

Office of Faculty Development
Mentoring Toolkit

Dear Faculty,

This Mentoring Toolkit has been developed as an aide for you in considering a formal or informal relationship with a mentor. Mentoring plays a pivotal role in the professional development and career success of Jr. Faculty. It is the expectation of the Department that all Jr. Faculty will establish a relationship with a mentor. We hope that you will find the enclosed tools helpful. If you would like assistance at any point in your Career Development process, the Office of Pediatric Faculty Development is available to help. We are located in Dearth Tower Suite 5606, McWane Bldg. Call us at 205-638-6982.

Thank you,

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Office of Faculty Development Mentoring Handbook

The mission of the OFD Mentoring Program is to foster lifelong professional development for faculty members in the Department of Pediatrics.

Meaningful mentoring relationships play a critical role in the professional development and career success of junior faculty as well as advance the institution's mission to cultivate the next generation of faculty leaders. The purpose of this handbook is to provide both mentors and mentees within the UAB Department of Pediatrics with information and tools to facilitate mutually rewarding and productive mentoring relationships.

What is Mentoring?

Mentoring is a strategic approach for facilitating professional development by pairing individuals to enhance learning experiences.¹ Most mentoring relationships serve two key purposes: [1] career support, such as exposure and visibility, sponsorship, and protection; and [2] psychosocial support, such as friendship, counseling, acceptance, and confirmation. This exchange of support, advice, and career direction often results in the unveiling of new opportunities, sharing of invaluable lessons, and exposure to seemingly elusive information; all of which play a vitally important role in supporting mentees as they acclimate to the culture and expectations of an organization. Mentoring thus has been shown to increase faculty career success and satisfaction.²

Mentoring benefits both the mentee and the mentor. The mentor may experience personal fulfillment and recognition but may also benefit through expanded professional networks; enhanced coaching, feedback, communication, and leadership skills; and exposure to diverse perspectives.

Institutions that promote a mentoring culture may experience improved employee satisfaction, reduced attrition, improved team morale and cohesion, and accelerated leadership development³.

Keys to Effective Mentoring Relationships

Diverse experiences, personalities, and career goals contribute to the uniqueness of every mentoring relationship. The most effective mentoring relationships are predicated on mutual respect, trust, encouragement, empathy, and targeted development. Furthermore, individuals who take greater personal responsibility for their own career development are the most likely beneficiaries from the guidance of a mentor.

Behaviors of effective mentees include:

- Demonstrating interest in the mentoring relationship by being prepared for meetings and managing communication/meeting scheduling
- Proactively exploring/defining personal and professional needs
- Following through on agreed-upon actions/responsibilities
- Being considerate of the mentor's time
- Demonstrating an interest in learning

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- Responding to constructive feedback

Behaviors of effective mentors include:

- Displaying a commitment to the career advancement of the mentee
- Listening actively
- Demonstrating genuine respect, acceptance, and sensitivity toward the mentee (especially regarding personal challenges/struggles)
- Advocating for the mentee whenever necessary
- Providing honest/constructive feedback in a respectful manner
- Honoring confidentiality
- Being willing to share knowledge as well as learn from the mentee

“If you light a lamp for someone, it will also brighten your own path.” - Unknown

Challenges for Mentoring Relationships

There are a number of challenges that may arise within mentoring relationships that reduce the effectiveness of the relationships for both the mentee and the mentor.

Examples of barriers to effective mentoring relationships include:

- Ill-defined or unrealistic expectations of the relationship
- Competing demands
- Interpersonal skill gaps
- Inability to process and utilize constructive feedback
- Challenges presented by issues of diversity (sex, age, race/ethnicity, etc.)

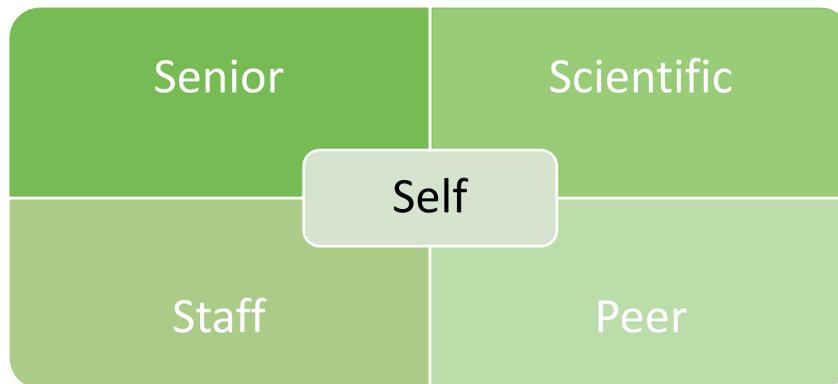
Many of these challenges can be mitigated through proactive planning and relationship evaluation processes, as well as through training and personal reflection/awareness.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.” – John Crosby

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The Matrix Mentoring Model

Byington et al (2016) described a matrix mentoring model which includes senior mentorship, scientific mentorship, peer mentorship, staff mentorship, and staff mentorship.



Self-Mentorship

This model emphasizes the importance of self-mentorship and encourages each faculty member to engage in self-reflection to determine individual priorities and goals.

Senior Mentorship

A senior mentor is one who should provide guidance with career planning strategies, promotion and tenure. This person should be very knowledgeable about institutional resources.

Scientific Mentorship

The scientific mentor should provide guidance with the faculty member's scholarly work (research methodology, collaboration, grantsmanship, publications, etc). If you need help finding a scientific or research mentor, the [Pediatric Research Office](#) is available. If you need help with this, or with facilitation of the research process, please contact Cheryl Perry (cperry@uab.edu).

Staff Mentorship

Non-faculty staff members may provide expertise in grants and contracts, data management, community engagement, clinical operations, training requirements, etc.

Peer Mentorship

Peers may provide guidance and feedback regarding topics like navigating the institutional environment, managing conflict, work-life integration, etc.

The OFD strongly encourages the use of the Matrix Mentoring Model for developing mentoring relationships.

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Mentorship Resource Materials

The following mentorship resource materials are designed to support and enhance the quality of mentorship endeavors. They are specifically aimed at supporting faculty in creating mutually agreeable parameters for mentorship relationships as well as providing tips and guidelines to foster maximum productivity of time spent engaged in these activities.

Many of these materials are intended to be revised in order to meet the needs of individual mentorship relationships.

1. It is very important to establish parameters for mentoring relationships. Examples of such parameters include goals/objectives for the relationship, frequency and duration of meetings, and other rules for engagement. The **Mentorship Agreement Template** provides a framework for outlining such parameters of a mentoring relationship. While a mentoring agreement is optional, many mentors and mentees find such agreements to be quite helpful. This document is meant to be modified to meet the needs of each individual mentoring relationship.
2. The **Tips for Mentors** and **Tips for Mentees** documents provide tips on building and maintaining healthy and effective mentorship relationships. The **Mentoring Relationship Assessment** form provides a framework for reflection on the effectiveness of mentoring relationships.
3. The purpose of the **Individual Development Plan** is to assist you in charting your career trajectory including short and long-term goals, barriers, accomplishments, and plans for acquiring the skills necessary to achieve your career goals. This template is aligned with the Annual Faculty Evaluation Form but is meant to be a working document, utilized at the discretion of each faculty member and modified to meet individual needs.
4. Career Development Committees (CDCs) are specifically designed to support junior faculty. The **Tips for Developing Your Career Development Committee** document provides guidance with regard to preparation of CDCs, identification of committee members, and planning and documentation of meetings. CDCs are often focused specifically on supporting junior faculty in achieving promotion.

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Mentorship Agreement Template

The purpose of this template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationships. While mentors and mentees may find mentorship agreements to be useful, such agreements are optional. This template is expected to be modified to meet individual needs.

[1] **Goals** (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.):

[2] **Steps to achieving goals** (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):

[3] **Meeting frequency** (frequency, duration, and location of meetings):

[4] **Confidentiality:** Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:

[5] Plan for **evaluating relationship effectiveness** (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):

[6] **Relationship termination clause:** In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

[7] **Duration:** This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until:

Mentor's Signature _____ **Mentee's Signature** _____ **Date** _____

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Tips for *Mentors*

- When a potential mentee contacts you, suggest that he/she schedule an initial meeting with you to discuss his/her career objectives, short-term and long-term goals, and what role you might play in supporting them.
- Begin any mentoring relationship by discussing mutual goals and expectations as well as expected frequency of meetings, and work with your mentor(s) to establish a "no-fault" means to amicably end the relationship in the event that either party feels that the intended goals are not being achieved. Consider a formal or informal agreement.
- Take advantage of opportunities to learn about your mentee both personally and professionally, e.g., accomplishments, interests/hobbies, values, career trajectory.
- Be willing to share your experiences with mentees.
- Establish realistic time commitments with regard to the mentoring relationship.
- Ensure that the mentoring relationship is a professional one based on trust, mutual respect, transparency, and confidentiality.
- Focus during meetings on your mentee's strengths and goals in helping them to develop a career focus or niche; encourage them to create an "elevator speech" to articulate their personal career goals.
- At the end of each meeting, discuss action items and suggest potential agenda items for future meetings.
- Follow through on agreed upon actions and follow-up on difficult conversations.
- Give constructive criticism and advice, and try to provide specific strategies or examples when possible.
- Teach your mentee how and when to say both "no" and "yes" to opportunities.
- Be an advocate for your mentee, supporting them both in times of difficulty or stress as well as when they have accomplishments.
- Familiarize yourself with the P&T guidelines (especially as they relate to the mentee's track).

