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Acknowledgements

The Department of Medicine, University of Ottawa gratefully acknowledges the Faculty of Medicine and Dentistry at the University of Alberta in giving their permission to reproduce their Faculty of Medicine and Dentistry Academic Mentorship Manual 2013. Much of this guide has been adapted from their manual.
Dear Colleague,

Thank you for joining our mentorship community. As a leading academic department, we have a professional obligation to support our junior faculty in building their academic careers. Mentorship can play an important role in achieving this.

Having been a mentor myself for many years now, I can attest that it is a truly rewarding experience to watch a colleague realize his or her full potential. Many faculty involved in mentorship have shared this sentiment.

Through mentorship, we can develop and maintain faculty who are productive, stimulated, satisfied, collegial, and socially responsible. We can provide support with career and professional development as well as an advocacy loop independent of a member’s division. Promoting physician health and wellness is another beneficial outcome to mentorship. Our aim is to provide mentorship to anyone in our department who wants it.

I would like to thank our initial department mentorship team for their fine work in laying the foundations for this program. I am also grateful to our Vice Chair of Physician Health and Wellness as well as the CPD Office within the Faculty of Medicine for their support of this initiative.

Lastly, I would like to thank you for sharing your insights and investing in the lives and careers of your colleagues.

Dr. Phil Wells, Chair & Chief, Department of Medicine, uOttawa & The Ottawa Hospital
In 2014, the Department of Medicine performed a strategic planning exercise. During that process, our membership was consulted about what they felt was important. Building mentorship within the department turned out to be something many in our group felt strongly about. Consequently, a diverse team of physicians led by Dr. P. Tugwell and Dr. T. Wood with department support was formed to investigate mentorship within our Department, and to report on the value of mentorship and to suggest a program based on best practices found in other universities and in the literature.

As it turns out, mentees in a well-run Academic Mentorship Program report many benefits such as:

- greater career satisfaction
- greater belief in one’s ability to succeed
- higher self-esteem
- they are promoted more quickly
- reported more protected time for scholarly activities and produced more…
- more than twice as likely to stay at their academic institutions

The Mentorship Team made many recommendations now incorporated into the program including the need for mentor training sessions. Additionally, more program suggestions came forth at the early training sessions and have now been considered and/or incorporated into the Mentorship program as well.

We hope this program will continue to evolve into something truly useful and rewarding to the membership.
Program Summary

Program Participation Criteria

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<td>• full time with the department</td>
<td>• well established in their careers</td>
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<td>• usually Assistant Professors or Lecturers*</td>
<td>• Full or Associate Professors</td>
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<td>• mandatory for new appointments</td>
<td>• can also be a mentee in the program if they meet the above criteria</td>
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<td>• must be from a Division external to the mentee's Division**</td>
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<td>• Department members, including Assistant Professors, receiving senior salary awards are expected to participate</td>
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<td>• anyone who is mentored should be a mentor at some point in their career</td>
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*The mentee will have an identified mentor usually at least until promotion to Associate Professor. Thereafter, continuation within the mentorship program will depend on the availability of suitable mentors with priority being given to junior faculty initially.

**Should a mentor and mentee from within the same Division wish to develop a mentoring relationship, this will need to exist outside the formal Physician Mentorship Program.

Incorporating Pre-Existing Mentorship

Please note that all formal mentorship groupings within the existing Department Research Mentorship program are now a subset of this program (but will experience very few operational changes). Pre-existing informal mentorship groupings within the department are strongly encouraged to join the formal mentorship program but is not mandatory.
Mentorship Organizational Structure

The Department of Medicine Mentorship Program sits within the Physician Health and Wellness portfolio of the department.

Department of Medicine Mentorship Email:

dommentorship@toh.ca
Mentor/Mentee Groupings

Groupings Process

The grouping process starts with educating the mentors and mentees about the program and building a repository of profiles containing mentor and mentee preferences. The mentorship director then creates groups as noted below:
Mentee Grouping Preferences

• Mentees indicate their preference: a dyad or triad grouping.
• Mentees indicate areas for which they would like to receive formal mentorship and communicate if they have a specific mentorship need.

