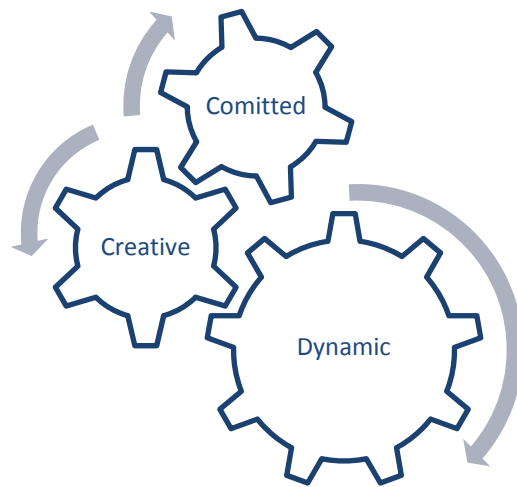


# Mentoring at Icahn School of Medicine at Mount Sinai

## *Mentor Guide*



# THE OFFICE OF ACADEMIC DEVELOPMENT AND ENRICHMENT

## MENTOR GUIDE, UPDATED 3/2015

The Office of Academic Development and Enrichment (OADE) provides this guide as a way to help you navigate the beginning stage of a mentoring relationship. Effective faculty mentoring is vital to career success at the Icahn School of Medicine at Mount Sinai. A good mentor can help a junior faculty member to navigate the complexities of the promotion process, identify skillsets that need development, and help provide guidance on work-life balance issues. Mentors also benefit from the relationship by enhancing their own skills, developing faculty in their field of interest, and creating a legacy that has a lasting impact.

If you have any questions, please feel free to reach out to the Office of Academic Development and Enrichment at [Rod.Aminian@mssm.edu](mailto:Rod.Aminian@mssm.edu).

### I. INITIATING THE MENTOR/MENTEE PROCESS

This section will introduce you to the beginning stage of a mentoring relationship.

#### A. Being Asked to be a Mentor

Junior faculty members are encouraged to choose mentors both in and outside of their department for their mentoring committee. If you've been asked to join a mentoring committee, it is expected that you will give full consideration to the request. We recommend that you:

- **Evaluate your skills and time**  
Are you the right person for the job? Your potential mentee may think you can provide a specific expertise, or that you can invest a certain amount of time that might not be possible. It is important to evaluate your fitness as a mentor. You may need to ask your potential mentee what their expectations are, and what role you can realistically fill for them (e.g. career counselor, scientific expert, work-life balance advisor).
- **If you want to say yes, be ready to set expectations for structure, terms, understanding and style of your relationship (see Section B: Mentor Guidelines)**
- **If you want to say no, consider connecting them with another potential mentor**  
If you feel you can't provide adequate mentoring, try to suggest someone else that the junior faculty member can reach out to. If you are unable to come up with suggestions, refer them to their department's Mentoring Leader for guidance.

#### B. Mentor Guidelines

Regardless of the role you're going to play on a faculty's mentoring committee, here are some general concepts and guidelines to keep in mind:

- **Structure, Terms, Understanding, Style**  
How many times per year will you meet? Will you allocate time for a regularly scheduled meeting every month? Every quarter? Should the mentee schedule a

meeting when they want to ask questions? These are all questions you should be prepared to discuss with your mentee during initial meetings.

- **Short-Term Goals**

Establishing short-term goals (goals to be completed within 12 months) is a great topic of discussion for your first mentoring meetings. A short-term goal might be something as simple as submitting a grant application, writing a manuscript, updating a CV, doing grand rounds, or taking a leadership training course.

- **Efficiency and Resources**

Your mentee is likely to be unfamiliar with the wide variety of resources, programs, and services available at ISMMS. Make sure they know what's available to them.

- **Empowerment: Knowledge Gaps and Networking**

Depending on your mentee's long-term goals (which they may not have yet), there are likely knowledge gaps that you can help them fill or someone you can refer them to for that subject (e.g. the Appointments Promotions & Tenure process)

### **C. Mentor Best Practices**

- Be courteous: Allocate regularly scheduled meetings and give sufficient notice before re-scheduling meetings. Respond to emails and telephone calls promptly.
- Be honest about the relationship: Clarify your role and exactly what the mentee expects of you. Let your mentee know if you think the relationship needs to change, due to changes in their needs, pressures on your time, etc.
- Play a role in career advancement: Talk about your mentee's accomplishments within the institution, introduce them to others, and recommend her for national events.
- Help establish goals: What do you and your mentee hope to accomplish?

Adapted from document prepared by A. Gore, Ph.D., M. Grace, Ph.D., K. Kaplan, Ph.D., and A. Wang, M.D.

### D. Mentee Documents

Below are some potential documents for your mentee to prepare in anticipation of meeting with you. Please keep in mind that the documents may not be finalized as your mentee will be seeking your input on strategy and revisions.

- Skills Assessment:** Encourage your mentee to self-assess using the 2015 School Annual Faculty Performance Evaluation (reproduced below). Based on their identified weaknesses and strengths, you can use the results as the basis of an action plan that solidifies their strengths and rectifies weaknesses. Note that the scale is intended as follows: 1 = needs improvement 3 = satisfactory 5 = highly proficient.

