CFAR MENTORING PROGRAM
Manual for CFAR Mentors

MENTORING DEVELOPMENT PLAN

Rules of Engagement

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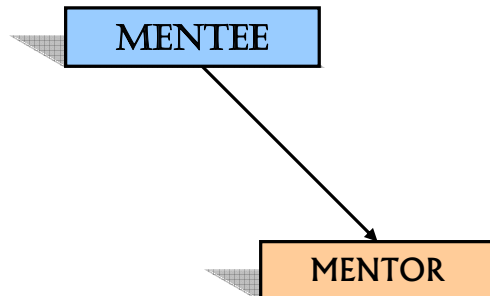
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Why do we need to have a faculty mentoring program?

Results from the UCSF Faculty Climate Survey indicated that only 58% of faculty had been mentored since coming to UCSF, with 69% of these faculty having found their own mentor. In addition, only 36% of faculty indicated that they were satisfied with the mentoring now available to them, and only 12% indicated that UCSF was doing a good or excellent job at providing formal mentoring. Thus, the goals of this mentoring program are to assist faculty with career advancement, to enable UCSF to develop a reputation for excellent faculty mentoring for faculty recruitment and retention, to increase diversity of the faculty, and to increase faculty satisfaction at UCSF.

What's in it for the mentor?

The mentor will receive formal training in mentorship skills. Anecdotal evidence indicates that most mentors feel they benefit from the mentor-mentee relationship, including increased personal satisfaction, a sense of helping others, and providing service to their professional community. Knowledge of junior faculty interests and achievements will likely lead to increased opportunities for scholarly collaboration and networking. Mentoring will be recognized at the time of merits and promotions as documented under "Teaching and Mentoring" on faculty curriculum vita.

What's in it for the mentee?

The mentee will receive assistance with professional goal setting, networking, grant writing, manuscript preparation, and academic advancement. Potential collaborations with senior investigators will likely occur as a result of increased personal knowledge on the part of both mentors and mentees.

What's in it for the department?

Improved collegiality and a sense of community will develop as faculty get to know each other better through the mentoring program. Increased collaboration with regard to grants and manuscripts is likely, with resulting increased productivity and advancement for faculty. Faculty retention will be significantly improved, with decreased costs for the department for replacing lost faculty. In addition, a strong mentoring

program will be recognized at the time of stewardship review for the department chair.

What's in it for the campus?

UCSF should be known as a campus that values and nurtures faculty, with an exceptional mentoring program that is central to promoting and retaining faculty. While the mentoring program will not be mandatory, all faculty will be strongly encouraged to participate and campus resources will be available to assist with departmental mentoring efforts.

Developed by: Mary Croughan, Ph.D., Dorothy Bainton, M.D., and Donald Kishi, PharmD. on behalf of the Academic Senate Task Force on Mentoring.

1. **What is the scope of mentoring within the CFAR enterprise?**

   Mentoring is often seen as a relationship between a senior and a more junior person – like a master and an apprentice. This can be a useful approach to mentoring, but can also pose some problems for adult learners. Mentors can get just as much out of the relationship as a mentee, while being seen as a teacher, coach etc can be unhelpful and limiting. Viewing mentoring as a learning partnership can be more helpful. Status and power are ignored, mentors do more listening and questioning and advice is only offered once the mentee has had the opportunity to explore the options for themselves.

   "Mentoring is a relationship which gives people the opportunity to share their professional skills ad experiences, and to grow and develop in the process. Typically, mentoring takes place between a more experienced and a less experienced employee." Office of the Director of Equal Opportunity in Public Employment. (1997) Mentoring Made Easy: A practical guide for managers.

2. **Types of Mentoring**

   Types of Mentoring can have many different forms. The mentoring relationship can be formal, informal, short-term or long-term. Some different types of mentoring are:

   - **Facilitated mentoring**: when mentoring is formally established to meet specific organizational objectives - e.g. induction training.
   - **Key person replacement**: when mentoring is used to prepare someone to take over from another person – e.g. succession planning

- **Informal, short-term**: spontaneous and off-the-cuff mentoring e.g. giving advice.
- **Informal, long-term**: when mentoring is a continuous relationship and the mentor is available as needed – e.g. between friends or professional colleagues. Contexts for Mentoring When mentoring is defined broadly there are many possibilities for its use. Mentoring can be used in the following contexts:
- **Job orientation** – someone who helps you settle in to a new job;
- **Career coach** – someone with whom you review your career goals an plans
- **Skills coaches** – someone who will help you develop specific skills
- **Professional or personal development** – someone who will help you grow
- **Confidant** – someone who is there for you
- **Technical advisor** – someone with whom you can discuss technical questions
- **Correspondent** – someone to whom you explain your ideas.

