

UVM DEPARTMENT OF MEDICINE MENTORING PLAN WORKSHEET

THE IMPORTANCE OF MENTORSHIP

Mentoring is a critical component in the development of the next generation of academic physicians. Regardless of promotion pathway and career goals, appropriate mentoring provides support in establishing an effective and efficient plan for achieving these goals. In addition to this, mentors provide guidance, feedback, career advancement opportunities and a host of other supports for faculty development. Everyone needs mentorship. This worksheet is designed to help you recognize and organize your particular needs from the mentoring interaction.

YOUR PRIMARY MENTOR

You should have an identified Primary Mentor by now – if you do not, you should contact your division chief to help you identify one. Your Primary Mentor will be one of the people most involved with your acclimation and development in the Department of Medicine. Primary Mentors are more senior members of the faculty (typically at UVM, but not necessarily) who have been identified to provide you guidance and support as you develop as a faculty member. This role includes helping you create career goals and strategies to achieve them annually, with an overarching objective of facilitating your academic promotion and successful career development.

In preparation for meetings with your Primary Mentor, consider the following:

KNOW YOURSELF

Spend some time understanding your own internally defined “true north.” For instance, you might work on answering these questions:

What activities give you energy?

*example: I love teaching medical/graduate students in small group settings.
I love talking to colleagues about new research questions.*

What activities take energy away from you and leave you feeling sapped?

*example: Public speaking wipes me out.
Starting the grant writing process leaves me cold.*

KNOW YOUR “PERCENTAGES”

What you do will naturally follow what you are paid to do. Although this is self-evident, many faculty do not know or understand how their effort is supposed to be distributed. This can lead to confusion and discontent. If you don’t know these, find them and enter them below (your division chief should have access to these). Knowing these percentages gives you a good idea what the expectations are from your division and department. For more about “Percentages,” what they mean, and how to make them work, click [here](#).

Research	%	\$	amount salary externally funded	% effort externally funded
Teaching	%		FTARS if available	
Clinical activity	%		RVUs if available	
Service	%			
Administrative	%			
Total (100%)	%			

GET YOUR STORY STRAIGHT

Imagine that you just stepped onto the elevator with your dean. She turns to you and says, “tell me what you do at UVM.” What is your 2-3 line answer?

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ARTICULATE GOALS

Prior to meeting with your mentor, take some time to think about and write down your [professional goals](#). You may want to articulate one-year goals and five-year goals. For example, a short-term goal might be “to give lectures in the medical school curriculum” and a long-term goal might be “to develop a teaching portfolio that will support election to the Teaching Academy and promotion to Associate Professor.” For a more detailed Goals Sheet [click here](#).

Short-term Goals (next year)	Long-term Goals (next 3-5 years)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

IDENTIFY MENTORSHIP NEEDS

Identify competencies that you will need to gain expertise in. A [competency grid](#) is included on the last page to help you organize your thoughts. Put your initial thoughts down on paper and then discuss it with your mentor. Revise the grid as the mentoring relationship changes.

- Navigating institution
- Finding resources
- Speaking before groups
- Leading teams
- Designing research
- Managing data
- Writing grants
- Finding funding
- Hiring personnel
- Evaluating literature
- Writing manuscripts
- Teaching effectively
- Developing curricula
- Assessing students
- Giving feedback
- Mentoring others
- Cultural competence
- Managing time
- Managing budgets
- Managing staff
- Managing care
- Managing conflict
- Collaborating effectively
- Networking
- Medical Informatics
- Organizational dynamics
- Managing your career
- Establishing goals
- Knowing career paths
- Preparing for promotion

CONSIDER MULTIPLE MENTORS AND MULTIPLE MENTORING MODELS

In addition to your [Primary Mentor](#) you may need to identify people who can assist you in achieving all desired competencies and goals. These ‘competency’ mentors can be from different divisions, departments, or colleges at UVM, or at other institutions. Using the same [grid](#) approach described above, identify and approach possible ‘competency’ mentors, or ask your Primary Mentor for assistance in doing this. You may also that different models of mentoring may fit your needs depending on the situation. These models include:

- One-on-one
- Mentoring Committees
- Peer mentoring
- Small Group Mentoring
- Informal Mentoring

MANAGE RELATIONSHIPS WITH MENTORS THOUGHTFULLY

Relationships should be nurtured and respected. As you and your mentor develop a working relationship, have some guidelines for how you will work together. Here are some tips:

- Know the Mentor/Mentee [‘rules of the road’](#)
- Schedule standing meetings ahead of time and keep them
- Set and share agenda in advance
- Determine the best ways to keep in touch with each other between meetings
- Give your mentor(s) plenty of time to review drafts of grant and manuscripts
- Develop authorship protocols early in any shared project so that expectations are clear
- Make a work plan and a timeframe and share with your mentor
- Saying “thank you” is priceless
- Don’t be a “black hole of need” – limit the amount of request you ask of any given mentor
- Plan to evaluate the relationship periodically

KNOW YOUR MENTOR

How does your mentor like to receive communication? How do they want to hear from you? How do they process information best (written vs talking, stories vs data, big picture vs details)?

