**PedsFM Introduction**

The Pediatrics Faculty Mentorship Program (PedsFM) provides mentees access to experienced mentors who can contribute to their professional and personal development. The program provides a platform for mentees to realize their potential by enabling personal and professional relationships with mentors, who act as role models and provide guidance to them. The primary goal of the program is to assist junior faculty prepare a career development plan that will lead to a successful promotion to associate professor in the requisite time frame.

**Department of Pediatrics Mentorship Program History**

The Faculty Develop Advisory Group conducted an assessment in 2011 that led to the establishment of the mentoring program. The assessment findings and the resulting mentorship program are described below.

**Needs Assessment**

An initial review of the faculty in the department of pediatrics identified 25 members who joined the faculty since July 1, 2008 and who were at a rank of instructor, assistant professor, or associate professor. These 25 individuals represent 21% of the 119 faculty members within the department of pediatrics. Full professors, permanent instructors (such as nurse practitioners and chief residents), part-time faculty, and affiliate faculty were excluded from this first cycle of the mentorship program since these individuals are not likely to be candidates for promotion. The date was chosen to include faculty who are approaching the time frame during which eligibility for promotion is being considered as well as those new members who can be targeted early to ensure they are seeking professional activities that will add substantially to their promotion portfolio.

**Review of Mentorship Models**

The FDAG reviewed the two models of mentorship presented at the departmental faculty meeting on October 24, 2011. The one-on-one model developed by Jennifer Giancola at St. Louis University is based on traditional models of mentorship in clinical medicine and allows for more informal and frequent interactions. However, the lack of structure in such meetings often requires that mentees remain proactive to ensure that these meetings are fruitful. The mentor committee model developed by Steve Geraci is currently being used within the department of medicine. This model is frequently used by research faculty as it provides more structure and is integrated into the annual evaluation process of the mentee by their division chief and department chair. However, meetings of the mentor committee are less frequent due to scheduling challenges and do not typically allow for “on-the-spot” mentoring that may be needed when situations arise. After a thorough discussion of the various strengths and weaknesses, the FDAG chose to create a hybrid model that would be able to leverage advantages of both models.

**The Hybrid Concept**

Considering the diverse needs of the pediatric faculty in all areas of academic medicine, the FDAG proposes a mentorship program that would be based upon the mentor committee model of three individuals serving in the following roles:

1. Committee lead
This individual is primarily chosen to ensure the committee remains on task. They will be individuals from outside the division and potentially even outside the department of the mentee.

2. One-on-one mentor
   - This individual will serve a dual role, both on the committee as a field of interest representative and also outside of the committee as a one-on-one mentor for the mentee. This second role is critical to ensure the mentee has access to guidance in an informal setting that is available on a more frequent basis.

3. Track representative
   - This individual will be chosen from outside the division, and often outside the department in most cases and will have in common with the mentee the type of tenure track (tenure vs. non-tenure) as well as the primary and secondary emphasis areas (e.g. service emphasis with a secondary emphasis on education). If such an individual cannot be identified, then someone with an appreciation for the work of the mentee and the time allotment will be selected such as a department chair.

The dual role served by the one-on-one mentor allows for the benefits of individualized mentoring outside of the committee setting. The work done in these separate sessions will frequently support the goals of the committee, but should also focus on creating a sense of self-efficacy whereby the mentee begins to identify developmental needs for themselves and can seek out different mentors depending on their evolving needs. It is expected that within a few years, the mentees will be prepared to exit the formal structure of the mentorship program and will ultimately serve as mentors themselves. Once the faculty member has achieved a successful promotion to associate professor, their mentoring committee will come to a close.

**Mentorship Activities**

All new mentees will be expected to meet with the vice-chair of faculty development or their representative to become oriented to the mentorship program. They will be given a template for their career development plan to develop short-term and long-term goals (Table 1). The mentee will work individually to develop the first draft of the plan. The Faculty Development Advisory Group will utilize the first draft of the career development plan to select the members of the mentorship committee. The committee lead will then arrange for the first meeting to review the plan.

