Faculty Mentorship Handbook

Office of Academic Affairs
and Career Development

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Faculty Mentorship
at Cincinnati Children's

Access to quality mentoring relationships plays a pivotal role in the professional development and ultimate career success of junior faculty as well as the institution's efforts to develop the next generation of faculty leaders. The purpose of this handbook is to provide faculty mentors and mentees at Cincinnati Children's Hospital Medical Center with mentorship information and tools to assist individual faculty members in achieving career success through productive mentorship relationships.

This handbook provides:

- Background information on mentorship theory and contemporary mentorship models

- Benefits of mentorship and keys to establishing effective mentoring relationships

- Resources designed to support mentors and mentees in developing and maintaining productive mentoring relationships

Mentorship
Background & Theory

Mentorship is a proven methodology in facilitating professional development and enhancing learning experiences within the workplace. Morris Zelditch defined mentors as "advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprentices; sponsors, sources of information about and aid in obtaining opportunities; models, of identity, of the kind of person one should be to be an academic."[1] Whether formed naturally or intentionally, 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 an important role in supporting mentees as they acclimate to the culture and expectations of an organization.

Some examples of different types of mentoring relationships include:

Career mentoring relationships are those established with individuals whose background and experiences appropriately position them to impart knowledge, feedback, and advice aimed at advancing one's career.

Research, Division Director, Clinical, Peer, and External mentors could all serve in the capacity of career mentors. Career mentors or coaches provide collaborative support to the mentee throughout the process of developing, assessing, and refining career goals and plans.

Project mentoring relationships are typically more short-lived mentoring relationships that serve a specific purpose. These mentoring relationships are forged with individuals who have the particular skills and expertise needed for a specific project.

Research mentoring relationships are specifically geared toward providing guidance about generating new research ideas; refining research methodology; writing grants; successfully accomplishing research; creating scholarly presentations for conferences; and submitting scholarly articles for publication.

Psychosocial mentoring relationships typically consist of interactions between mentors and mentees that are more social/personal in nature. These relationships are typically more focused on the personal development of the mentee. The mentor in these cases may function as a friend and informal counselor to the mentee.

Reverse Mentoring or "mentoring up" relationships occur when a senior person (in terms of age, experience or position) is mentored by a more

junior individual. In these relationships, the more senior individual benefits from the knowledge of younger people, especially as it relates to recently-developed methodologies or technologies. An attitude of openness to the experience and disbanding the barriers of status, power and position are critical to the success of reverse mentoring relationships.

Peer mentoring relationships are usually formed with an individual within the same rank and/or track. The purpose of peer mentoring is to support colleagues in their professional development and growth, to facilitate mutual learning and to build a sense of community. These relationships are typically more nonhierarchical and less prescriptive in nature.

Facilitated Peer Mentoring is a mentoring model that involves a group of faculty engaging in peer mentoring with a more experienced faculty member acting as a facilitator. This model allows for the benefits of having nonhierarchical guidance and support from peers while simultaneously providing a more experienced perspective when needed.[2]

Contemporary Mentorship
Developmental Networks

While traditional mentor/mentee relationships connote a single, dyadic relationship, the multiple demands faced by faculty members in contemporary contexts make it highly unlikely that any one mentor will be able to meet all the professional development needs of a mentee. For this reason, we propose Higgins and Kram's Developmental Network concept as an alternative to traditional mentoring relationships. Developmental Networks are defined as a group of individuals that a protégé identifies as developers who will take an active interest in and action to advance the protégé's career by providing developmental assistance.[3] These relationships are described as being a subset of an individual's social network—to include any individual capable of providing advice beneficial to one's personal and career development. In this model, the protégé identifies a group of individuals, ideally from different social contexts, who are capable of providing divergent perspectives regarding his or her personal and career development. It should also be noted that network membership evolves as the course of one's career progresses, therefore regular review and applicable membership modification is required in order to maximize network effectiveness.

Benefits of Mentoring

Benefits to mentees

The individualized encouragement and support experienced by mentees often results in increased self-efficacy and confidence, which inherently influence productivity and career success. Pragmatic knowledge of workplace culture and norms, increased professional networks, career guidance, personal/professional skill enhancement, and academic productivity are among the many benefits experienced by mentees.

