



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine

A GUIDE TO FACULTY MENTORING

Mentoring Framework

Last updated: June 2021

Table of Contents

Framework.....	3
Role of the Head of Unit	4
Models of Mentoring.....	5
Identifying a Mentor	6
Equity, Diversity and Inclusion.....	6
Role of the Mentee.....	7
Role of the Mentor	9
PROGRAM FORMS AND TOOLS	11
Sample Mentoring Agreement	11
INDIVIDUAL DEVELOPMENT PLAN	13
MEETING NOTES/DOCUMENTATION.....	14
SUPPLEMENTARY READING	
What is Mentoring?	15
How will I Benefit from the Program?	16
Mentoring Conversation Model	17

OVERVIEW

Welcome to the Faculty Mentoring!

Attracting, engaging and retaining a diverse community of outstanding students, faculty and staff is a key component to one of the [University's Strategy Core Area One: People and Places: Great People](#). Through recruitment, advising and mentorship, professional development and support, we will build and sustain a global university community, representative of all, including historically excluded populations. The Faculty Mentoring Program is meant to take a more deliberate approach to organizational development, embracing both training and mentorship to strengthen leadership capability and to help facilitate academic and systemic change. The mentoring program will increase access to coaching, mentoring and other development opportunities to meet the unique needs, experiences and expectations of faculty throughout their careers.

This guide is prepared to contribute to the Faculty of Medicine's Strategic Plan organization goal to "Cultivate a respectful, inclusive, and discrimination-free organizational culture and systems that support everyone in achieving their fullest potential.", which aligns with the [University's Strategy Core Area One: People and Places: Great People](#); [Focus on People Framework](#): I can grow my career; and [Inclusion Action Plan](#) Goal 1, D: Recruitment, Retention and Success, Inclusive spaces and initiatives.

Framework

The intention of the Faculty Mentoring is to enhance lifelong professional development in teaching, scholarship, and service. Successful mentors will support and challenge their mentees throughout their career in the areas of administration, clinical, teaching and research.

The mentoring relationships will support collegiality, effective communication, self-evaluation, and cultural competence, all of which enhance a stimulating and supportive university environment. Faculty members will have a supportive relationship with (an) established mentor(s) throughout the years of their career at UBC.

This framework is meant to provide Departments/Schools/Centres with some guidelines to formulate a structured mentoring program within their own respective areas. It is a structured process for assigning or deciding upon mentor-mentee pairings and provides a set of principles, guidelines, expectations, tools and resources for the mentoring relationship. There are also different types of mentoring models identified for consideration.

Participants in a mentoring program will have the opportunity to form practical and meaningful professional relationships.

Role of the Head of Unit

“The best chance for fulfilling the promise of mentoring within organizations today...lies in creating a mentoring culture. Organizations must create readiness, provide opportunities, and build in support so that mentoring can have a profound, deep, and enduring impact on their people”¹.

a) Department Head/School Director

- Identify a Mentoring Advisor for the mentoring program (*recommended*)
- Promote the program within department, school or centre
- Clearly articulate career priorities and expectations for faculty that mentorship programs will address
- Recruit mentors (consider Centre Directors)
- Ensure that each junior faculty have mentor(s) that are formalized
- Proactively recognize and mitigate factors that disproportionately deter the advancement of women and underrepresented minority faculty and ensure proper mentorship is established
- Identify and provide tools and resources to ensure ongoing support
- Decide on a confidential process for mentors and mentees to voice concern and resolve serious differences between mentor and mentees
- Identify metrics that the unit will use for evaluating the effectiveness and impact of mentoring programs and relationships (i.e., mentee/mentor satisfaction, specific scholarly product delivery, promotion)
- Host events to celebrate the program (possibly in conjunction with Centres and/or other Departments) and recognize mentors on annual basis.
- Include mentors in annual report
- Determine awards and/or recognition for mentoring work
- Follow up with mentors about their mentoring relationships

Given the prescribed role of the Head/School Director in mentoring of early career faculty for promotion and tenure, and chairing promotion and tenure committees, it is strongly recommended that department Heads/School Directors DO NOT act as formal mentors of early career faculty within their own Department/School.

b) Department Mentoring Advisor (if applicable)

- Some departments/schools may choose to have a designated mentoring advisor
- Work with Department Head/School Director to implement the program and determine recognition mechanisms for mentors
- Attend meetings of working group during implementation phase and provide feedback to assist in successful implementation
- Coordinate annual evaluations of the program within the department/school for the Department Head/ School Director.
- Facilitate resolution of unsatisfactory mentor/mentee relationships.