The mentee will present their plan to the committee, and the committee members will provide feedback to the mentee. The mentee is then expected to incorporate the feedback, again working in concert with their one-on-one mentor. The final plan will be sent back to the committee lead for approval, which may be completed in-person or electronically. Once the plan has been approved by the committee lead, it will then be submitted to the division chief and department chair for approval. The approved plan should then be used during annual evaluations to ensure that the mentee is meeting expectations.

The meetings of the mentoring committee are expected to occur on an annual basis. For subsequent committee meetings, the mentee is expected to revise their career development plan working with their one-on-one mentor in order to create a living document that will continually be adjusted based upon the goals that are being met by the mentee.

Meetings between the mentee and their one-on-one mentor are expected to be more frequent in
order to provide time for reviewing progress made on career goals and revising the development plan when necessary. Additionally, mentors and mentees should also meet at least quarterly, if not monthly, to review the mentee’s progress in attaining both short-term and long-term goals and to address various other topics related to academic pursuits. There are likely times when goals need to be modified prior to the annual committee meetings. These modifications are to be initiated by the one-on-one mentor in consultation with the mentee based upon quarterly reviews. Modifications must be submitted to the committee lead for review and approval. After the committee has approved the modifications, they must be resubmitted to the division chief and department chair for approval.

### Table 1: Career Development Plan Template

<table>
<thead>
<tr>
<th>2 year goals</th>
<th>5 year goals</th>
<th>Long-term goals</th>
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</thead>
<tbody>
<tr>
<td><strong>Clinical Intramural</strong></td>
<td><strong>Positions on national committees</strong></td>
<td>Be identified local expert in a topic relevant to my specialty</td>
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<tr>
<td>Practice goal (wRVU)</td>
<td>Program development</td>
<td>Publish</td>
</tr>
<tr>
<td>Participation in departmental, HSC, or hospital committee(s)</td>
<td>Publish 1 article/yr relevant to my practice</td>
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<tr>
<td>Complete at least one QI project</td>
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<tr>
<td>Publish 1 review article on a clinical topic</td>
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<tr>
<td>Become manuscript reviewer for 2 journals in my specialty</td>
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<tr>
<td><strong>Education</strong></td>
<td><strong>Rotation for M4s in my specialty</strong></td>
<td>Become program director of residency or fellowship</td>
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<td>Teaching skills</td>
<td>Curriculum development for residency/fellowship rotations</td>
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<tr>
<td>Education Program development</td>
<td>Be on National Organization education committee</td>
<td>Chair education committee of major professional organization</td>
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<td>Projects</td>
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<tr>
<td><strong>Research</strong></td>
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<tr>
<td><strong>(Administration)</strong></td>
<td><strong>Quality improvement training</strong></td>
<td>Leader/Chief of program</td>
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<tr>
<td><strong>(Other)</strong></td>
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</table>

**Timeline for Activities.**

It is expected that all mentees will complete their orientation meeting, be assigned a mentoring committee, and be prepared to present a draft career development plan to their committee within the first 100 days of the initiation of the program. Final approvals should be completed within 30 days of receiving feedback from the committee. Quarterly meetings with one-on-one mentors should take place approximately 90 days after final approvals of the career development plan are received.
For Mentees

Overview

Mentors inspire, encourage, and support you, and contribute to your professional and personal development. You can expect to strengthen and build your network, and gain the skills and confidence necessary to excel.

Frequently Asked Questions

- **How do I choose a Mentor?** First complete your profile with information on what help you are looking for. Then browse through the list of mentors and create mentoring request.
- **How long will the mentors be available?** We ask our mentors to make commitments of at least six months to one year in order to ensure that the mentee is able to fully benefit from the relationship. If a mentor must leave the relationship early, we request at least one month's notice in order to search for a replacement mentor with similar background.
- **Relationship is not going well or I am concerned about membership, what to do?** We encourage letting the mentor know about the situation and contact the Admin Immediately. We will provide our full support to resolve the situation in a positive and satisfactory manner.

