

Faculty Mentoring Toolkit



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Purpose: This guide provides mentors and mentees with valuable resources to encourage mentorship at the Renaissance School of Medicine (RSOM). We want all our faculty members to feel supported throughout their career at RSOM.

Key Takeaways:

- Concepts and benefits of mentoring
- Role of mentor and mentee
- Strategies for being an effective mentor and mentee
- Phases of the mentoring relationship
- Mentorship network
- Tools for mentorship

RSOM Senior Mentoring Team

Having a mentor within the school can help faculty build long-lasting and productive relationships with other faculty across disciplines, navigate campus processes, and have someone to go to for help and advice.

The Office of Faculty Affairs sponsors a mentoring group comprised of senior faculty that meet regularly with junior faculty to discuss issues of academia, work-life balance, time management, other concerns, and provide their advice and experience in the academic setting.

<https://renaissance.stonybrookmedicine.edu/faculty-affairs/mentoring>

Mentorship Overview:

Mentorship is a critical component of career advancement for all faculty at the RSOM. *Mentorship*



comes from Greek mythology; Mentor was a loyal advisor of Odysseus, and teacher of his son, Telemachus, who ‘*offered him advice and encouragement, raised his self-esteem, behaved as a role model, advocated and acted on his behalf, and urged him to develop autonomy*’.

While mentorship was traditionally viewed as hierarchical or vertical, the modern framework is that of a ‘horizontal’ relationship between mentor and mentee based on mutual **trust**, with both parties contributing to the success of the **relationship**. Mentors play important roles in helping mentees develop research, teaching and clinical skills, as well as providing guidance for career development, networking, and professional and personal wellbeing.

While the mentor role has traditionally been filled by an established faculty member, a mentor can be a colleague or trainee, depending on the goals of the mentoring relationship and environment. Creating and curating a developmental network, a group of people you can turn to for mentoring support, can broaden areas for guidance and opportunities.

What is Mentoring?

“A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another (usually younger) individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development.” (Das et al., 2020. Faculty Development/ Mentoring Evolution of Mentorship in Academic Medicine)

“The process whereby an experienced, highly regarded, empathic person (the mentor), guides the mentee for development and re-examination of their own ideas, learning and personal and professional growth by listening and talking in confidence to the mentee.” (Fleseriu et al. 2023. Mentorship in academic medicine: truth is in the eye of the beholder)

“A mentor shows their colleagues how to learn from mistakes and ask for help... A mentor ensures their colleagues do their best and accept the outcomes. A mentor knows that growing... is about what we do when we do not have experience or knowledge.” (Humphrey, 2024. What Is a Mentor?)

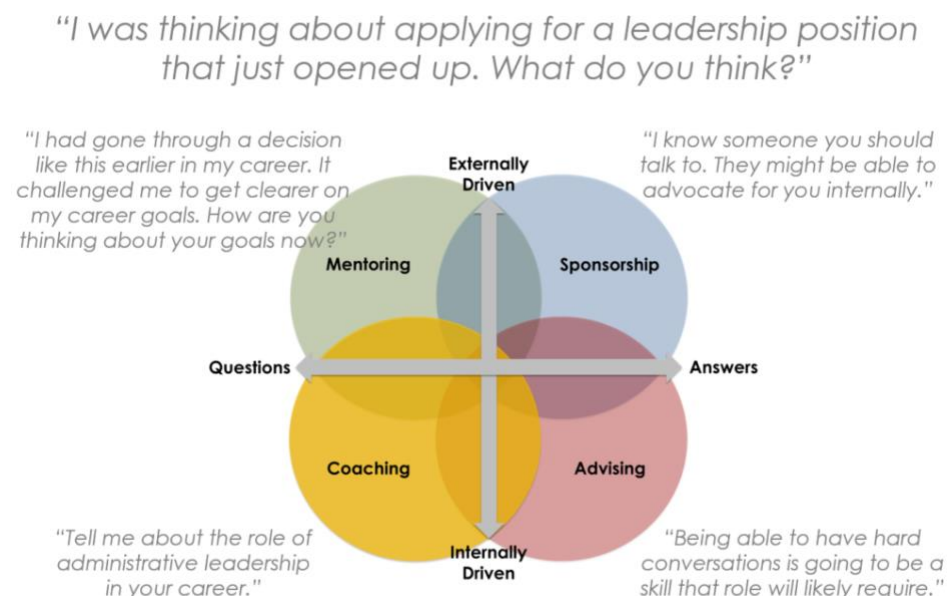
“Mentorship is a collaborative relationship between individuals in training across diverse groups who share the responsibility for the achievement of individual trainee development.”

