Faculty Mentoring Toolkit

UCSF Faculty Mentoring Program

Sponsored by the Campus Council on Faculty Life

Revised: November 2017

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Purpose

The purpose of the Faculty Mentoring Tool Kit is to:

➢ Provide an overview of the UCSF Faculty Mentoring Program

➢ Describe the concepts and benefits of mentoring

➢ Define the role of the mentor and mentee

➢ Provide strategies for being an effective mentor

➢ Describe the phases of the mentoring relationship

➢ Provide tools to help the mentoring facilitator manage the

mentoring pairs

Faculty Mentoring Program

Mentoring is a critical component of career advancement for all health science faculty. It has been defined as a multifaceted collaboration between a junior and senior professional with the primary goal being the nurturing of the junior professional's development. UCSF has embarked on an ambitious plan to improve mentoring for all faculty. Mentoring facilitators have been appointed in each Department/Division to work with the Associate Vice Provost, Faculty Mentoring, to oversee all aspects of the mentoring program. Junior faculty (up to associate level) and new faculty are paired with at least one career mentor in their home Department/Division. Faculty mentors can contribute significantly to the development of their mentees' research, teaching and clinical skills, particularly with respect to career satisfaction, career management and collegial networking. Awards for excellence in mentoring have been established to recognize the importance of mentoring for UCSF faculty career development.

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

Faculty Mentoring Contact Information:

Mitchell D. Feldman, MD, MPhil, FACP
Professor of Medicine
Chief, Division of General Internal Medicine Associate Vice Provost,
Faculty Mentoring University of California, San Francisco
1545 Divisadero, Suite 316
San Francisco, CA 94143-0320
mitchell.feldman@ucsf.edu

Mission and Vision

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

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

Faculty Mentoring Program Goals

❖ To provide all junior faculty mentees with a career mentor

❖ Support and facilitate faculty career development through mentor/mentee pairs

❖ Identify a comprehensive mentoring curriculum to enhance mentor/mentee competencies at UCSF

❖ Build a mentoring database of processes and outcomes to support and evaluate mentoring activities

❖ Provide a strong central structure, resources and leadership to support faculty mentoring at UCSF

Program Core Components

❖ **Associate Vice Provost, Faculty Mentoring, and Faculty Mentoring Program Coordinator**
    Establish and oversee program for faculty at UCSF

❖ **Mentoring Facilitators**
    Responsible for setting up and overseeing mentoring program in Dept/ORU/Division

❖ **One-on-One mentoring program**
    All junior/new faculty members in the four professional schools (dentistry, medicine, nursing and pharmacy) are paired with senior 'career' mentor

❖ **Recognition for Mentors**
    Mentoring awards
    Advancement and promotion

❖ **Core Curriculum**
    Workshops and seminars, invited speakers, retreats
    Topics to be covered include:
    o How to be an effective mentor, mentee
    o Speed mentoring
    o Diversity and mentoring
    o Effective communication in mentoring

❖ **Evaluation**
    Program and individual mentor evaluations

❖ **Mentoring Program Web Site**
    Links to other local and international mentoring activities
    Mentoring Resources
    Mentor Development

Mentoring Facilitator

Mentoring facilitators have been appointed in each department, division and organizational research unit to set up mentoring pairs and to lead mentoring activities in their respective groups.

Attributes and skills

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

Responsibilities

- Overall responsibility for faculty mentoring in their department or division
- Set up mentee/mentor pairs (main target mentees are junior faculty up to associate rank; new faculty who have been at UCSF for 3 years or less should also be offered a mentor)
- Establish local system for documenting and tracking these pairs
- Responsible for oversight of mentoring program—including yearly review of pairs
- Provide guidance and support for reassignment of mentees as needed
- Work with the UCSF Associate Vice Provost, Faculty Mentoring, to:
  - Conduct qualitative and quantitative evaluation of the program
  - Disseminate findings and recommendations
  - Attend mentoring workshops and organize mentoring events for their faculty
  - Attend yearly mentoring facilitator meetings

