

Peer Mentoring Toolkit for Faculty



Peer Mentoring at UMHS

What is Peer Mentoring?

Mentoring has played an important role in academic medicine and is thought to increase career satisfaction, productivity, career growth, and a sense of empowerment for faculty. However, the traditional dyadic mentoring model is not always possible given increased demands on senior faculty's time spent on clinical, research, and administrative responsibilities. It has been found that using a group of one's peers for mentoring purposes can also be helpful. Each peer can offer subject matter expertise on a variety of topics or processes that others in the group may not possess. Additionally, exchanging ideas with peers in the absence of competitiveness can also prove advantageous and valuable.

Peer mentoring can take many different forms, but for the purpose of this toolkit, the peer mentoring model we are emulating involves small groups of mentees (ideally 5-7) with a common goal. Examples of goals may be to increase publications, obtain assistance with career navigation, work/life balance, becoming a mentor, or learning a specific skill. These peer mentoring groups may or may not have a senior level mentor for consulting purposes. The senior member might attend all meetings or only select meetings as the group progresses. Additionally, technical skill builders or subject matter expert guest speakers may attend some meetings. The structure the group takes is completely dependent upon what the group resolves and not all peer mentoring groups may look the same.

Peer Mentoring Committee vs. Peer Mentoring Group

This toolkit is designed to serve two groups: Peer Mentoring Committees and Peer Mentoring Groups. Peer Mentoring Committees oversee peer mentoring program development within a department or office. Usually, a single Peer Mentoring Committee is responsible for launching multiple Peer Mentoring Groups over a period of time. Those who wish to develop a Peer Mentoring Committee in order to launch one or more Peer Mentoring Groups or a Peer Mentoring Program should refer to Appendix A as their initial guide.

Peer Mentoring Groups consist of 5-7 members with similar backgrounds of relevance who meet to discuss a specific topic or question of shared interest. Peer Mentoring Groups might consist of faculty members of the same rank, gender/sexual orientation, race, research interest, career aspirations, e.g., to name a few. In order to form a Peer Mentoring Group, however, one doesn't necessarily need to first have a committee. Individuals who wish to start a Peer Mentoring Group can utilize the resources in this toolkit, beginning with Appendix B, entitled "Peer Mentoring Group Checklist".

Please note that throughout the toolkit, appendices may be applicable to either a Peer Mentoring Group or a Peer Mentoring Committee while others may be applicable to both. The appendices will be titled appropriately.

Potential Outcomes of Implementing a Formalized Mentoring Program:

- Increased potential for career progression
- Enhanced professionalism and a learning environment that fosters diversity through different perspectives/experiences
- Access to networking and support for career development
- Acquisition of institutional Leadership competencies
- Development and identification of emerging talent for future leadership positions (i.e. Succession Planning)

Suggested Process for Peer Mentoring Committees to Create Peer Mentoring Groups



Appendices

Please note that all appendices can be tailored to your particular group or committee's needs. Some appendices are geared towards committees while others towards groups. Additionally, some appendices were developed with the assumption that the group includes a senior mentor-facilitator but can be revised accordingly if your group doesn't.

Appendix A – Peer Mentoring Committee Checklist

Guide for creating a peer mentoring committee for the purpose of forming targeted peer mentoring groups.

Appendix B – Peer Mentoring Group Checklist

Guide for creating one's own peer mentoring group.

Appendix C – Peer Mentoring Committee Details for Launch a Program

A detailed list of items to consider when a peer mentoring committee is in the process of launching a program.

Appendix D - Peer Mentoring Committee Roles and Responsibilities

Outlines roles and responsibilities of committee members.

Appendix E - Peer Mentoring Group Roles and Responsibilities

Outlines roles and responsibilities of group members.

Appendix F – Peer Mentoring Program – Role Guidelines

Outlines expectations of both senior and peer mentors within the peer mentoring group.

Appendix G – Suggestions/Types of Mentoring Meeting Exercises

Suggested activities for new peer mentoring groups to get to know each other.

Appendix H – Mentee Self-Assessment Worksheet

A self-evaluation tool for peer mentors to complete prior to the first meeting in order to assess skills, abilities, strengths and weaknesses. It can also be used as baseline data to evaluate individual progress while participating in the group.

Appendix I – Mentee Application

Used by a committee to match mentees to groups or senior mentors.