Mentoring relationships also benefit mentees by:

• Supporting a smoother transition into the workforce
• Helping to translate institutional values and strategies into productive actions
• Providing new and/or different perspectives
• Increasing career networks and institutional visibility

Benefits to mentors

In addition to personal fulfillment from helping guide colleagues as they define and realize their full potential, mentors develop invaluable skills that can further their personal and professional development in tandem with that of their mentee. Expanded professional networks; enhanced coaching, feedback, conflict resolution, listening and other leadership skills; inspiration; greater understanding of the barriers experienced by more junior faculty

members within the organization; and exposure to fresh perspectives are some of the many benefits that mentors experience from participating in mentor/protégé relationships.

Benefits to institution

Institutions that foster a mentoring culture experience rewards such as increases in loyalty, productivity, and employee retention rates; improved morale and succession planning; accelerated leadership development; reduced stress; stronger and more cohesive teams; and heightened individual and organizational learning.[14]

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, and empathy. 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
- Responding to constructive feedback without taking it personally

Behaviors of effective mentors include:
- Displaying a commitment to the adjustment and career advancement of the mentee
- Listening actively
- Demonstrating genuine respect, acceptance, and sensitivity toward the mentee (especially as it relates to personal challenges/struggles)

- Advocating for the mentee whenever necessary
- Providing honest/constructive feedback in a respectful manner
- Respecting confidentiality
- Willingness to share knowledge as well as learn from the mentee

Hindrances to Effective Mentoring Relationships

There are several challenges that may arise within mentoring relationships that reduce the effectiveness of the relationships for both the mentee and the mentor. Examples of some hindrances 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 that is perceived to be negative
- Challenges presented by issues of diversity (gender, age, race/ethnicity, etc.)[7]

While some of these challenges can be mitigated through proactive planning and relationship evaluation processes, others can be developed through training and personal reflection/awareness.

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. These materials may be revised in order to meet the needs of specific mentor-mentee pairs.

1. It is very important to establish parameters for mentoring relationships. Examples of such parameters include goals/objectives for the relationship, periodicity and duration of meetings, as well as other rules for engagement. The **Mentorship Agreement Template** provides a template for both mentees and mentors to begin outlining such parameters for their mentoring relationships. While many mentors and mentees find such agreements helpful, it is entirely optional. This document is meant to be altered to meet the needs of individual mentoring relationships.

2. The multiple demands and resulting time constraints that most faculty members face necessitate effective planning of mentor/mentee meetings. **The Questions Mentees Might Ask** and **Questions Mentors Might Ask** tools provide a number of questions that will assist both mentees and mentors in preparing for mentorship meetings and maximizing the efficiency and effectiveness of those meetings. Each document provides a list of questions that are meant to stimulate thinking around acquiring background information for relationship-building purposes; reflecting on past mentorship experiences; defining career goals and advancement as they relate to research, education, clinical and quality improvement work, and service; and integrating work and life.

3. **The Tips for Mentors** and **Tips for Mentees** documents provide practical tips on building and maintaining robust and effective mentorship relationships.

4. Career Development Committees (CDCs) are specifically designed to support junior faculty (Instructors and Assistant Professors) in achieving promotion and should remain intact at least until promotion to Associate Professor is achieved. The **Tips for Developing Your Career Development Committee** document provides guidance with regard to preparation of CDCs, identification of committee members, as well as planning and documentation of meetings. CDCs are focused specifically on supporting junior faculty in achieving promotion and Developmental Networks tend to function in a broader support capacity; however, membership in each support network can and often will/should overlap. The Developmental Network is an evolutionary support mechanism with membership driven by the changing needs of mentees, while CDCs typically have more consistent membership that is driven by the reappointment, promotion, and tenure (RPT) guidelines for the faculty member's chosen career track. Finally, members of the CDC will often be suggested by others (e.g. Division Director or designee), while Developmental Network members are typically chosen by the faculty member.

5. Creating an individual development plan is an invaluable strategy for setting short- and long-term goals, identifying barriers, delineating accomplishments, and identifying plans for acquiring the skills necessary to achieve your career goals. They are a helpful tool for communicating career goals and developmental needs to mentors; for example, in the context of an annual faculty evaluation or during a career development committee meeting. The **Individual Development Plan** template is aligned with the Annual Faculty Evaluation and allows you to easily cut and paste information from one document to another.

6. Developmental networks are groups of individuals who provide you with different levels of career and psychosocial support as you pursue your career goals. These networks are comprised of members from both inside and outside of your focus area and institution, and they offer a diverse set of skills and abilities to assist you in filling the many different skills gaps you encounter throughout the course of your career. The **Developmental**

Network Plan template is a tool to help you plan your needs around network membership.

7. The **Mentorship Articles** document is a listing of mentorship resources for general, cross-cultural, peer, and senior faculty mentorship. The online version of this document, which can be found on the Office of Academic Affairs and Career Development (OAACD) webpage, contains hyperlinks to electronic versions of all articles listed.

Resource materials on RPT process and criteria/metrics for reappointment, promotion and tenure

RPT Guidelines outline criteria for appointment, reappointment, promotion, and tenure for all faculty tracks and ranks. These guidelines can be found on the Office of Academic Affairs and Career Development webpage on CenterLink.

Recognition of exceptional mentorship

CCHMC leaders realize that mentorship is a vital determinate to the career success of faculty in academic medicine. We recognize excellent mentorship each year during the annual faculty awards program. The Mentoring Achievement Award recognizes faculty who are outstanding mentors to junior faculty, fellows and other trainees within the medical center. Selection criteria include a strong commitment to the career development of trainees and junior faculty, excellent mentoring in clinical work, education and clinical/translational/basic research, and evidence of mentees' success in these fields.

Sponsorship

Although mentorship is critical for career advancement in academic health centers, it may not be sufficient, especially for women and underrepresented minorities. Sponsorship differs from mentorship, but mentors can be sponsors if they have substantial influence in the organization. Sponsorship consists of advocacy on behalf of an individual by an organizational leader who is well-established and well-connected. This sponsor recommends the individual for high-visibility opportunities that will advance his or her career. Opportunities may include serving on a high-profile committee, a leadership role, or an award. Sponsorship is often critical for individuals to advance to leadership positions.[16] Sponsorship, like mentorship, has great potential as an intentional strategy for career advancement.

OAACD Mentorship Program

The objectives of the OAACD mentorship program are:

1. To ensure that all junior faculty members identify a primary mentor and career development committee
2. To ensure that all faculty members have the information, tools, skills, and support necessary for them to achieve their career objectives
3. To improve the provision of high-quality mentoring throughout the institution

Mentorship resources include:
- Mentor training workshops
- Mentoring seminars and mentoring symposia
- Faculty mentoring webpage
- Faculty mentorship handbook
- New faculty orientation
- Annual RPT workshop
- One-on-one mentoring of faculty
- Junior faculty boot camp

OAACD Vision and Missions
Vision
- Effective, innovative programs that promote faculty vitality and equip them to achieve professional success in the changing academic health center environment
- A collaborative, diverse and inclusive community in which faculty members view each other as partners in achieving the strategic objectives of the institution