¹ Zachary, L.J. (2005). *Creating a Mentoring Culture*. JosseyBass: San Francisco

Models of Mentoring

Mentoring is advantageous throughout all career stages. The Faculty of Medicine recommends that potential mentors and mentees reach an agreement as to what model of mentoring is most appropriate. While mentorship models may differ within departments, schools, centres and programs, the core component is the identification of mentor(s) for all early career faculty members within their first academic or clinical appointment and also post-tenure faculty who are seeking additional guidance from mentor(s).

- a) **Individual** (one-on-one): A traditional one to one mentoring relationship between a mentor and a mentee.
- b) **Mentoring Network**: The mentee finds mentors for specific competencies or themes. The mentee forms a network of multiple relationships with a variety of mentors with variable duration, scope and nature of support. The intention of this model is that different mentors provide diverse experiences and areas of expertise. The network of mentors changes throughout the mentees' career. Some suggested themes are:

Promotion and Tenure	Teaching
Commercialization	Research
Women in Leadership	Conflict Resolution
Career Pathing and Leadership Development	Funding opportunities
Service in Research and Professional Communities	Performance Management

- c) **Group mentoring**: a small group of mentees supervised by a mentor. It can be used at career stages. This involves several layers of mentors and mentees who vary by rank and experience. Often 1-3 faculty mentors mentor several mentees in a group setting. They engage in a flow of conversation to share experience, ideas and tips. It serves well to offload the mentoring demands on the senior faculty members.
- d) **Peer mentoring**: mentoring among faculty at the same level of training, rank or experience meet to share experiences, work on a project or gain feedback

Identifying a Mentor

Depending on the model of mentoring you prefer, there can be different ways to find mentor(s). Your department may have a formal mentoring program, please contact your Department Head/School Director or department administrator for more information.

In general, the Department Head/School Director and/or a department appointed mentoring advisor will assist you in identifying appropriate mentors and help initiate their first meeting.

Mentors should provide a short statement about their research/education/clinical expertise to be available to the overall program. Mentees can select 2-3 names of potential mentors to consider (phone conversation or meeting) and rank order (and both identify anyone with whom they would be unable to work).

Consider a diverse range of individuals of different ranks, ages, genders, races, skills and experience in selection of mentor.

We consider the relationship aspect a large part of this program and the first task will be to establish a relationship. To do this we recommend that you meet at least once a month during the course of the program, but the actual frequency and type of meetings will be up to you and your mentee to decide.

Equity, Diversity and Inclusion

Mentoring programs are also an additional resource for diverse faculty to take advantage of the expertise, experience and guidance of faculty who are attentive to mentoring across differences, such as gender, race, or culture. Faculty from underrepresented groups may benefit from additional opportunities for constructive support and guidance from senior colleagues. When selecting a mentor and mentee pair consider the following:

- a) Unconscious bias during the selection process. Look for diversity in background experience and research. Do not unreasonably exclude non-traditional qualifications or experience.
- b) Be mindful of potential subtle barriers for women and underrepresented minority faculty and to maintain a focus on achievement of the specific tasks and goals that contribute to career success.
- c) If mentor or mentee does not feel comfortable or feel they have sufficient experience to discuss specific topics, a facilitation meeting with other faculty members better able to address specific concerns is recommended. Mentees should feel empowered to broaden their group of advisors based on their specific concerns and level of comfort in discussing these concerns.

Role of the Mentee

In the UBC Faculty of Medicine Mentoring Program, mentees are encouraged to:

MANAGE THE RELATIONSHIP – Mentees take equal responsibility for working to build a rapport with their mentors and ensuring that times and locations are booked for meetings. Be prepared with an agenda for your meetings with mentor.

SET CLEAR GOALS – Create SMART goals (see Individual Development Plan). Identify barriers to goal achievement and provide potential solutions. Undertake honest self-assessment regularly. Share mistakes and perceived areas for improvement

BE CLEAR ABOUT OBJECTIVES – Mentees need to consider what they want from their mentors such as: advice about a particular career path, advice about a particular skill set, or some other goal or objective. Mentees communicate these objectives to their mentors, recognizing that these may change over time. Set goals and timetables for completion of projects and invite reflections on progress towards them.