Appendix J – Mentor Self-Nomination Form

Used by a committee to match senior mentors with appropriate peer mentoring groups.

Appendix K – Sample Flyer

Sample advertisement for recruiting volunteers for peer mentoring groups.

Appendix L – Participation Agreement

Used once a peer mentoring group is established to gather contact information and member agreement.

Appendix M – Meeting Standards/Norms

Discusses meeting standards and how to run effective meetings.

Appendix N – Mentoring Do's and Don'ts

Outlines some common faults made by new groups and items that can be done to have the best outcome possible.

Appendix O - Kick-Off Meeting Evaluation Form

Used to evaluate the first meeting of the group.

Appendix P - Peer Mentoring Survey

Used to evaluate the overall peer mentoring group experience at the end of the group's time.

Appendix Q – Examples of Peer Mentoring Groups at U-M

Examples of Peer Mentoring Groups that have been formed across campus

Additional Resources:

Faculty Development Website, Faculty Mentoring Page:

<https://wiki.umms.med.umich.edu/display/FAFD/Faculty+Mentoring>

Varkey, P. et al, “The positive impact of a facilitated peer mentoring program on academic skills of women faculty”, BMC Medical Education, 2012, 12:14: <http://www.biomedcentral.com/1472-6920/12/14#refs>

Pololi, Linda, Knight, Sharon, “Mentoring Faculty in Academic Medicine – A New paradigm?”, JGIM, 2005, 20:9: <http://onlinelibrary.wiley.com/doi/10.1111/j.1525-1497.2005.05007.x/abstract>

Note: This toolkit was adapted and modified from the Nova/Dulles SHRM Mentoring Program, 2009, Toolkit, www.shrm.org

APPENDIX A

Peer Mentoring Committee Checklist

Please note that this template is designed as a guideline only and can be modified as necessary.

{Department/Program Name}

Mission Statement:

(Define the purpose of the program or “why” you’re doing this. Include time commitment required, ie. 6 months, 1 year.)

Focus/Goals: (What is your measurable outcome? See Appendix I [Mentee Application] for examples of objectives.)

Potential Sponsor(s): (Someone who might provide resources [if needed] for the program, a manager who endorses your participation, or a Chair who encourages faculty to join or provides educational RVUs for participation, etc.)

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Structure:

Mentoring Committee: (Initially 4-6 recommended)

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Prepare content and structure for each committee meeting including outlining roles and responsibilities of members (See Appendix D).

Suggested Coaches/Senior Level Mentors for building technical skills in peer groups:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Suggested Guest Speakers, Subject Matter Experts for peer groups:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Organizing Your Committee for Peer Groups

Develop the Selection Process for the Peer Mentoring Groups (i.e. How are participants going to be selected? Are you going to send out an announcement or have people applying ahead of time?) (See Appendices I, J, and K)

Develop a Communication Plan (e.g. how are you going to communicate with potential group members?)

Design Kick-Off Meeting (See Appendices for additional tools)

- ✓ Overview of Program
- ✓ Icebreaker
- ✓ Articles/Resources
- ✓ Tools for building relationships, i.e. exercise on getting to know your group
- ✓ Participation Agreement (See Appendix L)
- ✓ Discuss meeting norms (See Appendix M)
- ✓ Evaluate Meeting (See Appendix O)

Prepare content and structure for each peer group meeting including outlining roles and responsibilities of members (e.g. minute taking, scheduling meetings, leading discussions, tasks in-between meetings, etc.) – See Appendix E

Provide participants with agenda in advance

Wrap Up Program

- ✓ Consider formal graduation ceremony
- ✓ Recognition

Evaluate (See Appendix P) and “Plan, Do, Check, Act/Adjust”

APPENDIX B

Peer Mentoring Group Checklist

Please note that this template is designed as a guideline only and can be modified as necessary.

{Department/Group Name}

Mission Statement:

(Define the purpose of the program or “why” you’re doing this. Include time commitment required, ie. 6 months, 1 year.)

Focus/Goals: (What is your measurable outcome? See Appendix I [Mentee Application] for examples of objectives.)

Potential Sponsor(s): (Someone who might provide resources [if needed] for the program, a manager who endorses your participation, or a Chair who encourages faculty to join or provides educational RVUs for participation, etc.)

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Structure:

Suggested Coaches/Senior Level Mentors for building technical skills:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Suggested Guest Speakers, Subject Matter Experts:

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Design Kick-Off Meeting (See Appendices for additional tools)

- ✓ Overview of Group
- ✓ Icebreaker
- ✓ Articles/Resources
- ✓ Tools for building relationships, i.e. exercise on getting to know your group (Appendix G)
- ✓ Participation Agreement (See Appendix L)
- ✓ Discuss meeting norms (See Appendix M)
- ✓ Evaluate Meeting (See Appendix O)

Prepare content and structure for each mentoring meeting including outlining roles and responsibilities of members (e.g. minute taking, scheduling meetings, leading discussions, tasks in-between meetings, etc.) – See Appendix E

Wrap Up Program

- ✓ Recognition

Evaluate Program (See Appendix P) and “Plan, Do, Check, Act/Adjust”

APPENDIX C

Peer Mentoring Committee Details for Launching a Program

Generating initial interest for and recruiting the first few cohorts of program participants can be one of the biggest challenges to launching a mentoring program.

Recruitment Tips

- Engage leaders and colleagues in all areas across the institution to identify and recruit potential participants.
- Never underestimate the power of personal contact. In the early stages, it may be necessary to reach out to pre-identified participants individually to recruit them into the program.
- As the program gains momentum, engage peer mentoring group alumni and their networks of contacts to communicate program benefits and recruit new participants. Word of mouth is a surprisingly effective marketing mechanism.

Selecting Participants for a Peer Mentoring Group Cohort

Develop selection and/or mentor matching criteria and implement selection process to identify group participants: (See Appendices I and J for sample questionnaires)

- ✓ Develop a program application form and post on-line
- ✓ Identify selection criteria. Selection criteria may include the following factors:
 - Individual factors such as years and depth/breadth of experience, career progression, career/professional development goals, leadership potential, and level of commitment
 - Potential match with other candidates, including career goals, fit, personality, and location

Note: Alternatively, you can advertise to a targeted group to gauge interest in the program and invite them to a kick-off meeting at which groups can be formed. See Appendix L for a sample flyer.

Consider the following factors during the review process:

- Diversity of Applicant Pool – Select a broad cross-section of individuals that meet the group criteria.
- Matching Philosophy – Match individuals with peers with similar experience levels and complementary skills and interests. Availability of an appropriate mentor/facilitator “match” within the pool of mentees/peers is one of the main criteria to consider.

Developing and Sending Welcome Communications to Kick-off Group

Send a welcome message to congratulate and welcome group participants. In preparation for the first meeting, consider including the following information and resources in the welcome communications:

- ✓ Welcome letter or email text
- ✓ Date, location, directions and any other details relevant to the kick-off meeting
- ✓ Kick-off agenda, including any read-ahead materials and required preparation on the part of participants, for example:
 - Participant Roster to include background and contact information on program participants

- Program overview (e.g., to include program objectives, participation expectations, presentation guidelines)
- Mentoring articles and Resources (see Additional Resources at the end of the Appendices list above)

Conducting Group Kick-off Meeting

The first meeting sets the tone for the remainder of the program. The following agenda items are suggested:

- ✓ Present an overview of the mentoring program as a whole to establish the objectives, central concepts to mentoring, and meeting ground rules
- ✓ Conduct an icebreaker activity (e.g., speed mentoring)
- ✓ Discuss mentoring articles and resources
- ✓ Discuss tools for building mentoring relationships (e.g., Participant Agreement, roles and responsibilities, tips for getting to know your peer mentors) or conduct a facilitated exercise
- ✓ Discuss meeting norms
- ✓ Make name tags for all participants and leadership team members attending

Preparing For and Conducting Group Meetings

To ensure you are properly prepared for each meeting, use the following checklist:

- ✓ Solidify format and topic/speaker prior to each meeting
- ✓ Secure logistics/space, guest speakers, and refreshments
- ✓ Send pre-meeting communications to include reminders, guidance for any learning assignments or preparation required on the part of participants, meeting agenda, speaker bios, and meeting location/directions/contact information
- ✓ Prepare meeting evaluations

Evaluating each session

Administer and review evaluations after each session and make necessary adjustments.