Missions
- Facilitate the pipeline development and recruitment of the best faculty and ensure their academic success and productivity
- Promote a culture of excellence, teamwork, professionalism, mutual respect and inclusiveness, and one that supports holistic quality of life for faculty
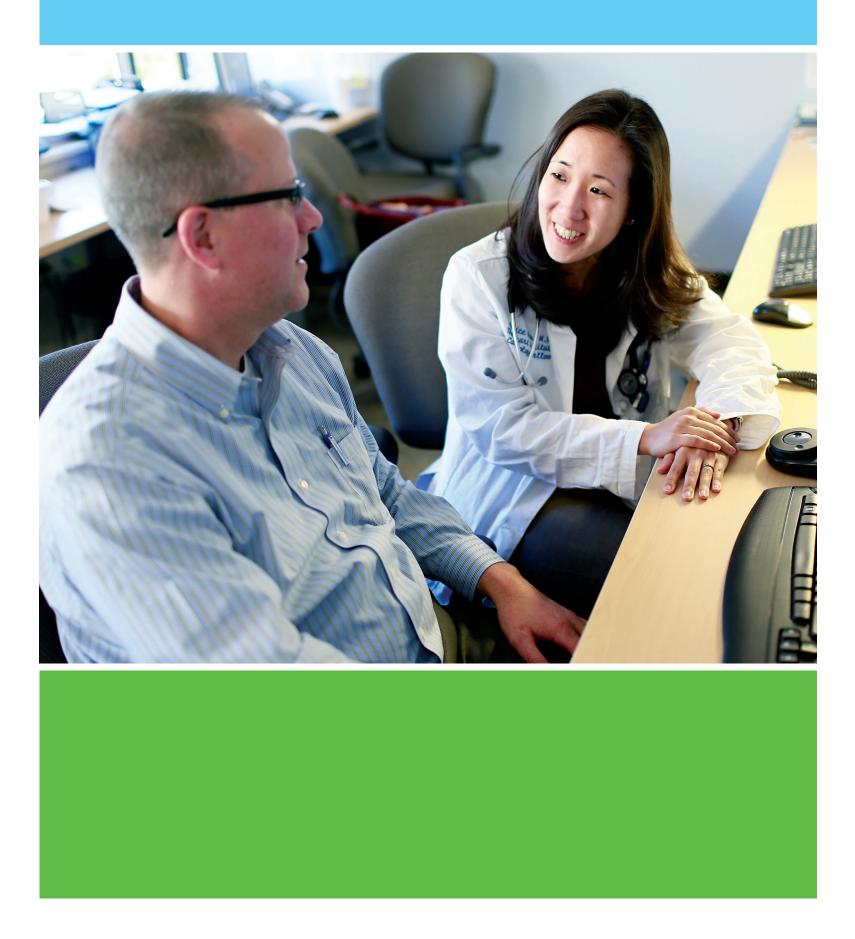- Advance institutional strategic initiatives

Please let us know how we can assist you!

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These mentorship materials were designed to be updated and/or modified as needed. To this end, the Office of Academic Affairs and Career Development (OAACD) welcomes all feedback and/or suggestions, which can be sent to faculty-affairs@ cchmc.org. If documents/materials are modified to meet specific needs, please consider sending modified versions to our email address so they can be shared with others via the OAACD webpage.

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Career Development Committee
(CDC) Guidance

Preparation for CDCs (to occur before or at the time of hire)

- 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 Instructors/Assistant Professors (i.e., junior faculty members), but Associate Professors may request a CDC if it would 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 (clinical, educator, or research specialist), research, investigator (tenure), or field service track
  - 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.
- The assignment of members will generally be done by the Division Director in collaboration with the junior faculty member but may be done by a designee if more appropriate.
- 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.

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- CDC membership may, and likely will, change over time depending on the faculty member's career direction.

Guidelines for CDC Meetings
- Development of 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.
- Members of 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
  - Answer questions related to career focus, skills gaps, active projects, funding, networking, managing multiple demands, continued education/training, etc.
- The goals of the CDC should be developed to meet the needs of the individual faculty member: a "one-size-fits all" approach is not appropriate.
- 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 balance issues, etc.
- The CDC will remain in place at least until the junior faculty member is promoted to Associate Professor.

Documentation of CDC Meetings
- Documentation of CDC meetings should be provided to the Division Director, and this may be requested by the Office of Academic Affairs and Career Development.
- The junior faculty member should generally be responsible for scheduling/documenting meetings, developing agendas, and communicating with members of the CDC.
- Dedicating a small portion of the agenda for each meeting to update the committee on progress made on action items from the previous meeting can be helpful.

Developmental Network Plan

Developmental networks are groups of individuals who provide you with different levels of career and psychosocial support as you pursue your career goals. These networks are comprised of members from both inside and outside of your focus area and institution, and they offer a diverse set of skills and abilities to assist you in filling the many different skills gaps you may encounter throughout the course of your career. Membership is fluid, and frequent assessment of your developmental needs and network membership are beneficial as you progress through the different stages of your career. The following template is a tool to help you identify your needs, expected outcomes, and contributions as they relate to your own developmental network. It is meant to be a working document, to be utilized at the discretion of the end user, and to be altered in order to meet individual needs.

