UCSF FACULTY MENTORING PROGRAM

MENTORING FACILITATOR TOOLKIT
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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
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

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:
  - Conduct qualitative and quantitative evaluation of the program
  - Disseminate findings and recommendations
  - Attend mentoring workshops and organize mentoring events for their faculty
  - Attend yearly mentoring facilitator orientation

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## School of Dentistry Mentoring Facilitators

<table>
<thead>
<tr>
<th>Department</th>
<th>Facilitator Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Cell and Tissue Biology</td>
<td>Diane Barber, PhD</td>
</tr>
<tr>
<td>Department of Orofacial Sciences</td>
<td>Pamela Den Besten, DDS</td>
</tr>
<tr>
<td>Department of Oral and Maxillofacial Surgery</td>
<td>M. Anthony Pogrel, DDS, MD</td>
</tr>
</tbody>
</table>
| Department of Preventive & 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

<table>
<thead>
<tr>
<th>Department</th>
<th>Division</th>
<th>Facilitator Name</th>
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<tbody>
<tr>
<td>Department of Anatomy</td>
<td></td>
<td>Allan Basbaum, PhD</td>
</tr>
<tr>
<td>Department of Anesthesia and Perioperative Care</td>
<td></td>
<td>Adrian Gelb, MD</td>
</tr>
<tr>
<td>Department of Anthropology, History and Social Medicine</td>
<td></td>
<td>Judith Barker, PhD</td>
</tr>
<tr>
<td>Department of Biochemistry and Biophysics</td>
<td></td>
<td>David Agard, PhD</td>
</tr>
<tr>
<td>Department of Cardiovascular Research Institute</td>
<td></td>
<td>Brian Black, PhD</td>
</tr>
<tr>
<td>Department of Cellular and Molecular Pharmacology</td>
<td></td>
<td>Ronald Vale, PhD</td>
</tr>
</tbody>
</table>
| 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 | | Alison Jacoby, MD, Clinical Programs;  
Synthia Mellon, PhD, CRS, Basic Sciences;  
Miriam Kupperman, PhD, MPH, Clinical Science faculty; |
| Department of Ophthalmology and Proctor Foundation | | Creig Hoyt, MD |
| Proctor Foundation | | Todd Margolis, MD, PhD |
| Department of Orthopaedic Surgery | | Harry Jergesen, MD |
| Department of Otolaryngology | | Lawrence Lustig, MD |
| Department of Pathology | | Benedict Yen, MD, PhD |
| Department of Pediatrics | | Mary-Ann Shafer, MD |
| Department of Physiology | | David Julius, PhD |

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<tr>
<th>Department of Psychiatry and Langley Porter Psychiatric Institute</th>
<th>Alicia Lieberman, PhD, co-facilitator  Patricia Arean, PhD, co-facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Radiation Oncology</td>
<td>Mack Roach III, MD</td>
</tr>
<tr>
<td>Department of Radiology</td>
<td>Susan Wall, MD</td>
</tr>
<tr>
<td>Department of Surgery</td>
<td>Hobart Harris, MD, PhD</td>
</tr>
<tr>
<td>Department of Urology</td>
<td>Badrinath Konety, MD; Jack McAninch, MD</td>
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<tr>
<td>Diabetes Center and Immune Tolerance Network</td>
<td>Jefferey Bluestone, PhD</td>
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<tr>
<td>Family and Community Medicine</td>
<td>William Shore, MD, FAAFP</td>
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<td>Institute for Health Policy Studies</td>
<td>James Kahn, MD</td>
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<td>Physical Therapy and Rehabilitation Sciences</td>
<td>Kimberly Topp, PhD</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Jeffrey Olgin, MD</td>
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<td>Michael Crawford, MD</td>
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<td>D. Montgomery Bissell, MD</td>
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<td>Michael Rabow, MD</td>
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<td>Robert Nussbaum, MD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Sandra Moody-Ayers, MD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Emergency</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Ellen Weber, MD, FACEP</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Endocrinology</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>David Gardner, MD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Hematology/Oncology</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Margaret Tempero, MD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Hospitalist Group</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Bradley Sharpe, MD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Prevention Science</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Stephen Morin, PhD</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Prevention Science</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Susan Kegeles, PhD</td>
</tr>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Infectious Diseases</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Jane Koehler, PhD</td>
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<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Nephrology</td>
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<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Michael Humphreys, MD</td>
</tr>
<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>Pulmonary</td>
</tr>
<tr>
<td>Department of Medicine: Parnassus/Mt Zion</td>
<td>John Fahy, MD</td>
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<table>
<thead>
<tr>
<th>Department of Medicine: Parnassus/Mt Zion</th>
<th>Rheumatology</th>
<th>Arthur Weiss, MD, PhD</th>
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<tbody>
<tr>
<td>Department of Medicine: San Francisco General Hospital</td>
<td>AIDS/HIV</td>
<td>James Kahn, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Cardiology</td>
<td>Peter Ganz, MD</td>
</tr>
<tr>
<td>Department of Medicine: San Francisco General Hospital</td>
<td>General Internal Medicine</td>
<td>Andrew Bindman, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Endocrinology</td>
<td>Elizabeth Murphy, MD</td>
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<td>Chris Barton, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Gastroenterology</td>
<td>Hal Yee, MD</td>
</tr>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Hospitalist Group</td>
<td>Jeffrey Critchfield, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Infectious Diseases</td>
<td>Henry Chambers, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Lung Biology</td>
<td>Dean Sheppard, MD</td>
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<td>Occupational Medicine</td>
<td>John Balmes, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Pulmonary</td>
<td>Courtney Broaddus, MD</td>
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<td>Department of Medicine: San Francisco General Hospital</td>
<td>Rheumatology</td>
<td>John Imboden, MD</td>
</tr>
<tr>
<td>Department of Medicine: SFVAMC</td>
<td></td>
<td>Paul Volberding, MD</td>
</tr>
<tr>
<td>Department of Medicine: SFVAMC</td>
<td></td>
<td>Patricia Cornett, MD</td>
</tr>
<tr>
<td>Department of Medicine: SFVAMC</td>
<td></td>
<td>Sharad Jain, MD</td>
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## School of Nursing Mentoring Facilitators

<table>
<thead>
<tr>
<th>Department</th>
<th>Facilitator Name</th>
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<tbody>
<tr>
<td>Community Health Systems</td>
<td>Carmen Portillo, RN, PhD, FAAN</td>
</tr>
<tr>
<td>Family Health Care Nursing</td>
<td>Catherine Chesla, RN, DNSc, co-facilitator</td>
</tr>
<tr>
<td></td>
<td>ladder rank faculty</td>
</tr>
<tr>
<td></td>
<td>Pat Sparacino RN, PhD, FAAN, co-facilitator</td>
</tr>
<tr>
<td></td>
<td>clinical faculty</td>
</tr>
<tr>
<td>Institute for Health and Aging</td>
<td>Patrick Fox, PhD</td>
</tr>
<tr>
<td>Physiological Nursing</td>
<td>Glenna Dowling, RN, PhD, co-facilitator</td>
</tr>
<tr>
<td></td>
<td>ladder rank</td>
</tr>
<tr>
<td></td>
<td>Jill Howie, co-facilitator clinical faculty</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>Howard Pinderhughes, PhD</td>
</tr>
</tbody>
</table>
# UCSF Faculty Mentoring Program

## School of Pharmacy Mentoring Facilitators

<table>
<thead>
<tr>
<th>Department</th>
<th>Facilitator Name</th>
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</thead>
<tbody>
<tr>
<td>Department of Biopharmaceutical Science</td>
<td>Leslie Benet, PhD</td>
</tr>
<tr>
<td>Department of Clinical Pharmacy</td>
<td>Donald Kishi, PharmD</td>
</tr>
<tr>
<td>Department of Pharmaceutical Chemistry</td>
<td>Paul Ortiz de Montellano, PhD</td>
</tr>
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# Faculty Mentoring Program

2006 Target Mentees (N=823)

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<th></th>
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<th>Medicine</th>
<th>Nursing</th>
<th>Pharmacy</th>
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<td><strong>Series</strong></td>
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<tr>
<td>Ladder</td>
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<td>25</td>
<td>5</td>
<td>10</td>
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<tr>
<td>In Residence</td>
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<td>124</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Clinical X</td>
<td>4</td>
<td>40</td>
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<tr>
<td>HS Clinical</td>
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<td>334</td>
<td>20</td>
<td>9</td>
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<tr>
<td>Adjunct</td>
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<td>213</td>
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<tr>
<td><strong>Total</strong></td>
<td>24</td>
<td>736</td>
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<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Male</td>
<td>14</td>
<td>349</td>
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<tr>
<td>Female</td>
<td>10</td>
<td>387</td>
<td>33</td>
<td>15</td>
</tr>
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</table>
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

