



California Northstate University Program on Mentoring

The goal of Faculty Affairs and Development in the College of Medicine at California Northstate University and our affiliates is to assist faculty in becoming accomplished, productive, and successful in their chosen endeavors of teaching, research, patient care, or administration as well as, sustaining their vitality, both now and in the future.

Mentoring relationships have proven to be an excellent way to enhance professional growth and the University strongly supports these mentoring activities. With this in mind, the Office of Faculty Affairs and Development is offering a mentoring program that we hope is useful to all faculty. When you meet with your department chair throughout the year, we encourage you to use these activities as a resource to assess your mentoring needs as they relate to your professional development.

Mentoring: “A nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and personal development. Mentoring functions are carried out within the context of an ongoing, caring, relationship between the mentor and mentee.”

We have expanded this definition at California Northstate University to include other highly skilled peers serving as mentors. This program should be used to encourage mentoring activities at California Northstate University and should not be a formalized, required program, but rather a series of suggestions based on past history and research concerning mentoring in health care, academia and business. Mentoring is a highly interactive process and requires strong commitment from both the mentor and the mentee. Also necessary is a serious commitment to mentoring from divisions, departments and the institution’s administration in order to foster such a commitment to our university.

The mentoring program should help faculty to:

- help you determine if you are in a position to be a mentor;
- describe the rewards associated with the undertaking;
- offer direction on how to seek a mentor and why you should do so whether you are a clinician, basic scientist, researcher, teacher, administrator;
- provide a checklist of qualities to look for when seeking a mentor or a mentee;
- offer alternatives to traditional mentoring;
- offer suggestions for colleges, departments and divisions in devising mentoring programs;
- point out potential obstacles to mentoring;
- provide template forms to assess need and monitor mentoring relationships;
- offer additional resources for more detailed information on mentoring.



Importance of Mentoring

Throughout time, there has been many accounts of mentoring in all areas of development such as science, medicine, education, law, business, and politics just to name a few. In all mentoring relationships, a “senior” person who had garnered respect and an amount of prestige and power within her/his field, took a “junior” person under the wing to teach, encourage and provide an extra push to ensure that junior individual’s success. Not inconsequentially, the success of the junior person ultimately reflected on the senior person, further adding to her/his prestige and respect.

Different types of relationships are possible between a junior and a senior professional in an academic setting:

- Adviser, tutor, or preceptor (assigned by the institution)
- Role model or the mentor (chosen by the learner)

Institutionally assigned roles customarily assume the relationship to be a strictly professional one: the senior person ensures that the junior person completes institutional requirements, is progressing appropriately in his or her field of study and has the knowledge necessary to achieve career success.

Relationships chosen by the learner often involve a personal element in addition to professional guidance. A role model, a practicing professional who may not be at a senior level, can provide a “vision” of a real world. A role model can provide the involvement of the integration of personal life with professional life. Mentors, however, are almost always senior persons within their fields. They are chosen specifically for their ability to use the power of their positions and experience to develop the careers of those less powerful and experienced. A mentor has moved beyond preoccupation with self to foster the growth of a developing professional.

In health care, the concept of mentoring has traditionally been restricted to the teacher / medical, pharmacy, nursing student, graduate student or resident relationship.

Research has indicated that women and minority faculty could benefit from the assistance of a senior professional who would protect the interests and guide the career path of these junior professionals so that they may achieve success in their own right. It appears that all junior faculty could benefit from the presence of a mentor; of course, the rewards are great for the mentor, too.



“Why be a Mentor?”

As with many professions today, medicine, pharmacy, and academia are being asked to do more with less. Faculty are required to juggle clinical duties with teaching and research requirements. On an average day, physicians see patients, teach students and residents, supervise some aspect of an ongoing grant, manage and administrate. The basic scientist’s average day involves gathering data on current research grants, planning for the next grant application, advising graduate students, teaching medical, pharmacy, nursing or dental students and preparing manuscripts. Take on the added responsibility of advancing someone else’s career? Who has time?

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers and point out unexpected delights along the way.”

Daloz LA. *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences*. San Francisco: Jossey-Bass, 1986.

Mentoring is a developmental stage in one’s professional life and since each developmental stage is crucial for growth, failure to serve as a mentor can lead to stagnation and internal conflict. By becoming a mentor, you have the opportunity to affect the future — you leave a part of yourself in everyone you mentor, your ideals, your ethics and your professionalism. Long after you’ve retired from the world of grants, publications, students and patients, your work will still be going on in those you’ve guided as a mentor.