TAKE ADVANTAGE OF OPPORTUNITIES PROVIDED BY THE MENTOR – Mentors may be able to introduce their mentee to others in related fields of study or provide opportunities for social and professional engagement in a variety of communities.

ACCEPT RESPONSIBILITY FOR YOUR OWN DEVELOPMENT – Mentees must make their own decisions; mentors can, if requested, provide advice and feedback, but mentees are responsible for their careers.

SEEK INFORMATION – Mentees should come to meetings prepared with questions so that meeting times are focused and useful. Be open to suggestions, advice, feedback. Listen and ask questions. Be open about thoughts and feelings, provide feedback on what works and what does not.

CONFIDENTIALITY – Maintain confidentiality of relationship.

DIVERSITY IN MENTORSHIP – Careful consideration of issues that may arise with mentorship across boundaries of gender/race/ethnicity/sexual orientation/religion.

Recommended topics to discuss:

- Yearly professional development goals
- Teaching
- Research/scholarship/professional activities
- Student advisement
- Grant writing
- Service/committee
- Tenure and promotion process/guidance
- University policies/navigating the institution
- Health authorities partnerships
- Equity, Diversity and Inclusion

Also refer to the mentoring network themes for ideas.

“Finding a mentoring relationship that works for both parties requires patience and perseverance. Mentees may find that many people, rather than one person, fill the mentoring role. The specific person who becomes the mentor may not be as important as the functions that this person (or persons) serves for the mentee” (Jackson et al. 2003, 331) ².

Finding a successful mentoring relationship requires that the mentee audition many different potential mentors in order to ensure a good match. “Mentees should be explicitly aware of the personal and professional qualities that they value in a mentor and discuss these with potential mentors to find the right match” (Jackson 2003, 333) ⁶.

Mentees should remember that mentoring relationships are with a more senior faculty member, which can result in power indifference that could render the mentee vulnerable. “It is important that mentees not simply tell mentors what they think mentors wish to hear, but rather what they really think, without wasting time pursuing unwanted directions” (Detsky and Baerlocher 2007) ³.

² Jackson, V.A., Palepu, A., Szalacha, L., Caswell, C., Carr, P.L. & Inui, T. (2003). Having the Right Chemistry: a Qualitative Study of Mentoring in Academic Medicine.” *Academic Medicine*, 78, 328-334.

³ Detsky, A.S. & Baerlocher, M.O. (2007). Academic Mentoring-How to Give it and How to Get it. *JAMA*, 297(19), 2134-2136

Role of the Mentor

In the UBC Faculty of Medicine Mentoring Program, mentors are encouraged to:

ACT AS A ROLE MODEL – Mentors should demonstrate the behaviours that have made them successful.

LISTEN ACTIVELY – Mentors should allow their mentees to lead the process, giving time and space to ask their questions and convey their desired outcomes. A mentor may also ask questions to find out information.

BE A SOUNDING BOARD – Mentees should be encouraged to make their own decisions. Mentors provide a place where mentees can bounce off ideas and try out solutions. Advice is not always needed or desired.

PROVIDE COACHING AND GUIDANCE – When a mentee seeks advice, mentors can provide suggestions. To advise effectively, mentors need to understand the qualities, skills and experience of their mentee.

ASSIST WITH SKILL DEVELOPMENT – Mentors may suggest that mentees observe their teaching. Mentors may assist mentees with practice for important meetings and/or invite them to some of theirs to share good practices.

CREATE A SAFE LEARNING ENVIRONMENT – Mentors assure their mentees of confidentiality in all communications.

UNDERSTAND THE MENTEE'S OBJECTIVES – Mentors usually need to ask a lot of questions to ensure they understand what mentees hope to achieve.

ENCOURAGE AND INSPIRE – Mentors are selected because they are successful and admired. Their role is to encourage and support their mentees to achieve.

CONFIDENTIALITY – Maintain confidentiality regarding shared information. Given the confidential relationship between a mentor and mentee, a mentor may wish to avoid being placed in an evaluating role, i.e. by opting out as a member of a department promotions and tenure committee when the mentee is being discussed.

DIVERSITY IN MENTORSHIP – Careful consideration of issues that may arise with mentorship across boundaries of gender/race/ethnicity/sexual orientation/religion.