(Paterick, 2022. Leadership in Medicine: The Importance of Mentorship)

In brief, mentorship is mutual and relational, development-focused, trust-based, and models resilience.

Mentorship, Coaching, Sponsoring, Advising

This toolkit focuses on Mentorship. You may have also heard about Sponsorship, Coaching, and Advising and wonder how they differ from one another. This diagram demonstrates the different responses that can be elicited from each perspective.

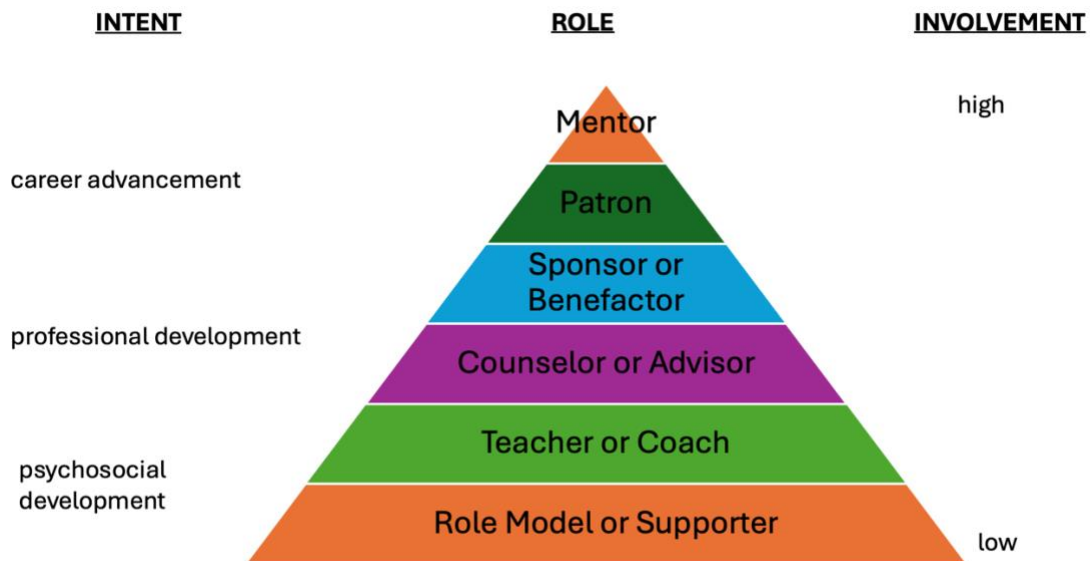


<https://edgeforscholars.vumc.org/the-art-of-being-helpful-mentor-vs-coach-vs-advisor-vs-sponsor/>

Models of Mentorship

Model/Framework	Structure	Features/Benefits	References
Dyad	Traditional 1:1	Confidential, goal-based, deep developmental guidance	Kashiwagi et al. (en.wikipedia.org , pubmed.ncbi.nlm.nih.gov , mededportal.org)
Peer / Facilitated Peer	Peer-to-peer, structured	Builds community, mutual support, especially valuable in resource-limited areas	Kashiwagi et al.; ASPECT
Speed / Functional	Time-limited or task-based	Efficient matching for specific goals	Kashiwagi et al.
Group / Network	Multiple mentors/mentees	Broad exposure, resilience, peer learning	Academic Medicine 2025
Distance / Virtual	Remote mentoring	Access across geography, flexibility	Kashiwagi et al.
ASPECT	Collaborative, team-based	Longevity, shared projects, structure, accountability	PubMed
SEM (Institutional)	Systems lens	Embeds mentorship into departmental culture; focus on metrics & recognition	BMC Med Educ