Mentor Grouping Preferences

• Mentors indicate their professional areas of interest and on what they would like to mentor.
• Mentors indicate the areas in which they are most comfortable providing mentoring advice e.g. Clinical, Education, Research, Administration or Other.

Initial Meeting Preparation Tasks for the Mentee

• Prepare updated CV and submit to mentor(s) prior to meeting.
• Consider topics for discussion.
• Review current Academic Plan and submit to mentor(s) prior to meeting i.e. career focus, goals, objectives, timelines, human resources required, sources of funding, protected time, collaborators, etc.

Grouping Annulments

• If it is decided that the grouping cannot function well, the mentee or mentor may request that the grouping be annulled and a different one created without any repercussions.
Meeting Requirements

Formal Meetings Twice Per Year

- Each mentorship grouping will formally meet at least twice a year.
- The mentee is responsible for organizing the meetings (except for the initial meeting, which the mentors organize).
- The first meeting should take place within 6 months of appointment for new recruits or 1-2 months of enrollment into program for existing members.
- For triad groups, it is desirable but not essential for both mentors to be present at the twice-yearly formal meetings.

Formal Meeting Process for General Stream

Formal Mentorship Meeting → Complete form GR1 - General Mentorship Meeting Confirmation Record → Mentee submits form GR1 to mentorship office within 2 weeks of meeting → Create notes on topics and issues. (Can use form GS1 – General Mentorship Meeting Summary) → Keep for next meeting

Formal Meeting Process for Research Stream*

Formal Mentorship Meeting → Form RR1 - Research Mentorship Meeting Confirmation Record & Research Summary Report (to be reviewed by the Vice Chair of Research) → Mentee submits form RR1 to mentorship office within 2 weeks of meeting → Create notes on topics and issues. (Can use form GS1 – General Mentorship Meeting Summary) → Keep for next meeting

* Grandfathered from Department of Medicine Research Mentorship Program
**Additional Informal Ad hoc Meetings**

- Likely to require more at beginning of relationship.

- The group should be available for occasional ad hoc meetings to address time sensitive issues or exigencies.

**Closing the Advocacy Loop**

- Issues may be identified for which it will be necessary for the mentor to advocate on behalf of the mentee to assist with solving a particular issue raised by the mentee or identified by the mentor (with the mentee’s prior agreement).

- The mentor should under these circumstances have a private meeting with the Mentorship Director in order to seek advice and guidance or indeed to advocate on behalf of the mentee. The Mentorship Director may suggest involving others such as a Division Head, a Department Vice-Chair, the Department Chair, the Chief of Staff or the Director of the Faculty Wellness Program (at University of Ottawa).

- The mentor should ensure that the mentee is kept updated regarding such conversations and should arrange appropriate meetings at which the mentor may be present, should the mentee decide this is an appropriate course of action to follow.

**Confidentiality**

- The group should maintain strict confidentiality regarding information that is discussed. Content may be shared with any other person only with the agreed consent of mentor(s) and mentee.

- Matters arising of a potential or real patient safety nature must immediately be notified to the Mentorship Director, the Department Chair or relevant Vice Chair or Division Head and it should be explained by the mentor(s) to the mentee that this will take place in a private and sensitive manner but that complete confidentiality cannot always be guaranteed under such circumstances.

- In the case of a professionalism, performance or competence issue arising, it would be appropriate for the mentor to seek advice from the Mentorship Director, the Department Chair or relevant Vice Chair as to the appropriate process to follow under these circumstances.

**Mentorship Recognition**

Mentors will be recognized annually at the Department of Medicine recognition ceremony.
Program Evaluation

The mentorship program will be subject to continuous evaluation, including the measurement of the:

- pattern of regular contact over the agreed-upon term of the mentoring relationship
- degree of adherence to the formal mentoring program structure
- level of satisfaction with various aspects of the mentoring program by both mentor and mentee (e.g., matching, monitoring, support, etc.)
- level of commitment to the mentoring program by both mentor and mentee
- a research evaluation will be carried out (voluntary participation) to assess mentee work engagement and wellbeing, perception of work, organisation and professional development and the mentorship experience and effectiveness.