“One of the most important functions of a mentor is to teach the rules of career advancement. These rules are seldom written down and sometimes inscrutable”⁴ (Lee2005).

“Good intentions and knowledge and experience of a subject are not sufficient prerequisites for good mentoring. For good mentoring it is important that the approach of the mentor is constructive and non-judgmental and the process is positive, facilitative,

⁴ Lee, J.M.; Anzai, Y. & Curtis, P. Langlotz (2006). Mentoring the Mentors: Aligning Mentor and Mentee Expectations. Academic Radiology, 13(5), 556-561.

and developmental. A good mentor should also have good interpersonal skills, adequate time, an open mind and willingness to support the relationship” (Taherian 2008)⁵.

⁵ Taherian, K. & Shekarchian, M. (2008). Mentoring for Doctors: Do its benefits outweigh its disadvantages? *Medical Teacher* 30(4): 95-e99.

FORMS AND TOOLS*

Please review and sign this form at your first meeting.

Sample Mentoring Agreement

Setting boundaries

You may find that a variety of personal and professional issues arise from your conversations. For example, you may have to deal with ethical or moral concerns related to your professional role. In order to be prepared to manage these types of conversations, it may be valuable to outline some topics or issues that are 'out of bounds' in your relationship.

Mentor Name:
Mentee Name:
Purpose and desired outcomes of the mentoring relationship:
Activities to be conducted:
Expectations:
Communication methods and frequency:
Actions to take if problems arise:

* All forms and tools originally developed by UBC Continuing Professional Development, <https://ubccpd.ca/clinical-faculty-mentoring>

Confidentiality Agreement

1. Mentors and mentees are bound by a duty of confidentiality. This is a duty not to reveal any information disclosed during the relationship to any third party.
2. This duty is applicable irrespective of the position in the organization of the mentor or mentee.
3. Respect for the mentor's or mentee's right to confidentiality is expected, except when this right conflicts with your responsibility to the law or when the maintenance of confidentiality would result in a significant risk of substantial harm to themselves or others; in such cases, you must take all reasonable steps to inform the mentor or mentee that confidentiality will be breached.
4. The commitment to confidentiality continues after your relationship ends.

I have spoken to my mentor/mentee and agreed upon the terms of our relationship as outlined above.

Individual Development Plan

I have created an **Individual Development Plan** with my mentor/mentee.

Mentor Signature

Mentee Signature

Date

Date

NB: A copy of this document should be held by both parties.

SAMPLE INDIVIDUAL DEVELOPMENT PLAN

Goal setting can be a difficult process and it requires reflection on your current situation and where you would like to see yourself in the future. Here are some suggestions for creating 'SMART' goals:

1. Be **Specific**: Your goal statements should be concrete and action-oriented. What, specifically, are you trying to accomplish?
2. Ensure the Goal is **Measurable** – How will you know when you have achieved the goal? How will you track and measure progress? How do you define success?
3. Create **Achievable** Goals – The goal should require work, but be attainable. Is the goal too big or too limited?
4. Create **Realistic** Goals – Do you have the ability and commitment to reach the goal? What additional resources, of time, money, or capability, will be needed for you to reach the goal?
5. Give Yourself a **Timeline** – There should be a specific and reasonable time-frame for achieving the goal.

Reflect on your personal and professional life and your vision for your future, and use the form below to articulate your short-term goals for this program. Establish for yourself several preliminary learning goals. You and your mentor will come back to these goals periodically and monitor their progress. You will have the option of adding new goals or refining these as the program proceeds.

Goal 1	
Goal 2	
Goal 3	
Additional Goal	

Some potential areas you may want to focus on for the Individual Development Plan:

- Develop your clinical competence related to critical thinking, learning styles, personal intellectual responsibility;
- Develop professional expertise in a specific area of focus;
- Establish interpersonal relationships;
- Develop leadership abilities;
- Explore personal interests and abilities;
- Build confidence and learn to take risks;
- Learn how to handle life-work balance;
- Explore future career paths and opportunities; and
- Explore opportunities to contribute to the community

MEETING NOTES/DOCUMENTATION

Please consider the following questions and briefly write down your answers below. These questions will help you prepare for your next meeting.

Date: _____ **Meeting #:** _____

What are the key points from this meeting?

What goals am I planning on working on between now and our next meeting?