Mentees DOs

1. **TAKE A PROACTIVE ROLE IN SHAPING UP THE RELATIONSHIP**
2. Understand what you want from the mentoring relationship and communicate your goals and aspirations to your mentor. Balance personal and professional relationship with your mentor.
3. Set aside time for the mentoring process and keep all scheduled appointments with your mentor and display professional behavior.
4. **PUT THE TIME WITH MENTOR TO THE BEST USE.** Come to meetings with mentor prepared with planned topics.
5. Respond in a timely manner to your mentor's feedback. Respond to emails from your mentor at most two days after receipt.
6. Be open and honest with your mentor about your challenges and weaknesses.
7. If something concerning the mentor needs to be discussed with others, it should first be discussed within the mentoring relationship.
Mentees DON'Ts

1. Ask for advice on everything. Have a purpose in each request.
2. Blame the mentor if his or her advice doesn't work out.
3. Expect the mentor to know all the answers.
4. Commit yourself to obligations you cannot keep.
5. Cancel meetings/visits with your mentor at the last minute.

For Mentors

Overview

A mentor is a guide. A friend. A resource who paves the way to success, and derives satisfaction from helping others succeed. Your role as mentor is to inspire, encourage, and support your mentee, and to contribute to their professional and personal development.

Frequently Asked Questions

- **What am I expected to do?** Mentors are expected to provide their mentee with about one hour of support and interaction per month. Most of this interaction will take place via e-mail and other web-related tools (for example, instant messaging) or face-to-face, as appropriate. Mentors should work with their mentee to determine what kind of support will be most useful—specific feedback related to finding jobs, general career advice, information on higher studies, technical information, personal encouragement, and so on.
- **How long will the commitment be?** We ask our mentors to make commitments of at least six months to one year in order to ensure that the mentee is able to fully benefit from the relationship. If a mentor must leave the relationship early, we request at least one month's notice in order to search for a replacement mentor with similar background.
- **Are there any potential risks to me or my company?** No. It is not appropriate for mentors to engage in any business transactions with their mentees; instead, the relationship should only involve the flow of general information and advice.
- **Relationship is not going well or I am concerned about mentorship, what to do?** We encourage letting the mentee know about the situation and contact the Admin Immediately. We will provide our full support to resolve the situation in a positive and satisfactory manner.
Mentors DOs

1. COMMIT AT LEAST ONE INTERACTION/HOUR OF SUPPORT per month.
2. Take responsibility to initiate the relationship.
3. Set aside time for the mentoring process and honour all appointments.
4. Invite the mentee to meetings or activities, as appropriate. Schedule meetings with planned topics.
5. Be flexible on meeting times and places.
6. Arrange frequent contacts through telephone, e-mail, fax, face-to-face, etc., as appropriate.
7. Respond to e-mails from your mentee within 2 days of receipt.
8. Keep information that your mentee has shared with you confidential. If something concerning the mentee needs to be discussed with others, it should first be discussed within the mentoring relationship.
9. Establish open and honest communication and a forum for idea exchange.
11. Provide honest and timely feedback to your mentee.
12. Provide opportunities for the mentee to talk about concerns and ask questions.
13. Above all, LISTEN.

Mentors DON'Ts

1. Try to give advice on everything.
2. Encourage mentee to be totally dependent upon you.
3. Provide your personal history, problems, animosities, successes, failures, etc unless they are constructive contributions.
4. Be too busy when the mentee needs your friendship or your support. If you do not have time, give the mentee a heads up, so that they know when they can reach you.
5. Criticize.

The Mentoring Relationship will end when the mentee attains a successful promotion within the expected time frame. However, the relationship between mentee and mentor can continue as partnership for collaborations according to mutual agreement.