Related Programs

Onboarding Buddy Program

- Division Onboarding or Buddy Programs.
- New appointees are assigned a Division member who commits to support him or her as their "go-to" person during the first few months.
- Designed to help newcomers (and their families if appropriate) quickly acclimatize to the new environment, allowing time for everyone to get to know one another, and preparing the newcomer for a long-term inter-division mentorship relationship.

Coaching Program

- The Office of Continuing Professional Development offers a “Coaching Program” to the members in the Faculty of Medicine.
- While coaching and mentorship share similar goals, the methods are quite different.
- The key concept of Coaching is facilitating a thought process that helps people strategize and plan.
- A coaching relationship is between equals and discourages “advice giving”.
- The primary goal of the CPD coaching program is to help faculty develop and execute CPD plans.
Mentorship Roles

What is Mentorship?

Mentorship may be defined as a personal relationship in which a more experienced and knowledgeable person (the mentor) helps a less experienced person (the mentee) benefit from their experience and knowledge (Berk et al, 2005). A mentor is a senior faculty member with useful experience, knowledge, skills and wisdom who offers advice, information, guidance, support and opportunity to a more junior faculty member and thereby assists their professional development. In a wider sense, mentorship helps junior faculty to adopt academic values, manage an academic career, and establish and maintain a productive network of colleagues (Bland et al, 1990).

The mentor must be willing to develop a relationship of mentorship that can range from informal and short term to structured and long term. Mentorship is a multifaceted, complex and context-based activity that may take different forms and be achieved employing diverse methods of delivery. However, five elements are key to the success of any mentorship relationship (Jacobi, 1991).

A mentorship relationship:

1. should focus on achievement or acquisition of knowledge
2. provides:
   i) emotional and psychological support
   ii) direct assistance with career and professional development
   iii) role modeling (Shulman, 2010)
3. is reciprocal, where both mentor and mentee derive emotional and tangible benefits
4. is personal in nature, involving direct interaction
5. emphasizes the mentor’s greater experience, influence and achievement within a particular organization

Two additional principles merit discussion.

1. No one person can be all things to all people. One may be a great mentor for one person and less so for another. A mentee may require a change of mentorship over time as mentoring needs change, or more than one mentor may be required at a given time. This is sometimes referred to as a “mosaic model” of mentoring (Luckhaupt et al, 2005).

2. There is great value in having impartial “external review” of one’s performance, progress, and plans. Although a given mentorship may well provide this, mentorship is intended
to augment but not supplement other potential sources of such review and feedback, such as research, educational, clinical, and administrative leads and experts (Covey, 1989). Indeed, mentorship may be seen as part of a continuum of support, guidance, feedback and resources provided by many processes and people including academic task-based workshops (such as teaching workshops), orientation, tenure and promotion preparedness programs, and singular (dyad) or multiple (mosaic) mentor-mentee relationships.

The Objective of Mentorship

The objective of mentorship is for senior faculty to support junior faculty members in their professional development by helping them identify how they might:

- establish and develop a research program
- develop and enhance their teaching skills
- manage clinical and administrative responsibilities efficiently
- obtain academic promotion
- become a respected member of the University and Hospital community
- gain recognition and respect in the broader scientific and/or clinical community
- take full advantage of career development opportunities (Bachrach, 2005)

Senior faculty members and the Department itself may also benefit. This may include satisfaction from assisting new colleagues, improving managerial skills, keeping current with new knowledge and techniques, increased stimulation from new and creative faculty members, enhanced status and self-esteem, increased stability and social health of the organization, increased faculty commitment to their profession and the Department, and capacity building for future organizational leadership. (Boice, 1992; Fagenson, 1989; Greying and Rhodes, 2004; Lannkau and Scandura, 2002; Reich, 1986; McNellis, 2004; Otto, 1994; and Luna and Cullen, 1995).

Mentors also benefit from guidance and support. A Mentorship Director oversees the mentoring program; the director is distinct from the Chair, Vice Chair or Division Head in the Department to avoid conflicts of interest. The Mentorship Director works with the Vice Chair for Physician Health and Wellness within the Department to ensure that Mentor/Mentee relationships are properly constituted and working.