Support the mentee in navigating the organization's, university's, and department's culture and politics.

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Tips for Mentees

Before the First Meeting with Your Mentor

- Develop a personal statement that includes your career goals (short and long-term) and specific objectives for attaining those goals. Create **S.M.A.R.T.** goals and objectives—**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based. Consider any challenges that you face.
- Choose mentors who can facilitate your meeting these goals. Consider identifying several mentors who can serve in different roles—someone to mentor regarding research activities, teaching, work-life integration, etc.
- Be mindful of some of the common attributes of effective mentors (e.g. approachability, commitment to the career development of junior faculty, respect in field, etc.) when selecting your mentor.
- Determine your needs from a mentor.
- Recognizing your own strengths and opportunities, select a mentor with complementary abilities.
- Begin any mentoring relationship by discussing mutual goals, expectations, and expected frequency of meetings.
- Communicate regularly with your mentor to keep them updated on your progress.
- Show appreciation for your mentor’s time and commitment.

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Individual Development Plan

The purpose of this template is to assist you in documenting information relevant to your career trajectory including short and long-term goals, barriers, accomplishments, and plans for acquiring the skills necessary to achieve your career goals. This template is aligned with the Annual Faculty Evaluation but is meant to be a working document, utilized at the discretion of the end user and altered to meet individual needs.

Name and Degree _____

Year of Initial Faculty Appointment _____

Current Academic Rank _____ **Tenure/Tenure Earning** _____ **Non-Tenure Earning** _____

Primary Mentor's Name and Division/Department _____

Do you have a Career Development Committee **YES** _____ **No** _____

Career Vision:

Career Mission:

Long-term Career Goals (3-5+ years)

What are your long term career goals? Goals may be created in the categories of research and scholarly activities, teaching and mentoring activities, clinical activities, service and citizenship activities, and leadership and management activities.

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Individual Development Plan (Continued)

Outline your development plan for acquiring competencies/skills/knowledge needed to accomplish your long term goals.

- Specific competencies/skills/knowledge needed
- Action steps for acquiring
- Involvement of manager, mentors, etc.
- Target dates/incremental milestones
- Outcomes (successes or failures)

Annual Goals

What are your goals for the current year? Goals may be created in the categories of research and scholarly activities, teaching and mentoring activities, clinical activities, service and citizenship activities, and leadership and management activities. Discuss your plan/progress toward meeting those goals, barriers encountered/foreseen, mitigation strategies, expected outcomes, etc.

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Individual Development Plan (Continued)

List additional significant achievements over the last year.

Distribution of Effort

What is your distribution of effort? (Should total 100%)

Activity	Effort
Research and Scholarly Activities	
Teaching and Mentoring Activities	
Clinical Activities	
Service and Citizenship Activities	
Leadership and Management Activities	
Total	

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Tips for Developing Your Career Development Committee [CDC]

Preparation for CDCs

- Select a mid/senior-level faculty member (generally the Division Director or his/her designee) to serve as the junior faculty member's advocate and ensure that the committee is assembled.
- CDCs are highly encouraged for all junior faculty members, but Associate Professors may find a CDC to be beneficial.
- Senior faculty members are encouraged to volunteer to serve on CDCs.
- In preparation for the first CDC meeting, junior faculty should do the following, in consultation with the Division Director and/or other mentors if appropriate:
 - Identify appropriate track, e.g., clinician educator, research, or service track; tenure, non-tenure.
 - Identify expectations regarding division of effort between clinical service, research, and teaching.
 - Identify short-term (6 months-1 year) and long-term (3-5 years) goals.
 - Identify clinical, educational, and research interests.

