MD, PhD
Department of Pediatrics		Mary-Ann Shafer, MD
Department of Physiology		TBA
Department of Psychiatry and Langley Porter Psychiatric Institute		Alicia Lieberman, PhD, co-facilitator Patricia Arean, PhD, co-facilitator

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Department of Radiation Oncology		TBA
Department of Radiology		Susan Wall, MD
Department of Surgery		Hobart Harris, MD, PhD
Department of Urology		Christopher Kane, MD
Diabetes Center and Immune Tolerance Network		Jefferey Bluestone, PhD
Family and Community Medicine		William Shore, MD, FAAFP
Institute for Health Policy Studies		James Kahn, MD
Physical Therapy and Rehabilitation Sciences		Kimberly Topp, PhD
Department of Medicine: Parnassus/Mt Zion	Cardiology	Jeffrey Olgin, MD
Department of Medicine: Parnassus/Mt Zion	Cardiology	Michael Crawford, MD
Department of Medicine: Parnassus/Mt Zion	Cardiology	William Grossman, MD, FACC
Department of Medicine: Parnassus/Mt Zion	Gastroenterology	D. Montgomery Bissell, MD
Department of Medicine: Parnassus/Mt Zion	General Internal Medicine	Michael Rabow, MD
Department of Medicine: Parnassus/Mt Zion	Genetics	Robert Nussbaum, MD
Department of Medicine: Parnassus/Mt Zion	Geriatrics	Michael Harper, MD
Department of Medicine: Parnassus/Mt Zion	Emergency	Ellen Weber, MD, FACEP
Department of Medicine: Parnassus/Mt Zion	Endocrinology	David Gardner, MD
Department of Medicine: Parnassus/Mt Zion	Hematology/Oncology	Margaret Tempero, MD
Department of Medicine: Parnassus/Mt Zion	Hospitalist Group	Bradley Sharpe, MD
Department of Medicine: Parnassus/Mt Zion	Prevention Science	Stephen Morin, PhD
Department of Medicine: Parnassus/Mt Zion	Prevention Science	Susan Kegeles, PhD
Department of Medicine: Parnassus/Mt Zion	Infectious Diseases	Jane Koehler, PhD
Department of Medicine: Parnassus/Mt Zion	Nephrology	Stephen Gluck, MD
Department of Medicine: Parnassus/Mt Zion	Pulmonary	John Fahy, MD
Department of Medicine: San Francisco General Hospital	AIDS/HIV	Diane Havlir, MD

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Department of Medicine: San Francisco General Hospital	Cardiology	David Waters, MD
Department of Medicine: San Francisco General Hospital	General Internal Medicine	Andrew Bindman, MD
Department of Medicine: San Francisco General Hospital	Endocrinology	Morris Schambelan, MD
Department of Medicine: San Francisco General Hospital	Emergency	Alan Gelb, MD
Department of Medicine: San Francisco General Hospital	Gastroenterology	Hal Yee, MD
Department of Medicine: San Francisco General Hospital	Infectious Diseases	Henry Chambers, MD
Department of Medicine: San Francisco General Hospital	Lung Biology	Dean Sheppard, MD
Department of Medicine: San Francisco General Hospital	Occupational Medicine	John Balmes, MD
Department of Medicine: San Francisco General Hospital	Pulmonary	Courtney Broaddus, MD
Department of Medicine: San Francisco General Hospital	Rheumatology	John Imboden, MD
Department of Medicine: SFVAMC		Paul Volberding, MD
Department of Medicine: SFVAMC		Patricia Cornett, MD
Department of Medicine: SFVAMC		Sharad Jain, MD

School of Nursing Mentoring Facilitators

Department	Facilitator Name
Community Health Systems	Carmen Portillo, RN, PhD, FAAN
Family Health Care Nursing	Catherine Chesla, RN, DNSc, co-facilitator ladder rank faculty Pat Sparacino RN, PhD, FAAN, co-facilitator clinical faculty
Institute for Health and Aging	Patrick Fox, PhD
Physiological Nursing	Glenna Dowling, RN, PhD, co-facilitator ladder rank Jill Howie, co-facilitator clinical faculty
Social and Behavioral Sciences	Patricia Benner, RN, PhD, FAAN

UCSF Faculty Mentoring Program School of Pharmacy Mentoring Facilitators

Department	Facilitator Name
Department of Biopharmaceutical Science	Betty Hoener, PhD
Department of Clinical Pharmacy	Donald Kishi, PharmD
Department of Pharmaceutical Chemistry	Paul Ortiz de Montellano, PhD

Faculty Mentoring Program Target Mentees (N=823)*

	Dentistry	Medicine	Nursing	Pharmacy
<u>Series</u>				
Ladder	3	25	5	10
In Residence	2	124	0	0
Clinical X	4	40	0	5
HS Clinical	11	334	20	9
Adjunct	4	213	11	3
Total	24	736	36	27
<u>Gender</u>				
Male	14	349	3	12
Female	10	387	33	15

What is Mentoring?

. . . a process where mentor and mentee work together to discover and develop the mentee's abilities.

. . . a long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success.

. . . a personal process that combines role modeling, apprenticeship and nurturing.

The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support—but most important is to assist and facilitate the realization of the dream.

. . . process whereby an experienced, highly regarded, empathic person (the mentor) guides another individual (the mentee) in the development and examination of their own ideas, learning and personal and professional development. The mentor, who often, but not necessarily, works in the same organization or field as the mentee, achieves this by listening and talking in confidence to the mentee.