<b>SCHOLARSHIP</b>						
Peer-Reviewed Publications — <i>quality and quantity; personal impact factor; H-index</i>	1	2	3	4	5	N/A
Invited Presentations — <i>regional/national/int'l; quality and quantity</i>	1	2	3	4	5	N/A
Other Evidence of Scholarship — <i>e.g., innovation, web-based materials</i>	1	2	3	4	5	N/A
<b>TEACHING</b>						
Mount Sinai Medical/Graduate Students — <i>lectures, course development/directorship; T dollar generation</i>	1	2	3	4	5	N/A
Postdoctoral Fellows, House Staff/Clin.Fellows — <i>#, venues, outcomes</i>	1	2	3	4	5	N/A
Regional, National, International Teaching — <i>quantity/quality</i>	1	2	3	4	5	N/A
Teaching/Mentoring Excellence — <i>e.g., course evaluations, teaching awards, mentee evaluations/productivity</i>	1	2	3	4	5	N/A
<b>RESEARCH</b>						
Extramural and Internal Funding — <i>type, \$, R dollar generation, renewal prospects, research density, the School pilot funding</i>	1	2	3	4	5	N/A
Innovations — <i>patents, patent applications, licenses</i>	1	2	3	4	5	N/A
Clinical Trials — <i>scope, patient enrollment, financials</i>	1	2	3	4	5	N/A
<b>CLINICAL</b>						
Patient Care — <i>e.g., quality, malpractice, certification, patient satisfaction</i>	1	2	3	4	5	N/A
wRVUs — <i>performance against MGMA benchmarks</i>	1	2	3	4	5	N/A
FPA Financial Results — <i>clinical receipts, expenses, deficits</i>	1	2	3	4	5	N/A
<b>SERVICE</b>						
Service/Leadership at ISMMS and MSHS, — <i>e.g., institutional committees</i>	1	2	3	4	5	N/A
Service to Primary Dept./Institute, — <i>e.g., committees, administration</i>	1	2	3	4	5	N/A
Professionalism — <i>towards faculty, trainees, staff. Incidents (positive or negative)?</i>	1	2	3	4	5	N/A
Mentoring — <i>Active participation as a mentor or mentee</i>	1	2	3	4	5	N/A
External Service/Leadership — <i>e.g., study sections, professional society committees; editorial boards; public advocacy (e.g. testifying before Congress, lab tours to policy makers, advocating Federal \$ for science), public education/ talks to lay audiences/ high school science outreach</i>	1	2	3	4	5	N/A

- **CV:** If your mentee is unfamiliar with the required format for CVs at ISMMS, you can direct them [here](#) for an institution template they can use.
- **Personal Development Plan (PDP):** Junior faculty are strongly encouraged to create and update a Personal Development Plan (PDP) within six months of hire date and review it with their mentoring committee members at least once every six months. A PDP is a customized, written plan designed to achieve the mentee's goals. The content of the PDP is based on the Skills Assessment and they have been given a [chart](#) and [long-hand](#) format to use if they choose. Your mentee may have several goals they are trying to accomplish. Be sure to check with your department [Mentoring Leader](#) if there are specific criteria set forth in the framework of your department's mentoring program.

As you review your mentee's PDP, consider whether they:

- Defined goals realistically
- Categorized goals as short-term (within 12 months) or long-term (years)
- Listed resources that could help them achieve their goal
- Brainstormed how to obtain the necessary resources or skills to achieve their goal
- Asked you for help on specific tasks to help them achieve their goal
- Created a realistic timeline.

## **II. DEVELOPING YOUR MENTORING RELATIONSHIP**

This section provides tools to ensure that your mentee is asking the right questions, measuring their success and that you are giving appropriate feedback.

### **A. Topics of Discussion**

Here is a [list of questions](#) that have been given to your mentee that will serve as a tool to help stimulate discussion. Take a moment to review them so that you may be prepared to address some challenging topics.

### **B. Constructive Feedback**

As you are reviewing your mentee's PDP (see Page 4 for guidelines on reviewing the PDP), you should offer considerate, constructive feedback on your mentee's work. Giving and receiving feedback is a vital aspect of the mentoring relationship. If you find yourself struggling with providing constructive criticism, consider whether your comment will:

- Focus the direction of my mentee's plans
- Address a specific issue or concern they have
- Inspire confidence to take action
- Stimulate creative thinking
- Share the insight and wisdom that only experience can provide
- Acknowledge challenges while giving them tools to overcome them.

### **III. ADVANCING THE MENTOR RELATIONSHIP**

Below are a few key resources that your mentee may need your guidance on.

#### **A. Appointment & Promotion: Track Specific Requirements**

Each track (Investigator, Research, Clinical Practice, and Clinician and/or Educator) has its own timeline, requirements, and criteria for promotion. To ensure you and your mentee are aware of the criteria, review the [track summary sheets](#) and discuss the areas your mentee finds challenging. Refer to their PDP and work together on strategies to overcome the hurdles they are encountering.

#### **B. Seminars & Workshops**

Every year, the Office of Academic Development & Enrichment hosts several events designed to address career development at ISMMS – we strongly encourage you to take advantage of them! Recurring events include the Faculty Resources Fair (summer), Faculty Development Symposium (autumn), bi-monthly Coffee Talks (February, April, June, August, October), and more. Topics apply to all levels of seniority, not just junior faculty. These events also provide a way to network with other faculty members and hear outstanding speakers. [Click here to find out what is currently being offered.](#)

#### **C. Infrastructure Groups Contact List**

There may be a question beyond your area of expertise. Click [here](#) for a list of infrastructure groups that you may use to get additional information.

#### **IV. OADE IS HERE TO HELP**

The Office of Academic Development and Enrichment is here to serve your mentoring needs. If you have any questions, suggestions, or general comments you would like to leave with us, please contact [Rod.Aminian@mssm.edu](mailto:Rod.Aminian@mssm.edu).

OADE actively works to measure the success of institutional mentoring programs through *Pulse Check Surveys*, a series of short-questionnaires administered to new junior faculty, as well as through direct outreach to department Mentoring Leaders to identify needs and areas for improvement. Any insights you can share with our office are appreciated, and will help us fulfill our mission to junior faculty.