Although providing mentorship implies a considerable commitment, the effort is worth it. Mentoring a more junior faculty member through the earlier stages of academic life can be extraordinarily satisfying and stimulating.
Roles and Characteristics

Mentors should:

• be interested in and committed to the ideals of the mentorship process

• be well established and experienced within the relevant academic community or general interest area of the mentee but not working in the same Division

• be thoroughly familiar with the current Department and Faculty organization, academic procedures and sources of external academic support or the interest and ability to source this knowledge or direct the mentee in the appropriate direction

• be willing and able to freely provide expertise, resources and source material in the particular field of interest to the mentee

• be willing and able to provide constructive criticism and promote best performance from mentee

• assist the mentee in focusing their goals and timing of career development plans and ensuring alignment with their job description (Caniano et al, 2004)

• assist the mentee with strategies to develop the specific skills relevant to their academic area

• encourage the mentee to expand their abilities and to accept new participatory, contributory, and leadership responsibilities within their job description (Aukerly et al, 2011)

• provide networking opportunities and introductions to key institutional leaders, and promote exposure of the mentee within the institution

• provide a safe and non-judgmental environment where the mentee can freely voice frustrations, doubts, and concerns

• role model and offer guidance regarding professional competence and behavior (Shulman, 2010)

• aid in preparing for academic watersheds such as promotion

• advocate on his or her behalf, with the mentee's permission

• be receptive to the mentee's constructive and consolidative feedback on the nature and value of the relationship (Morzinski et al, 1994)

• contribute to a collegial, enjoyable, productive and meaningful relationship
As mentioned previously, mentors may be unable to fulfill all of these needs by themselves for every mentee. In such instances they should help to link the mentee with other mentors (the mosaic model of mentorship) or orientation activities, task-based experts or support workshops, and Faculty development programs that can address these particular needs, with the appropriate support from the Mentorship Program Director.

If the above expectations are not met or the relationship is unfulfilling on either individual’s part, reassignment may occur, overseen by the Mentorship Program Director.

**Mentee should:**

- be interested in and committed to the ideals of the mentorship process
- be willing to accept responsibility for their career development
- regularly engage in honest self-reflection and self-assessment
- be willing to commit time and energy to the mentorship relationship and make time for at least two meetings per year, and more frequently if necessary and agreed upon with the mentor
- set goals and timetables for completion of projects and invite reflections on progress towards them. These action plans can be reviewed at each mentorship meeting (Lewellen-Williams et al, 2006)
- identify barriers to the achievement of goals and offer potential solutions
- be receptive to suggestions, advice, and constructive and consolidative feedback (White, 2009)
- listen to and ask questions of the mentor (Farrell et al, 2004)
- be open about thoughts and feelings, and provide constructive and consolidative feedback to the mentor on what works and what does not. (Schor et al, 2011)
- contribute to a collegial, enjoyable, productive and meaningful relationship (Zerza et al, 2009)
Program Details

Selecting Mentors

The goal of our Department is to ensure that all Lecturers and Assistant Professors who hold a Full Time Academic appointment have access to a mentor within the Department. At the commencement of the program, the focus will be on those individuals appointed within the previous 10 years. Thereafter, the remainder of this cohort will be invited to join the program. The mentor should not be the Chair of the Department nor should the mentor be from within the same Division as the mentee, to avoid any conflicts of interest. In most cases two mentors would be appropriate, for example of a new faculty member’s job description spans two very different areas of research or clinical practice or is filling a role that is not normally performed in a particular Department or Division. The new faculty member must be comfortable with the mentor chosen, in order to establish a good mentoring relationship, and they have the right to decline those choices that are not working.

Ideally, all newly appointed members should have a mentor assigned within 3-6 months of their taking up post. Usually the initial 3-6 month period support for new appointments will come from a ‘Buddy’ identified to oversee the onboarding process. The Buddy would usually be a member of the same Division.

Duration of Mentorships

The initial term for the mentor assignment should be for one year and renewable. This will be enough time to determine if both the mentor and mentee are satisfied with the arrangement (Farrell et al, 2004). Should either the mentor or mentee not be satisfied with the mentoring relationship, either can choose not to renew the mentoring relationship and the selection of a new mentor should proceed. This process should be led by the Mentorship Program Director. If after one year, both the mentor and mentee are agreeable to renewal, the term should be renewed and usually remain in place at least until the promotion of the mentee to Associate Professor. As strong collegial bonds can often form through the mentoring process, the mentoring relationship may continue on an informal basis after promotion. In some instances, a team-based mentorship with several concurrent mentors may be most appropriate to enable a full scope of mentorship. Regardless, it is important that all the faculty members will have an identified mentor usually until promotion to Associate Professor (Sekerka et al., 2003).