Mentor Roles and Functions

Role	Responsibility	Relationship with Individual
Manager	Direct the work of the individual	<ul style="list-style-type: none">• Focused on performance, professional development and career development• Based on organizational needs• Driven by learning agenda influenced by organizational needs• Inside the hierarchy of direct reporting relationships• Sometimes, but not always confidential
Sponsor	Champion the individual	<ul style="list-style-type: none">• Focused on career development and advancement• Driven by advancement goals rather than a learning agenda• Inside or outside the hierarchy of direct reporting relationships• Sometimes, but not always, confidential
Mentor	Guide and support the individual	<ul style="list-style-type: none">• Focused on professional and personal development• Based on mentee's expressed needs• Driven by specific learning agenda identified by the mentee• Outside the hierarchy of direct reporting relationships• Confidential

Mentoring Functions

Career Functions

“Those aspects of a relationship that enhance advancement in the organization.”

- Coaching, protecting, networking, sponsorship

Psychosocial Functions

“Those aspects of a relationship that enhance an individuals sense of competence, identity and effectiveness.

- Role modeling, counseling, confirmation, acceptance



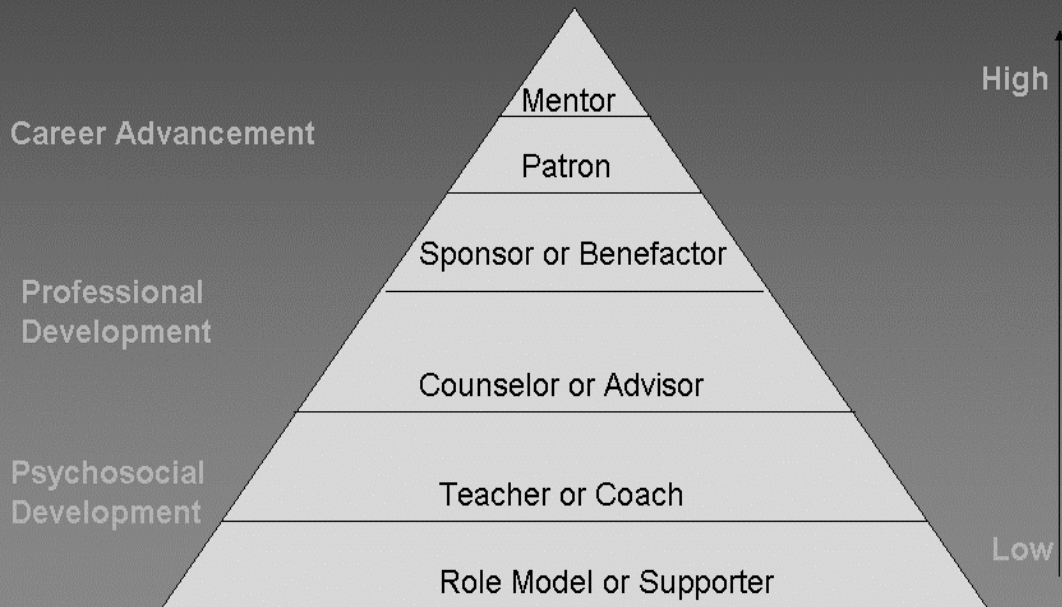
Hierarchy of Supportive Work Relationships



Intent

Role

Involvement



Metz, 2004



Why Mentoring Matters

Mentoring has been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (mentoring is linked to funding and publications)
- Increase interest in academic careers
- Predict promotion in academia
- Improve self efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Lead to less work-family conflict

Benefits of Mentoring



Benefits for Mentees

Having a mentor and receiving more mentoring functions is associated with more favorable objective (compensation, promotion) and subjective (career/job satisfaction) outcomes

Benefits for Mentors

Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction



Benefits of Mentoring

For the University

Mentoring

Human resource development

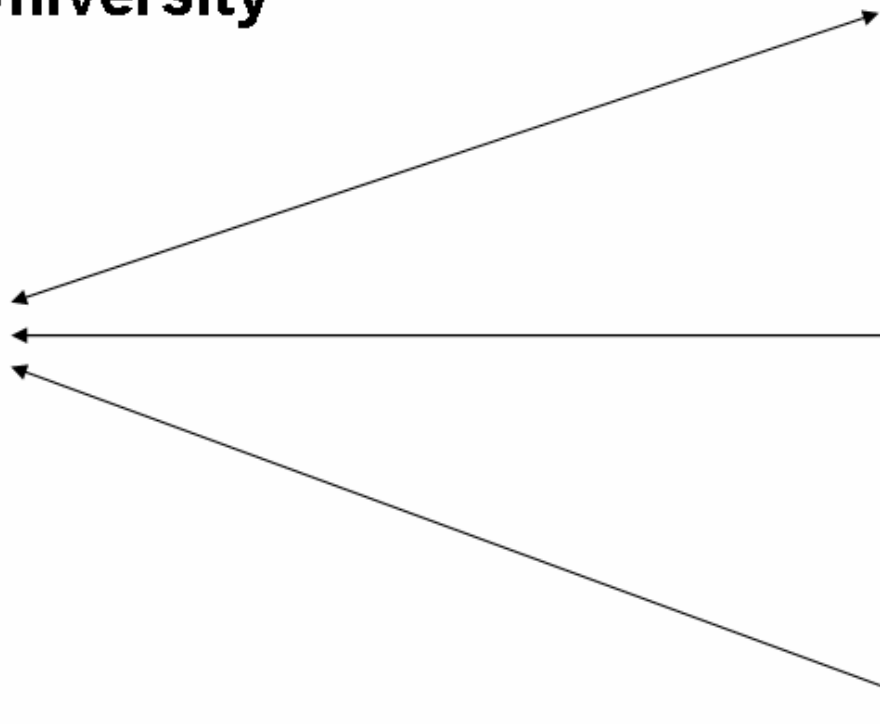
(improved job performance, retention, diversity)



