



DONALD AND BARBARA
ZUCKER SCHOOL of MEDICINE
AT HOFSTRA/NORTHWELL

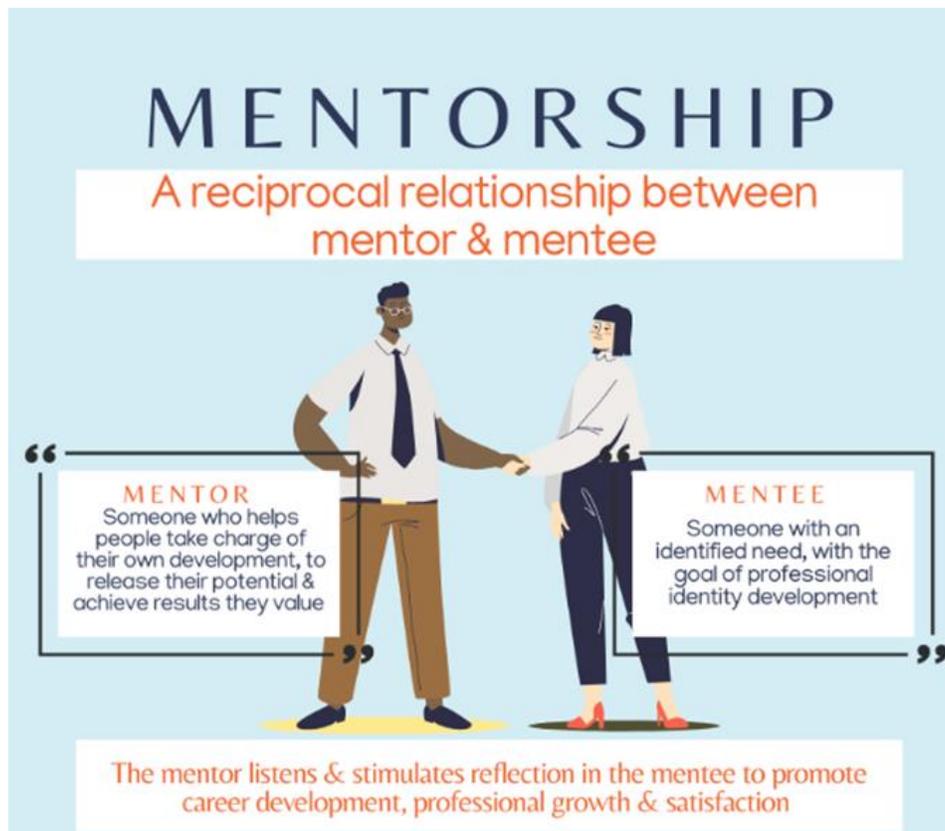


Faculty Mentoring Toolkit

Issued by the Faculty Advisory Council

Led by,

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In partnership with the FAC, Mentoring & Coaching Subcommittee:

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Contents

Purpose	3
Mission and Vision	3
Program Goals	3
Faculty Mentoring Contact Information	4
What is Mentoring?	5
Characteristics of an Effective Mentor: The Three C's.....	5
Clarifying the relationship	6
Hierarchy of Supportive Work Relationship	6
Benefits of Mentoring	7
Mentoring Facilitator.....	7
Mentoring Facilitator Checklist.....	8
Selecting Mentors.....	8
Initiation: First Meeting Checklist	9
Phases of the Mentoring Relationship.....	9
Mentor's Meeting Checklist for Meetings after First Meeting.....	10
Structuring Meeting Time.....	10
Expectations.....	11
Cultivating the Relationship: Building Trust	11
Cultivating the Relationship: Giving (and Receiving) Feedback.....	12
Optimizing the Mentor/Mentee Relationship.....	13
Mentor's Role in Mentee Development.....	14
Evaluating Your Mentee's Goals	15
Mentoring Resources.....	16
Selected Articles	17
Copyright Notice	18
Appendix A: Preparation for First Mentor/Mentee Meeting	19
Appendix B: Coaching in Medical Education	21
Appendix C: Feedback & Coaching	22
Appendix D: Mentoring Tip Sheet.....	23
Appendix E: Mentoring Relationships; A Mentees Journey.....	24

Purpose

Mentoring relationships are integral to lifelong learning and development. Implementation of a formal mentorship program will yield improvements in faculty satisfaction and engagement for the mentees as well as connection and support for the mentors. This satisfaction can help preserve a caliber of staff members who are committed to a multidimensional academic mission. The following manual aims to address the following aspects of mentorship:

- 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 pairs

Mission and Vision

Mission

Provide a mentor to any Zucker School of Medicine faculty member who requests a mentor.