Benefits to Mentors:

- Sense of self-worth, value, and self-actualization
- Opportunity to shape others’ careers
- Collegiality
- Contribution to the School, University, and discipline(s)
- Productivity
- Mentees enliven the intellectual arena
- Career satisfaction and rejuvenation
- Organizational recognition



“What are some of the characteristics of a Mentor?”

Characteristics of a mentor include:

- Encourage and demonstrate confidence in your mentee.
- Recognize your mentee as an individual with a private life and value her/him as a person.
- Ensure a positive and supportive professional environment for your mentee.
- Recognize your own limitations.
- Provide feedback, generously.
- Encourage independent behavior, but be willing to invest ample time in your mentee.
- Provide accessibility and exposure for your mentee within your own professional circle both within and outside of the immediate university circle.
- Illustrate the methodology and importance of “networking” in basic science.
- Allow your mentee to assist you with projects, papers and research whenever possible and be generous with credit.

“How to find a Mentee!”

Here are a few questions to ask yourself about finding a mentee:

- Of those in my department junior to me, who is pursuing work or has strengths similar to my own?

Or the converse...

- Of those in my department junior to me, who appears to be struggling in an area that is my strength? (For example, someone may be quite adept in the clinical aspects of his or her faculty position, but falling behind in publishing or in preparing grant applications.)
- Among the junior faculty members, to whom do I gravitate before and after staff meetings or at social functions? (This is important in that it lets you know that you would more than likely get along personally with your mentee. Remember: this relationship encompasses more than professional development, it involves the whole person. Liking your mentee goes a long way toward a successful relationship.)

The following simple queries might help you get started, but by no means they are meant to be inclusive of all the questions you might ask yourself about your mentee.



As a mentor, you need to ensure that your mentee maintains productivity, has protected research time, understands the requirements for promotion and receives exposure via local, national, and international organizations. You also need to be aware and sensitive to obstacles that may be present in the mentee's life and have the potential to interfere with his/her professional demands. Your job as a mentor is to help your mentee integrate the various components of his or her life, not ignore one to bolster another, better said, work-life balance.

“Mentor’s Checklist, A Regular Routine!”

- Set aside an hour for the first meeting with your mentee. Obtain his or her CV prior to this meeting so that you already know pertinent professional information. Use this hour to get to know other aspects of your mentee. Is he or she married? Any children? Any hobbies? Share similar information about yourself. You may want to conduct this first meeting away from the office, or go to your mentee’s “space.”
- Be sure that your mentee knows how to contact you: e-mail address, telephone numbers, fax number. You also should have this information from your mentee.
- Ask your mentee what he or she expects from you.
- Tell your mentee what you expect.
- Together, go over strengths and weaknesses. Ask what he or she sees as the most important aspect of career development.
- Familiarize yourself and then your mentee with the institution’s promotion/tenure policies. The two of you can develop a “check list” that you can follow in regard to the mentee’s progress.
- Either set up a regular time to meet (such as the first and third Thursday of each month), or set the next meeting at the conclusion of this meeting. Try to meet at least once a month with your mentee. Be flexible, but insistent about meeting.
- With your mentee write out one-year and three-year goals for your mentee’s career. At the end of each year, re-examine those goals and determine if they’ve been met.



- Obtain the mentee's written position description from the division or department chair to ensure that the expectations of the mentor, mentee and chairperson are aligned. Make sure that you and your mentee have a chair-signed position description in your files.
- Be sure that your mentee is on committees and in organizations that will help him or her in career development. Invite him or her to social functions as your guest and introduce him or her to other senior members of the profession or specialty.
- Ask for assistance with research or in writing a journal article and be generous with credit but teach that "authorship encompasses two fundamental principles: contribution and responsibility." Not only should he or she make significant contributions to the work reported in the paper, but be able to take responsibility for the contents of the paper.
- If your mentee is interested in (or struggling in) an area that is not your strength either, actively seek others who may assist in this regard. This is called "layering" mentors and takes the pressure off one individual to be "super mentor."
- At the end of a year in the relationship, try evaluating each other. Then offer your mentee's evaluation of your relationship to your division/department chair.
- Be aware that as the relationship evolves, and your mentee progresses along his or her career path, his or her needs may change in a direction that leads away from you. This can be an awkward time for both of you, but consider it your success. You've helped this person develop an insight that would not otherwise have been gained without a mentor. Help him or her locate others who may take over the mentoring duties. By that time, you'll probably have several new junior faculty seeking your guidance. You may even meet junior professionals outside of your college or institution who request that you serve as a mentor to them.
- Never see your mentee as a threat to you. As with others we teach, we want to see them reach beyond us. Your mentee's success is ultimately your success.