Enhancing organizational culture



Improving organizational communication



UCSF Faculty Mentoring Program Yearly Timeline

We suggest that the mentor and mentee commit to meeting for the next twelve months. Work together to schedule meetings that include two “check-points” during the year.

July - August _____ Mentor/Mentee matching and orientation

January - February _____ Midyear meeting

July - August _____ Meeting to discuss continuing mentoring relationship or matching with new mentor

Mentoring Facilitator Checklist

- Review results of mentee survey and/or internal needs assessment
- Finalize list of eligible mentees' (junior/new faculty) current mentoring needs and relationships
- Assemble list of eligible mentors
 - Mentor descriptions on web site
 - Limit 2-3 'career' mentees per mentor
- Assist in mentor/mentee pairings-- make assignments as needed
- Create database of mentor-mentee pairs
- Distribute mentoring contract, IDP, meeting guide and other materials
 - Direct mentors/mentees to web site
- Periodic check in--meet with mentors/mentees as needed
- Organize faculty development mentoring activities—faculty meeting, grand rounds, retreats
- Annual meeting or survey of mentors and mentees
- Assist in overall program evaluation

Characteristics of an Effective Mentor: The Three C's

Competence

Professional knowledge and experience

Respect

Interpersonal skills and good judgment

Confidence

Shares network of contacts and resources

Allows protégé to develop his/her own terms

Demonstrates initiative, takes risks

Shares credit

Commitment

Invests time, energy and effort to mentoring

Shares personal experience

Selecting Mentors

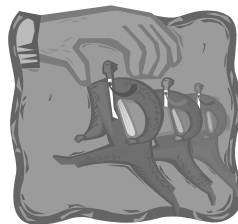
In matching mentors and mentees consider the following:

- ❖ All senior faculty members are eligible to be mentors

- ❖ Mentors should have a limit of two-three 'career' mentees

- ❖ Research shows that mentees who reported more input into the match were more satisfied with their mentors

- ❖ Mentor/Mentee characteristics
 - Career interests
 - Gender (gender matching has been shown to be helpful for female mentees)
 - Race/ethnicity
 - Age
 - Personal chemistry (important but hard to predict)



Mentoring Partnership Agreement

As a mentor and mentee in the UCSF Faculty Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis, no less than quarterly.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other:

Mentor

Mentee

Date

Individual Development Plan (IDP)

UCSF Faculty Mentoring Program

Instructions to Mentees:

Please complete this form yearly and give a copy to your mentor before your mentoring session. Attach an updated CV in the recommended UCSF format (<http://academicaffairs.ucsf.edu/acapers/downloads/cvguidelines2005.pdf>).

Instructions to Mentors:

Please review the mentee's CV and this form prior to meeting your mentee.

Date:

Mentee Name:

Mentor Name:

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Time Allocation as Estimated by Mentee:

- ___ % Teaching/Training/Providing Mentoring
- ___ % Research
- ___ % Patient Care
- ___ % Administration/Other Services

How (if at all) would you like to change this time distribution?

Academic Appointment

Do you understand the series to which you are appointed and the expectations for advancement in this series?

- ___ Yes
- ___ No

Explain:

Current Professional Responsibilities

List your major professional responsibilities and if you anticipate significant changes in the coming year:

- 1.
- 2.
- 3.
- 4.
- 5.

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Future Professional Goals

Short Term Goals

List your professional goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected outcome:

Long Term Goals

List your professional goals for the next 3-5 years. Again, be specific, and indicate how you will assess if the goal was accomplished.

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected outcome:

Mentoring Meeting Journal

Use this page to record the discussion points in each of your mentoring meetings.

Date:
Check In (e.g. urgent issues, work-life balance, personal issues):
Goal Discussion:
Action Items:

Next meeting date: _____

Phases of the Mentoring Relationship

Initiation phase (6-12 months)

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance and can transmit mentors values

Cultivation phase (2-5 yrs)

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

Separation phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

Redefinition phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

(Kram 1983)

Initiation: **First Meeting Checklist**

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Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

- Schedule date, time and place of future meetings

Initiation: **Structuring Meeting Time**

Determine how to use your time together. One suggestion is the “**10/20/60 Rule**” that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

First 10 Minutes

Engage in personal/professional—“check-in”

Next 20 Minutes

Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)

Last 60 Minutes

Discuss current and long term goals and priorities



Initiation: **Expectations**

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and mentees need to agree on:

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- “Off-limits” conversations
- Giving and receiving feedback
- Working with formalized mentee goals

Cultivating the Relationship: Building Trust



When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

Behaviors That Build Trust	Behaviors That Destroy Trust
Being a proactive listener	Not paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out difference perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Having a positive, upbeat outlook	Projecting a negative perspective
Honoring and respecting confidentiality	Breaking confidence

Cultivating the Relationship: Giving (and Receiving) Feedback



Mentees want to receive honest, candid feedback from their mentor. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and on-going feedback is a vital component of the partnership.