Vision

Create a culture of mentoring for the Zucker School of Medicine that supports professional growth and career satisfaction for all faculty.

Program Goals

- Provide mentees the opportunity and skills necessary to set attainable personal and professional goals
- Provide mentees with development sessions necessary to support their career goals
- Provide mentees with a network of mentors who are willing to collaborate with them toward achieving their goals
- Provide networking opportunities for mentors and mentees
- Provide mentors with the training necessary to support their mentees
- Facilitate access to institutional resources important to career progression
- Provide skills and tools to aid mentees to attain harmony in their approach to work/life integration
- Develop a pool of mentors that meet the diverse needs of mentees
- Align with Northwell Health's My Experience program
- To provide all faculty who desire a career mentor in their department or division
- Support and facilitate faculty career development through mentor/mentee pairs
- Offer a comprehensive mentoring professional development skill program to enhance mentor/mentee competencies at ZSOM

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What is Mentoring?

Mentoring doesn't look the same for everyone. As a mentor, which definition do you feel best fits your style?

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

"An activity that is based on 'learning relationships', which help people to take charge of their own development, to release their potential and to achieve results which they value" (Lakhani, Mayur, Medical Education)

"Mentoring has traditionally been defined as 'a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (mentee) aimed at promoting the career development of both'". (Healy CC, Welchert AJ. M, Educ Research)

Characteristics of an Effective Mentor: The Three C's



- ✓ Professional knowledge & Experience
- ✓ Respect
- ✓ Interpersonal skills and good judgement



- ✓ Shares network of contacts and resources
- ✓ Allows protégé to develop their own terms
- ✓ Demonstrate initiative, takes risks
- ✓ Shares credit



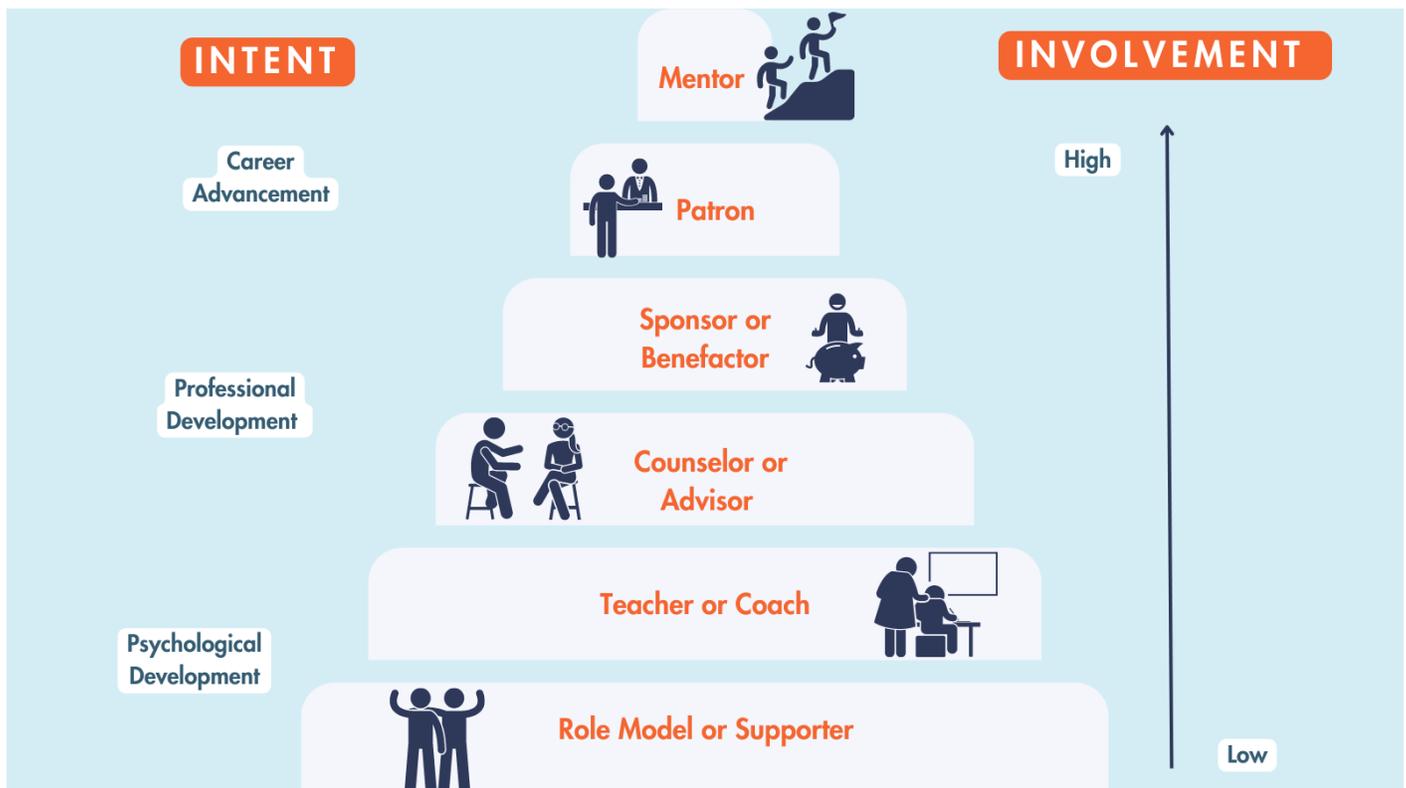
- ✓ Invests time, energy, and effort to mentoring
- ✓ Shares personal experience
- ✓