If at any point during this period, expectations are not met on either part, reassignment is suggested. It is understood that some mentoring relationships will not be sustained as some would be predicted not to work, through no fault of either individual, but because a cooperative and synergistic relationship does not form.
Frequency, Recording, and Reporting of Mentorship Meetings

The expectation is that the mentor and mentee meet formally on a regular basis (at least twice a year) to discuss the progress and goals of the mentee’s career development (Leslie et al, 2005). This would be a minimum requirement and it would be encouraged that informal meetings occur once per month, particularly early after the initial appointment since the first few years are very important for the future success of the faculty member (Truong et al, 2012). The mentor should initiate the first meeting by contacting the mentee and asking them to identify, prioritize, and record their expectations and the goals they would set to meet those expectations. This self-assessment should be communicated to the mentor prior to the meeting to give time to the mentor to identify goals that the mentee may have missed, assess priorities, and to think of strategies to assist the mentee in achieving those goals.

Meetings should be conducted in confidence; their specific content may only be discussed with any other person with the mutual consent of both the mentor and mentee. An agreed summary of the meeting should be completed by the mentor at the time of the meeting (Meeting Summary Report) and this record should be used to guide the content of the subsequent meeting. A signed copy of this record should be retained by both the mentor and mentee.

The Meeting Confirmation Record submitted to the Mentorship Administrator by the Mentee, should be completed promptly after meetings occur.

The mentor is expected to bring any concerns or suggestions to the Mentorship Director who may bring them to the Chair’s, Vice Chair’s or Division Head’s attention but only with the specific agreement of the mentee. Since discussions are meant to be confidential and the topics of discussion could be of a sensitive nature, detailed reporting of the meetings to the Chair or other individuals is not recommended (Connor et al, 2000). An agreed summary of the broad themes discussed (Meeting Confirmation Record) will, however, be useful from a quality management perspective and to allow the targeting of the development of new CPD and Faculty Development Programs or other resources as deemed to be required.
Components for Professional Development

Objectives and Suggested Topics for Discussion at Initial Meetings

An effective mentor uses their professional and academic career as a model to display the qualities of honesty, professional and personal integrity, accessibility, approachability, motivation, supportiveness, and encouragement (Merrill et al, 2010). An effective mentor also listens well and creates an atmosphere in which the mentee feels comfortable talking about anything that affects his or her career. One of the ways to accomplish this is to meet frequently in a variety of settings. The approach to creating a bond with the mentee is dependent upon the personalities of the individuals and initially upon the personal preferences of the mentor (Donovan et al, 2009).

Setting Career Goals and Ensuring Alignment with the Department of Medicine Mission

The mentor should schedule the first meeting with the mentee 3 months (and no later than 6 months) after the mentee formally takes up post. Prior to the first meeting, the mentee should be asked to perform a critical self-assessment to identify their career goals, and as objectively as possible, analyze their current progress towards them (Sargent et al, 2006). This will involve (at least implicitly) an assessment of their time-management skills. At the meeting, the mentor and mentee should review this assessment together, along with the criteria for career advancement, and the mentee should identify specific short, midterm and long term goals to meet those requirements. This is an excellent way to begin a good mentorship relation. If the mentee is unable to identify specific goals (e.g. “to successfully deploy and achieve the following outcomes for a particular clinical innovation” or “to contribute to the curriculum revision of course ABC” or “to publish two papers within the first three years of my appointment”), then the mentor must help the mentee identify relevant goals. If the mentee has a research or other mentor (mosaic model), it might be useful for all three to meet to set goals and then meet every six months to check progress toward achieving them. Specific goals are critical to a successful and well aligned career (Jones & Tucker-Allen, 2000).
The mentor and mentee should jointly and annually review the guidelines for Faculty Promotion to ensure alignment and trajectory are maintained (Pololi et al, 2002). These can be found at the following website:

http://www.med.uottawa.ca/ProfessionalAffairs/eng/promotion_tenure_standards_procedures_promotion_clinical_faculty.html