Effective feedback:

- Is offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions or strategies

Effective Feedback from Mentee:

- Whether the advice or guidance you offered was beneficial and solved an issue
- Whether the mentor communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor communication style and/or actions create challenges to a positive mentoring experience

Effective Feedback to Mentee:

- Mentee strengths and assets
- Areas for growth, development and enhancement
- Harmful behaviors or attitudes
- Observations on how your mentee may be perceived by others

Separation and Redefinition



Participating in a mentoring program brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close.

If appropriate, you will want to think about how you would like to transition from a formal to an informal mentoring partnership or to more of a peer relationship. It is recommended to instill some structure to even an informal partnership so as to yield the most benefit from the time you spend together.

Closure Checklist:

- Discuss how to use the remaining time together.
- Make sure an important goal has not been overlooked.
- Plan a formal acknowledgement or celebration of the mentoring relationship.

Questions to Discuss:

- Have the goals been achieved?
- Have the important issues been discussed?
- How should the separation/redefinition be acknowledged?
- What will the agenda be for the last meeting?
- What would be the ideal interaction going forward?

Being a Pro-Active Mentee

The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route and destination. The mentor is then able to offer insights and counsel that is focused on the mentee's objectives.

Consider the following questions:

- Are my objectives clear and well defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Do I allow myself to be open and vulnerable?
- Am I receptive to constructive feedback?
- Am I able to show I value and appreciate feedback?
- Am I willing to change or modify my behaviors?
- Do I consistently follow through on commitments?
- Do I make an effort to instill trust?
- Do I openly show appreciation and gratitude?

Mentee Strategies to Achieve Mentoring Objectives

Whether your objectives focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your objectives and the challenges to achieving them.

Use the questions below to appraise your objectives:

Specificity

- Have you identified a specific objective for the partnership?
- Are your objectives definite and precise?

Measurability

- Are your objectives quantifiable in nature?
- Have you decided how to measure success?

Work Plan

- Do you have an action plan to achieve your objectives?
- Have you considered the outcome of achieving your objectives?

Reality Check

- Are your objectives realistic given the circumstances?
- Have you determined a completion date?
- Is your timeline realistic?
- Will you need additional resources or tools to be successful?

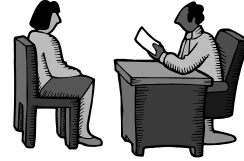
The Mentor's Role

- Will your objectives require your mentor to provide you something other than guidance?
- How can your mentor be most helpful to you?

Mentee Dos and Don'ts

<u>Do</u>	<u>Don't</u>
<ul style="list-style-type: none">• Take initiative• Look for opportunities to teach your mentor• Be respectful of mentor's time• Communicate agenda and goals with mentor prior to meeting• Clarify goals and expectations• Practice self reflection• Support your peers• Keep your CV, IDP, etc. up to date• Have multiple mentors• Clarify your values	<ul style="list-style-type: none">• Be passive—don't wait for the mentor to initiate interactions• Be late, disorganized• Stay in the comfort zone• Stay in a mentoring relationship when it is no longer helpful

Choosing a Mentor



Choose a mentor who has the following qualities:

- Interested in developing your career
- Commitment to mentoring
- Match your emotional needs
 - Do you need more support and praise or more challenge?
- Match with your professional needs
 - Help with writing? Methodological skills?
 - Research/scholarly interests
- A successful track record
- Good communication skills
- Will provide networking opportunities
- Is institutionally savvy
- Expresses interest in you as a person
- There is potential for reciprocity

Mentors Role in Mentee Development

Support

- Listening—actively (empathically)
- Expressing positive expectations

(Mentors) balance both a present sense of where their students are and a dream of what they can become.