How might things like generation, gender or cultural background affect the mentoring relationship?

Think about what you bring to the relationship and how your association may benefit your mentor.

KNOW YOUR ENVIRONMENT

Learn to read the signals of your professional culture. It is easy to misinterpret communication, so make it a habit to check out your perceptions with colleagues, and mentors. For instance, if your chair does not respond to your email, does that mean he/she is sending you a message about how unimportant you are? Or does it mean they are swamped with incoming messages and haven't gotten to yours yet? Or does it mean that they are working on an answer and will get back to you? If you get critical comments on your NIH grant review or a manuscript, does it mean you have no chance of getting funded/published? Or is the message actually one that is encouraging you to make specific changes and resubmit? Get help interpreting the signals before jumping to a wrong conclusion.

MANAGE YOURSELF

BE IN CHARGE

As the "mentee" you should plan to drive the mentor-mentee relationship.

THINK ABOUT HOW YOU "LOOK" TO OTHERS

When someone else reads your CV, what do they conclude about your skills and priorities? Does your committee work reflect your priorities? Ask your mentor or division chief to look at your CV and give you feedback about it.

Are you current in databases that present the face of faculty to the world? For instance, when did you last update your profile on [UVM's Department of Medicine website](#)? When was the last time you updated your [Physician Referral Directory entry listing](#)? These can both be updated

NETWORK

Networking - building collegial professional relationships - helps combat isolation (a big source of faculty dissatisfaction). It builds capacity for informal mentoring, and access to information, resources, and answers to logistical conundrums like where you can get a poster printed on campus, and how to invite and coordinate an outside speaker.

Loop staff and administrators into your network of colleagues. These folks make institutions run and often know a lot about the organizational culture - and "how things get done around here." Get to know them and learn from them.

Cultivate colleagues outside of the institution.

PREPARE FOR YOUR ANNUAL REVIEW

This should be done in collaboration with your [Primary Mentor](#). It is important that you and your Primary Mentor have at least 2-3 meetings prior to your annual review (which typically occurs in the Fall) – ideally spread across the year to allow time for progress toward your [goals](#) for the year and to evaluate your plans to reach them. The last of these meeting prior to your annual review should be spent going over your completed [Annual Review Form](#) and developing a new set of goals and plans to achieve these in the next year. Your annual review will include your mentor in the room for at least part of the meeting. This is to allow your mentor to participate in the discussion of your development and progress based on the previous year’s goals and plans you made with your mentor’s assistance, as well as the goals and plans for the next year, as described in your Annual Review Form. This review includes strengths and weaknesses in your portfolio, as evidenced by your Annual Review Form and your CV, and strategies and opportunities for the coming year so that you can progress toward promotion – and success in your field.

Your annual review is an excellent opportunity to gain insight from your division chief and to discuss your career goals moving forward. Be prepared to ask questions during the meeting. Below are some sample questions.

- What areas would you recommend I work on over the next year in order to build a strong portfolio for promotion?
- Are there some specific accomplishments that I should work toward in order to strengthen my candidacy for promotion?
- Your support is important to me. Can you offer any feedback or suggestions that would enable you to strongly support my promotion?

COLLECT YOUR ‘PEEPS’

A key part of the promotion process is the evaluation of your work provided by individuals outside the institution who are familiar with your work. Start now to develop contacts with colleagues and senior faculty from other institutions. Also, see “[Networking](#)” above.

DEVELOP YOURSELF

Take advantage of professional development opportunities (See: [COM Faculty Development site](#) and the DOM Faculty Development page).

- [UVM COM Faculty Development Seminar Series](#)
- Events hosted by professional societies
- [AAMC Women in Medicine Professional Development Seminars](#) (for Junior and for Mid-Career women faculty)
- Executive Leadership in Academic Medicine ([ELAM](#))

WHAT IF YOUR PRIMARY MENTOR ISN’T RIGHT FOR YOU?