Clarifying the relationship



Source: Marcdante K, Simpson D. Choosing When to Advise, Coach, or Mentor. J Grad Med Educ. 2018 Apr;10(2):227-228. doi: 10.4300/JGME-D-18-00111.1. PMID: 29686766; PMCID: PMC5901806.

Hierarchy of Supportive Work Relationship



Benefits of Mentoring

Benefits for Mentees

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

Benefits for Mentors

Include developing a personal support network, information and feedback from mentees, satisfaction from helping others, recognition from senior leadership, and career satisfaction

“Mentored clinical faculty members have significantly greater satisfaction with their department and institution. This multi-institutional study provides evidence that fostering mentoring opportunities may facilitate faculty members’ satisfaction and engagement, which, in turn, may help medical schools retain high-quality faculty staff committed to the multidimensional academic mission.” Mylona, E et al. Does formal mentoring for faculty members matter? A survey of clinical faculty members. Medical Education 2016: 50: 670–681.

Mentoring Facilitator

Mentoring Facilitators in each department, division and organization research unit identify and set up mentoring pairs in their respective groups.

Attributes and Skills

- Associate or higher rank
- Dedicated time recognized by department or division leadership
- Outstanding communication skills
- Knowledge/experience with all aspects of advancement and promotion at ZSOM.

Responsibilities

- ✓ Overall responsibility for faculty mentoring in their department or division
- ✓ Set up mentee/mentor pairs (main target mentees are early and mid-career associate rank; new faculty who have been at Northwell Health for 3 years or less should also be offered a mentor)
- ✓ Offer guidance on local (department/division) system to document and track these pairs
- ✓ Encourage oversight of mentoring program-including yearly review pairs
- ✓ Provide guidance and support for reassignment of mentees as needed, upon request of mentor or mentee