- Serving as advocate
- Sharing ourselves

Challenge

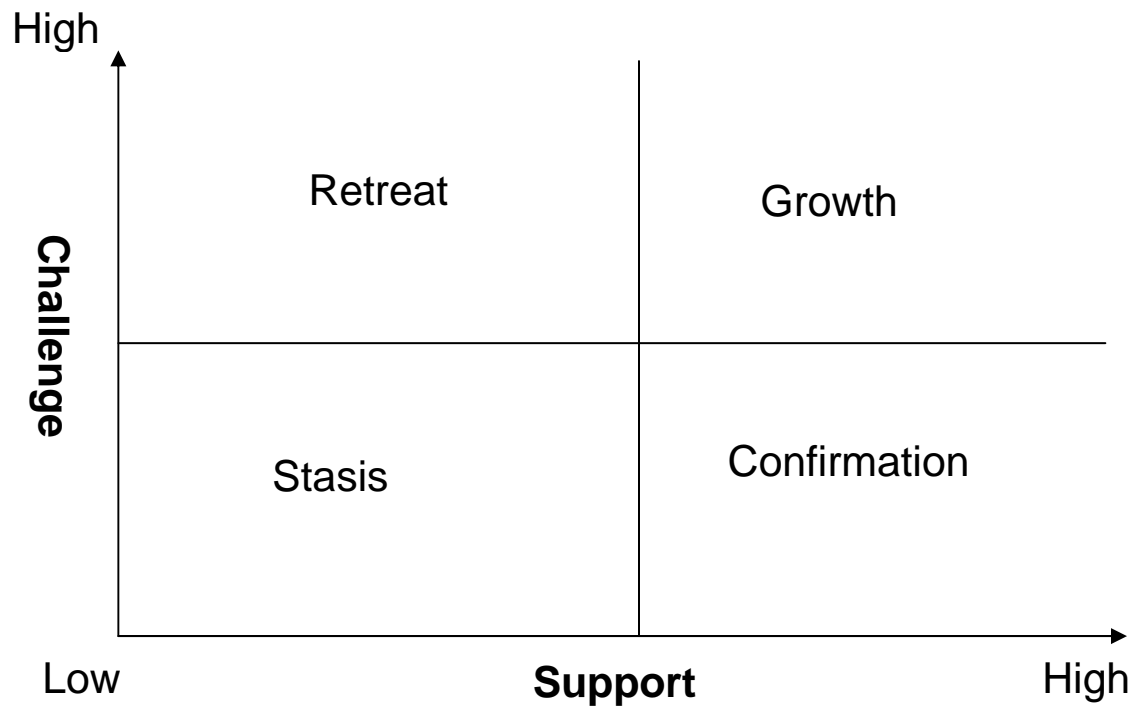
- Setting tasks
- Setting high standards
- Modeling
- Providing a mirror

Vision

- Provide a vision for a satisfying and successful career

(Daloz 1999)

Impact of Support and Challenge on Mentee Development



(Daloz 1999)

Evaluating Your Mentee's Goals



Use the checklist below to appraise your mentee's goals:

Specificity

- Has your mentee identified specific short and long term goals?
- Are the goals definite and precise?

Measurability

- Are your mentee's goals quantifiable in nature?
- Has your mentee determined how to measure success?

Work Plan

- Does your mentee have an action plan to achieve their goals?
- Has your mentee considered the outcome of achieving these goals?

Reality Check

- Are your mentee's goals realistic given the circumstances?
- Has your mentee determined a completion date?
- Can success be achieved within the time allocated?
- Will additional resources or tools be needed to achieve success?

Your Role

- Is your role to advise, suggest or listen?
- Will your mentee's goals require you to provide something other than guidance?
- How can you be most helpful to your mentee?

