Thank you for being a mentor for a newly appointed faculty member of the Department of Medicine, or for considering this role as a new mentor in the Department of Medicine. Faculty Mentors are individuals who are interested in mentoring, willing to make time to meet frequently, (minimum 4 meetings per year), who understand departmental and Faculty of Health Sciences organization structure and academic procedures, and have a strong research and/or educational track record. In addition, faculty mentors have personal characteristics which suit them for the role such as approachability, empathy, open-mindedness and supportiveness. After reviewing your survey responses, Dr. Harle would like to officially extend an invitation for you to join the program as a faculty mentor.

This guide is designed to provide information about the program, and once responsibilities are undertaken, support the Mentor and Mentee. Mentorship is an important component of the success for new faculty colleagues within the Department, and the gravity of the role of mentor is acknowledged with thanks. Most information about the program, and about Faculty/Department academic procedures, is either within this guide, or referred to within it. Please do not hesitate to contact Dr. Ingrid Harle, Mentorship Program Director, at Ingrid.Harle@kingstonhsc.ca, for any issues or questions in regards to the program or your role within it, or Krista Knight, Mentoring Program Assistant, at krista.knight@queensu.ca. Krista provides administrative support to the Program and can provide necessary materials related to department policies and programs. Both of these individuals are available for assistance and guidance throughout the mentor/mentee relationship.

The Department of Medicine and the Mentorship Program wish you and your mentee success with this relationship!

Dr. Ingrid Harle  
Mentorship Program Director

Dr. Stephen Archer  
Head, Department of Medicine
Department of Medicine Mentorship Program. – A Guide for Mentors

The Department expects mentoring to be a reciprocal and collaborative relationship between 2 individuals (the mentor, being an experienced more senior individual, and the mentee, being a less experienced and newly appointed individual) in which they share mutual responsibility and accountability for helping the mentee to work toward achievement of clear and mutually defined academic goals. This must be a no-fault relationship that either party has the right to terminate at any time given a well-founded reason, without risk to the career of either party.

What is the Department of Medicine Mentorship Program?

Vision of the Program
By having the guidance and continuing support of an experienced mentor, the vision of the program is:

- To provide a welcoming and supportive environment for newly appointed faculty.
- To enhance professional development, including promotion through the Professorial ranks.
- To promote improved job satisfaction and performance in the workplace.

Objectives

1. To provide an informal setting within which senior faculty members may share their wisdom and experience.

2. To help newly appointed faculty members to:
   - Mature successfully in their new role as a faculty member, obtain the necessary knowledge of the assumptions, expectations and deliverables that are required for career success.
   - Develop goals and action plans.
   - Understand and navigate an academic environment.
   - Meet leaders and others in the organization in order to establish and maintain a productive network of colleagues.
   - Successfully manage an academic career
   - Develop skills to become future mentors

3. To facilitate a team approach to the successful development of newly appointed faculty.

4. To enhance departmental collegiality and morale.

5. To contribute to the recruitment and retention of early career faculty members

6. To help create mechanisms for rewarding contributions leading to success in early career colleagues.

Who is the Program for (the Mentees)?

- All newly appointed faculty
- Participation in the Mentorship Program is a requirement of appointment in the Department of Medicine.
Expectations of Mentees

1. Accept personal responsibility for their own career development
2. Commit time and energy to mentor/mentee relationship.
3. Be open to suggestions, advice and feedback
4. Set goals and timetables for the completion of projects, attainment of milestones and invite reflections on progress. These action plans can be reviewed at each mentor/mentee meeting.
5. Listen and ask questions.
6. Be open about thoughts and feelings, provide feedback on what works and what doesn’t.
8. Share mistakes and perceived areas for improvement.
9. Identify barriers to the achievement of goals and provide potential solutions.

Who are the Mentors? (Characteristics and Qualifications)

- Senior faculty members.
- Interested in being a mentor.
- Willing to make time for this endeavor (minimum 4 meetings per year)
- Understand departmental and Faculty organization, academic processes, and possible sources of external support.
- Approachable, empathetic, non-judgmental and supportive.

Expectations of Mentors

- Maintain confidentiality about shared information.
- Meet with the mentee four times a year to discuss career goals and progress; document the discussions in a confidential file, report to the mentoring program that meetings have occurred, via an online form. (Do not report on specific topics discussed)
- Assist mentee in focusing goals and timing of career planning.
- Provide appraisal and formative feedback.
- Serve as a role model of professional competence and behaviour.
- Undertake as appropriate, on behalf of the mentee: sponsorship (networking opportunities, introductions to organization leaders, promote their exposure in the institution), enhancement of problem solving and leadership skills, challenge to accept appropriate new responsibilities within job descriptions, assistance in adapting to cultural norms and academic bureaucracies.
- Be a safe place where frustrations, doubts, concerns can be voiced with out fear of reprisal.
- Be prepared to advocate on the mentee’s behalf if required, and only with the mentees permission.
- Have fun and create an enjoyable relationship.
- Request and facilitate an annual evaluation of mentor by mentee and any evaluation of the mentoring program.

Queen’s University Promotion Policy

Queen’s University Tenure Policy
Useful Forms for Mentorship activities.

1. Mentorship Agreement

The following is a sample mentorship agreement. This agreement is made between a mentor and a mentee entering into a new mentorship relationship. It empowers both parties to invest in this relationship and outlines expectations and needs to ensure the foundations of the relationship are agreeable to both parties. It is recommended that this be utilized, and reviewed, at the first meeting. This form is available on the Department of Medicine website (identified as "Mentorship Agreement Form") for you to download and use.