The effectiveness of the mentoring relationship is a product of many factors. Although your initial assignment to a [Primary Mentor](#) reflects a thoughtful attempt to match your needs, you may find that, particularly over time, the assignment isn’t a good fit. Rather than ‘tough it out’ you need to find a new Primary Mentor. Much as you work to find ‘competence’ mentors, you can work to find a Primary Mentor. Start by identifying your mentoring needs, as above, and then begin the search. Your current mentor may be a good source for leads, but if not, talk to your division chief or one of the members of the DOM Faculty Development Committee – he or she may not know the perfect fit off-hand but can certainly help you with the process of identifying prospective mentors for you to approach.

NB: APPROACH ALL MENTORS THOUGHTFULLY

Mentoring implies commitment, so consider starting small and building connections that could grow into a mentor-mentee relationship. Check out the potential mentor's track record with prior mentees. Consider starting with specific requests (for advice, to comment on a portion of a manuscript or grant). Communicate your short and long term goals and explore whether there is a good fit. Discuss how you are hoping to work with the mentor, such as one-on-one, as one of many mentors, or as part of a mentoring "team" or "committee."

IF ALL ELSE FAILS

Contact me (Ben Suratt): Benjamin.suratt@uvm.edu; Office: 6-8979; pager #0070. I am always happy to help!

A WORD ON GOAL-SETTING

The only thing as critical as goal-setting in your career development are the goals themselves. Unrealistic or meaningless goals will not serve you, and goals that cannot be readily translated into an associated plan of action are frustrating and most often unachievable. To develop appropriate goals, you need more than a mentor's assistance. During your efforts to create goals to discuss with your mentor, consider the following mnemonic:

Creating S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic
Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

DOM Mentoring Worksheet ADDENDA

Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

T can also stand for **Tangible** - A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

DOM Mentoring Worksheet ADDENDA

Competency Mentoring Worksheet			
Mentor Name	Objectives <i>(ex., understand how to manage multi-site research projects)</i>	What they can offer <i>(ex., grant writing, publications)</i>	Outcomes <i>(ex., submit multi-center research grant proposal, with UVM as primary site)</i>

UVM COM GUIDELINES MENTORS AND MENTEES

Responsibilities of the Mentor

The mentor should:

- Be accessible to the mentee and meet with him/her on a regular basis, as agreed upon by the mentor and mentee
- Provide constructive feedback
- Advise the mentee on relevant issues related to developing an academic career, including research and/or related scholarly activities, budgeting time (particularly important for junior faculty with clinical responsibilities), participating on committees, and participating in external professional activities that establish a national/international reputation;
- Assist the mentee in establishing short-term (1-2 years) and long-term (5 years) career goals
- Provide guidance and information regarding issues such as scholarship, publications in professional journals, supervision of students and trainees, presentation at conferences, research support, administrative duties, consulting, and collaboration with colleagues
- Provide guidance for teaching, especially for educator track faculty; include information regarding such areas as the mentee's teaching skills, lecture notes and slide presentations; provide constructive criticism and monitor progress in these areas
- Assist the mentee in identifying the skill areas on which they most need to work and assist in improving their skills or suggest other members of the faculty or administration who may assist in particular areas which may not be the strength of the mentor
- Be familiar with resources offered by the University, the College of Medicine and the department regarding issues relating to faculty development (grant and manuscript writing, funding opportunities, supervisory skills, interpersonal skills, special support groups such as Women in Medicine, etc.)
- Advise the mentee concerning the importance of networking and networking strategies
- Be familiar with and explain the departmental, College of Medicine and University criteria, policies, and procedures regarding faculty tracks, reappointment, promotion and tenure; advise mentee that recommendations for reappointments and promotions are the responsibility of the department chair and the mentee should address questions regarding their own situation to the department chair;
- Advise mentee on importance of being a team player
- Advise mentee on how and when to say "no"
- Maintain confidentiality
- Terminate the relationship if appropriate

Responsibilities of the Mentee

The mentee should:

- Assume responsibility for his/her career
- Ask for and accept advice and constructive criticism
- Actively participate in the mentoring relationship
- Become familiar with the department, College of Medicine and University criteria, policies, and procedures regarding faculty tracks, reappointment, promotion and tenure, as applicable
- Continue to add to the knowledge base in his/her area of expertise
- Develop professional network that includes mentor's recommendations and those personally identified
- Maintain confidentiality
- Strive for academic excellence in all areas of field of expertise and provide documented evidence of productivity, particularly in the area of publications and teaching