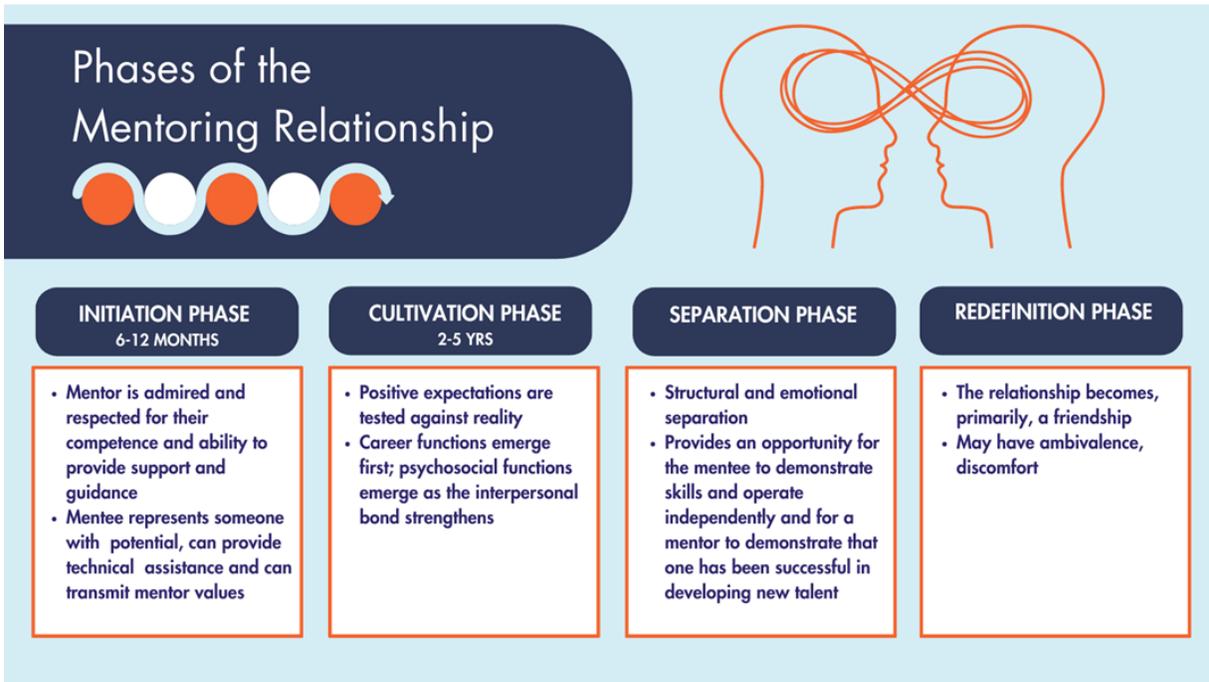
Mentoring Facilitator Checklist

- ❑ Finalize list of eligible mentees (early, mid-career and new faculty) current mentoring needs and relationship
- ❑ Assemble list of eligible mentors
 - Limit 2- 3 'career' mentees per mentor
- ❑ Create database of mentor-mentee pairs, with administrative staff
- ❑ Periodic check-in: meet with mentors/mentees as needed
- ❑ Organize faculty development mentoring activities: faculty meetings, grand rounds, retreats
- ❑ Annual meeting or survey of mentors and mentees
- ❑ Assist in program evaluation

Selecting Mentors

In matching mentors and mentees consider the following:

- All senior faculty members (associate rank or higher) are eligible to be mentors
- Mentors should have a limit of two or three 'career' mentees
- Research shows that mentees who have more input into the match are 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)



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?

Set Goals

- Review goals for the mentoring relationship
- Review "Preparation for First Mentor/Mentee Meeting" Document (Appendix A)

Confirm Next Steps

- Schedule date, time and place of future meetings

Mentor's Meeting Checklist for Meetings after First Meeting

- Set aside adequate time for meetings
- 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 (<https://medicine.hofstra.edu/faculty/promotions.html>)
- Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals
- Be sure that mentee has joined committees and professional organizations helpful for career development
- Assist your mentee to find other mentors within and outside the Zucker School of Medicine

Structuring Meeting Time

Determine how to use your time together. One suggestion is the "10/20/30 Rule" that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1 hour split the time roughly as follows:



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 different 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:

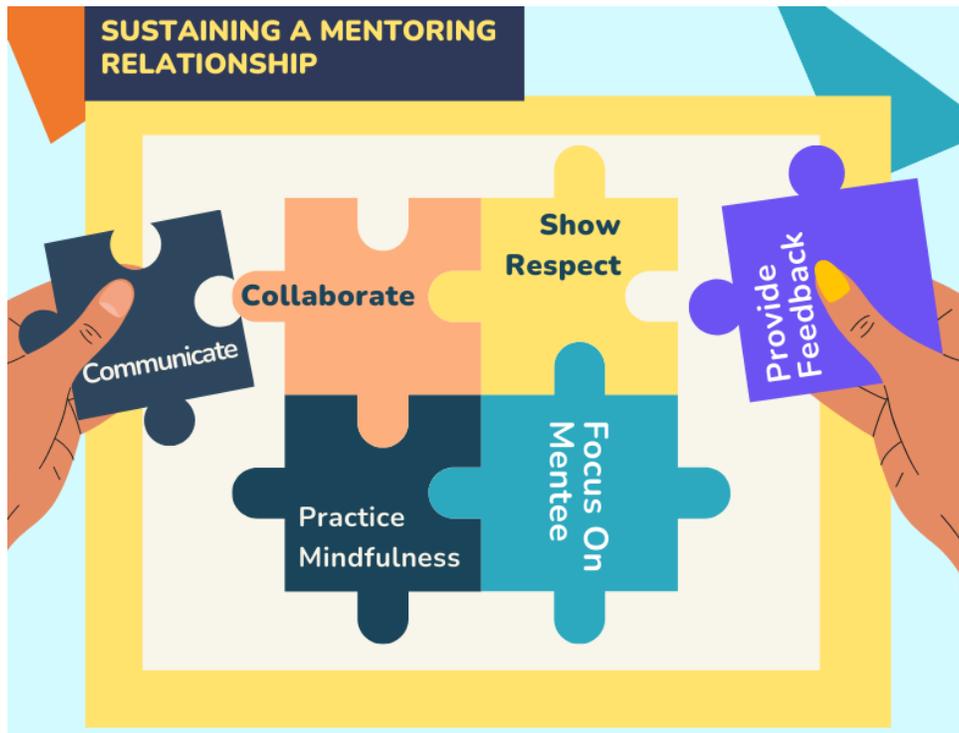
- Is offered in a timely manner Focuses on specific behaviors
- Acknowledges outside factors that may contribute Emphasizes actions, solutions or strategies

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



Optimizing the Mentor/Mentee Relationship

Mentor or Mentee	DO	DON'T
<p>Mentor</p> 	Listen Actively	Fix the problem
	Support and facilitate networking and brokering	Take credit
	Teach by example	Take over
	Be aware of role conflict	Threaten, coerce or use undue influence
	Encourage and motivate mentee to move beyond their comfort zone	Lose critical oversight—allow friendship to cloud judgment
	Promote independence	Condemn mistakes
	Rejoice in success and convey joy in mentee's achievements	
	Encourage reciprocity	
<p>Mentee</p> 	Take initiative	Be passive—don't wait for the mentor to initiate interactions
	Be respectful of mentor's time	Be late, disorganized
	Communicate agenda and goals with mentor prior to meeting	Stay in the comfort zone
	Clarify goals and expectations	Stay in a mentoring relationship when it is no longer helpful
	Practice self-reflection	
	Keep your CV up to date	
	Have multiple mentors	
	Know your values	

Mentor's Role in Mentee Development

TASKS OF A MENTOR

- HOLD ADULT TO ADULT CONVERSATIONS
- ESTABLISH MENTEE CENTERED INTERACTIONS
- PROVIDE HONEST FEEDBACK
- ASSIST WITH PROFESSIONAL CONCERNS & ADVANCEMENT
- PROVIDE NETWORKING GUIDANCE



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
- Self-disclosure as appropriate

Challenge

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

Vision

- Provide a vision for a satisfying and successful career

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?