Hierarchy of Supportive Work Relationships



Why Mentoring Matters

Mentoring has been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented in medicine in their academic careers
- Enhance faculty productivity (mentoring is linked to successful funding and publications)
- Increase interest in academic careers
- Improve self-efficacy in teaching, research, and professional development
- Increase the time that clinical educators spend in scholarly activities
- Lead to less work-family conflict

Benefits of Mentoring

Benefits for Mentees

Mentorship is associated with more favorable objective (compensation, promotion) and subjective (career, job satisfaction) outcomes

Benefits for Mentors

Mentorship promotes the development of a personal social network, provides information and feedback from mentees, satisfaction gained from helping others, recognition (evaluated for promotion and awards), and improved career satisfaction

Benefits for the Institution

- Human resource development (improved job performance, retention, diversity)
- Enhancing organizational culture
- Improving organizational communication
- Fostering a sense of belonging to the institution

Successful mentor-mentee matches share these characteristics:

- Mentee has strong input into the match
- Similar career interests
- Personal chemistry

Being an Effective Mentor

Characteristics of an Effective Mentor: The Three C's

Competence

- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

Confidence

- Shares network of contacts and resources
- Allows/Guides mentee to develop their own terms
- Demonstrates initiative, tasks risks
- Shares credit

Commitment

- Invests time, energy, and effort to mentoring
- Shares personal experiences

The Mentor's Role in Mentee Development

Support

- Actively listening (generously)
- Expressing positive outcomes (balance the present sense of where mentor is and dream of what they can become)
- Serving as advocate
- Self-disclosure as appropriate

Challenge

- Suggesting tasks
- Setting high standards
- Modeling
- Providing a mirror

Vision

- Providing a vision for a satisfying and successful career

Mentor Dos and Don'ts

DO

Listen actively
Support and facilitate networking & brokering
Teach by example
Promote independence
Encourage and motivate mentee to extend beyond their comfort zone
Rejoice in success and convey the joy
Encourage reciprocity

DON'T

Fix the problem
Take credit
Take over
Threaten, coerce, use undue influence
Lose critical oversight, allow friendship to cloud judgment
Condemn (most mistakes or lack of agreement are not career-altering disasters)

Evaluating Your Mentee's Goals

Use the checklist below to appraise your mentee's goals:

Specificity

- ☐ Has your mentee identified specific short- and long-term goals?
- ☐ Are the goals definite and precise?

Measurability

- ☐ Are your mentee's goals quantifiable in nature?
- ☐ Has your mentee determined how to measure success?

Work Plan

- ☐ Does your mentee have an action plan to achieve their goals?
- ☐ Has your mentee considered the outcome of achieving these goals?

Reality Check

- ☐ Are your mentee's goals realistic given the circumstances?
- ☐ Has your mentee determined a completion date?
- ☐ Can success be achieved within the time allocated?
- ☐ Will additional resources or tools be needed to achieve success?

Your Role

- ☐ Is your role to advise, suggest, or listen?
- ☐ Will your mentee's goals require you to provide something other than guidance?
- ☐ How can you be most helpful to your mentee?

Mentor's Meeting Checklist:

- ☐ Set aside adequate time for regular meetings
- ☐ Obtain and review mentee's CV and IDP prior to meeting
- ☐ Be sure to review contact information and other meeting arrangements
- ☐ Clarify what mentee expects from you--and what you expect from mentee
- ☐ Review mentee's short/long term goals
- ☐ Be sure that you have accurate, up-to-date information on advancement and promotion policies for your mentee's track and rank
- ☐ Ask mentee to help you with writing, research, teaching, curriculum development etc. that is consistent with their career goals
- ☐ Be aware of potential conflicts of interest if you are both a supervisor and mentor for the mentee
- ☐ Be sure that mentee has joined committees and professional organizations helpful for career development
- ☐ Assist your mentee to find other mentors within and outside RSOM

Being an Effective Mentee

The most successful mentoring partnerships are those in which the mentee takes the initiative and drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route, and destination. The mentor is then able to offer insights and counsel that is focused on the mentee's objectives.