What are the anticipated challenges to implementing these changes and how will I address them?

What topics do I want to explore further at the next meeting?

What will I need to make the next meeting effective?

Additional notes:

SUPPLEMENTARY READING

What is Mentoring?

Mentoring may be defined as “a reciprocal learning relationship characterized by trust, respect, and commitment in which a mentor supports the professional and personal development of another (the mentee) by sharing his or her life experiences, influence, and expertise”⁶. Mentoring is an important influential factor in supporting faculty career progression and in sustaining their vitality^{7,8} ultimately helping faculty reach their full potential. It is also recognized as an essential element for professional and faculty development programs that guide and assist faculty through the career life cycle^{9,10}.

Mentoring is ...¹¹

- A relationship in which the mentee takes active responsibility for their own learning and development, and the mentor serves as facilitator of that growth;
- Built on the history, experience, and knowledge of both partners;
- A relationship in which the mentor facilitates the mentee’s growth and development by asking thoughtful, thought-provoking questions; and
- A mutually beneficial relationship in which the mentor and mentee share insights, knowledge, and experience.

Mentoring is not ...¹²

- A relationship in which the mentee passively receives instruction from the mentor;
- A relationship in which the mentor tries to mold the mentee into a version of themselves; or
- A relationship in which the mentor solves the mentee’s problems or gives them all of the answers.

⁶ Faculty Mentoring Programs: Re-envisioning rather than re-inventing the wheel, DF Zellers, VM Howard, & MA Barcic, Rev Educ Res, 78(3):552-588, 2008, p. 555

⁷ Faculty Development Programs, Carole J Brand and Kelly R Risbey, Effective Practices for Academic Leaders 1(7)1-16, July 2006

⁸ Understanding Career success and its contributing factors for clinical and translational investigators, Robinson GF et al, Acad Med 2016; 91:570-582

⁹ Comprehensive Faculty Development Needs Assessment, Vicki Skinner Office of Faculty Affairs, University of Mississippi, <https://www.umc.edu/Office%20of%20Academic%20Affairs/For-Faculty/Faculty-Affairs/files/fa---comprehensive-needs-assessment.pdf>

¹⁰ Mid-Career Faculty Development Program, Boston University Medical Campus Mid-Career Task Force Aug 19, 2013, <https://www.bumc.bu.edu/facdev-medicine/files/2013/08/2013Aug19-MCFD-Final-Report.pdf>

¹¹ Originally developed by UBC Continuing Professional Development, <https://ubccpd.ca/clinical-faculty-mentoring>

How will I Benefit from a Mentoring Program?

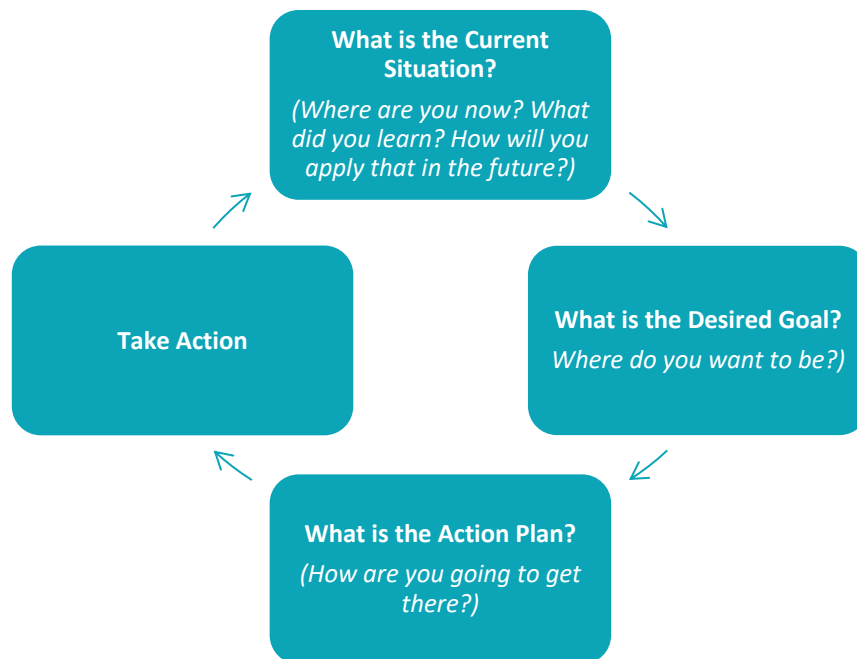
Each mentoring pair will define most aspects of their relationship, including the **types of support** the mentor is asked to provide to the mentee, **the frequency of meetings**, and the **desired learning outcomes** for the mentee. In the first year of the program, the range of relationships was very broad. Some mentors provided clinical skills and feedback, others engaged with career planning goals and some assisted with social and community issues, depending on the needs and different circumstances of the mentees.