Mentoring Resources

Partial Listing of Mentoring Programs at Health Sciences Universities:

Updated 10/28/2021

Johns Hopkins School of Public Health, Center for Mind-Body Research

https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-mind-body-research/mentoring_program/

Medical College of Virginia Campus

Office of Faculty and Instructional Development, School of Medicine

<https://faculty.med.virginia.edu/facultyaffairs/development/mentoring-program/>

NYU Grossman School of Medicine

<https://med.nyu.edu/for-faculty/mentoring-faculty-development/faculty-mentoring>

University of Pennsylvania School of Medicine <https://www.med.upenn.edu/oaa/faculty-career-development/>

University of California San Francisco, Mentoring Program <https://facultyacademicaffairs.ucsf.edu/faculty-life/mentoring>

Miscellaneous Mentoring Resources:

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

https://oir.nih.gov/sites/default/files/uploads/sourcebook/documents/mentoring/guide-training_and_mentoring-10-08.pdf

Archetypes of Coaching Across the Medical Education Continuum

<https://doi.org/10.1097/acm.0000000000004169>

Artist's Statement: On Mentorship

<https://doi.org/10.1097/acm.0000000000004347>

Association for Women in Science (book)

<https://www.awis.org/getting-the-most-out-of-your-mentoring-relationships/>

Coaching a Learner in Medical Education

https://journals.lww.com/academicmedicine/Fulltext/2021/12000/Coaching_a_Learner_in_Medical_Education.39.aspx

MedEd Mentoring <https://www.mededportal.org/action/doSearch?AllField=mentoring>

MentorNet <https://greatmindsinstem.org/mentornet/>

Woman to Woman Mentoring Program <https://www.womantowomanmentoring.org/>

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Copyright Notice

Adapted from

Faculty Mentoring Toolkit

UCSF Faculty Mentoring Program

Revised: August 2023

This work is a derivative of Feldman MD. Faculty Mentoring Toolkit: UCSF Faculty Mentoring Program. Regents of the University of California; 2017. <https://facultyacademicaffairs.ucsf.edu/faculty-life/mentoring-resources/UCSF-Faculty-Mentoring-Program-Toolkit-11.02.17.pdf>. Licensed under CC BY-NC-SA 4.0.

[Modifications: the following sections were omitted: Program Core Components, Mentoring Facilitator, Mentoring Facilitator Lists, Hierarchy of Supportive Work Relationships, Benefits of Mentoring For the University, Selecting Mentors, Mentoring Partnership Agreement, Separation and Redefinition, Phases of the Mentoring Relationship, Mentoring Meeting Journal, Being a Pro-Active Mentee, Mentor's Roles and Functions, Mentee Strategies to Achieve Mentoring Objectives, Choosing a Mentor, Negative Mentoring Experiences, Consequences of Negative Mentoring Relationships, UCSF Resources, the Purpose, Mission and Vision, and Program Goals were all updated to reflect our program's needs.

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Created by Mitchell D. Feldman, MD, MPhil, UCSF Faculty Mentoring Program

Appendix A: Preparation for First Mentor/Mentee Meeting – This will be completed by Mentees Prior to the First Meeting

Mentee's Name: _____

Mentee's Faculty Title: _____

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? Consider your 5 lists:

1. things you're doing now that you want to quit
2. things you've just been asked to do that you want to refuse to do
3. things that you're doing that you want to continue
4. things that you're not doing that you want to start
5. strategies for improving the balance within the above 4 categories

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:

Academic Appointment

If one of your goals is academic promotion, do you need help navigating the promotion process?

_____ Yes

_____ No

Explain:

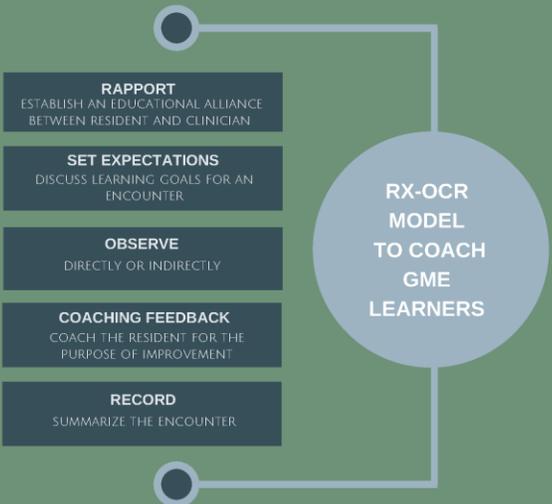
Appendix B: Coaching in Medical Education

COACHING IN MEDICAL EDUCATION

COACHING

- 1. PROMOTES IMPROVEMENTS
- 2. IS A PROCESS
- 3. REQUIRES RELATIONSHIPS





**RX-OCR
MODEL
TO COACH
GME
LEARNERS**

USE THE GROW MODEL TO GUIDE YOUR COACHING



G

GOAL
What do you want?