Suggestions for Mentees: “Do I Really Need a Mentor?”

Of course you do! Literature on the importance of a Mentor – Mentee relationship and junior faculty development in academic healthcare is plentiful. Here are just a few, take a look!

- ✓ Applegate, WB. Career development in academic medicine. *American Journal of Medicine*. 1990; 88:263-267.
- ✓ Bickel, J. Women in medical education, a status report. *The New England Journal of Medicine*. 1988; 319(24):1579-1584.
- ✓ Bland CJ, Schmitz CC. Characteristics of the successful researcher and implications for faculty development. *Journal of Medical Education*. 1986;61(22).
- ✓ Mowbray G. Comments from the Chair. *The Newsletter of the Johns Hopkins University Women’s Forum*. 1996 Winter; 6(1):1.
<http://jhuniverse.jhu.edu/~wforum/w96news.html>
- ✓ Schapira MM, Kalet A, Schwartz MD, Gerrity MS. Mentorship in general internal medicine: investment in our future. *Journal of General Internal Medicine*. 1992; 7:248-251.
- ✓ Taylor LJ. A survey of mentor relationships in academe. *Journal of Professional Nursing*. 1992; 8(1):48-55.
- ✓ Wilkerson L. Ideas for medical education. *Academic Medicine*. 1994; 69(4):267.
- ✓ Grady-Weliky T, Kettyle C, Hundert E. New light on needs in the mentor-mentee relationship. In *Educating for Professionalism: Creating a Culture of Humanism in Medical Education*, editors D. Wear and J. Bickel. Iowa City: University of Iowa Press, 2000.
- ✓ Statement on mentoring from Bruce Alberts, President of the National Academy of Sciences. July 23, 1997. 12 March 2002.
<http://www4.nationalacademies.org/news.nsf/isbn/0309063639?OpenDocument>.

Research on Mentoring has suggested that there are three essential areas in which new faculty need to be socialized:

- **Adopting academic values;**
- **Managing an academic career;**
- **Establishing and maintaining a productive network of colleagues.**



Some Key Points for the Mentee:

- The most effective mentoring experience occurs where the seeker and the sought mutually agree to the relationship.
- The genesis of a mentee - mentor relationship is up to you as the mentee.
- Familiarize yourself with the department's senior faculty, their publications, and their practice and research areas and so on.
- Closely observe the senior staff during division or department meetings and functions.
- Match the professional expertise you admire with the personal qualities that would make for a collegial relationship between you and the senior faculty member.
- Do not be afraid to take the initiative and give the relationships and observations time to mature.
- Personal "fit" should be considered as differences in values can seriously undermine a mentoring relationship. However, congruence in values does not mean, however, simply selecting a mentor who is just like you. You can learn a great deal from differences.
- The mentor – mentee relationship is a dynamic one; neither party is permitted to coast, and in the beginning, the mentee will be doing most of the work in that he or she is actively seeking the mentor.

“Characteristics of a Good Mentee”

Characteristics of a mentee should include:

- **Eagerness** to learn and a respect and desire to learn from the person selected as the mentor;
- **Seriousness** in the relationship;
- **Taking the initiative** in the relationship, especially in the beginning — be politely insistent about your desire for a mentor;
- **Flexibility and an understanding** of this senior professional's demanding schedule (you'll be there one day);
- **Promptness** for all appointments;
- **Feedback**, even if nothing is requested;
- **Interest**: your mentor will ask questions about your personal and professional life in an effort to get to know you as a whole person — do the same with your mentor. He or she also has a life outside of the institution and knowing something about it can help you communicate better;



- **Respect:** your mentor is there to help you in your career by pointing out the stepping stones, not being one; never forget the time and effort this person is taking to offer you a smoother path on the way to success.
- **Confidentiality:** unless otherwise told, consider that the information your mentor shares with you is between the two of you.