3. **Benefits of Mentoring**

   Mentoring benefits both persons in the mentoring relationship. By approaching mentoring as a learning relationship you can avoid becoming dependent on your mentor and use the experience to develop your critical thinking skills. You become empowered and take responsibility for your own actions. Your mentor does not have to be older, wiser or specialized in a particular field. You can both find the experience rewarding and satisfying. So why would you seek a mentor? to learn new skills to raise your profile help with job applications advice on career paths/options access to a variety of resources awareness of promotional opportunities to expand networks and broaden horizons to learn how to develop maximum potential to set career goal and strategies for achieving them to develop better life perspective. The process is driven by the Mentee.
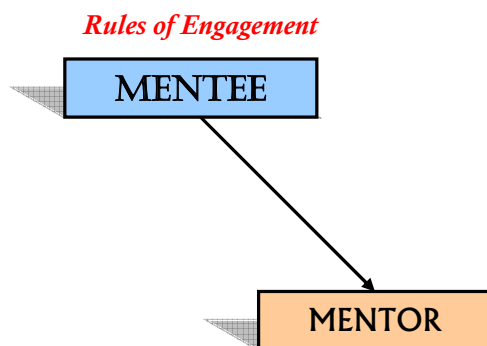
4. **Mentor's Responsibilities**

   The mentor's role is to listen, provide constructive feedback and help their mentee consider options. They may refer them to resources and facilitate decision making and share their own experiences. They might help to identify areas for development, coach their mentee and allow opportunities to practice new skills. They may be a sounding board, ask questions to cause further exploration of ideas or

Rules of Engagement

MENTEE

MENTOR

to challenge their mentee's thinking. They provide guidance, not direction and do not solve problems but act as a collaborator in the problem solving process.

Primary responsibilities of a mentor include:
   a. Maintaining confidentiality
   b. Being accessible
   c. Listening actively to the mentee
   d. Promoting responsible decision-making
   e. Motivating and supporting the mentee to achieve their goals
   f. Ensuring a professional relationship
   g. Acting as a role model
   h. Recognizing when it is time to relinquish the mentoring role

5. **Skills of Effective Mentors**

   An effective mentor has been described as one who:
   M – Manages the relationship
   E – Encourages
   N – Nurtures
   T – Teaches
   O – Offers Mutual Respect
   R – Responds to the Mentee's needs

6. **Mentees' Roles and Responsibilities**

   Mentees approach their mentors to discuss issues and ideas. They may want feedback or advice or a chance to get something off their chest. Through the questioning of the mentor, the mentee may achieve a greater clarity about a situation or see a different perspective.   Whatever is discussed, however, it is the mentee who makes the decisions and takes any actions required. The mentee is responsible for their own decisions and actions.

I. GETTING STARTED

A. *Setting up the Meetings*

First stages is usually awkward and tentative. The mentor should take the initiative early in the process since a younger colleague may not be comfortable taking the lead at the beginning. Sometimes mentees are uncomfortable about calling the mentor or about identifying needs and problems because they feel the mentor is too busy, the task too trivial, or they will appear too needy. Mentors, on the other hand, sometimes fear that if they may appear heavy-handed or intrusive if they pursue the mentee. These "miscommunications" can be avoided if discussed early in the pairing. As the relationship evolves, experience has shown that the most successful pairings occur when the mentee takes more responsibility for managing the relationship.

Be sure mentee knows how to contact you: email address, phone numbers, fax number, and best times. You should also have this information from your mentee.

B. *Structure Your First Meeting and Prepare for Your Role*

Set aside an hour for the first meeting with your mentee. It can be helpful to structure the first meeting because both partners often begin a mentoring relationship with high expectations and some uncertainty about how to proceed. Give some thought to how you would like the meeting to go.

Use this time to get to know other aspects of your mentee. Is s/he married? Have children? Any hobbies? Share similar information about yourself. You may want to conduct this meeting away from your office.

C. *Agree Upon the Duration, Frequency and Length of Meetings*

Agree upon when and where you will meet (your office, a breakfast meeting, etc.). Plan to keep your commitments for your meetings with your mentee. If possible have meetings at least once a month. Some conversations could also take place via phone or email.