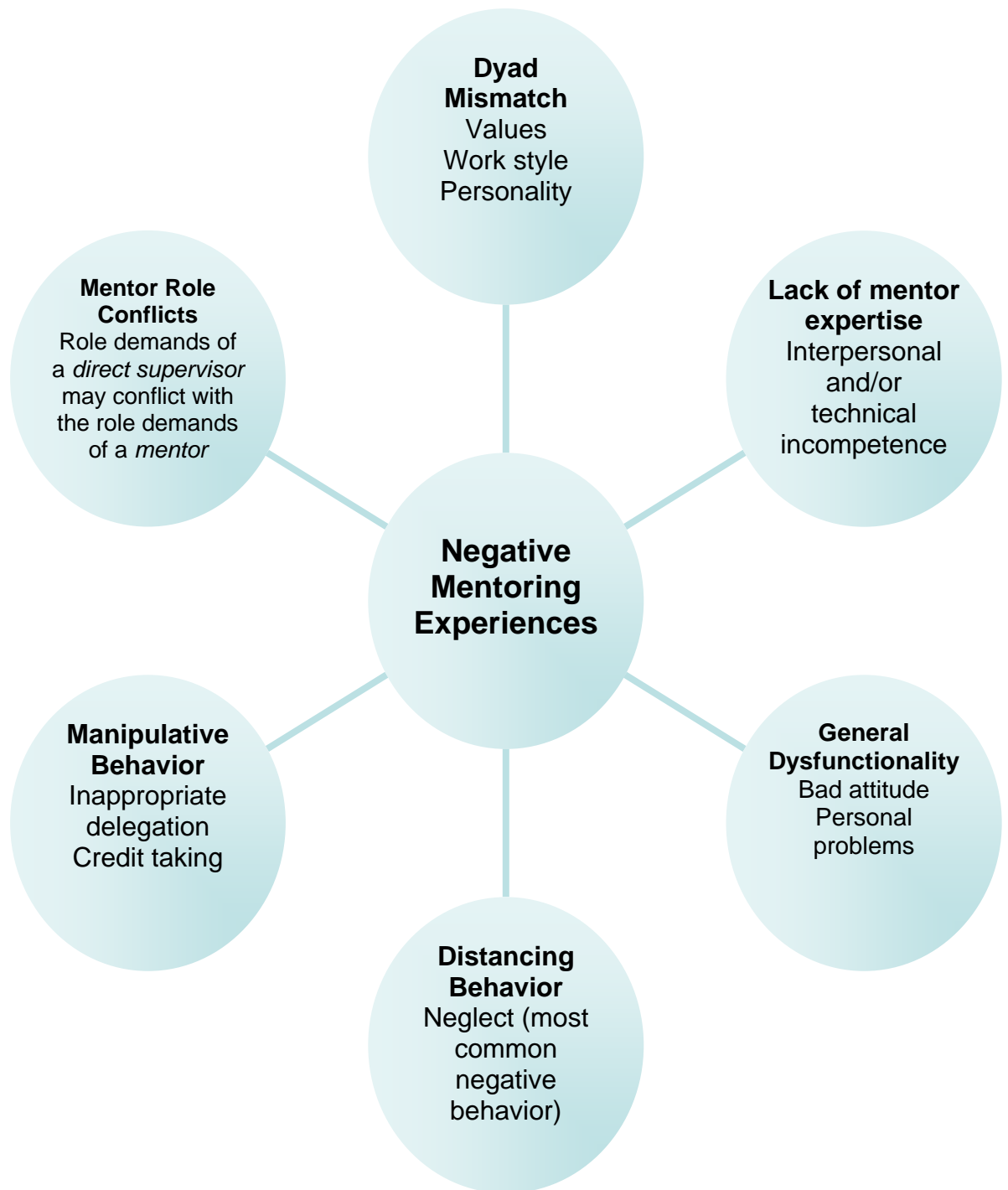
Mentor Dos and Don'ts

<u>Do</u>	<u>Don't</u>
<ul style="list-style-type: none">• Listen actively• Support and facilitate networking and brokering• Teach by example• Be aware of role conflict• Encourage and motivate mentee to move beyond their comfort zone• Promote independence• Promote balance• Rejoice in success and convey your joy• Encourage reciprocity	<ul style="list-style-type: none">• Fix the problem• Take credit• Take over• Threaten, coerce or use undue influence• Lose critical oversight—allow friendship to cloud judgment• Condemn (mistakes or lack of agreement are not career altering disasters)



Mentor's Meeting Checklist

- Set aside adequate time for meetings
- Obtain and review mentee's CV and IDP prior to meeting
- Be sure to review contact information and other meeting arrangements
- Clarify what mentee expects from you--and what you expect from mentee
- Review mentee's short/long term goals
- Be sure that you have accurate, up to date information on advancement and promotion policies for your mentee's series and rank (see www.ucsf.edu/senate/facultyhandbook)
- Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals
- Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee
- Be sure that mentee has joined committees and professional organizations helpful for career development
- Assist your mentee to find other mentors within and outside UCSF



(Eby 2000)

Consequences of Negative Mentoring Relationships



For Mentees

Higher levels of work stress, lower self esteem

More likely to leave

For Mentors

Less likely to mentor others

Less likely to invest in other work activities

For Organizations

Culture of mistrust and lack of voluntarism

UCSF Resources

Resources for: [[Researchers](#)] [[Educators](#)] [[Clinicians](#)] [[Leaders](#)] [[Academic Personnel](#)]



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During the fall of 2001, UCSF conducted a survey regarding the campus climate for faculty. Findings revealed that the welcoming that faculty members receive after arriving at UCSF can influence their professional experience here for many years. It is discouraging not to have access to helpful resources, not to be able to find appropriate information quickly, or for the resources to exist but not to be publicized adequately.

After analyzing the findings from this climate survey, the [Chancellor's Task Force on Faculty Life](#) made ten principal recommendations, including a number of specific recommendations that might better inform newly arrived faculty about campus life and policies. The Chancellor's Council on Faculty Life (CCFL) was created to implement the recommendations, including the development of a website that would contain necessary information or links to such information for new faculty.

Faculty members of the CCFL have been influential in the design of our new website. The design goals included:

- Create a welcoming and user-friendly site that enables UCSF to recruit, develop and retain excellent faculty in all core mission areas.
- Allow future growth in web-based applications.
- Be intuitive with easy access to relevant information, including links to websites already in existence.

Our goal is simple: to be the website of choice for faculty. We welcome your comments and suggestions so that we can continue to improve the site and achieve our goal.

UCSF Resources

Academic Senate

<http://www.ucsf.edu/senate/indexmain.html>

Academy of Medical Educators

<http://medschool.ucsf.edu/academy/>

Center for AID Research (CFAR)

<http://cfar.ucsf.edu/cfar?page=pr-00-02-00>

Chancellor's Advisory Committee On the Status of Women

<http://statusofwomen.ucsf.edu/>

Clinical and Translational Sciences Training

<http://www.ctst.ucsf.edu/events.htm>

Climate for Faculty, Report of the Chancellor's Task Force on the Climate for Faculty

<http://statusofwomen.ucsf.edu/resources/ClimateFaculty.php>

Early Faculty Development Program

Department of Pediatrics

Contact: Mary-Ann Shafer

Minority Mentorship Program

Contact: Felicia Tripp at trippf@medsch.ucsf.edu

Office of Career and Professional Development

<http://saawww.ucsf.edu/career/>

SOM Key Educational Skills Series

<http://www.medschool.ucsf.edu/workshops/>

Training in Clinical Research

<http://www.epibiostat.ucsf.edu/courses/RoadmapK12.html>

UCSF Academic Affairs

<http://academicaffairs.ucsf.edu/>

UCSF Graduate Student Mentoring Program

<http://statusofwomen.ucsf.edu/resources/studentresources.php>

UCSF Postdoc Mentoring Program

<http://student.ucsf.edu/postdocs/assets/MentorGuidelines2003.doc>

UCSF Preparing Future Faculty

<http://www.ucsf.edu/pff/>

Mentoring Resources

Partial Listing of Mentoring Programs at Health Sciences Universities:

Baylor College of Medicine
http://www.bcm.edu/fac-ed/peer_mentoring/index.html

Children's Hospital Boston
Office of Faculty Development
http://www.childrenshospital.org/cfapps/research/data_admin/Site2209/Documents/06webjunior%20facultys.doc

