

August 2013 Faculty Conference Mentor-Mentee Workshop Group Discussion Summary

Objective 1: Identify the roles mentors play in the overall professional development of their mentees.

Please list all of the roles mentors can or should play in the professional development of their mentee.

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| Listen | Being an Advocate |
| Keep Mentee accountable | Identify Resources (i.e. Blackboard Training) |
| Assist with promotion | Orientation / Welcome |
| Encouragement | Explain policies and procedures |
| Constructive Criticism / Redirection | Provide guidance and Establish Goals |
| Recognize Mentee’s Interest | Assist with problems |
| Facilitate Development | Guidance regarding service activity |
| Establish Trust – be open, honest, non-threatening | Assist with time management |
| Open to learning from Mentee | Work – Life Balance |
| Idea generation for Mentee | Serve as a role model |
| Recognize strengths / weaknesses | |

Which of the roles above are the most important? (Based on the amount of applause for each)

	Applause Meter Reading
1. Serve as a Role Model	84.9
2. Identify Strengths / Weaknesses	82.0
3. Support and Guidance	80.4
4. Be an advocate	79.8
5. Establish Goals	79.2
6. Assist with Problems	78.9

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Objective 2: Develop a strategy for guiding professional development using some form of written format.

Discussion Questions:

1. What components do you think are valuable in a mentoring plan?

Track Identification – Clinical / Research.

Distribution of effort – should be consistent with goals.

Goals – short term vs. long term and relationship between the two. Should be consistent with institutional goals.

Review progress toward goals on a regular basis.

Self-reflection – Where am I currently in my plan?

Discussion of obstacles

Long term goals should be in line with appointment, especially clinical faculty.

A worksheet to help faculty track daily time will help in PT, could be a useful component.

Open-ended approach to allow flexibility.

Clarity.

Identifying Mentee's needs, establishing goals first.

Identifying time allocation (in order to coordinate / compare with goals).

Identifying short and long-term goals.

Documented by mentor & mentee.

Knowing the timeframe – first 3 years are critical.

Knowing the norms.

Keeping focus on specific area – clinical, teaching, research.

Overcoming obstacles – recognize deficiencies. Who gives the push? Identify helpers.

Distribution of effort.

Time line – check points.

Alignment with College / University mission.

Identify barriers / obstacles.

Periodic assessment of progress toward goals.

Don't want to be too rigid, because plans evolve.

Gives guidance to self evaluation & template for discussion, Identify resources, area of focus. All these skills need to be developed to help with promotion. Identify school's interest.

If new to the school, allows you to develop a specific mentor.

Good annual review template. Too open-ended feels graded. Less complex with important promotion aspects.

The plan needs to be simple, so as not to be a homework assignment. Need to develop your own goals.

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2. What types of faculty might benefit?

Valuable to all, but especially critical for junior faculty.
Tenure and Non-Tenure Track.
Full-time vs. part-time – both would benefit.
Part-time.
All Faculty.
Plan for everyone is beneficial (open-ended approach helps allow this to happen)
Form that is more open & applicable to more people.
All Faculty if it is set up properly.
Especially part-time clinical faculty need to be engaged.
Full-time faculty.
Teaching, Research, everyone. Level of opportunity should be equal.
College-wide mentoring plan. Chair has to be advocate & willing to go through training process.
Chair/head is “key role”. Everything shifts around him/her.
Faculty at various levels – dynamic process.
Part-time faculty who may not have contact with the entire faculty.
Faculty specific mentorship – i.e. new faculty, during promotion, research faculty – needs to be tailored to specific career aspirations & appointment.
Very important for new faculty to set goals to make reviews meaningful.

3. Who should “sign-off” on a mentoring plan?

Mentor and Mentee.
Department Head – The advocate for promotion.
Associate Dean of Faculty Affairs.
Direct Supervisor.
Mentoring doesn't need to be in a formal plan. It may need to be private & confidential. It doesn't always have to be the Department Head. There are different kinds of mentors. Tension between your mentor vs. your boss.
(Will time be allotted for service credit for mentorship?)
Office of Faculty Affairs
Mentee needs external force.
Multiple Mentors.
Partnership agreement among Mentor/Mentee, and supervised by Dept Head. Give final sign-off.
Associate Dean for Academic Development.

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4. How often should such a plan be reviewed?

Annual or Semi-annual.

Review previous plan, establish new plan.

You can give a guideline. The mentor should not be responsible for your career development.

“Signing off” feels like it is your boss. This plan should be a guideline.

Annual at least, but with flexibility.

Six months – check on track.

Identify plan and future plans.

With Mentor(s) – Quarterly.

4 times Annually for Mentor, and 1 time annually for Dept Head.

At least once per year or every 6 months.

Objective 3: Recognize and engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees.

What are the responsibilities of the mentor to every mentee, regardless of career path?

Support and guidance.

Honesty.

Fairness.

Discretion / Trust.

Provide according to needs (knowledge of mentor may influence).

Help identify other mentors.

Understand roles may evolve – assess mentee long-term goals.

To what extent are the differing value systems of the mentor and mentee a factor in their relationship?

Mentors at different levels probably have different roles.

Mentor understanding of issues may need to be considered.

Full-time vs. Part-time – Mutual respect.

Does the gender of the mentee and mentor impact your assessment of this case?

Mentees need more than 1 mentor – needs may change.

Mentor needs to know resources available.

Gender might make a difference ?

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How might personal goals or obligations play into a mentee's decision of career path? How might the mentor draw these factors out in discussion?

Absolutely, empathic ethical mentoring considers all parts.

Requires listening, mentee goal identification, locate resources, provide assistance.

Mentoring journey should begin at hiring / recruitment.

Aligning department goals with faculty member goals.

Department goals, needs drive recruitment and provision of resources.

Mentors need to acknowledge and understand their own motivation / interest especially COI.

Limit for mentor in discussing personal issues.

A) What Mentee offers.

B) When impacts professional development.

Resources as available.

Mentors should discuss balance at the outset.