There is also a podcast at:

http://www.med.uottawa.ca/ProfessionalAffairs/eng/promotion_tenure.html

Generally, at all meetings, time management strategies and physician wellness issues should be reviewed. Encourage the setting (and keeping) of deadlines to avoid last minute efforts and the misalignment that follows such persistent patterns of short-term immediacy. Also encourage the mentee to keep their academic portfolio information and documents current and regularly reviewed (Manning, 2009). These include:

- current curriculum vitae
- current education dossier
- teaching contributions including peer-review and leaner evaluations
- graduate student supervision
- educational contributions to objectives, curriculum and summative assessment
- grant applications
- presentations
- publications
- other products and processes of scholarship
- peer reviewer activities
- administrative and other services
- awards and recognition

The mentor can use this information to provide more pertinent advice and guidance. Examples include how to prepare a CV, education dossier and annual report that highlight the importance and scholarship of these activities and contributions, strategies for effectively managing peer review activities (e.g. when to serve on grant’s panels and editorial boards and how to balance this with other commitments), and steps to gain local national and international recognition (e.g. publication, attendance at meetings, hosting visits from prominent academics).
Scholarship and Protected Time

In the case of a new academic staff member with a significant time commitment dedicated to scholarship, the mentor should try to determine if there is sufficient protected time to ensure academic success (Cappell 2009). If adequate protected time is not provided, the mentor should alert, with the mentee's agreement, the Mentorship Director who may alert the Division Head or the Department Chair or the relevant Vice Chair.

Teaching and Scholarship of Education

- The mentor can provide guidance on how to work with the Division Head or Department Chair or Vice Chair of Education to define educational responsibilities that align with the time allotted in the job description educational activities and contributions and with the skills and interests of the faculty member (Wasserstain et al, 2007).

- The mentor can provide guidance and support to identify strategies and resources for enhancing teaching mastery appropriate for the particular learner environments, and make preparation of teaching material more efficient and effective. The mentor should encourage the mentee to have peer-review evaluation of their teaching (Sargent et al, 2006).

Research and Scholarship of Discovery

The mentor can provide:

- opportunities to network with other colleagues in similar areas of interest as the mentor can be an excellent resource to the new faculty member for identifying others with similar research interests and who may be interested in scientific collaboration (Dolan et al, 2010)

- assistance to promote or enhance research and scholarly activities including:
  - advice and guidance on establishing and maintaining a research program
  - advice and support for grants and grant writing

- strategies for developing ideas for research proposals, when and where and how to apply for grants

- strategies for effective communication of research results (publications and other research outputs)

- strategies on how to target the most appropriate scientific audiences, and how to respond productively to requests for revisions and rejections of manuscripts
Clinical Practice and Scholarship

The mentor can provide:

- support to define clinical innovations and scholarship activities that will support promotion
- assistance to the mentee in addressing expectations of clinical activities that exceed time allotted in the job description, to promote the balance clinical activities with other academic activities (Caniano et al, 2004)

Administration and Scholarship of Leadership

The mentor can provide:

- advice to the mentee on what committee memberships are appropriate for junior faculty (McKenna et al, 2011)

  [Well aligned committees increase the mentee's local visibility, competence and understanding in areas pertinent to their career goals (Sargent et al, 2006). Examples include some graduate student, departmental education and research committees, and search and selection committees. These all provide important insights into the development of research, educational, and clinical programs and are appropriate even for new faculty. However, curriculum planning and strategic planning committees, admission committees, institutional review committees, and other committees requiring extensive time commitments and significant systemic perspective and experience, should usually be the responsibility of more senior faculty. The topics under discussion in these committees typically require many meetings and can absorb a significant amount of time].

- encouragement for attendance at Divisional, Departmental and OHRI meetings and retreats
- guidance on how to select committees that align with the interests of the mentee, including:
  - responsibilities and obligations of committee membership
  - how to determine the appropriate level of administrative activities consistent with the time committed to this activity
  - determine when it is appropriate to consider potential leadership roles
- guidance on how to improve leadership capabilities, and how to document administrative contributions and leadership participation (Ackerly et al, 2011)
Tailoring the Mentorship Experience

Teaching and Education

• Identify appropriate teaching assignments.