Connecticut Children's Medical Center
<http://www.ccmckids.org/professionals/development.asp>

Eastern Virginia Medical School
<http://www.evms.edu/women/wim.html>

Idaho State University
College of Pharmacy
<http://pharmacy.isu.edu/live/fs/>

Johns Hopkins School of Public Health
Center for Mind-Body Research
http://www.jhsph.edu/mindbodyresearch/mentoring_program/

Massachusetts College of Pharmacy and Health Sciences
http://www.mcphs.edu/library_resources/subject_guides/mentoring.html

Medical College of Virginia Campus
Office of Faculty and Instructional Development
School of Medicine
<http://www.medschool.vcu.edu/ofid/facdev/facultymentoring.html>

Northeastern Ohio Universities
College of Medicine and College of Pharmacy
<http://www.neoucom.edu/audience/faculty/ProfDev/masterteacher>

Penn State University College of Medicine
<http://www.hmc.psu.edu/opd/faculty/mentoring/index.htm>

Robert Wood Johnson Medical School, University & Dentistry of New Jersey
http://rwjms.umdnj.edu/faculty/faculty_development/mentoring.htm

Stanford University
School of Medicine
<http://facultymentoring.stanford.edu/guidelines.html>

University of Arizona Tuscon Arizona
National Center of Excellence in Women's Health
<http://www.womenshealth.arizona.edu/researchers/mentoring.htm>

University of Arkansas Medical Sciences College of Medicine

Mentoring Facilitator Tool Kit

<http://www.uams.edu/facultyaffairs/word%20docs/Mentoring%202005.pdf>

University of California, Davis

<http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html>

University of California San Diego

National Center of Leadership in Academic Medicine

<http://nclam.ucsd.edu/>

University of California San Diego Academic Affairs

<http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf>

University of Hawaii

<http://www.fmp.hawaii.edu/>

University of Miami

School of Medicine

Office of Research Education and Training

<http://researchedu.med.miami.edu/x16.xml>

University of Massachusetts Medical School

<http://www.umassmed.edu/facultyadmin/mentoring/>

University of Minnesota

<http://www1.umn.edu/ohr/img/assets/18003/estabneg.pdf>

The University of North Carolina at Chapel Hill, School of Pharmacy

<http://www.pharmacy.unc.edu/labs/mentoring-program/tips-for-mentors-and-mentees>

University of Pennsylvania School of Medicine

<http://somapps.med.upenn.edu/fapd/documents/pl00021.pdf>

Virginia Commonwealth University School of Medicine

<http://www.medschool.vcu.edu/ofid/facdev/facultymentoringguide/index-2.html>

Miscellaneous Mentoring Resources

A Guide to Training and Mentoring in the Intramural Research Program at NIH

<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>

Advisor, Teacher, Role Model, Friend

<http://www.nap.edu/readingroom/books/mentor/#committee>

American Heart Association

Mentoring Handbook

<http://www.americanheart.org/downloadable/heart/1066246125811MentorBook.pdf>

Association for Women in Science

<http://www.awis.org/careers/mentoring.html>

Genentech

<http://www.gene.com/gene/research/fellowship/index>

MedEd Mentoring

<http://www.mededmentoring.org/default.asp>

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MentorNet

<http://www.mentornet.net/>

Pharmacy Now

MentorVIEW

<http://www.pharmacynow.org/mentor/default.asp>

Woman to Woman Mentoring Program

<http://woman2womanmentoring.com/W2WMentoringProgram.html>

The American Physiological Society

<http://www.the-aps.org/careers/careers1/mentor/guide.htm>

The Mentor Directory

<http://www.mentors.ca/mentor.html>

Virtual Mentor, American Medical Association Journal of Ethics

<http://www.ama-assn.org/ama/pub/category/3040.html>

UCSF Faculty Mentoring Program Mentee Survey

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they need to help advance their career. Except as noted below, your responses will be shared with your mentoring facilitator. To look up your mentoring facilitator see the Academic Affairs mentoring web page : <http://academicaffairs.ucsf.edu/mento>

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ring/

Section
Faculty Profile

Year of appointment on UCSF faculty:

(Question 1 of 38 - Mandatory)

Site where you work: (Question 2 of 38)	
LHTS	MBAY
	PARN
	SFGH
	VAMC
	ZION
School: (Question 3 of 38 - Mandatory)	
School of Dentistry	School of Medicine

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	School of Nursing																		
	School of Pharmacy																		
Academic Position:																			
Series: <i>(Question 4 of 38 - Mandatory)</i>																			
Ladder Rank	Clinical X																		
	Adjunct																		
	In Residence																		
	HS Clinical																		
Rank <i>(Question 5 of 38 - Mandatory)</i>																			
Instructor	Assistant Professor																		
	Associate Professor																		
	Professor																		
Step <i>(Question 6 of 38 - Mandatory)</i>																			
Step 1	Step 2																		
	Step 3																		
	Step 4																		
	Step 5 and above																		
How satisfied are you in your current position at UCSF? <i>(Question 7 of 38 - Mandatory)</i>																			
<table border="1"> <tr> <td>Dissatisfied</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>Satisfied</td> </tr> <tr> <td></td> <td>1</td> <td></td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7 8 9</td> </tr> </table>		Dissatisfied								Satisfied		1		2	3	4	5	6	7 8 9
Dissatisfied								Satisfied											
	1		2	3	4	5	6	7 8 9											