D. Clarify and Respect Confidentiality

Some mentee and mentor pairs will feel a need for complete confidentiality in their relationship, others will not. It is critical that you and your mentee clarify the limits of confidentiality in your relationship.

Topics for discussion in one-on-one mentoring meetings should include the following:

1. **Career Goals** (setting goals and determining strategies for reaching them)
2. **Promotion Process** (guidance on merit and promotion criteria, rank, series and accelerated promotion, review of CV and obtaining letters of recommendation)
3. **Grants and Contracts** (the submission process, the review process and study section comments, and pre-submission review by mentors)
4. **Publications** (where to submit, the review process and reviewer comments, pre-submission manuscript review)
5. **Presentations** (abstract submission, which meetings to attend, pre-presentation reviews, funding)
6. **Resources** (salary, base pay, compensation plans, sources of support, negotiation, research space, staff)
7. Clinical, Research, Teaching, and Administrative Responsibilities (department/division responsibilities, congruence with career goals, competing demands)
8. **Social Issues** (professionalism, how to achieve success, ethics, politics, collaboration, autonomy)
9. **Networking** (opportunities, facilitating contacts)
10. **Leadership Opportunities** and Service Commitments (notification, evaluation of competing activities)
11. **Awards** (notification, review of applications)
12. **Personal Development** (personal goals, family, achieving balance)
13. **As-needed meetings for advice**, discussion of problems and issues, and feedback

II. MANAGING THE EVOLVING MENTORING RELATIONSHIP

A. Assist Your Mentee in Clarifying Interests and Needs

Ask your mentee to carefully identify his or her personal and professional goals for this mentoring relationship before meeting with you (e.g., questions about such areas as promotion and tenure, publishing, grant writing, time management, teaching, lab management, presenting papers, CV development, institutional politics, and balancing work and family life). Ask for a copy of your mentees CV before first meeting.
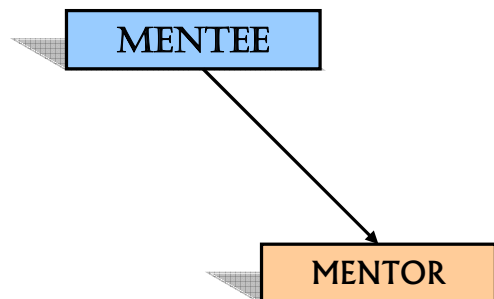
When giving feedback, be mindful of preserving your mentee's sense of self-confidence. Use confrontation and feedback skills to give clear, non-judgmental descriptions of behavior and to show the relationship to results obtained. Assist your mentee in recognizing potential outcomes prior to taking actions.

MENTEE

MENTOR

B. Reach Agreement About the Goals of Your Relationship

He or she should provide additional clarity and background about career goals and aspirations. After learning more about your mentee's professional goals and particular concerns about career development, work together to finalize the list of goals that you feel can be adequately addressed during this experience. The mentee's readiness and willingness to be mentored will be a factor that affects the degree of progress in the relationship. The process usually requires a trial and error stage until each determines how to achieve the appropriate quality and quantity of support. The key is to start where the mentee is and move at an agreeable pace.

C. Provide Examples of Good Practice

Prepare to assist your mentee by giving some advance thought to what your own lessons of experience have taught you. What support were you given that you can now pass on to your mentee? What discoveries did you make on your own, and how can you ease the path for this junior faculty member?

Plan to share your experiences, perspectives, and approaches to gaining your status as a Senior Faculty Member. An exploration of critical incidents can be particularly valuable. Consider sharing some of the key challenges you were confronted with in terms of research, grantsmanship, publishing, teaching, lab management, work/family balance, etc.; the options you identified for resolving the problem; your decision-making strategy; the actions you took; and the outcomes you obtained.

If possible and appropriate, engage in a collaborative activity with your mentee. It's important for mentors to make explicit the often implicit rationale for their behavior, because a mentee cannot learn the policy, strategy, and philosophy that underlie exemplary behavior alone.

D. Encourage Risk-Taking

Set some immediate goals and activities with short-term benefits, but encourage your mentee to think about the longer career focus and to stretch aspirations beyond the first identified goals. The mentoring relationship can be a safe place to take risks.

E. Honor Autonomy

Check periodically to see that your mentee remains his/her own person and you are not expecting a friend, student, follower, or clone (unless you have agreed on these roles). Seek your mentee's opinions and views and expect your mentee to disagree or challenge yours. One delicate but essential part of successful mentoring is that the mentee must move away from the mentor as you become peers.