Developmental Network Plan

Mentor Name	How mentor can help you achieve your goals	Expected outcomes of relationship	What you can provide to the relationship

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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 and will allow you to easily cut and paste information from one document to another. The document may be useful for self-reflection or for meetings with mentors or your Career Development Committee. This is a template meant to be a working document, to be utilized at the discretion of the end user, and to be altered in order to meet individual needs.

Name and degree _____

Year of initial faculty appointment _____

Current academic rank _____

Goals for the current year, progress toward meeting goals, barriers encountered/foreseen, mitigation strategies. Goals may be created in the categories of clinical service, teaching and mentoring, research and scholarly activities, service and leadership.			
Goals	Progress toward meeting goals	Barriers encountered/ foreseen	Mitigation strategies

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Additional significant achievements

Distribution of effort (Should total 100%)

Clinical service	Teaching and mentoring	Research and scholarly activities	Service and leadership

Long-term career goals (3–5+ years)

Goals	Competencies/skills/knowledge needed (Areas you need to develop)

Development plan for acquiring competencies/skills/knowledge needed
(Areas you need to develop in order to achieve 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)

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, they are optional. This template is expected to be altered to meet the individual needs of the end user.

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 as stated above (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:

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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 mentoring relationship will continue as long as both parties feel comfortable with its productivity or until:

_____   _____
Mentor's Signature   Mentee's Signature

_____
Date

Questions Mentees Might Ask

Mentoring relationship

- Are you able to commit to mentoring me in the following areas...?
- How often would you like to meet?
- How do you like to be contacted (email, phone, etc.), and who should I contact to make appointments with you?
- What expectations do you have for our meetings? Would you like me to provide any materials to you ahead of time (e.g., agenda, manuscripts)?

Career goals and advancement

- Are my short-term and long-term goals realistic? Will they help me to achieve advancement to the next academic rank? What skills do I need to enhance or acquire to meet those goals? Do my goals align with CCHMC strategic initiatives?
- Is my time line for meeting goals reasonable?
- How will I know when I am ready for reappointment, promotion, or tenure (if applicable)? What skills and deliverables (e.g., manuscripts, grants, educational scholarship) are needed to progress to the next level?
- What resources are available at CCHMC or other institutions to help me reach my goals?
- What professional networks or communities are important to become involved with?

- What professional meetings or conferences are most important and merit my involvement?
- Which other mentors and collaborators both inside and outside the institution might help me achieve my professional goals?
- If I am involved in a controversy or dispute, where would I go for help?
- Who should be on my Career Development Committee?
- Given my career goals, do you have any advice about the appropriate balance between patient care, teaching, research, and administrative responsibilities?
- Do you have specific suggestions regarding strategies for reaching this balance?

Research

- What resources are available for supporting scholarship/research activities at CCHMC? On which resources should I focus?
- What would you like to review (e.g., aims/hypotheses, brief concept paper) when we start to discuss a proposed project or grant?
- What skills or resources are needed to successfully complete this research project, grant, etc.?
- What is an appropriate time line for achieving goals with respect to research projects, grants, manuscripts, etc.?

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Education

- Can you provide advice on turning educational projects into scholarly activities that can be documented in the Educator Portfolio?
- What are typical teaching expectations, and who will serve as evaluators of my teaching activities? What importance is placed on peer observation of my teaching? Or student evaluations? If senior faculty do observe my classes who asks them to attend?
- What resources are there for improving my teaching skills?
- How much time should I spend on my course preparation? Where's the line between sufficient preparation and over-preparation?
- How much flexibility is found in teaching schedules, and who controls the schedule?
- Which subjects are best to teach? Is it best to teach the same course exclusively, or should I teach different courses?
- What degree of freedom do I have in determining course content?
- Are teaching assistants available? If so, how are they selected? What can I expect of a teaching assistant, and what are my responsibilities for evaluation of his or her performance?
- Are there departmental/school standards for grading?
- How should I handle student issues?