Reflect on the following:

Values: What are my values? What motivates me? What are important factors in my life?

Work Style: How do I learn/performance best? How much direction do I want/need?

Gaps in knowledge/skills: What are my professional development needs? What do I need to learn/acquire from the mentoring relationship?

Are you a proactive mentee?

- Are my objectives clear and well-defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Do I allow myself to be open and vulnerable?
- Am I receptive to constructive feedback?
- Am I able to show that I value and appreciate feedback?
- Am I willing to change or modify my behaviors, if needed?
- Do I consistently follow through on commitments?
- Do I make an effort to instill trust?
- Do I show appreciation and gratitude?

Choosing a Mentor

Look for these qualities in a mentor:

- Interest in helping you develop your career
- Commitment to mentoring
- Match your emotional needs (support/praise or challenge)
- Match with your professional needs (writing, methodology, research / scholarly / clinical interests)
- Successful track record
- Good communication skills
- Provides networking opportunities
- Institutionally savvy
- Expresses interest in you as a person
- Potential for reciprocity

Starting the Mentoring Partnership

“Serve first, connect later.”

- Do your homework – look at your mentor’s background; understand your mentor as a human being
- Understand relationships – a strong bond is relational
- Drill down to what you really want – start with asking for **ADVICE**
- Don’t miss what is in front of you right now – mentors are everywhere
- Don’t ask; *give* instead – understand your mentor’s *purpose* and find connection in authentic ways. Learn by observing and helping.
- Earn your potential mentor’s trust
- After you have demonstrated your skills and abilities, you can ask for mentorship

Mentee Strategies to Achieve Mentoring Objectives

Your mentor's ability to help you attain your objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. Therefore, it is important to think critically about your objectives and the challenges to achieving them.

Use these questions to appraise your objectives:

Specificity

- ☐ Have you identified a specific objective for the partnership?
- ☐ Are your objectives definite and precise?

Measurability

- ☐ Are your objectives quantifiable in nature?
- ☐ Have you decided how to measure success?

Work Plan

- ☐ Do you have an action plan to achieve your objectives?
- ☐ Have you considered the outcomes of achieving your objectives?

Reality Check

- ☐ Are your objectives realistic given the circumstances?
- ☐ Have you determined a completion date?
- ☐ Is your timeline realistic?
- ☐ Will you need additional resources or tools to be successful?

Your Mentor's Role

- ☐ Will your objectives require your mentor to provide you something other than guidance?
- ☐ How can your mentor be most helpful to you?

Mentee Dos and Don'ts

DO

- Take initiative
- Clarify your values
- Look for opportunities to *teach* your mentor
- Be respectful of your mentor's time
- Clarify goals and objectives
- Practice self-reflection
- Communicate agenda and goals with mentor prior to meeting
- Support your peers
- Keep your CV, IDP, etc. up to date
- Develop a mentorship network

DON'T

- Be passive – don't wait for the mentor to initiate interactions
- Be late, disorganized
- Stay in the comfort zone
- Stay in a mentoring relationship when it is no longer helpful

Mentee Missteps

Do not succumb to pressure to appear immediately successful – you are still learning!

Know your responsibilities and avoid these mentee missteps:



Over-committer:

Signs and symptoms: Can't say no. Overcommitted, underproducing.

Remedy: Learn to say no. Before saying yes, determine which project is a no



Ghost:

Signs and symptoms: Enthusiastic early on, then disappears. Fails to follow-up.

Remedy: When uninterested, suggest an alternative person.



Doormat:

Signs and symptoms: Spends time on work unrelated to career. May have a manipulative mentor.

Remedy: Ask directly how new projects align with goals. Set goals & boundaries.



Vampire:

Signs and symptoms: Requires constant attention & supervision. Drains mentor.

Remedy: Recognize feelings of insecurity. Vet solutions w/colleagues before taking to mentor.