Mentoring Facilitator Lists

All mentoring facilitator lists can be found online at:
http://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program_guidelines.php

School of Dentistry

http://academicaffairs.ucsf.edu/ccfl/media/SOD_Mentoring_Facilitators.pdf

School of Medicine

http://academicaffairs.ucsf.edu/ccfl/media/SOM_%20Mentoring_Facilitators.pdf

School of Pharmacy

http://academicaffairs.ucsf.edu/ccfl/media/SOP_%20Mentoring_Facilitators.pdf

School of Nursing

http://academicaffairs.ucsf.edu/ccfl/media/SON_Mentoring_Facilitators.pdf

What is Mentoring?

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

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

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

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

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

Mentor Roles and Functions

Role	Responsibility	Relationship with Individual
Manager	Direct the work of the individual	• Focused on performance, professional development and career development • Based on organizational needs • Driven by learning agenda influenced by organizational needs • Inside the hierarchy of direct reporting relationships • Sometimes, but not always confidential
Sponsor	Champion the individual	• Focused on career development and advancement • Driven by advancement goals rather than a learning agenda • Inside or outside the hierarchy of direct reporting relationships • Sometimes, but not always, confidential
Mentor	Guide and support the individual	• Focused on professional and personal development • Based on mentee's expressed needs • Driven by specific learning agenda identified by the mentee • May be outside the hierarchy of direct reporting relationships • Confidential

Hierarchy of Supportive Work Relationships

Intent	Role	Involvement
Career Advancement	Mentor	High
	Patron	
Professional Development	Sponsor or Benefactor	
	Counselor or Advisor	
Psychosocial Development	Teacher or Coach	
	Role Model or Supporter	Low
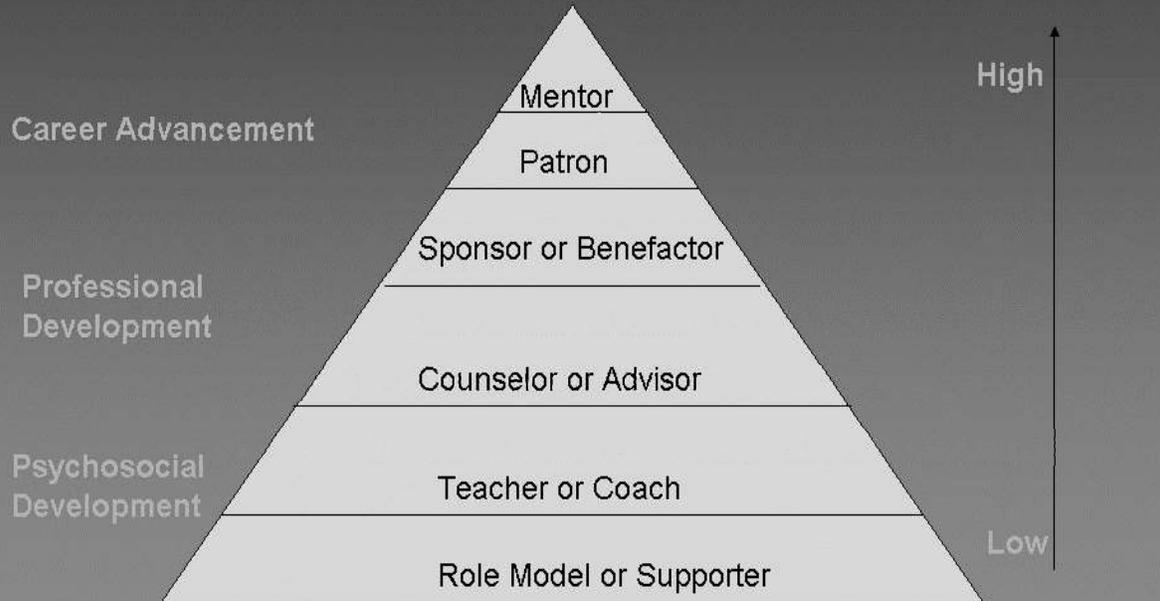
Metz, 2004