“Additional Ideas to Traditional Mentoring”

In our current managed care, health care reform environment, a junior faculty member would need a mentor with research, clinical, teaching and business skills. This can be overwhelming for one faculty. In addition, all faculty have strengths and weaknesses.

- Consider a layer of mentors for your specific needs.
- Consider rolling mentors: You may start out in your career with one mentor and “roll” over to several others as your career becomes more defined. Ideally, each of your mentors will connect you with others who may serve in the same capacity.
- Explore continuing Education opportunities: it’s an excellent way to enhance your career development. For example, courses in many related fields such as in management, business, statistics, epidemiology or mini-sabbaticals learning new research techniques, just to name a few can add to your current knowledge base, direct future career goals and introduce you to people outside of your institution with whom you can network. You might even meet someone whom you’d ask to mentor you, even though he or she is not a part of your institution.



“Evaluating your Mentee - Mentor Relationship”

You have found your mentor and have been involved in the relationship for several months.

How do you know if you’re being adequately mentored? Here are a few questions that may help you evaluate your current Mentee – Mentor relationship:

- Is your mentor academically successful?
 - ✓ teaching, publications, grants, committees, active research, patient referrals
- Are you interested in your mentor’s research areas and techniques?
- Is your mentor easy to approach and talk with?
- Does your mentor advise and encourage you with respect to your independent goals?
- Do the two of you meet regularly?
- Do you receive regular feedback and constructive criticism?
- Does your mentor facilitate your participation in professional activities outside of the institution? For example, at regional, state, national organizations?
- Are you invited to informal gatherings of people from work?
- Is your mentor your advocate within the department or division?
- Does your mentor encourage you to submit grant applications; help you develop research ideas And/or push you to write manuscripts?
- Does your mentor connect you to other senior professionals who could “fill in the gaps” in areas where he or she might be less skilled?
- Has your mentor observed you in a teaching situation and provided feedback on these critical skills?

Adapted from:

Bland CJ, Schmitz CC. Characteristics of the successful researcher and implications for faculty development. *Journal of Medical Education*. 1986;61(22).
Morzinski JA, Simpson DE, Bower DJ, Diehr S. Faculty development through formal mentoring. *Academic Medicine*. 1994;69(4):267-269.



California Northstate University Mentoring Plan

We have gone over some of the basics involved in being a mentor and seeking one, this section will discuss the importance of department/division support and the different approaches to a mentoring plan. Dedicated mentors and eager mentees will find themselves struggling without the explicit support of their departments and divisions.

We are fortunate that the University has clearly demonstrated its strong support of mentoring. Now the individual departments need to do the same. There are several ways to go about the process.

The Self-Directed Approach: this method involves the initiative of either the mentor or the mentee. As a mentor, you would observe junior faculty members, noting their areas of interest that match your own and offering your services as a mentor. For a mentee, the reverse occurs: you research the senior faculty, get to know them and select someone whom you admire and see as a role model and guide.

The Departmental Approach: this method involves the support and active participation of department and division chairs as well as all faculty within those units. A formal mentoring program would have assigned mentor/mentee pairs. Often the department chair takes the responsibility to mentor or to assign mentors within the college. We believe that allowing choice will ultimately make for a better relationship. Assigned pairs might address the professional needs of the mentee, but remember, the relationship goes beyond the professional. The most important issue is that the two need to like each other for the relationship to be successful. This is where free choice makes the difference.

At California Northstate University College of Medicine, we have utilized the departmental approach for all faculty in order to develop our mentoring program. After consulting with faculty and administration, the Department of Faculty Affairs has developed a list of assigned mentors / protégés for all faculty. After a period of three months, faculty will be able to use the self-directed approach to determine a faculty member that may agree to be their mentor.

During the initial three months of mentoring, all new faculty should meet with their mentor monthly and document their interaction at each meeting. A CNUCOM Mentoring Form will be provided for your use. It will be the mentee's responsibility to keep and maintain this form that may be asked for by their chair during their annual evaluation.



Regardless of the chosen approach to mentoring relationships, departments should have a senior “outside” person (meaning a person who is neither mentor, nor mentee) to serve as a “third eye” of sorts. This individual will be one of the Deans of Faculty Affairs or the Chair/ Senior Associate Dean of Medical Education and should be able to objectively view the proposed mentor/mentee pairings. He or she may see potential difficulties within relationships that neither mentor nor mentee envisions.