Clinical and quality improvement (QI) work

- Can you provide advice on turning clinical/QI activities and programs into scholarly activities?
- What are your suggestions regarding strategies for creating innovative clinical or QI programs? What skills do I need to successfully implement such programs?
- What suggestions do you have for focusing my clinical/QI activities and creating a niche in which I can become nationally and internationally recognized?
- What are your strategies for successful publication of clinical papers, case reports, reviews, etc.? Do you know of any opportunities for such publications?

Service

- On what committees would it be helpful to serve, and how much committee or other service work is expected of faculty?
- Do you have advice regarding how and when to say "no" or "yes" to service opportunities that I am offered?
- (If you are a woman or minority faculty member who is frequently asked to participate in committees to ensure diverse representation) What strategies do you suggest to ensure that I limit committee and other service work that I may be offered to those activities that will contribute to my career objectives?

Authorship advice

- How is authorship handled within the institution (e.g., order of authors), and which contributors should be included as authors?
- Could you give me advice about ethical issues in publishing, your perspective on what is a "publishable unit," expectations for productivity, etc.?

Management skills

- What strategies can you offer for interviewing, hiring, and evaluating lab personnel, clinical personnel, and/ or fellows?
- What strategies can you offer for successfully running a lab?
- What strategies can you offer for working with graduate students?

Work-life integration

- What policies does CCHMC have for family and personal leave? How do I go about asking for such leave?
- What are your strategies for achieving a reasonable balance between work and personal life?
- What advice can you provide to someone maneuvering their career back on track when growing a family?

Questions Mentors Might Ask
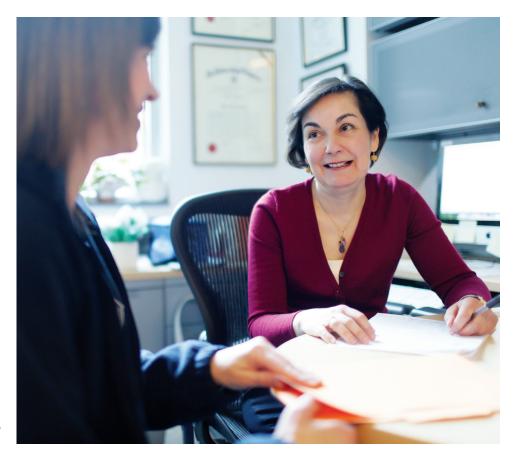
Background information

- Could you tell me about your past career experiences and area(s) of interest?
- What do you see as your greatest strengths? What do you see as the greatest opportunities for you at CCHMC?
- What are your interests outside of work?

Mentoring relationship

- What have your past mentoring experiences been like? What did you learn from those experiences?
- What do you hope to gain from this relationship?
- What are your expectations for our meetings?
- How often would you like to meet?
- How do you like to be contacted (email, phone, etc.), and who should I contact to make appointments with you?
- What expectations do you have for receiving feedback?

Career goals and advancement

- How would you define personal/ career success?
- Of what career accomplishments are you most proud?
- What are your career objectives?

- What are your short-term and long-term career goals for achieving those objectives? What is your time line for meeting these goals?
- Where do you need the most help from me with regard to accomplishing your career goals?
- With what professional networks or communities are you involved?
- Who is on your Career Development Committee? Is it achieving its goals and helping you in your career advancement?
- How much of your time is spent in the each of the following areas: patient care, teaching, research, and administrative responsibilities? Is this the right balance for you?
- What possible career options do you see for yourself in the future?

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Clinical and quality improvement (QI) work

- Have you reviewed the RPT criteria that are used for defining clinical excellence and/or QI accomplishments and for promotion in the Clinical non-tenure or the Clinical Investigator tenure track?
- Are you familiar with what criteria are used to determine clinical productivity (e.g., RVUs) and how to document this?
- Have you considered how you will turn clinical/QI activities and programs into scholarly activities?
- What are your thoughts about creating innovative clinical or QI programs? What skills do you need to successfully implement such programs?
- What is your plan for publication of clinical papers, case reports, reviews, etc.? Can I help you identify opportunities to publish?