Lone Wolf:

Signs and symptoms: Assertive, prefers to work alone. Doesn't trust others, afraid to ask for help. Remedy: Realize that asking for help is critical for learning, not a sign of weakness. Teaming.



Backstabber:

Signs and symptoms: When fails makes excuses/assigns blame to others. Avoids constructive f/b.

Remedy: Reframe mistakes as learning opportunities. Practice giving credit & accepting responsibility

<https://jamanetwork.com/journals/jama/fullarticle/2600471>

Mentee's First Meeting Agenda

- ☐ Share backgrounds
- ☐ Clearly articulate your needs and values
- ☐ Tell the mentor how they have been/can be helpful
- ☐ Ask for feedback about research ideas or specifically discuss how the mentor may be helpful
- ☐ Create a clear plan about tasks to be completed before your next meeting
- ☐ Define specifically how you will communicate (email, text, phone call, etc.)
- ☐ Follow up with thank you email summarizing discussion and your plans to proceed

Tips for getting the most out of your meetings

- ☐ Set the agenda and share it before the meeting
- ☐ Social catch up
- ☐ Discussion of 2-3 topics
- ☐ Ask for feedback and specifically discuss how your mentor may be helpful
- ☐ Create action plans for tasks
- ☐ Closing – summarize plans for the time period before your next meeting
- ☐ Follow-up with a thank you email summarizing discussion and plans to proceed

Mentoring Meeting Agenda Template

Mentee Meeting Agenda

Meeting date: _____

topic & brief description	current progress	next steps	resources/help needed	action plan & target dates
1.				
2.				
3.				
4.				
5.				

Next Meeting: _____

Phases of the Mentoring Relationship

Initiation phase (6-12 months)

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance, can transmit mentor's values

Cultivation phase (2-5 years)

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens
-

Separation phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

Redefinition phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

Initiation: Setting Expectations

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and mentees should agree on:

- Scheduling and logistics of meeting
- Frequency and modes of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- “Off-limits” conversations
- Giving and receiving feedback
- Working with formalized mentee goals

Cultivating the Relationship: Building Trust

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities, and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

Behaviors that build trust

Being a proactive listener
Cooperating with others
Opening, sharing and being vulnerable
Actions are parallel to words
Accepting and non-judgmental
Authentic to true-self
Admitting mistakes and errors
Actively seeking out different perspectives
Encouraging others to succeed
Having a positive, upbeat outlook
Honoring and respecting confidentiality

Behaviors that destroy trust

Not paying attention to what is being said
Being competitive
Withholding and keeping people out
Acting contrary to words
Criticizing and disapproving
Acting with a hidden agenda
Blaming others for mistakes
Keeping a closed mind to new ideas
Discouraging others from taking risks
Projecting a negative perspective
Breaking confidence

Cultivating the Relationship: Giving and receiving feedback

Mentees want to receive honest, candid feedback from their mentor in a professional way. Equally important is the feedback mentees can offer to mentors. Engaging in reciprocal and ongoing feedback is a vital component of the partnership.

Effective feedback

- Offered in a timely manner
- Focuses on specific behaviors
- Acknowledges outside factors that may contribute
- Emphasizes actions, solutions, or strategies

Effective Feedback from Mentee:

- Whether the advice or guidance the mentor offered was beneficial and solved an issue
- Whether the mentor's communication style and/or actions facilitate a positive mentoring experience
- Whether the mentor's communication style and/or actions create challenges to a positive mentoring experience

Effective Feedback to Mentee:

- Mentee's strengths and assets
- Areas for growth, development, and enhancement
- Harmful behaviors or attitudes
- Observations on how your mentee may be perceived by others

Separation and Redefinition:

Participating in a mentoring relationship brings the opportunity for planning and implementing closure that is unlike most other types of relationships. Whether you determine to continue meeting on a regular basis or not, it is essential to discuss and plan the process by which your formal partnership will come to a close (if it will).

Closure checklist:

- ☐ Discuss how to use the remaining time together
- ☐ Make sure an important goal has not been overlooked
- ☐ Plan a formal acknowledgement or celebration of the mentoring relationship

Questions to discuss:

- Have the goals been achieved?
- Have the important issues been discussed?
- How should the separation/redefinition be acknowledged?
- What will the agenda be for the last meeting?
- What would be the ideal interaction going forward?