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibility</th>
<th>Relationship with Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td>Direct the work of the individual</td>
<td>• Focused on performance, professional development and career development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Based on organizational needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Driven by learning agenda influenced by organizational needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inside the hierarchy of direct reporting relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sometimes, but not always confidential</td>
</tr>
<tr>
<td>Sponsor</td>
<td>Champion the individual</td>
<td>• Focused on career development and advancement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Driven by advancement goals rather than a learning agenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inside or outside the hierarchy of direct reporting relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sometimes, but not always, confidential</td>
</tr>
<tr>
<td>Mentor</td>
<td>Guide and support the individual</td>
<td>• Focused on professional and personal development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Based on mentee’s expressed needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Driven by specific learning agenda identified by the mentee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Outside the hierarchy of direct reporting relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Confidential</td>
</tr>
</tbody>
</table>
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
- Career Advancement
- Professional Development
- Psychosocial Development

Role
- Mentor
- Patron
- Sponsor or Benefactor
- Counselor or Advisor
- Teacher or Coach
- Role Model or Supporter

Involvement
- High
- Low

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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

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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

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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 to 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:
Mentoring Facilitator Tool Kit

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.
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.

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Check In (e.g. urgent issues, work-life balance, personal issues):</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Discussion:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Action Items:</th>
<th></th>
</tr>
</thead>
</table>

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

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

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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
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.

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

<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take initiative</td>
<td>• Be passive—don’t wait for the mentor to initiate interactions</td>
</tr>
<tr>
<td>• Look for opportunities to teach your mentor</td>
<td>• Be late, disorganized</td>
</tr>
<tr>
<td>• Be respectful of mentor’s time</td>
<td>• Stay in the comfort zone</td>
</tr>
<tr>
<td>• Communicate agenda and goals with mentor prior to meeting</td>
<td>• Stay in a mentoring relationship when it is no longer helpful</td>
</tr>
<tr>
<td>• Clarify goals and expectations</td>
<td></td>
</tr>
<tr>
<td>• Practice self reflection</td>
<td></td>
</tr>
<tr>
<td>• Support your peers</td>
<td></td>
</tr>
<tr>
<td>• Keep your CV, IDP, etc. up to date</td>
<td></td>
</tr>
<tr>
<td>• Have multiple mentors</td>
<td></td>
</tr>
<tr>
<td>• Clarify your values</td>
<td></td>
</tr>
</tbody>
</table>

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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

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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)
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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

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen actively</td>
<td>• Fix the problem</td>
</tr>
<tr>
<td>• Support and facilitate networking and brokering</td>
<td>• Take credit</td>
</tr>
<tr>
<td>• Teach by example</td>
<td>• Take over</td>
</tr>
<tr>
<td>• Be aware of role conflict</td>
<td>• Threaten, coerce or use undue influence</td>
</tr>
<tr>
<td>• Encourage and motivate mentee to move beyond their comfort zone</td>
<td>• Lose critical oversight—allow friendship to cloud judgment</td>
</tr>
<tr>
<td>• Promote independence</td>
<td>• Condemn (mistakes or lack of agreement are not career altering disasters)</td>
</tr>
<tr>
<td>• Promote balance</td>
<td>• Rejoice in success and convey your joy</td>
</tr>
<tr>
<td>• Encourage reciprocity</td>
<td>• Encourage reciprocity</td>
</tr>
</tbody>
</table>
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
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Negative Mentoring Experiences

- **Dyad Mismatch**
  - Values
  - Work style
  - Personality

- **Mentor Role Conflicts**
  - Role demands of a direct supervisor may conflict with the role demands of a mentor

- **Manipulative Behavior**
  - Inappropriate delegation
  - Credit taking

- **Distancing Behavior**
  - Neglect (most common negative behavior)

- **General Dysfunctionalit y**
  - Bad attitude
  - Personal problems

- **Lack of mentor expertise**
  - Interpersonal and/or technical incompetence

(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

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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 AIDS 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 Heath
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

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University of Arkansas Medical Sciences College of Medicine
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

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

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

Association for Women in Science
http://www.awis.org/careers/mentoring.html

Genentech
http://www.gene.com/gene/research/fellowship/index

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MedEd Mentoring
http://www.mededmentoring.org/default.asp

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
References