Guidelines for Identification of CDC Members

- Choose at least 3 mid/senior-level faculty members to serve on the CDC and provide mentorship and career guidance.
- Career mentors should generally be included on this committee.
- One member of this committee should be designated as the Chair.
- At least one member should be from outside the faculty member's division.
- At least one member should be a mid/senior faculty member who has been promoted in the same track as the junior faculty member.
- Division Directors may or may not choose to serve on the CDC, but if not, communication between Division Directors and the CDC is essential. One person on the committee should be designated as the Chair to assist the mentee in preparation for meetings and to serve as a liaison to the Division Director (if she or he is not on the CDC). If the faculty member has an identified primary mentor, this individual could be considered for this position.
- CDC membership may, and likely will, change over time depending on the faculty member's career direction.

Guidelines for CDC Meetings

- Develop meeting goals.
- The junior faculty member should work with his/her Division Director, mentors, and/or CDC Chair to develop short-term and long-term career objectives and specific CDC meeting goals to help support the faculty member in meeting his/her career objectives. Both the career goals and the CDC goals should be presented to and discussed with the CDC during the first meeting.

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Tips for Developing Your CDC (Continued)

The CDC will:

- Provide suggestions regarding the appropriateness and feasibility of career objectives.
 - Establish benchmarks to monitor continued progress toward objectives.
 - Promote alignment of career objectives with institutional goals and strategic initiatives.
 - Provide guidance regarding whether CDC meeting goals are appropriate for meeting career objectives.
- The goals of the CDC should be developed to meet the needs of the individual faculty member.
 - The junior faculty member may amend meeting goals based on feedback provided by the CDC.

Timing of Meetings

- CDCs should meet at regular intervals (i.e., at least two times per year) to:
- Review progress toward meeting career objectives.
- Provide guidance as needed to assist faculty members in achieving or adjusting career objectives.
- Discuss and promote work-life integration.
- Provide institutional perspective.
- Meetings with individual CDC members may occur on a more regular basis as needed for help with specific issues such as overcoming challenges, grant writing, manuscript development, clinical or educational program development, work-life integration issues, etc.
- The CDC should remain in place at least until the junior faculty member is promoted to Associate Professor.

Documentation of CDC Meetings

- Documentation of CDC meetings is strongly encouraged. Any documentation should be provided to the Division Director, and this may also be requested by the Office for Faculty Development to track progress.
- The junior faculty member should generally be responsible for scheduling/documenting meetings, developing agendas, and communicating with members of the CDC.

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**Mentoring Relationship Assessment
(Mentee Form)**

This form can be used to assess the effectiveness of your relationship with your mentor.
Select your level of agreement with the following statements.

		Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
1	My mentor is accessible and available.				
2	My mentor communicates regularly with me.				
3	My mentor assists me with my career planning and goal setting.				
4	My mentor assists me by providing career development opportunities.				
5	My mentor assists me with my understanding of the academic routes to achieve my current career goals.				
6	My mentor demonstrates a reasonable interest/concern towards my career advancement.				
7	My mentor's behavior and attitude are examples of professionalism.				
8	I trust that my mentor keeps our discussions confidential.				
9	My mentor provides appropriate feedback in a constructive manner.				
10	I would recommend my mentor for future mentees.				
11	Overall, my mentor is an asset and a benefit to me.				
12	I anticipate an extended future relationship with my mentor.				

I am satisfied with my current level of mentoring _____ Yes _____ No

I have developed an individual development plan (IDP). _____ Yes _____ No

If you are not satisfied with your current level of mentoring and/or you disagreed or strongly disagreed with most of the above statements, you may find it helpful to review your expectations/needs of the mentoring relationship with your mentor.

Adapted from Cave Hill Mentee/Mentor Evaluation Form

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**Mentoring Relationship Assessment
(Mentor Form)**

This form can be used to assess the effectiveness of your relationship with your mentee.

Select your level of agreement with the following statements.

		Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
1	My mentee respects my time and professional responsibilities.				
2	My mentee makes use of feedback provided through the mentoring relationship.				
3	My mentee is accessible and available.				
4	My mentee communicates regularly with me.				
5	My mentee contacts me to assist with improving work performance.				
6	My mentee's behavior and attitude are examples of professionalism.				
7	I would recommend my mentee for further professional or personal development activities.				
8	Overall, my mentee participated in most mentoring activities.				
9	I anticipate an extended future relationship with my mentee.				

I am satisfied with the current status of this mentoring relationship. _____Yes _____No

My mentee has developed an individual development plan (IDP). _____Yes _____No

If you are not satisfied with the current status of your mentoring relationship and/or you disagreed or strongly disagreed with most of the above statements, you may find it helpful to review your expectations/needs of the mentoring relationship with your mentee.

Adapted from Cave Hill Mentee/Mentor Evaluation Form

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