Wrapping-up the Program

Conduct a mentoring group graduation. Consider recognizing program participants and volunteers by:

- ✓ Holding a formal event, such as a breakfast, lunch or dinner to recognize the hard work and dedication of everyone involved with the mentoring program
- ✓ Recognizing outstanding participant efforts, especially in reaching personal goals as stated at the beginning of the program
- ✓ Spotlighting program participants/liaisons by running articles about them in newsletters or via e-mail
- ✓ Encouraging participants to tell the story of their involvement in the program.
- ✓ Sponsoring National Mentoring Month in January
- ✓ Developing special recognition programs, such as “Participant of the Year,” “Peer Mentors of the Year,” to honor mentors and mentees
- ✓ Holding social gatherings of the group on an ongoing basis

Evaluating Program

- ✓ Conduct program-end evaluation: the program should be evaluated at the end by program participants and group leaders
- ✓ Identify lessons learned: consider using the “Plan, Do, Check, Act/Adjust” model to identify continuous improvements. See Appendix P for Evaluation.

APPENDIX D

Peer Mentoring Committee Roles and Responsibilities

An effective committee has clearly defined roles and responsibilities. Your committee should come to consensus on the roles the members are going to take. Some suggested roles are:

- Project/Group Manager – Plan program topics, format, schedule meetings, meeting agendas, invite guest mentors; plan and coordinate participant presentation meetings, coordinate social events for participants and alumni of program; facilitate mentoring meetings; arrange for catering/refreshments; help with set-up and clean-up after meetings; develop meeting evaluation/survey in order to collect participant feedback, compile meeting results, and share with the mentoring committee.
- Minute Taker – Takes notes at meetings and disseminates to the group so everyone is aware of what needs to be done prior to the next meeting.
- Communications Manager – Collect and compile alumni success stories; conduct annual review and update of mentoring application; develop email recruitment messages; manage mentoring alumni listserv.
- Membership Manager – Review program applications; match applicants; prepare and send welcome communications to new participants.
- Mentor Liaison – Follow-up with participants to make sure that they complete their mentoring contract, check in regularly with participants to make sure that their peer mentoring relationships are progressing, troubleshoot any problems, act as a traditional mentor in some cases.
- Administrative Officer – Develop budget and management structures, coordinate meeting space, develop and maintain program contact roster.

APPENDIX E

Peer Mentoring Group Roles and Responsibilities

- Project/Group Manager – In order to run effective meetings, it is important to set ground rules and have each member be aware of their role and responsibilities. Most peer mentors are very busy, so the group might consider rotating roles from meeting to meeting. For instance, the person who facilitates today's meeting might take minutes at the next meeting, and so on. Your group should come to consensus on the roles the members are going to take. The Project/Group Manager will also assist the group with defining the mission, focus/goals and timeline.
-
- Meeting Planner – Arranges for space for the next meeting (might be a meeting room, someone's home, a restaurant, etc.) and informs the group of date, time and location. Invites guest mentors or speakers, if applicable, according to what group has determined at previous meeting(s). Coordinates with the Meeting Facilitator regarding the agenda.
- Meeting Facilitator – Runs the meeting, ensures everyone has a copy of the agenda ahead of time, sends reminders to the group, keeps everyone on task and following the agenda during the meeting, facilitates the discussion of what the next meeting will entail. If evaluations are taken at each meeting, the facilitator would also distribute the evaluations and compile data for the next meeting.
- Minute Taker – Takes notes at meetings and disseminates to the group so everyone is aware of what needs to be done prior to the next meeting.

APPENDIX F

Peer Mentoring Program – Role Guidelines

Responsibilities of the Senior Mentors

- Provide framework for meetings.
- Set clear expectations from the beginning.
- Review participant pre-test self-assessment.
- Facilitate skill acquisition.
- Be readily available for peer questions/needs.
- Coordinate protected time.
- Assist peers with developing an academic career plan.
- Facilitate networking and collaboration with content experts.
- Protect the proprietary nature of ideas and manuscripts generated by the peer mentorship group.
- Commit to at least one meeting per month

Responsibilities of the Peer Mentors

- Set clear expectations from the beginning.
- Accept responsibility for coordinating meetings with mentor.
- Prepare for every meeting; have an agenda or list of issues for discussion.
- Respect the mentor's time; do not give him/her anything to read with less than 48 hours' notice.
- Maintain a positive attitude.
- Doggedly pursue goals (tenacity).
- Learn to ask for what you need.
- Focus on the task at hand.
- Maintain personal and group accountability.
- Acknowledge contribution of facilitator-mentors and do not use intellectual property without their consent..
- Agree to take on an intellectual challenge.
- Use humor whenever possible to defuse stressful situations.
- Construct a mutually-beneficial role/relationship with peers and facilitators.
- Be willing to give and receive constructive criticism.
- Work collaboratively toward stated goals.
- Keep what is discussed at meetings confidential.
- Be respectful of others' opinions.
- Be respectful of others' time.
- Follow through on promised tasks.
- Have the courage to try new ways of thinking.