<table>
<thead>
<tr>
<th>Mentorship Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>Mentee</td>
</tr>
</tbody>
</table>

Purpose and desired outcomes of the mentoring relationship:

Activities to be conducted:

Expectations:

Communication methods and frequency:

Actions to take if problems arise:

I agree to enter this mentorship relationship as defined above and will maintain confidentiality.

<table>
<thead>
<tr>
<th>Mentee:</th>
<th>Mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Adapted from the UBC Dept. of Medicine Mentoring Program, Director Dr. John Cairns
2. Confidential Documentation of Meetings

The Mentor is asked to maintain confidential records of each required mentorship meeting, to be kept in confidence between the mentor and the mentee. The mentor may choose any approach to documentation that is considered appropriate. Suggested forms can be found on the Queen’s Department of Medicine website. The mentor may elect to modify the forms to create their own, or simply record notes in free form. The expectation is that the mentor maintains records of the required mentorship meetings and uses them to support a productive and successful mentoring relationship.

2.a. Confidential Record of Mentorship Meeting

<table>
<thead>
<tr>
<th>Name of Mentee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Meeting:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Items for Review</th>
<th>Milestones</th>
<th>Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td>One item can become a major topic of current/future meeting.</td>
<td>The what, when, and how – a major (e.g.: setting up an office) or a minor task (e.g.: getting multi-media assistance) is accomplished</td>
<td>Steps to resolve barriers – Bureaucratic, Administrative, Social, Others…</td>
</tr>
</tbody>
</table>

Examples of Items:

1. Clinical Practice:
   - Billing number, tracking of billing
   - Getting office support
   - Receptionist/typing
   - Advertising
   - Sharing/Solo Office
   Participation in CME delivery
2. Teaching
- Faculty development syllabus for courses on teaching improvements
- Multi-media assistance
- Peer review of teaching (small group, lectures)

3. Promotion
- Review of promotion requirements
- Getting in order: cv, publication list, referees, teaching evaluation...

**Potential items for discussion with Division or Department Head**

1. 

2. 

**Proposed focus/topic(s) and date for Next Meeting:**
Using the GROW Model

Name of Mentee: ___________________________
Date of Meeting: ________________

Goal:
________________________________________________________________
________________________________________________________________

Reality
1. Accomplishments to date:
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. New Challenges:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Options
________________________________________________________________
________________________________________________________________
________________________________________________________________

Wrap-up
1. Strategies to achieve goal:
________________________________________________________________
________________________________________________________________
________________________________________________________________
2. Evidence of progress: How will you know you’re making progress?

________________________________________________________________
________________________________________________________________

3. Milestones: Sketch a brief timeline of milestones:

________________________________________________________________
________________________________________________________________

3. Notification to Mentorship Program that a meeting has occurred.

The Department of Medicine Mentorship Program wishes to do everything it can to support the mentoring process and to ensure that meetings are taking place. After each mentor/mentee meeting, the mentor must go to the DOM Mentoring page and complete the online “Mentoring Meeting Form” and submit to Krista Knight. The content of the meeting remains confidential between the mentor and mentee. This form simply documents that the required meeting took place.

**Documentation**

This should be modest and convenient for Mentors. Forms are available on the DOM website.

1. **FIRST MEETING**
   - Mentor and Mentee complete and sign “Mentorship Agreement” form for their personal records.
   - Mentor makes confidential record of meeting
   - Mentor completes “Mentorship Meeting Form”

2. **SUBSEQUENT MEETINGS**
   - Mentor makes a confidential record of meeting
   - Mentor completes “Mentoring Meeting Form”
Potentially Useful tools for Mentors

1. Drawing on Prior Experience.

Used thoughtfully, the following questions can help new mentors to prepare for an initial meeting with a new mentee, or as a refresher later in the relationship.

**Instructions:** Take a couple of minutes to think about past mentoring experiences and write brief answers to these questions. A mentoring experience can, but need not be, a formal institutional mentoring experience.

1. Identify the three most important mentors in your life.

2. Why did you pick these three? What made the experience worthwhile and meaningful?

3. What lessons can you bring to your new role as a mentor?

2. A Skills Inventory

The following skills inventory will help mentors to be aware of their strengths and limitations as mentors. It is important to remember that a mentor need not be infallible, or as Rabatin (2004) puts it, “…successful mentoring is less distinguished by innate personality than by supportive behaviours.” The skills listed on the worksheet are learnable skills and attainable goals.

**Instructions**: Before your initial mentorship meeting, take a moment to review each of the eight mentoring skills and indicate how comfortable you are in using it by checking one of the two columns: high comfort level or low comfort level.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Comfort Level</th>
<th>Skill</th>
<th>Comfort Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brainstorming</td>
<td>high</td>
<td>5. Goal setting</td>
<td>low</td>
</tr>
<tr>
<td>2. Brokering relationships</td>
<td>low</td>
<td>6. Problem identification</td>
<td>high</td>
</tr>
<tr>
<td>3. Actively listening</td>
<td>high</td>
<td>7. Managing conflict</td>
<td>low</td>
</tr>
<tr>
<td>4. Fostering accountability</td>
<td>low</td>
<td>8. Providing feedback</td>
<td>high</td>
</tr>
</tbody>
</table>

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