Why Mentoring Matters

Mentoring has been shown to:

- Promote career development and satisfaction

- Improve success of women and underrepresented minorities in academic health careers

- Enhance faculty productivity (mentoring is linked to funding and publications)

- Increase interest in academic careers

- Predict promotion in academia

- Improve self efficacy in teaching, research and professional development

- Increase the time that clinician educators spend in scholarly activities

- Lead to less work-family conflict

Benefits of Mentoring

Benefits for Mentees

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

Benefits for Mentors

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

Benefits of Mentoring

For the University

Mentoring

Human resource development

(improved job performance, retention, diversity)

↔

Enhancing organizational culture

↔

Improving organizational communication
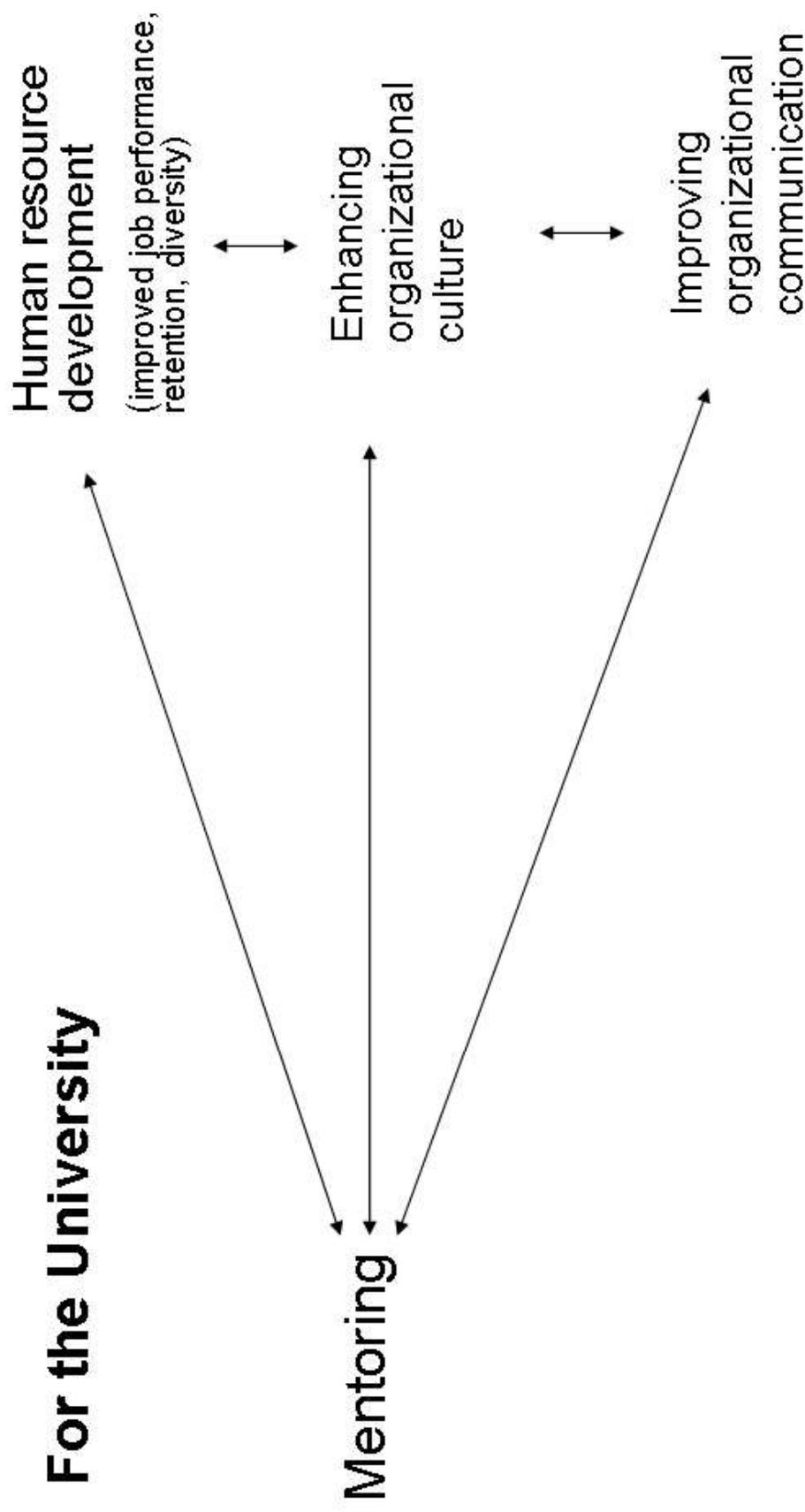
UCSF Faculty Mentoring Program Yearly Timeline