Research

- Have you reviewed the RPT criteria for defining scholarship/research accomplishments for faculty on the Research non-tenure or Research tenure track? Have you explored resources available to you for supporting scholarship/research activities at CCHMC? How can I help you find the appropriate resources?
- What are your expectations regarding my review of your manuscripts, grants, etc.?
- What role do you expect the co-mentor(s) to play (if applicable)?

Education

- Have you reviewed the RPT criteria that are used for defining teaching or educational accomplishment and for promotion in the Educator non-tenure or Educator tenure track?
- Have you created an Educator Portfolio? Have you explored resources available to you for supporting educational accomplishment at CCHMC? How can I help you find the appropriate resources?
- Have you considered how you will turn educational projects into scholarly activities that can be documented in the Educator Portfolio? What is your plan for publication of these activities? Can I help you identify opportunities to publish?
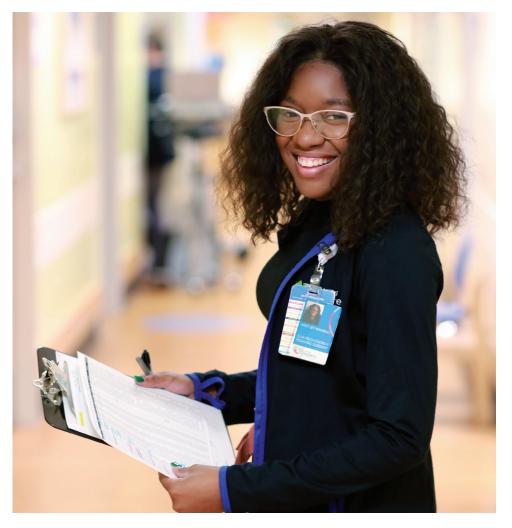
Service

- On what committees are you serving? Are they helping you to achieve your career objectives?
- Do you need advice regarding how and when to say "no" or "yes" to service opportunities that you are offered?

Work-life integration

- What are your strategies for achieving a reasonable balance of your work and personal lives?
- What challenges have you experienced relative to balancing your personal and professional lives?

Tips for Mentees

- Write a personal statement that includes specific career objectives, as well as any anticipated challenges to attaining those objectives, to share with potential mentors. Spell out both short-term (6 months –1 year) and long-term (3 – 5 years) goals to help you achieve your objectives.
- Choose the best mentors to meet your goals and objectives, and consider identifying several mentors to serve different purposes.
- Determine what you want/need from each prospective mentor.
- Be aware of your own strengths and opportunities, and select a mentor that possesses complementary skills and abilities.
- Observe colleagues to determine who might possess ideal mentor qualities (e.g. approachability, enthusiastic commitment to developing junior faculty, commitment to lifelong learning, respected in the field/institution, role model, values others' opinions, etc.).
- Develop a strategy for approaching prospective mentors. Why should they choose you to be their mentee?
- Consider choosing mentors to assist you in the following areas: career objectives, career advancement, short-term and long-term goals, time line for achieving goals, educational portfolios, clinical activities, quality improvement initiatives, research activities (grant writing, implementation of research, scientific writing), authorship advice, collaboration, work/life integration, time management, creation of a CV or personal statement, increasing professional visibility, organizational culture and structure, and leadership skill development.
- Ask for authorship advice, e.g., order of authors, ethics, publishable units, and productivity.
- Prior to the first meeting, create an

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- agenda and send your updated CV to your mentor.
- 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 contract.
- Ensure that the mentoring relationship is a professional one based on trust, mutual respect, and confidentiality.
- Be open to feedback - both positive and negative.
- Understand that while mentors may provide valuable advice and assistance, your career success is your responsibility.
- Communicate regularly with your mentors, keeping them up to date on your successes and challenges.
- Be honest, discuss expectations, and focus on interacting in a positive and proactive way.
- Show appreciation for your mentor's time and assistance, and keep them updated as to how his/her advice was helpful.