APPENDIX G

Suggestions/Types of Mentoring Meeting Exercises

Guest Speakers/Senior-Level Group Mentors – Experts facilitate group discussions on key topics.

Participant Presentations – Participants lead 30-minute discussions on a topic of their choice that they consider themselves to be experts in. Participants are asked to present as well as facilitate a group discussion around their topics. Participant presentations provide a safe and supportive environment to practice presentation and facilitation skills and receive constructive feedback.

Learning Exercises – Each program includes a facilitated exercise. See below for some ideas:

- **Developing a Biography** – Ask participants to develop personal biographies to share with the group. This exercise helps participants learn more about their peers in the program and facilitates professional networking.
- **The Elevator Speech** – Ask participants to develop and deliver a “10-second” elevator speech that describes what they do for a living. This exercise trains participants on a high impact technique to introduce themselves at conferences, workshops, and networking events; and helps them learn to describe their job in the human resources profession in a positive, results-oriented way.
- **Sharing Resources** – Ask participants to bring in resources regarding each program topic to share with the group during the meeting. One person can document the shared resources and post on a group website.
- **Self-Reflective Exercise** – Ask participants to complete a matrix of their preferences and skills to reflect on their current experience and developmental needs. Have participants categorize their skills and preferences into four categories: (1) things that I like and do well; (2) things that I don’t like and do well; (3) things that I don’t like and don’t do well; and (4) things that I like and don’t do well. Things that participants like and don’t do well can serve as the basis of actions and future developmental planning.
- **Getting to Know Your Peer Mentors** – Provide participants with a series of questions to help them get to know their peer mentors and begin to develop trust.
- **Active Listening Exercise** – Engage participants in a structured exercise to practice and demonstrate their listening skills.
 - ➔ **Speak/Listen**. Break participants up in to pairs, with one person acting as the listener and one the speaker. Ask the speakers to speak on a topic provided by the workshop facilitator until time is called and the listener to only listen (not respond/talk at all). Provide a topic and give each pair 4-5 minutes to engage in the exercise, then stop, and re-group as a larger group to debrief the experience.
 - ➔ **Debrief**. Ask speakers to report on *What was it like to be listened to? How was it different from what you’re used to? Was there anything difficult about it?* Ask listeners to report on *What was it like to listen? How was it different from what you’re used to doing? Was there anything difficult about it?*
 - ➔ **Demonstrate**. Go around to pairs and ask speakers for their permission for the listeners to repeat out loud a statement that captures the main point of what the speakers were saying. Then, validate with the speakers if the listeners captured the essence of what they were saying and ask them to offer feedback about if the statements captured both facts and emotion. Repeat for each pair.

APPENDIX H

Mentee Self-Assessment Worksheet

This self-evaluation is designed to assess your skills, abilities, strengths and weaknesses in order to manage your career development. Share this with your mentor/mentoring group and request feedback and assistance in developing and strengthening your skills in certain areas. It may be helpful to do a follow up assessment in order to evaluate progress.

Please answer each question twice.

Rate your proficiency on a scale of 1 to 5

1 = Needs improvement

5 = Highly Proficient

Would you commit time to develop this skill?

Mentoring Relationship Skills:

Circle number:

Circle Y / N:

Ability to identify and approach individuals for mentoring	1	2	3	4	5		Y	N
Ability to negotiate and maintain a mentoring relationship	1	2	3	4	5		Y	N
Setting and achieving goals and timelines set	1	2	3	4	5		Y	N
Ability to mentor junior faculty members	1	2	3	4	5		Y	N

Professional/ Scholarship Knowledge & Skills:

Circle number:

Circle Y / N:

Turning your work into academic scholarship	1	2	3	4	5		Y	N
Disseminating your work (identifying outlets for publication or presentation)	1	2	3	4	5		Y	N
Writing an abstract	1	2	3	4	5		Y	N
Preparing and submitting a peer-reviewed manuscript	1	2	3	4	5		Y	N
Preparing and submitting a review article or expert opinion	1	2	3	4	5		Y	N
Responding to reviewers' critiques and revising manuscript	1	2	3	4	5		Y	N
Understanding authorship, publication, and integrity	1	2	3	4	5		Y	N
Finding funding opportunities (locating external or internal grants)	1	2	3	4	5		Y	N
Writing grant proposals	1	2	3	4	5		Y	N
Budget management (allocation, navigating the process)	1	2	3	4	5		Y	N
Creating a poster presentation	1	2	3	4	5		Y	N
Computer technology skills (end note, online surveys, etc...)	1	2	3	4	5		Y	N
Policy development	1	2	3	4	5		Y	N
Quality and safety measure development or assessment	1	2	3	4	5		Y	N
Protocol and guideline development and implementation	1	2	3	4	5		Y	N
Review and critique manuscripts for a journal	1	2	3	4	5		Y	N

Research Knowledge and Skills:

Circle number:

Circle Y / N:

Designing a project, program, study	1	2	3	4	5		Y	N
Designing program evaluations	1	2	3	4	5		Y	N
Performing literature review	1	2	3	4	5		Y	N
Constructing hypothesis and aims	1	2	3	4	5		Y	N
Understanding statistical analysis (& work with statistician)	1	2	3	4	5		Y	N
Understanding study designs	1	2	3	4	5		Y	N
Quantitative research skills	1	2	3	4	5		Y	N
Qualitative research skills	1	2	3	4	5		Y	N
Translational research skills and studies	1	2	3	4	5		Y	N
IRB submission and process	1	2	3	4	5		Y	N
Creatively developing new research directions	1	2	3	4	5		Y	N

Teaching Knowledge and Skills:**Circle number:****Circle Y / N:**

Oral Presentations Skills	1	2	3	4	5		Y	N
Creating a lecture presentation	1	2	3	4	5		Y	N
Evidenced Based Medicine Teaching skills	1	2	3	4	5		Y	N
Giving feedback to learners	1	2	3	4	5		Y	N
Curriculum development	1	2	3	4	5		Y	N
Teaching portfolio preparation skills	1	2	3	4	5		Y	N
Obtaining peer review of your teaching	1	2	3	4	5		Y	N
One-on-one Teaching	1	2	3	4	5		Y	N
Small group Teaching	1	2	3	4	5		Y	N
Large Group Presentation/ Lecture skills	1	2	3	4	5		Y	N

Career Development Knowledge and Skills:**Circle number:****Circle Y / N:**

Understanding of promotion criteria (and tenure if applicable)	1	2	3	4	5		Y	N
Clear direction in achieving promotion requirements	1	2	3	4	5		Y	N
Understanding how to capture and document your work	1	2	3	4	5		Y	N
CV preparation skills	1	2	3	4	5		Y	N
Dossier preparation skills	1	2	3	4	5		Y	N
Navigating the organizational/institutional culture	1	2	3	4	5		Y	N
Joining professional societies	1	2	3	4	5		Y	N
Enhancing professional visibility (locally and nationally)	1	2	3	4	5		Y	N
Balancing personal and professional life (work life balance) skills	1	2	3	4	5		Y	N
Other:	1	2	3	4	5		Y	N

Leadership/ Management/ Interpersonal Skills:**Circle number:****Circle Y / N:**

Leading and motivating others (in teams, meetings, committees)	1	2	3	4	5		Y	N
Chairing a committee, task force, or small group	1	2	3	4	5		Y	N
Creating and managing a budget	1	2	3	4	5		Y	N
Managing projects and programs	1	2	3	4	5		Y	N
Time management skills (e.g., workload, planning, pace of career)	1	2	3	4	5		Y	N
Organizational skills	1	2	3	4	5		Y	N
Communicating clearly in writing	1	2	3	4	5		Y	N
Communicating clearly in conversation	1	2	3	4	5		Y	N
Networking skills (and creating professional networks)	1	2	3	4	5		Y	N
Conflict resolution skills	1	2	3	4	5		Y	N
Receiving and using feedback from others	1	2	3	4	5		Y	N
Providing feedback to others	1	2	3	4	5		Y	N
Negotiating skills (to achieve your career goals and needs)	1	2	3	4	5		Y	N

Adapted and modified from UCSF Faculty Mentoring Program. <http://academicaffairs.ucsf.edu/mentoring/> and
 Indiana University School of Medicine Faculty Mentoring Resource Website, Office of Faculty Affairs and Professional Development
<http://faculty.medicine.iu.edu/mentoring>