Overall how confident are you that you understand the expectations for advancement in your series (e.g. Clinical X, In Residence, HS Clinical, etc.)?
(Question 8 of 38 - Mandatory)

Not confident at all Slightly confident Somewhat confident Mostly confident Completely confident

Mentoring Facilitator Tool Kit

1 2 3 4 5

<p><i>(Question 9 of 38 - Mandatory)</i></p> <p>How do you divide your time at work (note: total should equal appointment percentage)?</p>

0- 21- 41- 61- 81-
20%40%60%80%100%

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Are you satisfied with this allocation? <i>(Question 10 of 38 - Mandatory)</i>	
Yes	No

In no, please explain: *(Question 11 of 38)*

In five years do you plan to:	
Be in an academic setting <i>(Question 12 of 38 - Mandatory)</i>	No

Mentoring Facilitator Tool Kit

Yes	
Be at UCSF (<i>Question 13 of 38 - Mandatory</i>)	
Yes	No
<p><u>Section II, Experience with Mentoring</u> A mentor has been defined as a wise and trusted counselor. A goal of the UCSF Faculty Mentoring Program is for all faculty to have at least one main "career mentor" who is responsible for providing guidance about advancement and promotion at UCSF.</p>	
Do you currently have a main career mentor? (<i>Question 14 of 38 - Mandatory</i>)	No (skip to question 23)
Yes	
Was this mentor assigned to you or someone you found on your own? (<i>Question 15 of 38</i>)	I found myself
Assigned	
Other	
If other please explain: (<i>Question 16 of 38</i>)	

List your primary career mentor: (*Question 17 of 38*)
 Include name and Department/ORU

List other mentor(s), if applicable: (*Question 18 of 38*)

Include name and Department/ORU

Mentoring Facilitator Tool Kit

<p>How often do you meet with your mentor(s) regarding advancement and promotion? <i>(Question 19 of 38)</i> At least once every:</p> <p>Month</p>	<p>Two-three months</p>
	<p>Six months</p>
	<p>Every year</p>
	<p>Never</p>
	<p>Other</p>
<p>If other, how often: <i>(Question 20 of 38)</i></p>	
<p>Please indicate which of the following topics you have discussed with your mentor(s). <i>(Question 21 of 38)</i> (check all that apply)</p> <p>Obtaining funding</p>	<p>Time management</p>
	<p>Grant writing</p>
	<p>Presentation/posters</p>
	<p>Manuscript preparation and publishing</p>
	<p>Communicating effectively with colleagues</p>
	<p>Networking on campus</p>
	<p>Networking nationally and internationally</p>
	<p>Computer skills/statistical skills</p>
	<p>Translational research skills</p>
	<p>Research Design</p>
	<p>Developing a research portfolio</p>
	<p>Developing an educator's portfolio</p>
	<p>Teaching</p>
	<p>Clinical care</p>
	<p>Balancing</p>

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	personal/professional demands
	Understanding promotion and tenure
	Curriculum Vitae
	Review promotion/merit packet
	Long term career planning
	Other

If other, indicate other topics discussed (*Question 22 of 38*)

Please indicate your top three preferences for a career mentor. If you already have a mentor and are satisfied with this arrangement skip to question 28:

First choice: (*Question 23 of 38*)

Second choice: (*Question 24 of 38*)

Third choice: (*Question 25 of 38*)

I need help finding a mentor: (*Question 26 of 38*)

(*Question 27 of 38 - Mandatory*)

Indicate the areas as well

Mentoring Facilitator Tool Kit

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Mentoring Facilitator Tool Kit

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Section III, Level of Confidence

Rate your level of confidence in your proficiency regarding the following professional development skills.

Identifying your professional goals and interests. *(Question 28 of 38)*

Weak

Strong

1 2 3 4 5 6 7 8 9

Identifying the requirements for advancement and promotion in your series at UCSF.

(Question 29 of 38)

Weak

Strong

1 2 3 4 5 6 7 8 9

Assessing how well your department's/ORU's goals and expectations match your desired activities, interests and goals. *(Question 30 of 38)*

Weak

Strong

1 2 3 4 5 6 7 8 9

Describing your own role, assignment and responsibilities in your department/ORU at UCSF. *(Question 31 of 38)*

Weak

Strong

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1 2 3 4 5 6 7 8 9

Developing a promotion package.

(Question 32 of 38)

Weak

Strong

1 2 3 4 5 6 7 8 9

Seeking opportunities to collaborate across your own professional network.

(Question 33 of 38)

Weak

Strong

1 2 3 4 5 6 7 8 9

The following questions are voluntary. The information will not be shared with facilitators or mentors:

Birth Date *(Question 34 of 38)*

Year

Gender *(Question 35 of 38)*

Female

Male

Ethnicity/Race: *(Question 36 of 38)*

Please chose one.

American
Indian or
Alaskan
Native

Chinese/Chinese American

Japanese/Japanese American

Filipino/Pilipino

Mentoring Facilitator Tool Kit

	Pakistani/East Indian
	Other Asian or Pacific Islander
	Black/African-American (not of Hispanic origin)
	Chicano/Mexican American/Mexican
	Latino/Latin American
	Other Spanish/Spanish American
	White (not of Hispanic origin)
	Other

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