- Be prepared for meetings with your mentor, give high priority to scheduled meetings, and take advantage of email and the telephone to keep in touch informally.
- Consider creating minutes of meetings with mentors.
- At the end of each meeting, discuss action items and suggest potential agenda items for future meetings.
- Follow through on recommendations and commitments you make with your mentor.
- Periodically take a step back and evaluate how effective the mentoring relationship is, and consider a discussion with your mentor or changing your mentorship team if it is not working well.
- Avoid making negative comments about your mentor to others and always maintain confidentiality.
- End mentoring relationships professionally by avoiding blame and maintaining amicable relationships with previous mentors.
- As you transition to serving as a mentor to others, your former mentors can be extremely valuable resources.
- Continue to assess and reassess your need for additional mentors based on

your professional and personal goals.
- Build and maintain relationships with peer mentors, such as other junior faculty, both inside and outside your Division or Department.
- Familiarize yourself with the resources available to support and strengthen your skills in the areas of mentoring, teaching, and scholarship.
- Familiarize yourself with resources available to support your own career development.
- Familiarize yourself with the CCHMC RPT guidelines and metrics.
- Request periodic meetings with your Division Director to discuss concerns and progress, in addition to the faculty annual evaluation meeting. Document the suggestions and action items resulting from these meetings and review them with your primary mentor if she/he is different from your Division Director.

Tips for Mentors

- Mentors who share their expertise and experiences are essential to the successful career development of junior faculty. They should be prepared to provide both professional and personal support to faculty, to create a developmental environment that supports this growth, and to be flexible in terms of supporting a mentee's evolving career trajectory.
- Take advantage of opportunities to learn about your mentee both personally and professionally, e.g., accomplishments, interests/hobbies, values, career trajectory.
- Ideally, the mentoring relationship should be mutually beneficial with mentees and mentors learning from each other.
- 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. Exchange CVs with the mentee in advance to help facilitate the discussion. Faculty may choose mentors to assist them in the following areas: career goals, career advancement, short-term and long-term goals, time line for achieving goals, educational portfolios, clinical activities, quality improvement initiatives, research activities (grant writing, implementation of research, scientific writing), authorship advice, work/life integration, time management, creation of a CV or personal statement, increasing professional visibility, organizational culture and structure, leadership development, etc.
- 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 mentorship agreement.
- 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.

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- Provide honest and nonjudgmental feedback, discuss expectations, and focus on interacting in a positive and caring way.
- When helping your mentees develop a career focus or niche, focus on their strengths/goals and 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, provide timely feedback, and follow-up on difficult conversations.
- One of the most powerful tools a mentor has is the ability to ask the difficult or important questions; giving constructive criticism and advice is also key, but try to provide specific strategies or examples when possible.

- Teach your mentee how and when to say both "no" and "yes" to opportunities.
- Advocate for and support your mentee both when they are experiencing challenges and when they have accomplishments. Mentors can play an important role in confronting those who are placing roadblocks in the way of the mentee's success as well as supporting and advocating for women and minority faculty who may have experienced a variety of challenges in their career paths. Nominate your mentee for professional opportunities, awards, and important committees.
- Periodically take a step back and evaluate how effective the mentoring relationship is, and consider a discussion with your mentee about changing his/ her mentorship team if the relationship is not meeting the desired outcomes.

- Avoid making negative comments about your mentee to others and maintain confidentiality.
- Try to be available to your mentee, to be an active listener, and to inquire about work/life integration. Maintain regular/frequent contact with the mentee during the first 2– 3 months, make at least one contact per month each month thereafter to demonstrate your interest, and consider a minimum one-year time commitment through an informal or formal agreement.
- If you are not the Division Director, discuss annual performance reviews with the junior faculty member: how to prepare, what to expect, and how to deal with different outcomes. Consider offering to preview the document before it is submitted to the Division Director and debrief afterwards.
- Take advantage of opportunities to improve your effectiveness as a mentor.
- Familiarize yourself with the RPT 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. Build and maintain relationships with peer mentors, such as other mid-level or senior faculty, both inside and outside your Division or Department. Familiarize yourself with resources available to support your own mentorship and career development.

Mentoring Articles

General mentorship

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