- WHAT ARE YOU LOOKING TO GET OUT OF THIS?
- DESCRIBE YOUR IDEA OF A SUCCESSFUL (BLANK)
- HOW DO YOU WANT TO FEEL AFTER YOU LEAVE?



R

REALITY TODAY
Where are you now?

- HOW DO YOU FEEL TODAY?
- WHAT STEPS HAVE YOU ALREADY TAKEN?
- WHAT EFFECT DID THAT HAVE?



O

OPTIONS OR OBSTACLES
What could you do?

- WHAT'S IN YOUR WAY AND WHY?
- WHAT IS YOUR CUT TELLING YOU?
- WHAT WILL YOU DEFINITELY NOT DO?



W

WAY FORWARD
What could you do?

- WHEN WILL YOU DO IT? HOW WILL
- YOU FEEL AFTER YOU'VE DONE IT?

FEEDBACK & COACHING

"SFED" Ask Tell Ask



SELF ASSESSMENT
"ASK" THE LEARNER...

- "How do you think that went?"
- "What was effective?"
- "What do you think you would like to do differently?"

Allow the **learner to speak first**
Use **reflection** to encourage a **"deeper dive"**

Balance positive & negative
areas to improve



FEEDBACKS/FACTS
"TELL" THE LEARNER

- Provide **non-judgemental, timely,** feedback on **specific** behaviors & skills



ENCOURAGEMENT
"RESPOND" TO THE LEARNER

- Convey confidence in the learner
- Use a supportive tone
- Use empathy skill



DIRECTION
"ASK" THE LEARNER TO SELF IDENTIFY STRATEGIES

- "Where am I?"
- "Where do I need to be?"

Challenge the learner to reach their potential
Collaborate on next steps
"How do I get there?"

FIND A QUIET, PRIVATE SPACE FOR FEEDBACK
NAME WHAT YOU ARE DOING
"I'D LIKE TO GIVE YOU SOME FEEDBACK. IS NOW A GOOD TIME?"



This JiTT is Evidence-based!
Follow [this link](#) for more information



LOOKING FOR MORE?
ACCESS THE PODCAST [HERE](#)

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MENTORSHIP

A reciprocal relationship between mentor & mentee



MENTOR

Someone who helps people take charge of their own development, to release their potential & achieve results they value

MENTEE

Someone with an identified need, with the goal of professional identity development

The mentor listens & stimulates reflection in the mentee to promote career development, professional growth & satisfaction

GOALS OF A MENTOR

Expand knowledge, understanding & skill-based performance



Engage with other members of the profession, particularly those with more experience; Support networking for the mentee

Deepen commitment to the values & dispositions of the professions into habits of mind & heart for the mentee



TYPES OF MENTORS

CONTENT

- Focus is on scholarly projects
- Facilitates new ideas
- Guides productivity
- Cultivates professional credibility



CAREER/PROCESS

- Connects to peers/experts to increase network
- Formulates goals with a mentee
- Provides feedback & is collaborative
- Guides promotion & coaches position negotiations



[Mentoring Relationships A Mentees Journeypublishedcopy.pdf](#)

Mentoring relationships are ideally driven by mentees and help mentees to tackle professional challenges and/or plan career development.

- 1- Mentees can choose from several mentoring formats: senior, near peer, within or outside the institution, dyadic or network, in person or virtual.
- 2- Regardless of the format, mentors guide key stages of mentee professional development, balance challenging and supporting the mentee, and help the mentee to reflect and make informed decisions.
- 3- The figure in the hyperlink above illustrates how a mentee starts the journey by identifying potential mentors, meets the mentor to discuss aspirations and challenges, and formulates next steps guided by the mentor. The mentee is the architect, and the mentor is the facilitator and guide. A short- or long-term mentoring relationship can be forged based on goals and compatibility.
- 4- As depicted by the ladders in the figure below, mentoring relationships may require backward jumps and restarts to deal with changing circumstances.