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

July - August _____ Mentor/Mentee matching and orientation

January - February _____ Mid year meeting

June - July _____ End of year meeting:
discuss continuing mentoring
relationship or matching with new
mentor

Mentoring Facilitator Checklist

☐ Finalize list of eligible mentees' (junior/new faculty) current mentoring needs and relationships

☐ Assemble list of eligible mentors

  – Limit 2-3 'career' mentees per mentor

☐ Assist in mentor/mentee pairings, confirm existing pairs and make assignments as needed

☐ Create database of mentor-mentee pairs

☐ Distribute mentoring contract, IDP, meeting guide and other materials

☐ 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

Characteristics of an Effective Mentor: The Three C's

Competence

Professional knowledge and experience

Respect

Interpersonal skills and good judgment

Confidence

Shares network of contacts and resources

Allows protégé to develop his/her own terms

Demonstrates initiative, takes risks

Shares credit

Commitment

Invests time, energy and effort to mentoring

Shares personal experience

Selecting Mentors

In matching mentors and mentees consider the following:

❖ All senior faculty members (associate rank or higher) are eligible to be mentors

❖ Mentors should have a limit of two to 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)

Mentoring Partnership Agreement

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

1. Commit to making the time to meet on a regular basis, no less than 2-3 times per year.

2. Keep the content of our conversations confidential.

3. Practice active listening.

4. Provide each other with honest, direct and respectful feedback.

5. Other:

   _____

   _____

   _____

_____   _____
Mentor   Mentee

_____
Date

Individual Development Plan (IDP)
UCSF Faculty Mentoring Program

Instructions to Mentees:

Please complete this form yearly and give a copy to your mentor before your mentoring session. Attach an updated CV.

Instructions to Mentors:

Please review the mentee's CV and the IDP prior to each meeting.

Date:

Mentee Name:

Mentor Name:

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

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

___ Yes
___ No

Explain:

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

1.

2.

3.

4.

5.

Future Professional Goals

<u>Short Term Goals</u>

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:

<u>Long Term Goals</u>

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

1. Goal:

   Expected outcome:

2. Goal:

   Expected outcome:

3. Goal:

   Expected outcome:

Mentoring Meeting Journal

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

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

Next meeting date: _____

Phases of the Mentoring Relationship

Initiation phase (6-12 months)

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

Cultivation phase (2-5 yrs)

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

Separation phase

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

Redefinition phase

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

(Kram 1983)

Initiation:
First Meeting Checklist

Get to Know Each Other

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

Establish Guidelines

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

Partnership Agreement

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

Confirm Next Steps

- [ ] Schedule date, time and place of future meetings

Initiation:
Structuring Meeting Time

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

First 10 Minutes

Engage in personal/professional "check-in"

Next 20 Minutes

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

Next 60 Minutes

Discuss current and long term goals and priorities

Summarize discussion, clarify tasks, schedule follow-up meeting

Initiation:
Expectations

A critical component of a successful mentoring relationship is clarity

of commitment and expectations.