• Encourage the mentee to have peer-review evaluation of their teaching (Sargent et al, 2006).

• Identify academic objectives and assign priority. Objectives for the clinical educators include researching ways to enhance teaching skills and develop assess and revise educational objectives, curriculum, and methods of evaluation.

• Determine how to work with the Division Head /Department Chair/Vice Chair to define educational responsibilities that align with the time allotted in the job description educational activities and contributions and with the skills and interests of the mentee (Lindemann et al, 1995).

• Identify strategies and resources for enhancing teaching mastery appropriate for the particular learner environments.

• Offer to observe the mentee in various teaching environments and then discuss the events with the mentee in a positive, constructive way (Schor et al, 2011).

• Advise on serving on supervisory and examination committees.

• Discuss how to approach scholarship in medical education and optimize opportunities for involvement. The mentor can assist the mentee in identifying teaching activity that can be studied and in discussing possible research approaches to these topics.

• Assist the mentee in identifying specific educational roles, projects, innovation strategies and research projects, collaborations, organizations, and networking for the mentee.

• Help the mentee identify the various publications which serve teachers in medicine such as Academic Medicine, Medical Education, and Teaching and Learning in Medicine.

• Encourage manuscript writing by helping with the organization of ideas, management of writing time, and selection of appropriate journals, and converting teaching activity and research to published papers.
Research

- Identify research and scholarship activities most appropriate for their academic appointment and assign priority (Cappell, 2009). This may include establishing laboratory and research programs.

- Identification of a timeline to establish research projects, pursue funding, and identify grant deadlines.

- Review mechanisms for internal vetting of proposals, and determine internal reviewers (one major, several minor reviewers, major reviewer need not be the mentor). Offer to read over the grant application well ahead of the deadline. These actions will increase the chances for success (Dolan et al, 2010).

- Provide advice and guidance on establishing and maintaining a research laboratory.

- Consider the eventual number of personnel required to sustain the desired size of the mentee's research lab, including the expansion to recruitment of post-doctoral fellows.

- Discuss how to attract and keep graduate students including appropriate supervisory committee membership and timelines for graduate student development through training programmes.

- Ensure mentees are aware of their obligations for training and certification in regard to workplace safety.

- Encourage the mentee to sit on graduate student committees, Department research committees, and search committees.

- Evaluate the mentee’s publications to date and the experimental plan(s).

- Schedule an oral presentation of work in progress at least 3 months before any grant deadline.

- Encourage presentations at appropriate national and international scientific meetings.

- Encourage hosting seminar speakers and meetings with other speakers.

- Review strategies to keep abreast with the current research in the mentee’s field.

Clinical

- Determine how to work with the Division Head /Department Chair/Vice Chair to define clinical responsibilities that align with the time allotted in the job description and with the skills and interests of the mentee.

- Identify strategies and resources for enhancing clinical expertise.
• Assist mentee to define key quality metrics to apply to his or her clinical practice.
• Review strategies to keep abreast with the current clinical practice in the mentee's field.
• Determine opportunities to network with other quality and safety leads and to collaborate on similar projects.

Leadership & Administrative
• Determine how to work with the Division Head /Department Chair/Vice Chair to define leadership and administrative responsibilities that align with the time allotted in the job description and with the skills and interests of the mentee.
• Identify strategies and resources for enhancing leadership skills.

Work-Life Balance, Wellness, Engagement and Satisfaction
• Encourage mentee to reflect on integration of personal and professional activities.
• Support mentee to develop effective prioritization and time management strategies.
• Encourage mentee to reflect on job satisfaction and engagement at work.
• Ensure mentee is aware of appropriate supports should there be wellness issues such as the Faculty Wellness Program.
Suggested Reading


## Appendix A:

**Form MA1 - Mentorship Agreement Form**

1. Participation in the Physician Mentoring Program is a commitment that can be broken at any time by any party if the relationship is not working. If problems arise, please contact the Director of Mentorship in the Department of Medicine.

2. We (the mentor(s) and the mentee) agree to meet formally for at least 1-2 hours, twice per year. After the initial meeting, the mentee will be responsible for setting up the date/time and location of all future meetings.