F. Encourage Networking

Professional socialization into academia relies on whom one knows as well as what one knows. Sometimes junior faculty, particularly women and minorities, report loneliness, isolation, and separation from peers and opportunities. Getting to know other faculty and becoming known in the institution and discipline can enhance the mentee's reputation, visibility, ability to collaborate on research and writing, and to compete for funds. Encourage your junior partner to take part in university activities, committee work, and social activities, etc. If appropriate, integrate your mentee into your own professional networks and make critical contacts.

G. Recognize the Value and Limits of the Relationship

Like any relationship, this match involves a dynamic process in which the uniqueness, individuality and expertise of each member of the pair needs to be respected. You are not expected to respond to all of your mentee's needs. Be judicious in how you spend your time together and clarify the ways in which you will choose to be of support. While sharing your expertise, refrain from telling a mentee what to do, so that you limit their dependency on you. Recognize that one size does not fit all and that your mentee's personality, gender, background, or style may preclude him or her from achieving the results you obtained, using your particular techniques or approach. Assist your mentee in recognizing the options available for action and selecting the one that will work best for him or her.

Recognize that some advice you offer may seem irrelevant to your mentee at this time, but may prove to be useful later on. It will ultimately be your mentee's choice as to how he or she will integrate the insights gained into his or her own evolving style, methods or approach. Your guidance and wisdom will nevertheless be invaluable. Look for opportunities for your own enrichment, as mentors often find value in the questions or fresh perspectives of mentees.

H. Setting Goals for Each Subsequent Meeting

Mentees should be encouraged to set goals for future meetings. As with all goal-setting, you do not need to strictly adhere to the goals you initially agree to, as other more vital matters or pressing priorities may arise. Nevertheless, some foresight and support in advanced planning can keep your relationship productive and worthwhile for both participants.

I. Participate in Mentoring Activities & Training Opportunities at UCSF

The Chancellor's Office has recently approved the establishment of a Faculty Mentoring Office, which will be organizationally located within a new Faculty Development Office. The mentoring office will provide training opportunities and assist programs and departments in creating the most effective mentoring programs and ways to evaluate these initiatives.

J. Bring Closure to Your Relationship

Mentoring is an ongoing process, but there may be a time when the mentoring relationship will end. It's important to bring closure to the relationship. Support your mentee in recognizing his or her achievements and encourage your mentee to use resources inside and outside UCSF to continue to develop his or her career. Encourage your mentee to take reasonable risks and try out new skills. Recognize the value of your role in supporting this junior faculty member or postdoc and the long-term, beneficial effect that can accrue from relationships of this kind.

The following profile is an example of what you may provide a mentee when you first meet him or her.

Sample CFAR Mentor Profile

Mentor	Jim Kahn, MD
Mentoring Areas	Career development, conflict resolution; grant writing and editing; obtaining research funding; developing research portfolio...
Availability	Monthly
Communication Preferences	Face to face, Email
Contact Details	Email and phone number
Profile	Professor of Medicine at UCSF and located in the Positive Health Program at San Francisco General Hospital. Responsible for the CFAR Mentoring Program. My research involves electronic health records and outcomes research utilizing large clinical databases such as the HERO database used at SFGH. I am also interested in applying technology to develop online behavioral interventions, utilize clinical guidelines and decision support to improve healthcare.

III. *WHAT IF MENTORING RELATIONSHIP DOESN'T WORK?*

Although there are no guarantees, it is helpful to agree at the beginning that if either partner for any reason wants to end the relationship they are free to do so without fault finding, blaming or recriminations.   It can also be useful to identify some of the pitfalls of mentoring and how you might avoid, minimize their impact or effectively handle these pitfalls.

IV. *THE PROGRAM EVALUATION PROCESS & AFTERWORD*

The Evaluation of Mentoring Programs is designed to assess the process, structure and outcomes of mentoring at various levels (one-on-one, team mentoring). As part of the CFAR Mentoring program, mentors and mentees will be asked to submit evaluation forms; these forms will both guide mentoring program objectives and provide feedback on the effectiveness of the program.

The CFAR Mentoring Program is fairly new and undergoing growing pains. We just completed our first mentor evaluation in an effort to outline some of the problem areas for mentors as well as for mentees.

Your comments and suggestions are appreciated. Please email Jim Kahn at jkahn@php.ucsf.edu.