APPENDIX I

Mentee Application

Name:

Title/Unit/Department:

Brief description of your academic role:

Campus Address:

Campus Phone:

Email Address:

What is your objective in participating in a peer mentoring group and/or what do you want to work towards learning more about (check all that apply):

- Career navigation
- Tenure Review
- Grant Writing
- Mentoring across differences
- Negotiation skills
- Managing a lab
- Teaching
 - Laboratory
 - Clinical Setting
- Work-Life Balance
- Building your network or community
- Clinical translational research
- Building a database
- Navigating research review
- Mentoring
- Leadership
- Job specific skill or area, please state _____
- Other, please State _____

To what extent have you participated in a mentoring activity?

- Served as a mentor
- Participated as a mentee
- No experience with mentoring

Are you interested in peer-group mentoring?

- Yes
- No

How much time are you willing/able to comitt to your participation in a mentoring program?

What specialized knowledge or lessons learned would you be willing to share during a group mentoring meeting?

Signature of Mentee

Date

APPENDIX J

Mentor Self-Nomination Form

Name: _____
Work Phone: _____
Title: _____
Department: _____
Email Address: _____@umich.edu
Years at UMMS: _____

Your answers to these questions will assist us in pairing mentors and group facilitators with mentees for peer group mentoring sessions.

Please describe in a few sentences your research interests:

Please describe in a few sentences the kinds of teaching you do (i.e., lectures, seminars, laboratory teaching, graduate advising, etc.).

Please select or describe your particular strengths as a mentor (for example: teaching techniques, time management, networking, etc.).

- Career navigation
- Tenure Review
- Grant Writing
- Mentoring across differences
- Negotiation skills
- Managing a lab
- Teaching
 - Laboratory
 - Clinical Setting

*Please provide copies of teaching evaluation and/or resident evaluations

- Work-Life Balance
- Building your network or community
- Clinical translational research
- Building a database
- Navigating research review
- Mentoring
- Leadership

How available can you be to a mentoring group (e.g. how many hours per month, days of week, etc.)?

Please state any preferences you might have regarding your potential mentoring group (ie. Clinician vs. Basic Scientist, etc.). Do you desire a group inside or outside your department?

APPENDIX K

SAMPLE FLYER

Peer Mentoring Program: Seeking Participants!

WHAT IS IT? The Peer Mentoring program is a program designed to encourage academic advancement through Peer Mentoring. Peering Mentoring groups will be formed and facilitated by senior mentors in order to move you forward toward your academic goal.

WHEN? * List your planned half day “kick-off” date here.

WHERE? * List “kick-off” meeting room here.

WHO CAN PARTICIPATE? Faculty within the (* list your target department/group here*) who hold the academic rank of (* list your target academic rank here*).

WHAT DO I DO TO PARTICIPATE? * Put information here to tell them how to sign-up*

WHAT SHOULD I DO BEFORE THE MEETING? Peer Mentoring requires that you work collaboratively with a group of faculty who are of a similar rank and who have similar academic interests. We encourage you to try and identify 2-3 faculty with whom you would enjoy working prior to the meeting and bring them with you! If you cannot identify other faculty we will help you find a great group. Don't worry....just sign up and come....

APPENDIX L

Participation Agreement

List of Members and Emails:

Group Expectations: (Agreed upon by all)

Purpose of Group: _____

Meeting Frequency/Length: _____

Meeting Place: _____

Planned Duration of Group (e.g one year): _____

Who will play what role: _____

We, the undersigned, have discussed and agreed to a mentoring partnership with the understanding that we will maintain confidentiality. (Sign below.)

APPENDIX M

Meeting Standards/Norms

Meeting Norms

1. Prepare in advance of meetings
2. Come to meetings on time
3. Be an active, engaged participant
4. Listen and encourage others to speak
5. ***Ensure Respectful Communication***
6. Keep an open mind to alternate views
7. Keep your emotions in check
8. Keep sensitive information confidential

Four Features of Excellent Meetings

1. Sense of accomplishment
2. Decisions of:
 - a. High quality
 - b. Importance
3. Little redundancy
4. Fun!

Skills for Effective Meeting Leaders

Before the Meeting:

1. Set meeting purpose and outcomes
2. Communicate meeting plan
3. Distribute necessary information in advance (e.g. agenda)

During the Meeting:

1. Come prepared with necessary information
2. Ensure Respectful Communication
3. Manage the process
4. Manage conversations
5. Manage problem behaviors
6. Allow participants to be engaged
 - a. Facilitate discussions, round robin, small groups, parking lot, be available to talk individually
7. Ensure good decisions
8. Provide next steps

After the Meeting:

1. Distribute any notes taken during the meeting
2. Follow up
3. Honor your commitments
4. Constant Communication

Meeting Assessment:

- ✓ Provide feedback
- ✓ Enhance team and meeting effectiveness

Ask...