Mentors and mentees need to agree on:

- Scheduling and logistics of meeting

- Frequency and mode of communicating between meetings

- Responsibility for rescheduling any missed meetings

- Confidentiality

- "Off-limits" conversations

- Giving and receiving feedback

- Working with formalized mentee goals

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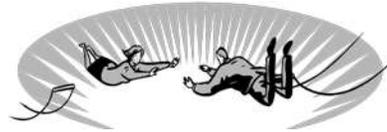
When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds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

Behaviors That Build Trust	Behaviors That Destroy Trust
Being a proactive listener	Not paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out 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

Separation and Redefinition

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

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

Closure Checklist:

☐ Discuss how to use the remaining time together.

☐ Make sure an important goal has not been overlooked.

☐ Plan a formal acknowledgement or celebration of the mentoring relationship.

Questions to Discuss:

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

Being a Pro-Active Mentee

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

Consider the following questions:

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

Mentee Strategies to Achieve Mentoring Objectives

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

Use the questions below to appraise your objectives:

Specificity

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

Measurability

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

Work Plan

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

Reality Check

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

The Mentor's Role

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

Mentee Dos and Don'ts

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

Choosing a Mentor
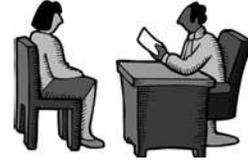
Choose a mentor who has the following qualities:

- Interested in developing your career

- Commitment to mentoring

- Match your emotional needs

    o Do you need more support and praise or more challenge?

- Match with your professional needs

    o Help with writing? Methodological skills?

    o Research/scholarly/clinical interests

- A successful track record

- Good communication skills

- Will provide networking opportunities

- Is institutionally savvy

- Expresses interest in you as a person

- There is potential for reciprocity

Mentors Role in Mentee Development

Support

- Listening—actively (empathically)
- Expressing positive expectations

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

- Serving as advocate
- Self-disclosure as appropriate

Challenge

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

Vision

- Provide a vision for a satisfying and successful career

(Daloz 1999)

Evaluating Your Mentee's Goals

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

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

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

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

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

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

Mentor Dos and Don'ts

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

Mentor's Meeting Checklist

- Set aside adequate time for meetings

- Obtain and review mentee's CV and IDP prior to meeting

- Be sure to review contact information and other meeting arrangements

- Clarify what mentee expects from you--and what you expect from mentee

- Review mentee's short/long term goals

- Be sure that you have accurate, up-to-date information on advancement and promotion policies for your mentee's series and rank (see the Academic Senate Faculty Handbook at http://senate.ucsf.edu/facultyhandbook/index.html**)**

- Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals

- Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee

- Be sure that mentee has joined committees and professional organizations helpful for career development

- Assist your mentee to find other mentors within and outside UCSF

Negative Mentoring Experiences

Dyad Mismatch
Values
Work style
Personality

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

Lack of mentor expertise
Interpersonal and/or technical incompetence

Manipulative Behavior
Inappropriate delegation
Credit taking

General Dysfunctionality
Bad attitude
Personal problems

Distancing Behavior
Neglect (most common negative behavior)

(Eby 2000)

Consequences of Negative Mentoring Relationships

For Mentees

Higher levels of work stress, lower self esteem

More likely to leave

For Mentors

Less likely to mentor others

Less likely to invest in other work activities

For Organizations

Culture of mistrust and lack of voluntarism

UCSF Resources

Academic Senate
http://www.ucsf.edu/senate/indexmain.html

Academy of Medical Educators
http://medschool.ucsf.edu/academy/

Center for AIDS Research (CFAR)
http://cfar.ucsf.edu/

Chancellor's Advisory Committee on the Status of Women
http://cacsw.ucsf.edu/

Clinical and Translational Sciences Institute Training (CTSI)
http://accelerate.ucsf.edu/training

Mentor Development Program (CTSI)
http://accelerate.ucsf.edu/training/mdp-announcement

Climate for Faculty (Report of the Chancellor's Task Force on the Climate for Faculty)
http://academicaffairs.ucsf.edu/FacultyClimateSurvey/index.php

Early Faculty Development Program (Department of Pediatrics)
http://pediatrics.medschool.ucsf.edu/general/faculty/faculty_dev.aspx.