Two forms for the evaluation of the mentoring program will be required to be complete after your first year of mentoring relationship or during your change in mentors.

1. Assessment Form for Mentees
2. Assessment Form for Mentors

In addition, a suggested needs assessment for the college of medicine “Could I Benefit from a Mentor, or be a Mentor?” form. This information will assist the Department of Faculty Affairs to determine the faculty needs from both the mentors and mentees view. Upon completion, please submit these forms to the Department of Faculty Affairs and Development.

Finally, for your convenience, a Mentoring Record Form has been developed to track your Mentor/Mentee monthly meetings. This form should be completed after each mentoring session for mentoring documentation and can be used to present to your department chair for your annual evaluation session.



Assessment Form for Mentees

**** Confidential ****

(Complete after first year of mentoring relationship or during your change in mentors.)

Circle the response that best suits your feeling toward the question.

The key is as follows:

1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly Disagree

- I believe that mentoring is a good idea. 1 2 3 4 5
- I have benefitted from the mentoring relationship. 1 2 3 4 5
- My mentor is readily available. 1 2 3 4 5
- My mentor and I meet on a regular basis. 1 2 3 4 5
- My mentor and I are congruent on our goals for my professional development. 1 2 3 4 5
- My mentor and I have similar values. 1 2 3 4 5
- My mentor respects me as a person. 1 2 3 4 5
- My mentor understands that I have a life outside of the institution and helps me to integrate my responsibilities. 1 2 3 4 5
- My mentor is generous with credit. 1 2 3 4 5
- My mentor has involved me in professional activities outside of this institution. 1 2 3 4 5
- My mentor has involved me in committees within this institution. 1 2 3 4 5

1. The best things about the mentoring relationship are:

2. I would suggest the following improvements/modifications:



Assessment Form for Mentors

**** Confidential ****

(Complete after first year of mentoring relationship or during your change in mentors.)

Circle the response that best suits your feeling toward the question.

The key is as follows:

1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree 5 – Strongly Disagree

- I think mentoring is a good idea. 1 2 3 4 5
- I believe that my mentee has benefited from the relationship. 1 2 3 4 5
- I have personally benefited from the relationship. 1 2 3 4 5
- My mentee and I have similar values. 1 2 3 4 5
- My mentee respects me as a person. 1 2 3 4 5
- The relationship requires too much of my time. 1 2 3 4 5
- I have the support of my department/division chair for my mentoring activities. 1 2 3 4 5
- I have referred my mentee to other faculty for help in a specific area. 1 2 3 4 5
- My mentee doesn't really need a mentor. 1 2 3 4 5

1. The best thing about mentoring is:

2. I would suggest the following changes/modifications:



Could I Benefit from a Mentor, or be a Mentor?

(Needs assessment form)

On a scale of 1 to 3, circle your level of expertise for the faculty position duties listed.

The key is as follows:

- 1 – I feel competent in this area and am willing to be a mentor.
- 2 – I feel somewhat competent in this area, but not willing to be a mentor.
- 3 – I need mentoring in this area.

Duties include:

- developing a promotion/tenure package 1 2 3
- developing a teaching portfolio 1 2 3
- budget writing 1 2 3
- curriculum development 1 2 3
- curriculum evaluation 1 2 3
- resident teaching 1 2 3
- resident evaluation 1 2 3
- graduate student teaching 1 2 3
- graduate student evaluation 1 2 3
- peer evaluation 1 2 3
- time management 1 2 3
- integration of clinical & research duties 1 2 3
- grant writing 1 2 3
- grant review 1 2 3
- research design 1 2 3
- research funding 1 2 3
- presentations 1 2 3
- manuscript preparation 1 2 3
- communication skills 1 2 3
- computer skills 1 2 3

Tabulate number of: 1s _____, 2s _____, 3s _____

Name: _____

Rank: _____ How long in present rank? _____



Mentoring Record

Mentee name: _____

Mentor name: _____

Date	Signatures	* Comments
	Mentor:	
	Mentee:	
	Mentor:	
	Mentee:	
	Mentor:	
	Mentee:	
	Mentor:	
	Mentee:	

*Please note comments are not intended to reveal confidentiality of the meeting.