

Roadmap to Mentoring

Sample Timeline For 1st Year Faculty Position

AUG-SEPT

- Identify your interests – explore your academic interests and short-term and long-term goals. Identify which of the academic paths most resonates with those goals ([PATHs](#)).
- First Faculty Meeting – meet colleagues, identify those with similar academic goals and clinical interests.
- Research potential mentors on Emory's DOM website, pubmed, NIH reporter, etc.

OCT-NOV

- Complete your Individual Development Plan, set timelines for goals/outcomes
- Reach out to potential mentor(s) and set up introduction meetings.
 - Come prepared with your updated CV and [Individual Development Plan](#)
 - Formalize the mentor-mentee relationship
 - Develop a plan for achieving goals and timeframe for the next meeting
 - Set reasonable expectations using a [Mentor/Mentee Agreement](#)
- Reach out to service chief or division director if you cannot identify a mentor

DEC-MAR

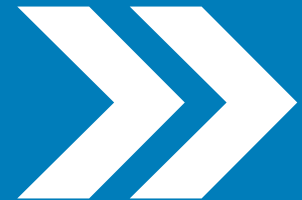
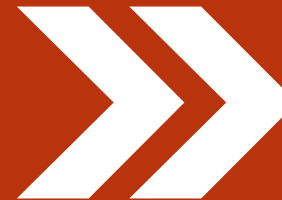
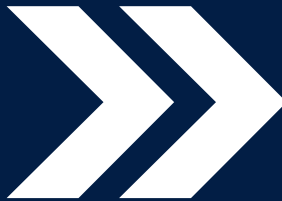
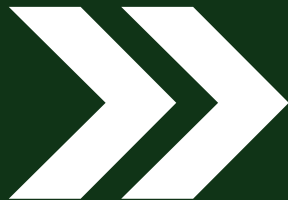
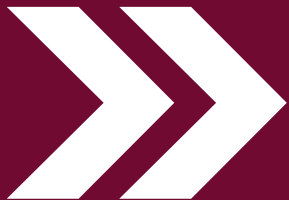
- Meet with your new mentor(s) as per your agreed on schedule
- Attend the DOM Mentee Training Workshop in February

APR-MAY

- Complete your [Mentoring Worksheet](#), update your CV
- Continue to meet with your mentor to discuss obstacles and strategies to overcome obstacles

MAY-JUNE

- Re-evaluate your mentoring relationships – are you satisfied?
- Career Conference Performance Review meeting with Division Director opportunity to discuss mentoring relationships



Roadmap to Mentoring

“Having a good mentor early in your career can mean the difference between success and failure in any field” -Nature’s guide for mentors, June 2007

- Faculty Resources
 - [Emory DOM Mentoring Website](#)
 - Identify divisional mentoring facilitators and site-specific peer mentoring champions
 - Stay up to date on mentoring initiatives
 - [Emory DOM Faculty Development Website](#)
 - Stay up to date on faculty development workshops and conferences
 - Review promotion guidelines and timelines
 - [Emory SOM Faculty Development Website](#)
- What is a mentor?
 - Defined broadly as: “Someone who provides guidance, advice, and shares personal experiences to help someone develop in their professional career or personal life.” For example, a mentor can help you with teaching/educational support, research/scholarly activities, clinical practice, leadership, or general career development.
- What types of mentors should I seek?
 - Mentoring Team (1-3 faculty members in any of the categories below)
 - Career Development Mentor
 - Cares about your career and success
 - Provides guidance after listening to your goals
 - Helps you set goals and timelines to meet those expectations
 - A connector who can help you make key connections
 - Provides honest, constructive feedback
 - Provides support during tough times
 - Life Coach Mentor
 - Helps balance the conflicting demands of work, family and outside activities
 - Research/Clinical Content Mentor
 - Knows content area well enough to advise you on what has or has not been previously studied
 - Successful grant recipient
 - Successful author who can constructively critique your papers
 - Has enough time to meet and support you
 - Quality Improvement Mentor
 - Medical Education Mentor
 - Peer Mentoring – Emory DOM Site specific peer mentoring groups
 - Increase collaboration and networking among divisions to develop a sustained and long-term work relationship.
 - A community of peers to create a supportive environment and a sense of belonging to increase resilience and promote well-being.

- A platform where individuals can share knowledge, exchange experiences, and develop skills, offer constructive feedback, and empower each other to reach their full potential, both academically and personally.
- *For information on site specific Peer Mentoring groups, please contact the Department of Medicine Office of Faculty Development at somfdev@emory.edu*
- How can a mentor help me?
 - Networking: social and professional
 - Career path guidance: teaching, service, research
 - Advocate: Leadership, public speaking, and committee opportunities
 - Research: IRB protocol development, grant writing, finding funding, managing staff, increase scholarship
 - Specific skills: clinical, procedural, research, teaching, feedback
 - Work-life balance: Clarify personal goals/interests, increase personal fulfillment and confidence
- How can I be an effective mentee?
 - Complete an [Individual Development Plan](#), reassess annually
 - Be open to feedback and self-improvement
 - Take the initiative, bring goals and ideas to the table
 - Complete tasks on time
 - Be persistent and resilient to overcome challenges/barriers to your goals
 - Value balance in life to help avoid burn-out