Mentor Consultation Service
http://accelerate.ucsf.edu/research/mc-consult

Office of Career and Professional Development
http://www.career.ucsf.edu/

SOM Key Educational Skills Series
http://www.medschool.ucsf.edu/workshops/

Training in Clinical Research
http://www.epibiostat.ucsf.edu/courses/RoadmapK12.html

UCSF Academic Affairs
http://academicaffairs.ucsf.edu/

UCSF Graduate Student Mentoring Program
http://graduate.ucsf.edu/content/uc-leads

UCSF Postdoc Mentoring Program
http://graduate.ucsf.edu/postdoctoral/getting-mentoring-you-need

UCSF Preparing Future Faculty
http://career.ucsf.edu/pff/

Mentoring Resources

Partial Listing of Mentoring Programs at Health Sciences Universities:
Updated 1/9/13

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

Medical College of Virginia Campus
Office of Faculty and Instructional Development, School of Medicine
http://www.medschool.vcu.edu/facultyaffairs/career_dev/mentoring.html

Northeastern Ohio Universities, College of Medicine and College of Pharmacy
http://www.neomed.edu/facultystaff/facultydevelopment/masterteachersguild

Penn State University College of Medicine
http://www.pennstatehershey.org/web/opd/home/programs/mentoring

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

University of Arkansas Medical Sciences College of Medicine
http://www.uams.edu/facultyaffairs/mentoring_resources.asp

University of California, Davis
http://www.ucdmc.ucdavis.edu/facultydev/mentoring.html

University of California San Diego, National Center of Leadership in Academic Medicine
http://nclam.ucsd.edu/

University of California San Diego Academic Affairs
http://academicaffairs.ucsd.edu/faculty/programs/faculty-mentoring-program.html

University of Madison Wisconsin
http://acstaff.wisc.edu/mentoring-program.htm

University of Miami School of Medicine, Office of Research Education and Training
http://uresearch.miami.edu/

University of Massachusetts Medical School
http://www.umassmed.edu/Macy/index.aspx?linkidentifier=id&itemid=7722

The University of North Carolina at Chapel Hill, School of Pharmacy
http://www.pharmacy.unc.edu/faculty/bill-and-karen-campbell-faculty-mentoring-program

University of Pennsylvania School of Medicine
http://www.med.upenn.edu/mentee/index.shtml

University of Pittsburg
http://www.icre.pitt.edu/mentoring/

Virginia Commonwealth University School of Medicine
http://www.medschool.vcu.edu/facultyaffairs/career_dev/mentoring.html

Miscellaneous Mentoring Resources:

A Guide to Training and Mentoring in the Intramural Research Program at NIH
http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm

American Heart Association
Mentoring Handbook
**http://my.americanheart.org/idc/groups/ahamah-
public/@wcm/@sop/documents/downloadable/ucm_319794.pdf**

Association for Women in Science
http://www.awis.affiniscape.com/displaycommon.cfm?an=1&subarticlenbr=37

Genentech
http://www.gene.com/gene/gred/researchopps/postdocmentors.php
http://www.gene.com/gene/research/fellowship/index

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

MentorNet
http://www.mentornet.net/

Woman to Woman Mentoring Program
http://www.w2wmentoring.org/

The American Physiological Society
http://www.the-aps.org/mm/Career/Mentor/Mentoring-and-Being-Mentored

The Mentor Directory
http://www.peer.ca/mentor.html

Virtual Mentor, American Medical Association Journal of Ethics
http://virtualmentor.ama-assn.org/

Selected Articles

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