3. We (the mentor(s) and the mentee) agree to meet or speak informally as often as is mutually felt to be required either to deal with ad hoc issues that may arise or to ensure that agreed actions progress at the desired rate.

4. This is a confidential relationship. The mentor(s) will not discuss the mentee’s personal issues with others (or vice versa), unless both parties agree that sharing personal information with a third party would be beneficial. (e.g. speaking with the Mentorship Director, the Department Chair/Vice Chair or the Division Head for purposes of time assignments, committee nominations, networking, etc.)

5. We (the mentor(s) and the mentee) will do our best to develop our mentoring relationship through honest conversation, to guide and receive feedback, to develop goals and to foster knowledge and skills to reach the goals.

6. We (the mentor(s) and the mentee) will meet at the specified meeting intervals and the mentee will complete the Meeting Confirmation Report form. The mentee will return this form to the mentorship office within the Department of Medicine within 2 weeks of each formal meeting.

7. The mentee will return a copy of this signed mentoring agreement following the first meeting whilst ensuring all parties retain a copy for their own records.

<table>
<thead>
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<th>Mentor:</th>
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<th>Mentor:</th>
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<th>Mentee:</th>
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<th>Date:</th>
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Mentor: ______________________________________________________________

Mentor: ______________________________________________________________

Mentee: ______________________________________________________________

Date: ___________________
Appendix B:

Form GR1 - General Mentorship Meeting Confirmation Record

Date of Meeting

Name of Mentee | Name of Mentor

Name of Mentor

Topics Discussed:

Other comments (optional):

Scheduled date and location of next meeting:

Signatures:

_________________   _________________    _________________

* This form should not include confidential information unless agreed specifically by the mentee.
** The information entered will assist the department to plan future CPD to address the needs of its members.
Appendix C:

Form GS1 - General Mentorship Meeting Summary Report

Date of Meeting

Date of last meeting

Name of Mentee

Name of Mentor

Name of Mentor

Topic examples (consider in the context of e.g. education, research, clinical, administration and personal):

Suggestions: Infrastructure Support, Time Protection, Facilities, Equipment, Personnel Support, Collaborative Support, Research Directions, Abstracts, Presentations, Manuscripts, Grants, Funding, students (Graduate, UGME, PGME)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Achievements</th>
<th>Goals</th>
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5. Review of Curriculum Vitae and suggestions for improvement:

6. Scheduled date and location of next meeting:

7. Other comments (continue over if necessary):

Signatures:

_________________   _________________    _________________
Form RR1 - Research Mentorship Meeting Confirmation Record and Research Summary Report

Date of meeting: _____________
Meeting #: _____________
Name of Investigator (Division): _____________ (___________)
Career Track: _______________________________
Mentors (Division): _____________ (___________)  
________________________________ (___________)

Mentorship checklist
(complete all sections by inserting a checkmark where indicated, and/or add comments as needed)

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<th>ITEM</th>
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<th>Unsatisfactory</th>
<th>Not applicable</th>
<th>Comments</th>
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<tr>
<td>A) Infrastructure support for research</td>
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<td>Time Protection</td>
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<td>Adequacy of Facilities</td>
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<td>Equipment needs</td>
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<td>Personnel Support</td>
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<td>Collaborative Support</td>
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<td>Support from Division Head, Div. members</td>
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<td>B) Research Directions</td>
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<td>Project(s) underway and planned</td>
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<td>Overall research focus and long-term directions</td>
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<td>C) Research Productivity</td>
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<td>Other</td>
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<th>D) Grants</th>
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<td>Current funding</td>
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<td>Applications pending</td>
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<td>Opportunity for salary awards, operating grants</td>
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<th>E) Research Training Opportunities</th>
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<td>- Graduate students</td>
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<td>- UG student supervision</td>
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<td>- Post-graduate trainees</td>
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| F) Other issues                  |  |  |  |

Comments from Mentors re the progress of the investigator:

________________________________________________________________________
________________________________________________________________________
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________
Comments from the Mentee (investigator):

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__________________________________________________________________________
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Overall Assessment (include areas to be addressed in advance of next meeting):
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Proposed date for next meeting: ____________________

Signatures:
Mentee:     ____________________
Mentors:     ____________________