Mentors developed and enhanced their skills as professional leaders and formed valued relationships with their mentee colleagues. In most cases these relationships have persisted in an informal basis after the end of the program.

Mentoring can benefit:

Mentee
<ul style="list-style-type: none"> ▪ Increase the likelihood of receiving grant funding ▪ Influence the shaping of an academic persona ▪ Aid in the choice and fulfillment of career path ▪ Increase the likelihood of achieving a promotion ▪ Improve research skills ▪ Increase number of publications ▪ Increase self-assessed confidence ▪ Increase overall career satisfaction ▪ Aid in socialization into the profession ▪ Aid in the development of values and an ethical perspective ▪ Improve communication skills
Mentor
<ul style="list-style-type: none"> ▪ Providing a sense of satisfaction derived from the mentee's progress ▪ Providing a sense of pride in developing the next generation ▪ Providing the opportunity to disseminate expertise and skills ie. leadership skills ▪ Enhancing collegiality between early career and senior faculty ▪ Opportunity to gain exposure to new ideas and theories (questions or mentees can spur personal research and self-generated learning opportunities) ▪ Personal development
Faculty
<ul style="list-style-type: none"> ▪ Facilitate a team approach to successful development of early career faculty ▪ Enhance departmental morale ▪ Contribute to the recruitment and retention of the best early career faculty members ▪ Help to create mechanisms for rewarding contributions leading to success in early career colleagues
Overall
<ul style="list-style-type: none"> ▪ Result in better care for patients ▪ Aid in the development of clinical governance ▪ Provide an opportunity to air potential problems at an early stage ▪ Aid in building a network of professional collaborators within the organization ▪ Aid in faculty retention

Mentoring Conversation Model¹²



One of the key steps in this model is the act of *reflection*. After taking action, mentors will prompt mentees to reflect on what happened, why it happened, what they learned, and how they will apply that new knowledge in the future. This brings it full circle to a new *Current Situation* and thus the cycle begins again. You may find that the *Desired Goal* changes or that it remains the same. Both scenarios are fine, as long as the mentees are taking concrete action towards their goals and reflecting on their learning process.

The mentor may not use the exact words contained in the model, but the model can serve as a helpful guide both to mentor and mentees as they meet during your mentoring relationship.

At the end of each meeting, mentees/mentors should take a few minutes to debrief the conversation that was just had. The purpose of this debrief is to:

- Review what was discussed;
- Seek clarity on goals and action steps for the next meeting; and
- Evaluate the meeting's effectiveness.

This debrief ensures that both mentees/mentors are in agreement about the plan of action, and it also serves as feedback to both partners on the effectiveness of the relationship. What is working well in your mentoring relationship? What needs to change?

¹² <https://mellonmentor.wordpress.com/2014/12/05/a-mentoring-conversation-model/>

REFERENCES

Faculty of Medicine Mentoring

Department of Obstetrics & Gynaecology Mentorship Program

Acknowledgement: We would like to acknowledge UBC Continuing Professional Development's mentoring programs and thank them for providing us with some of the tools used to develop this program.

Recommended for specific purposes:

<http://www.research.ubc.ca/>

<http://www.research.ubc.ca/Orientation.aspx>

http://www.hr.ubc.ca/benefits/employment_group/faculty/issues

Resources at peer institutions

[New York University](#)

[University of New South Wales, Australia](#)

[University of Victoria](#)

[Columbia University](#)

[Indiana University](#)

Mentoring Resources and Articles

https://www.insidehighered.com/advice/2017/07/13/how-find-mentors-and-be-good-one-yourself-essay?mc_cid=2c1fb65044&mc_eid=44225c9ef5

<https://www.tandfonline.com/doi/full/10.1080/13611267.2014.882606>

<https://mellonmentor.wordpress.com/2014/12/05/a-mentoring-conversation-model/>