- ✓ “What did we do well?”
- ✓ “What could we have done differently?”
- ✓ “What was helpful or effective?”
- ✓ “What was not helpful or effective?”
- ✓ “Provide one word to describe how you feel about today’s meeting”

The Seven Sins of Deadly Meetings

1. People arrive late, leave early, and spend most of their time doodling.
2. Meetings are too long.
3. People wander off the topic.
4. One or two people dominate the conversation.
5. Excessive interruptions.
6. Nothing happens once the meeting ends.
7. People don’t tell the truth.
8. Missing important information, so they postpone critical decisions.
9. Meetings never get better.

Appendix N

Mentoring Do's & Don'ts

Do	Don't
✓ Clarify and establish what goals you will be working on during the Mentoring Program	☒ Set unrealistic goals that are difficult to achieve and measure
✓ Decide where meetings or will be held and allow for sufficient time	☒ Hold meetings where distractions are likely
✓ Listen actively and mirror your understanding by repeating what your peer mentor has said	☒ Interrupt except to clarify points or statements your peer mentor has made
✓ Keep the tone positive and emphasize your intention to be supportive	☒ Evaluate, pre-judge or cast blame
✓ Ask questions to gain more information and ensure understanding	☒ Be afraid to ask clarifying questions if the conversation is confusing or losing direction
✓ Create action items to be achieved by each meeting that support desired outcomes	☒ Create unrealistic action items that you know you won't complete
✓ Review action items and evaluate what worked and what didn't	☒ Forget to follow-up on the action item(s) your peer mentor committed to
✓ Be willing to give and receive positive and negative feedback	☒ Be vague and inconsistent with giving feedback
✓ Build on past achievements and give encouragement and praise	☒ Avoid asking what can be learned from past mistakes to problem solve obstacles
✓ Challenge what is being said and ask how it is relevant to established goals	☒ Miss opportunities to pinpoint achievable goals
✓ Enjoy watching your peer mentor achieve great things!	

APPENDIX O

Kick-Off Meeting Evaluation Form

In an effort to provide feedback to our facilitators and to gather information to improve future programs, the peer mentoring committee would appreciate your feedback on this session. Please complete this evaluation form and hand it in to the mentoring committee leader prior to your departure. Thank you!

Choose one response for each statement:

Disagree

Agree

1

2

3

4

5

1. The communication with the mentoring committee prior to the kickoff meeting was timely.

1

2

3

4

5

2. The electronic welcome kit materials were useful.

1

2

3

4

5

3. The speed-mentoring activity helped me get to know other participants.

1

2

3

4

5

4. I understand the role of the mentoring liaisons.

1

2

3

4

5

5. I understand what is expected of me when I present a topic at one of the mentoring meetings.

1

2

3

4

5

6. The kickoff meeting met my expectations.

1

2

3

4

5

Comments/Suggestions:

APPENDIX P

Peer Mentoring Survey

1) Which peer mentoring group were you in?

- _____
- _____

2) Approximately how many peer mentoring meetings have you attended? _____

3) What were barriers to your attendance? (check all that apply)

- Location
- Time
- Life/work balance
- Not interested
- Not helpful when I went
- Leadership

Comments:

4) Which of these describes your peer mentoring experience? (check all that apply)

- "I took on a new project"
- "I found the meetings supportive"
- "I supported someone else"
- "I am building new relationships and broadening my network"
- "I felt less alone, more connected"
- "I became aware of information that will impact my satisfaction with my job"
- "I became aware of information that will impact the roles I take on or the projects I pursue"

Comments:

5) What would you change about peer mentoring? (check all that apply)

- Leadership
- Location
- Discussion format
- Too formal
- Not formal enough

Comments:

6) Would you recommend peer mentoring groups to a colleague?

- If yes, why? _____
- If no, why? _____

7) Would you like to see peer mentoring continue?

- Yes
- If No, why? _____