Reasons for negative mentoring experiences:



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Resources

Mentoring Partnership Agreement

Mentoring Agreement	
<i>We agree on the following goal(s):</i>	<i>Evidence/Measure(s) of Success:</i>
Goal 1:	
Goal 2:	
Goal 3:	
<i>To ensure our relationship is mutually beneficial and satisfying we agree to the following:</i>	
Meet regularly (e.g., describe standing day/time, method, etc. for monthly “meetings)	
Expectations for informal and ongoing communication (e.g., access/availability, frequency, preferred methods)	
Maintain confidentiality of our relationship (describe what we agree this means)	
Honor and use the following ground rules we have developed to facilitate our relationship:	
Provide regular feedback to each other to facilitate our relationship and achieve agreed-upon goals in the following way(s):	
Look for opportunities to enhance the mentee’s development and growth (e.g., target areas, activities, networking):	
Other points of agreement that we think are important:	
At least at the midpoint and the end of our mentoring relationship, we will review this agreement, and evaluate our progress. Either of us can request to modify this agreement to restructure, continue, or end this relationship at any time.	
Mentee Signature and Date:	Mentor Signature and Date:

Individual Development Plan

<https://renaissance.stonybrookmedicine.edu/system/files/RSOM%20Individual%20Development%20Plan%202024.doc>

Individual Development Plan Template (IDP)

Name:

Date:

STEP 1: SKILLS ASSESSMENT – self-evaluation of your strengths, weaknesses, and skills

Evaluate your skills and abilities in the follow areas where:

5 = highly proficient 1 = needs improvement

General Research Skills (includes basic/translational/clinical/educational/QI/patient safety)					
Designing studies/program evaluations	1	2	3	4	5
Analytic skills	1	2	3	4	5
Project execution	1	2	3	4	5
Problem solving/troubleshooting	1	2	3	4	5
Creativity/developing new research directions	1	2	3	4	5
Teaching Skills					
One-on-one teaching	1	2	3	4	5
Small group teaching	1	2	3	4	5
Large group presentation	1	2	3	4	5
Learner assessment	1	2	3	4	5
Academic Skills					
Grant writing skills	1	2	3	4	5

Oral presentation skills	1	2	3	4	5
Manuscript writing skills	1	2	3	4	5
Mentoring skills	1	2	3	4	5
Being a mentee	1	2	3	4	5
Leadership and Management Skills					
Leading and motivating others	1	2	3	4	5
Budgeting	1	2	3	4	5
Managing projects and time	1	2	3	4	5
Organizational skills	1	2	3	4	5
Interpersonal Skills					
Getting along with others	1	2	3	4	5
Communicating clearly in writing	1	2	3	4	5
Communicating clearly in conversation	1	2	3	4	5

STEP 2: CREATE YOUR INDIVIDUAL DEVELOPMENT PLAN – evaluate your progress over the past year and set goals for the next year

Academic Appointment <https://renaissance.stonybrookmedicine.edu/facultysenate/committees/apt>

Date of last appointment/promotion:

Your current academic title and track:

Do you understand the point system for promotion in your track?

Do you have a specific plan to gain enough points for promotion?

Professional Time Management

Estimate your current time allocation (should add up to 100%)

____% of time spent on teaching, training, or mentoring others

____% of time spent on research and/or creative work

____% of time spent on patient care

____% of time spent on administration and other duties

How (if at all) would you like to change this time distribution?

1. Things you are doing now that you'd like to stop doing
2. Things you have been asked to do that you want to refuse to do
3. Things that you are doing that you want to continue
4. Things that you are not doing that you want to start
5. Strategies for improving the balance within the above 4 categories

What are your current professional roles and responsibilities? Do you anticipate any changes in the next year?

- 1.
- 2.
- 3.
- 4.

Anticipated changes?

Future Professional Goals

Short term goals – list your professional goals for the next year. Be specific, indicate how you will know if you have accomplished this goal (expected outcome).

1. Goal:
Expected outcome:

2. Goal:
Expected outcome:

3. Goal:
Expected outcome:

Long-term goals - list your professional goals for the next 3-5 years. Be specific, indicate how you will know if you have accomplished this goal (expected outcome).

1. Goal
Expected outcome:

2. Goal:
Expected outcome:

3. Goal:
Expected outcome:

Planning for the next year: (add additional rows to chart templates as needed for each project/item)

SCHOLARSHIP:

List projects you are planning or currently have underway, their status, and your timeline for disseminating them.

GOAL	COLLABORATOR(S)	NEXT STEP(S)	Obstacles	DATE

PUBLICATIONS:

List which publications you currently have underway, their status, and your timeline for publishing them.

TITLE	JOURNAL/PUBLISHER	DATE	STATUS

ABSTRACTS/CONFERENCES:

List any conferences or meetings are you planning on attending this year, and goals for an abstract you will present.

ABSTRACT	CONFERENCE & DATE	DEADLINE	ACTION	STATUS

FUNDING PROPOSALS:

List any funding or research proposals you plan to submit this year, including the deadlines and your timeline for submitting.

PROPOSAL	FUNDER	DUE DATE	NEXT STEPS	STATUS

HONORS & FELLOWSHIPS:

List any awards or fellowship proposals you would like to be nominated for/apply to, including the deadlines and your timeline for submitting.

HONOR/FELLOWSHIP	FUNDER	DUE DATE	REQUIREMENTS	STATUS

PROFESSIONAL & SKILL DEVELOPMENT:

List activities for strengthening your professional development. Skills categories may include research, teaching, academic, leadership, interpersonal, etc. Look for opportunities, for example, locally at Stony Brook, regionally in New York, nationally from your professional societies.

SKILL	PROGRAM	GOAL(S)	REQUIREMENTS	TARGET DATE

MENTORSHIP:

List activities where you will mentor trainees or the trainees themselves, including the time you plan to spend and the overall goal for working with these trainees.

MENTEE/ACTIVITY	TIME COMMITMENT	GOAL(S)

List individuals who can help you achieve your professional goals and how they can help you. Roles they may play: Job Support (technical advice, introductions, expertise, resources), Career Advancement (guidance, advocacy), Personal Support (emotional wellbeing). Also consider type of relationship (close, moderate, distant)

MENTOR	ROLE	RELATIONSHIP	HOW THEY CAN HELP YOU

TEACHING:

List activities where you will teach learners, including the level of the learners, the time you plan to spend, and the overall goal for working with these learners

ACTIVITY	LEVEL OF LEARNER	TIME COMMITMENT	GOAL(S)

CLINICAL CARE:

List activities (Direct patient care, service directorship, clinical budget performance, development of new techniques, clinical programs, etc.) where you plan to be involved

ACTIVITY	TIME COMMITMENT	RESOURCES/COLLABORATORS	GOAL(S)

PROFESSIONAL SERVICE:

Describe professional service activities (e.g., committees) and what you hope to offer and gain from them.

ACTIVITY	INSTITUTIONAL, REGIONAL, NATIONAL, INTERNATIONAL	ROLE	TIME COMMITMENT	INTENDED OUTCOMES/GOALS

COMMUNITY ENGAGEMENT:

Describe community engagement activities (community engaged and/or participatory research, building relationships, presentations and workshops, implementation of interventions) and what you hope to offer and gain from them.

ACTIVITY	ORGANIZATION / SPONSOR	TIME COMMITMENT	INTENDED OUTCOMES/GOALS

PERSONAL AND PROFESSIONAL SATISFACTION:

Write down here a couple goals for maintain your personal and professional life balance, whether that's sleeping, exercising, eating right, volunteering, whatever steps you want to take to maintain your life on your way to accomplishing your personal and professional goals. Include expected outcome.

Before finalizing your IDP, you should consider discussing it with an individual other than your mentor(s). When it is completed, sign your IDP as a pledge to implement your plan.

Your Signature: _____

Date: _____