Team Based Mentoring
Guideline for Junior Faculty
2014-2015
Mentoring offers a vital contribution to a successful academic career. The concept of mentoring has changed dramatically, particularly as reorganization and uncertainty invades academic health centers. With increasing professional demands, there is no “one-size-fits-all” mentor. At JCESOM, we are committed to providing a culture of mentoring excellence in all areas impacting faculty life. Recognizing the value of mentoring for clinical, teaching, and research careers, the JCESOM mentor matching and assigned mentoring models have evolved to a new team based mentorship model for our junior faculty. The team based mentoring model distinguishes itself from the traditional models by encouraging the development of a broader, more flexible network of support that mirrors the diversity of real-life mentoring in which no single person is required or expected to possess the expertise of many.

The team mentor becomes part of a developmental network of a junior faculty member. The model is based on the principle that junior faculty receives sustained support, whether from one super mentor, a team of mentors, or an evolving, developmental mentor composite.

The OFAPD, in collaboration with the department chairs and senior faculty advisors, guides junior faculty in establishing a mentor team to build his/her own developmental network. The team is assembled based on the need of each junior faculty member. Mentors in the team are recruited within their department and across departments, disciplines, and potentially institutions. Junior faculty members are encouraged to analyze the strengths and weaknesses of their own teams and fill in gaps with a new member as needed.

Become a Mentor, Need a Mentor Or any questions regarding mentoring
Please send your request

facultymentoring@marshall.edu
1. **Principal Mentor/ Coach (required):** Department Chair, contributes overall career guidance on all issues regarding academic career development of the junior faculty member.

2. **Peer Mentor:** Faculty members near the mentee’s rank and personal experience level.

3. **Research or Scholarship Mentor:** This mentorship role is focused on facilitating development of the **independent research** and/or **creative scholarship activities** of the mentee.

4. **Advisor Mentors:** to provide guidance on specific project, sometimes limited, issues on an **ad hoc** or continuous basis.
5. **Co-Mentor:** An added Senior Faculty bring *breadth* and varied experience to the mentoring team.

---

**Guideline for Junior Faculty**

Choosing mentors creates a strong basis for your professional growth, and so being active in the process is a good starting point. Your developmental Network should include:

- At least one mentor should be in your field of scholarship, and can support your career trajectory with critical feedback and resources.
- Prospective mentors with a —track record, such that past trainees are successful in their own lives.
- Senior faculty, as well as peer mentors, administrators who can support your career advancement and/or psychosocial development.

To gain most from your mentoring experience, you need to be active in defining your needs in selecting the best mentors to assist you in the area such as:

1. Refining career goals, guidance on resources
2. Enhancing professional visibility, locally and nationally; joining professional societies
3. Understanding the organizational culture: structure, politics, and management
4. Scientific writing and critique, grant writing
5. Time-management, pace of career, workload and work/life balance
6. Teaching and presentation skills, curriculum development, teaching portfolios
7. Clinical practice strategies, quality improvement methodologies
8. JCESOM promotion criteria, reorganization of CV, advancement
9. Strategic planning, leadership skills, negotiation and conflict resolution techniques, personnel supervision, budgets

**Mentorship Expectations**

It is essential that mutual expectations be agreed upon at the onset other relationship, including the time frame of the mentoring relationship.

Mentors expect that junior faculty will:

- Meet or make contact in accordance with the agreed upon plan.
- Set mutual expectations and responsibilities at the onset of the relationship and follow through.
• Formulate short- and long-term goals including identifying values and a timeline for acquisition of skills and completion of tasks such as: writing a paper, joining a professional society, applying for a grant,
• Be prepared for meetings and follow through on recommendations and commitments.
• Ask for advice and listen thoughtfully.
• Interact in a positive, proactive manner.
• Take responsibility for their own development

The Mentee's Checklist

Self-Reflection:

• What are my goals?
• How can a mentor assist me in meeting these goals?
• What are my competency levels and skill sets?
• What skills do I need to learn or improve?
• Think about who should be included in my developmental Network (colleagues, Scholarly mentors, career advisors, educators, co-mentors, peer mentors)
• An exercise to help you map and analyze your Developmental Network is Included in Appendix 2

Meeting with your Mentor

• Update your résumé/CV and send a copy to your mentor in advance of your first meeting.
• Review a copy of your mentor’s résumé/CV prior to your first meeting.
• Discuss your short- and long-term professional goals and proposed project.
• Work together to develop steps toward these goals with a timeline.
• Decide together on the frequency of meetings which can vary based on needs of individuals, but occurs as often as several times a week to once every month or two.
• Interactions may range from brief email to a phone —check-in. To lengthy follow up. Either member can initiate a meeting; do not wait for your mentor.
• It is not always safe to assume that advice will be offered if it is not solicited. By asking for advice and welcoming constructive criticism, you create a dynamic relationship with your mentor(s).
• Be mindful, mentors greatest rewards is your success, so they may be very generous with their time. Along the way, you should reciprocate with even small measures of appreciation. These include returning phone calls, e-mail messages, or faxes promptly

Follow-up Meetings

• Continue to assess the skill sets that require additional mentors: What skills do I need to learn or improve?
• Suggest potential topics for future meetings, such as meeting goal, such as manuscript completion, etc.
• Keep an ongoing portfolio of activities and works in progress, and check your timeline.
• Try to maintain relationship for at least one year. Reevaluate mentoring relationship as needed, but at least annually.
Investigate need for specific mentors and skills and how the plan can be actualized over time.
Use the checklist to track progress.

Suggested Topics for Discussion for the mentoring session

(Not listed in any particular order)

Research
- Discuss proposed research project and how to develop aims and hypotheses.
- Do you need to add mentors with expertise in the specific research project you are working on to your Developmental Network?
- Write out a 2 page concept paper with brief background, aims and hypotheses, and analysis plan of your proposed research.
- Assess skills/resources needed for projects and timeline.
- Ask about funding opportunities and how to interact with project officers.
- Meet frequently to ensure progress in meeting original project goals, developing new projects, writing manuscripts or grants.

Clinical Care
- Discuss clinical expectations and goals for continuous learning.
- Are there areas of clinical focus and innovation for scholarship (review articles, case reports), research, collaborations, and teaching?
- Discuss the proposed QI project – what are the aims? Project design and methods? Assessment? Collaborators?
- Are there other professional committees/organizations you should be joining or taking on more of a leadership role?
- Are there teaching skills needed for you to achieve national recognition?
- Do you have mentors with expertise in QI, health care reform, billing and coding, informatics, epidemiology, specific medical content or methodology, or statistics to your Developmental Network?

Medical Education
- Discuss courses and lectures taught and evaluations/ratings.
- Were you responsible for any innovative teaching methods? What strategic venues such as Grand Rounds, conferences have you been invited to speak at? Who has observed you during teaching? What type of feedback have you received? What are your strategies for improvement?
- Do you need to add mentors with expertise in medical education or the specific educational project you are working on to your Developmental Network?

Promotion
- Discuss career trajectory and skills/deliverables needed to progress to next level.
• Familiarize yourself with the JCESOM Guidelines for Promotion in your specific Area of Excellence.

Work Life Balance
• Ask your primary mentor to identify key steps in his/her career path that seem valuable.
• Ask about wellness resources
• Ask about resources for family, child care, and work/life balance.

Since the mentoring process requires a commitment and a willingness to devote time and energy, we recommend a minimum one-year commitment: which could be formal or informal. Over time, you should supplement Community of Mentors. If, after a period of time, you don’t believe that either you or your mentor are able to contribute to an effective mentoring relationship, the OFAPD or your Chair can assist in finding or selecting different mentors. If a relationship ends, do so on good terms, keeping the lines of communication open with your mentor?

References and Resources:

6. Faculty Mentoring Models and effective Practices, 2014
7. A new Approach to Mentoring: