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UNIVERSITY OF COLORADO DEPARTMENT OF FAMILY MEDICINE MENTOR-MENTEE AGREEMENT

We, acting as mentors and mentee, agree to enter into a team mentoring relationship based on the criteria described above, which sets forth the expectations, parameters, and process for the mentoring relationship.

_____ (mentor's signature)

_____ (mentor's signature)

_____ (mentee's signature)

date ____/____/____

Compact Between Early Career Research Faculty and Their Mentors

Supporting and developing faculty is an important component to the success of the University of Colorado Department of Family Medicine (CUDFM) and the discipline of family medicine. Faculty typically join an academic department such that they can pursue their own individual part of fulfilling this mission. The faculty member may undertake clinical, scholarship, research, service, and teaching activities that together provide an experience essential for career advancement.

Core Tenets of Faculty Development - Institutional Commitment

Institutions that hire early career faculty must be committed to maintaining the highest standards of training and support to providing an environment sufficient to ensure, that when completed, the faculty member can function independently as a scientific professional. Institutional oversight must be provided for terms of appointment, salary, benefits, grievance procedures, and other matters relevant to the support of faculty. A responsible institutional official must be designated to provide this oversight, and a suitable office should be available for the administrative support.

Importance of Mentoring

Effective mentoring is critical for faculty development and requires that the primary mentor dedicate substantial time to ensure personal and professional development. A good mentor builds a relationship with the faculty member that is characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share his/her knowledge; listening effectively; providing encouragement and constructive criticism; and offering expertise and guidance.

Commitments of Mentees

- **I acknowledge that I have the primary responsibility for the development of my own career.**
I recognize that I must take a realistic look at career opportunities and follow a path that matches my individual skills, values, and interests.
- **I will develop a mutually defined professional development plan with my mentor that includes well-defined goals and timelines.** Ideally, this plan should be outlined and agreed upon at the time of the initial appointment.
- **I will show respect for and will work collegially with my mentor, coworkers, support staff, and other individuals with whom I interact.**
- **I will seek regular feedback on my performance and ask for a formal evaluation at least annually.**

- **I recognize that I have embarked on a career requiring “lifelong learning.”** To meet this obligation, I must stay abreast of the latest developments in my specialized field through reading the literature, regular attendance at relevant seminar series, and attendance at scientific meetings.
- **I will actively seek opportunities outside the department (e.g. professional development seminars and workshops in oral communication, scientific writing, management, and teaching) to develop the full set of professional skills necessary to be successful for my chosen career.**

Commitments of Mentors

- **I will ensure that a mutually agreed upon set of expectations and goals are in place at the outset of the mentoring period, and I will work with the mentee to create an individual career development plan.**
- **I will strive to maintain a relationship with the mentee that is based on trust and mutual respect.** I acknowledge that open communication and periodic formal performance reviews, conducted at least annually, will help ensure that the expectations of both parties are met.
- **I will ensure that the mentee has sufficient opportunities to acquire the skills necessary to become an expert in their area.**
- **I will provide the mentee with the required guidance and mentoring, and will seek the assistance of other faculty and departmental/institutional resources when necessary.** Although I am expected to provide guidance and education in technical areas, I recognize that I must also educate the mentees by example and by providing access to formal opportunities/programs in complementary areas necessary for a successful career.
- **I will provide a training environment that is suited to the individual needs of the mentee in order to ensure his/her personal and professional growth.** I will encourage a progressive increase in the level of responsibility and independence to facilitate the transition to a fully independent career.
- **I will encourage the interaction of the mentee with fellow faculty members both intra- and extramurally and encourage the mentee’s attendance at professional meetings to network and present their work.**
- **I will commit to being a supportive colleague to mentees as they transition the next stage of their career and to the extent possible, throughout their professional life.** I recognize that the role of a mentor continues after the formal training period.

This compact serves both as a pledge and a reminder to mentors and their faculty member appointees that their conduct in fulfilling their commitments to one another should reflect the highest professional standards and mutual respect.

THE FIRST MEETING

To Do List

1. Take time to get to know each other.

2. Talk about mentoring.

3. Share your learning and development goals.

4. Determine relationship needs and expectations.

5. Candidly share your personal assumptions and limitations.

6. Discuss your personal style.

Strategies for Conversation

Obtain a copy of your mentoring partner's CV in advance of the conversation. If one is not available, create one through conversation.

Share your previous mentoring experiences with your mentoring partner.

Describe your career vision, hopes and dreams, and articulate broad learning goals and the reasons why they are important.

Ask your mentoring partner what he or she wants, needs, and expects out of the relationship.

Ask your mentoring partner about his or her assumptions and limitations. Discuss implications for your relationship.

Talk about your personal styles. You may have data from instruments such as StrengthsFinder, MBTI, DiSC, etc.

Questions to Ponder

What kind of information might you exchange to get to know each other better? What points of connection have you discovered in your conversation? What else do you want to learn about each other?

What did you like about your experiences that you each want to carry forward into this relationship? What do you want to avoid?

Why do you want to engage in this relationship? What learning goals would align with your vision of the future?

Are you clear about each other's wants, needs, and expectations for this mentoring relationship? What would be a logical time/outcome to indicate the closure of the relationship?

What assumptions do you hold about each other and your relationship? What are you each willing and capable of contributing to the relationship? What limitations do you each bring to the relationship?

How might each other's styles affect the learning that goes on in the mentoring relationship?

SAMPLE MEETING AGENDA

“The One-Minute Mentor”

1. Assess the Mentee (use active listening skills)
 - Check in
 - Assess for any urgent issues
2. What’s on the Agenda?
 - Review pending items
 - Assess time available
 - Prioritize
3. Assist with ongoing projects
 - Ask clarifying questions
 - Set clear and measurable goals
 - Give advice and suggest resources
 - Agree on timeline for deliverables
4. Provide career guidance
 - Review Individual Development Plan and CV
 - Inquire about professional/personal balance
5. Wrap up
 - Clarify expectations of mentor and mentee
 - Schedule future meeting

Source:

*Developed by Mitchell D. Feldman, MD, MPhil

Resource: Powered by [CTSI at UCSF](#)

SAMPLE INDIVIDUAL DEVELOPMENT PLAN (IDP)

1. Name _____

2. Date _____

3. Academic Series and Rank _____

4. Primary Mentor _____

Additional Mentors _____

5. Identify Personal and Institutional Long-Term Goals

Why did you decide to work at a medical school?

What do you personally hope to accomplish in your career?

List other goals discussed with your supervisor.

6. Areas of Focus: Definition and Distribution of Effort

The following five areas of focus generally describe the areas where faculty direct their efforts to successfully accomplish their personal, institutional, and academic series goals.

► Teaching—Excellence in Education

Teaching, student advising, continuing medical education (CME), new course development

► Research/Scholarship/Creative Activity—Leadership in Innovative Research

Conducting basic science and/or clinical research, presentations, publications, application for and receipt of grant support, copyrights and patents, editing, peer review

► Clinical Care—State-of-the-Art Clinical Care

Direct patient care, chart review, related clinical activities, clinical budget performance

► Service—Leadership in Governance

Participation or leadership in governance, committee membership, collegial activities (Suggested service priority: Department, SOM, UCDHS, University, Professional, and Community)

► Self-Development—Networking, Work-Life Balance, and Additional Mentors

Faculty Development activities, leadership programs, CME training, earning advanced degrees, participation in professional academic associations or societies, developing professional contacts, consulting in one's field, expanding network contacts, balancing work and personal life, utilizing additional mentors in specific areas of focus.

Current Distribution of Effort

Estimate the hours per week spent in each focus area, then list the percentage of total duties.

Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Service		
Self-Development		
Total		

7. Specific Goals in Focus Areas

Complete the focus areas that specifically apply to the criteria for your academic series that will help you accomplish your personal and institutional long-term goals.

Teaching

Year in Review: Please list last year's goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If the goals were not met, explain and identify barriers.

Upcoming year's teaching goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

Research/Creative Activities

Year in Review: Please list last year's goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.

Upcoming year's research goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

Clinical Care

Year in Review: Please list last year's goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc.). If the goals were not met, explain and identify barriers.

Upcoming year's patient care goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goal(s):

Service

Recommended service priority: Department, School, University, Professional, and Community.

Year in Review: Please list last year's goal(s) and significant accomplishments. If the goals were not met, explain and identify barriers.

Upcoming year's administration goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goal(s):

Self-Development (Networking, Work-Life Balance, Additional Mentors)

Year in Review: Please list year's goal(s) and significant accomplishments. If the goal were not met, explain and identify barriers.

Upcoming year's self-development goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

8. Optimal Distribution of Effort

Revisit the table, "Distribution of Effort," in step 6. Create a new Optimal Distribution of Effort table, taking into account your specific goals listed in step 7.

Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Service		
Self-Development		
Total		

Do you understand the expectations for advancement?

____ Yes

____ Need more information

Mentee _____ **Date** _____

Mentor _____ **Date** _____

Adapted from IDP form presented by Russell G. Robertson, MD, Medical College of Wisconsin. 2004 AAMC Faculty Affairs Professional Development Conference. www.ucdmc.ucdavis.edu/facultydev/docs/NewCareerMntrgIDP.r

MENTOR COMPETENCIES

Thematic Areas	Competencies	Examples
Cultural and Identity Awareness	Attend to cultural diversity issues	<ul style="list-style-type: none"> • Understand how individual differences and cultures influence mentoring relationships • Communicate effectively across diverse dimensions including varied backgrounds, disciplines, ethnicities, positions of power, and styles
	Align expectations	<ul style="list-style-type: none"> • Align and communicate mutually beneficial expectations for mentoring relationship • Make explicit institutional and discipline-specific norms, standards, and expectations
Communication & Relationship Management	Address availability and accessibility	<ul style="list-style-type: none"> • Demonstrate commitment to mentee/make mentee a priority (e.g., being available for meetings as needed, providing prompt feedback to emails, grants, papers) • Establish frequency of meetings and interim communication modes
	Enhance interactional skills	<ul style="list-style-type: none"> • Engage in active listening • Ask probing questions • Actively promote feedback • Effectively manage conflict and disagreement • Take into consideration perspectives and realities other than mentor's own • Foster a sense of belonging and trust • Effectively negotiate dialogue across diverse backgrounds, disciplines, departments, generations, ethnicities, and positions of power
Psychosocial Support	Serve as role model	<ul style="list-style-type: none"> • Provide work-life balance guidance • Demonstrate positive leadership skills (e.g., demonstrate how to build a research team and manage a lab, and how to recruit, hire, and retain good people)
	Establish capacity to reflect on and enhance relationship	<ul style="list-style-type: none"> • Tailor amount and type of psychosocial support to the personality, circumstances, and response of the individual mentee • Acknowledge and celebrate mentee's successes
	Encourage peer mentoring	<ul style="list-style-type: none"> • Empower mentee to seek guidance and help from other scholars at their level of training
Career and Professional Development	Prepare and guide implementation of a career development plan	<ul style="list-style-type: none"> • Identify gaps in mentees knowledge in order to create a realistic career development plan • Adjust mentee's responsibilities over time to foster their independence
	Guide development of professional skills	<ul style="list-style-type: none"> • Develop strategies for and guide mentee on professional skills and career development
	Provide information and guidance to navigate academic/institutional environment	<ul style="list-style-type: none"> • Help mentee understand the fiscal realities of an academic career (e.g., negotiations with industry, working with contracts and grants, PI responsibility for fiscal management) • Actively promote mentee within institution and discipline • Help mentee navigate institutional systems

Characteristics of Effective Mentors:



Competence

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



Confidence

- Shares network of contacts and resources
- Allows mentee to develop his/her own skills
- Demonstrates initiative
- Shares credit



Commitment

- Altruistic
- Generous with time/opportunities
- Knows limits

ATTRIBUTES OF A GOOD MENTOR

- Has a sincere desire and commitment to be a mentor
- Is a good listener
- Provides both critically positive and negative feedback (supportive and challenging)
- Is flexible and able to adapt to mentees' individual needs
- Is available and engaged
- Stays mindful of the needs of the mentee beyond formal mentor meetings
- Is empathic to the mentee's personal and professional needs and cultural background
- Shares/finds some common goals or background with the mentee
- Serves as a role model
- Feel/finds benefit in the relationship with the mentee
- Problem solves collaboratively
- Provides career coaching
- Is respected by peers and leadership
- Celebrates the mentee's accomplishments
- Is humble and self-reflective
- Reflects on how their own cultural background and personal history influence mentoring relationships

ATTRIBUTES OF A GOOD MENTEE

- Is motivated
- Receives feedback effectively and graciously
- Is curious and creative
- Is a good listener
- Is responsible and responsive
- Is able to work independently as well as in a team
- Is resilient and open to multiple outcomes
- Takes an active role in their own learning and professional development
- Actively assesses and communicates their changing needs
- Seek/finds additional informal mentors
- Is humble and self-reflective
- Reflects on how their own cultural background and personal history influence mentoring relationships

Differentiating a Mentor from Other Similar Roles:



Sources:

The University of Wisconsin Department of Family Medicine and Community Health's Mentorship Toolkit.

"Becoming a Better Mentor," presentation, Linda Montgomery, MD, FAAFP

GOALS OF MENTORING

The benefits of mentoring, for both mentors and mentees, are well-documented in the literature. Effective mentoring programs also contribute to organizational goals including:

- Reducing employee turnover
- Increasing engagement among employees
- Planning for leadership succession
- Promoting diversity and inclusion
- Attracting and retaining top talent
- Building up future leaders and high potential employees

Goals for Mentors

- Growing their leadership skills
- Developing a reputation as an advisor and guide for others
- Strengthening their emotional intelligence and communication skills
- Gaining new perspectives
- Transferring knowledge to others

Goals for Mentees

- Skill development
- Career planning
- Networking
- Learn the workplace culture
- Gain visibility for potential promotions
- Problem-solving skills



Source

<https://www.togetherplatform.com/blog/examples-of-mentoring-program-goals>

COMMUNICATION TIPS

Four key skills for effective communication in mentoring relationships are:

- **Increase your awareness of yourself and others.** You are the instrument through which mentoring happens. The more you are clear about your own agenda and able to separate out your own thoughts, feelings, and wants from those of your mentor/mentee, the greater the potential for intentional partnership and mutual benefit.
- **Get curious about the other person's story.** Listening in order to learn something new (rather than to confirm what you already know) is essential to good mentoring. When you get curious about the other person's story, you open up the possibility of greater connection and value for both parties.
- **Listen for passion and potential.** Effective communication in mentoring requires understanding what makes the other person tick, what has brought them to this moment in their career, and where they would like to go next.
- **Share your own crystallized experience.** One of the pleasures of mentoring is the chance to share one's own hard-earned experience so that it might be helpful to others coming along a similar path.

Individuals bring a wide range of different life experiences to their mentoring relationships.

These principles can help mentors and mentees bridge potential differences to create satisfying relationships:

- **Be aware of your own assumptions.** In the same way that others may have different points of view because of differences in their life experiences, you likely have been shaped by your gender, race, social class, education, generation, geography, and a multitude of other cultural influences. Increasing your awareness of the ways you are a product of your past can help you avoid assuming that others see the world in the same way.
- **Get curious about the background and unique perspectives of colleagues who have different life experiences.** Putting yourself in other people's shoes and seeking to understand how they may have come to their different points of view is a critical step in building a mentoring relationship.
- **Address differences openly.** Relationships in which it becomes comfortable to talk about and acknowledge differences have much greater potential value for both mentor and mentee. While it may initially feel uncomfortable to talk about topics such as race, gender, and/or socioeconomic background, the potential for increased understanding and connection makes it worth the risk.

Communication best practices

- Listen attentively first and avoid immediately arguing or rejecting the feedback.
- Provide relevant background information and explanation.
- Ask for clarification or specific examples if you need more information.
- Be clear about what is being said and try to avoid jumping to conclusions.
- Paraphrase the feedback to make sure you have understood the feedback before you respond to it:
 - "What I understood was _____."
 - "What I hear you say is if _____ I will _____."
- Take the opportunity to check feedback with others and gain diverse perspectives.
- Ask for feedback if you are not receiving the feedback you need to help you achieve your goals.

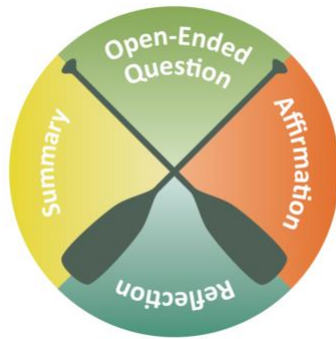
Sources:

- The University of Wisconsin Department of Family Medicine and Community Health's Mentorship Toolkit.
- **UW Institute for Clinical and Translational Research Mentoring** <https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/>

MOTIVATIONAL INTERVIEWING TIPS

Motivational interviewing is a brief counseling technique that can be effective at helping people overcome reluctance and make behavioral changes.

The “**OARS**” acronym highlights four essential aspects of motivational interviewing.



- **Ask open-ended questions instead of “yes” or “no” questions.**
 - **Offer affirmations.** As you talk to the person, take joy in their successes and express empathy during tough spots. Affirmation will do more to encourage people to keep moving forward than persuasion or correction will ever do.
 - **Practice reflective listening.** Reflective listening involves letting the other person express their thoughts and then, instead of telling them what to do, capturing the essence of what they have said and helping them arrive at an idea or solution.
-
- **Summarize the conversation.** This involves recapping what the person has said, calling attention to the salient elements of the discussion, and allowing the person to correct any misunderstandings. End the summary with an open-ended statement such as “I am wondering what you think your next step should be.”

The “**RULE**” acronym outlines these four guiding principles:

- **Resist** the righting reflex – you can’t shame/correct them into it
- **Understand** the person’s own motivations – what is causing them to be stuck?
- **Listen** with empathy – kindness goes much farther than judgement
- **Empower** the person – it’s up to them to figure it out, although you can guide them

Additional resources:

- <https://psychwire.com/motivational-interviewing> (10-hour/6-week class)
- https://www.mcgill.ca/familymed/files/familymed/motivational_counseling.pdf
- <https://positivepsychology.com/motivational-interviewing/>
- <https://motivationalinterviewing.org/understanding-motivational-interviewing>

Sources:

- https://www.aafp.org/journals/fpm/blogs/inpractice/entry/motivational_interviewing.html
- <https://www.racgp.org.au/afp/2012/september/motivational-interviewing-techniques>

COACHING TIPS

Coaching and mentoring are not the same thing, but many of the same principles apply. Here are some tips:

Ask good questions.

Great questions lead to great answers, and great answers lead to great conversations. As a mentor, it is critical that you develop a strong relationship with your mentee. Some good coaching questions:

- What's the biggest challenge you're facing right now?
- What is your ideal outcome?
- Where are you now?
- Where do you see yourself in a year?
- What is getting in your way?
- Who could help right now?
- What are problems with your approach?
- What might work better?

Take a positive approach.

Try to maintain a positive outlook on things, even in tough situations. A positive attitude toward situations will help both you and the person you're coaching respond and react in a way that fosters positive change.

Listen and empower.

Coaching requires both encouragement and empowerment. Mentors must work with employees to build one-on-one relationships that result in improved performance. Your mentees are likely to have a lot of input, questions, and feedback. It's important for them to know you care enough to listen, and encourage them to share their opinions.

Know how to guide conversations.

This is where communication skills and emotional intelligence really come into play. Mentors must guide conversations both by asking questions and listening, not by giving directives. Employees learn and grow the most when they uncover the answers themselves.

Commit to continuous learning.

Make a commitment to improve your own skills and competencies. If you're not continuously learning, why should your mentee? Ask questions about where they see their career going, or how they see their role evolving in the company. Even if they don't have a plan laid out yet, these questions will make them think about their career and what they want to accomplish within the organization. Show your mentees that you don't just want them to do better so you look better, but that you're actively interested in their career, accomplishments, and success.

Coach in the moment.

Learning is best when things are occurring in the moment. If an employee comes to you with a question about a process or protocol, use this opportunity to teach them something new. Most people learn best by doing, so coach as you go! If you're busy at the moment, try to schedule some time for later that day. They will appreciate that you took the time to show them how it's done, and they can now coach others who have the same question.

Additional Resources

<https://positivepsychology.com/coaching-skills-managers-leaders/>

<https://www.flashpointleadership.com/blog/tips-for-managers-to-become-a-better-coach>

Sources:

<https://www.td.org/professional-partner-content/7-coaching-tips-for-managers-and-leaders>

"Becoming a Better Mentor," presentation, Linda Montgomery, MD, FAAFP

MANAGING MENTOR CHALLENGES

Whenever people work together, there are bound to be times when the relationships are challenged. In healthy situations, the issues are discussed objectively and each individual is empowered to state his or her position and feel confident that the other is genuinely listening and wanting to understand. Possible solutions are explored with open minds, and the potential effects of the solutions are considered and weighed. In this section, here are some problems that mentors and mentees may encounter and suggest potential strategies for resolving each problem.



Mentee seen as lacking commitment

Problem: A mentor may believe that his or her mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in academia. This situation is difficult for both parties because the mentee has a real change of failing and because the mentor may believe that they have wasted a great deal of valuable time working with the mentee. At the same time, it is also possible that the mentee believes that the mentor lacks the commitment to the mentee's career. The mentee's frustrations and lack of guidance can inhibit their movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive relationship.

Strategy: If a mentee is viewed as lacking commitment. It is important for the mentor to try to discern the cause. It may be that the match is not working well, or it may be that the mentee has discovered that their career focus is no longer appealing. Individuals who choose academic careers tend to be highly motivated, so while there may be an occasional case in which there is a real lack of commitment, there is usually another underlying uses and it is the mentor's job to identify it and help resolve it. This could include issues outside of work.

Mentee seen as having inappropriate attitude

Problem: Some mentees expect too much from their mentors—demanding more time and attention than they actually need. Others may expect to control their mentors.

Strategy: Be firm with your mentee about commitments and responsibilities. If you give your mentee an assignment or deadline, don't accept excuses for poor work or missed deadlines (unless the excuses are beyond the mentee's control). In terms of social etiquette, you must be supportive of your mentee and sensitive to cultural differences. For example, in some cultures, there is a preference towards modesty, reserve, and control. Whereas with another culture, directness or emotionally intense, dynamic, and demonstrative behavior is considered appropriate.

Your style of mentoring may not match the needs of your mentee.

Problem: Your mentoring style has a lot to do with who you are and how you work. If you are a detail-oriented person, you probably tend to give extensive directions or outline each step of an assignment. If you are a person who tends to see the "big picture," you probably are more inclined to give looser, perhaps even vague directions to your mentee. Of course, noting these differences does not make one style better than the other. **However**, differences in

styles between you and your mentee can pose an obstacle. Frustration may also occur when you don't adapt your style to meet the developing needs or growing independence of your mentee.

Strategy: You need to adjust your mentoring techniques to keep in sync with your mentee's evolution. In time, detailed directions or certain problem-solving strategies may be considered stifling by your developing mentee. Consider giving less and accepting more from your mentee. To meet the needs of your mentee, you need to periodically evaluate your mentee by considering the knowledge, skills, abilities and traits of your mentee, the level of your mentee, and the needs of your mentee. Once you evaluate your mentee and discover the required amount of guidance, you can determine what style is appropriate for your mentee.

Mentoring Misalignment

Signs of mentor/mentee misalignment:

- Mentee and/or mentor dreads attending mentor meetings.
- Mentor does not find the time to meet as agreed upon.
- Mentor does not respond to written documents (grants, emails) in a timely manner.
- Mentee does not follow through on deadlines.
- Mentee does not feel a sense of belonging within the professional culture.
- Mentee's work is successful, but movement toward independence is not being fostered by mentor (e.g. mentor does not give up authorship position, publically advocate for mentee).
- A sense of shared curiosity and teamwork is not present.
- Mentor does most of the talking and direction-setting during mentoring meetings.
- Mentor or mentee finds themselves avoiding the other.
- Mentor and/or mentee avoid(s) eye contact during mentor meetings (can be culturally relative).

Sources:

- The University of Wisconsin Department of Family Medicine and Community Health's Mentorship Toolkit.
- UW Institute for Clinical and Translational Research Mentoring <https://ictr.wisc.edu/mentoring/mentors-alignment-phase-resources/>
- The Institute for Clinical Research Education Mentoring Resources, University of Pittsburgh <http://www.icre.pitt.edu/mentoring/overview.html>
- The US Department of Transportation, Departmental Office of Human Resource Management, [http://www.au.af.mil/au/awc/awcgate/mentor/mentorhb.htm#OBSTACLES IN A MENTORING RELATIONSHIP](http://www.au.af.mil/au/awc/awcgate/mentor/mentorhb.htm#OBSTACLES%20IN%20A%20MENTORING%20RELATIONSHIP)
- The US Department of Veteran Affairs, Health Services Research & Development, http://www.hsrd.research.va.gov/cdp/toolkit/mentee_challenges.cf

HARASSMENT/DISCRIMINATION

NONDISCRIMINATION AND SEXUAL MISCONDUCT, INTIMATE PARTNER VIOLENCE AND STALKING

The University of Colorado Anschutz Medical Campus and Department of Family Medicine are committed to maintaining a positive working environment free of unlawful discrimination and harassment of any kind. In doing so, the university and the department prohibits sexual misconduct, including sexual harassment and discrimination and harassment because of race, creed, color, national origin, religion, sex, age, veteran status, disability, pregnancy, marital status, sexual orientation, gender identity, gender expression, political affiliation or political philosophy, or any other legally protected status.

See the University's [nondiscrimination policy](#) for more information

See the University's [Sexual Misconduct, Intimate Partner Violence and Stalking Policy](#) for more information

All employees are expected to conduct themselves in a professional and businesslike manner at all times and in accordance with [Administrative Policy Statement 2027 Code of Conduct](#), [Administrative Policy Statement 5059-Workplace Bullying](#), and [Campus Administrative Policy 4005, Antiviolence Policy](#).

Unlawful harassment includes verbal or physical conduct that is unwelcome or unreasonable and has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment. Actions based on an individual's legally protected status or characteristic will not be tolerated. Prohibited behavior includes, but is not limited to:

- Offensive written materials, including cartoons, e-mail, posters, drawings, or photographs.
- Verbal conduct such as epithets, derogatory comments, slurs, suggestive comments or jokes.
- Physical conduct such as assault, or blocking an individual's movements.
- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

This policy applies to all employees and non-employees such as customers, clients, vendors, consultants, etc. regardless of sex, gender, sexual orientation, gender expression, or gender identity.

HARRASMENT COMPLAINT PROCEDURE

If an employee is having a conflict with another employee they should use the following complaint procedure. The Department of Family Medicine expects employees when possible to make a timely complaint to enable the department to promptly investigate and correct any behavior that may be in violation of university policy.

1. Employees should feel free to speak with the offending party about conduct that they find offensive and want stopped, but are not required to do so. Informal discussions between employees may resolve the problem.
2. If this does not resolve the issue or if an employee doesn't feel comfortable discussing with the other party, then employees are encouraged to report the situation to the Human Resources Program Director, the Director of Finance & Administration or the Department Chair who will discuss the situation with the employee, discuss available campus resources and options for resolution or take appropriate corrective action. Complaints will be kept as confidential as practicable. The Human Resources Program Director, the Director of Finance & Administration and the Department Chair are Responsible Employees under the University's nondiscrimination and sexual misconduct policies and are obligated to report allegations of discrimination, harassment and sexual misconduct to the Office of Equity. A report to the Office of Equity does not automatically initiate any formal action, the Office of Equity will contact the individual who is impacted to discuss both formal and informal resolution options and determine the best course of action moving forward.

Employees may also contact the Office of Equity directly by calling 303-315-2567, via email at equity@ucdenver.edu, or by submitting an online report at www.ucdenver.edu/offices/equity/resolutions/make-a-report

3. The department/University will conduct a prompt, thorough, impartial investigation of the complaint. The investigation will be handled as discreetly as possible.
4. If an investigation is initiated the accused will be advised of the complaint and will be given the opportunity to provide information about what happened.
5. Other employees who may have relevant information may be contacted and are expected to cooperate with the investigation.
6. If the investigation reveals that there was a violation of policy, prompt disciplinary action, up to and including termination, will be taken.

RETALIATION PROHIBITED

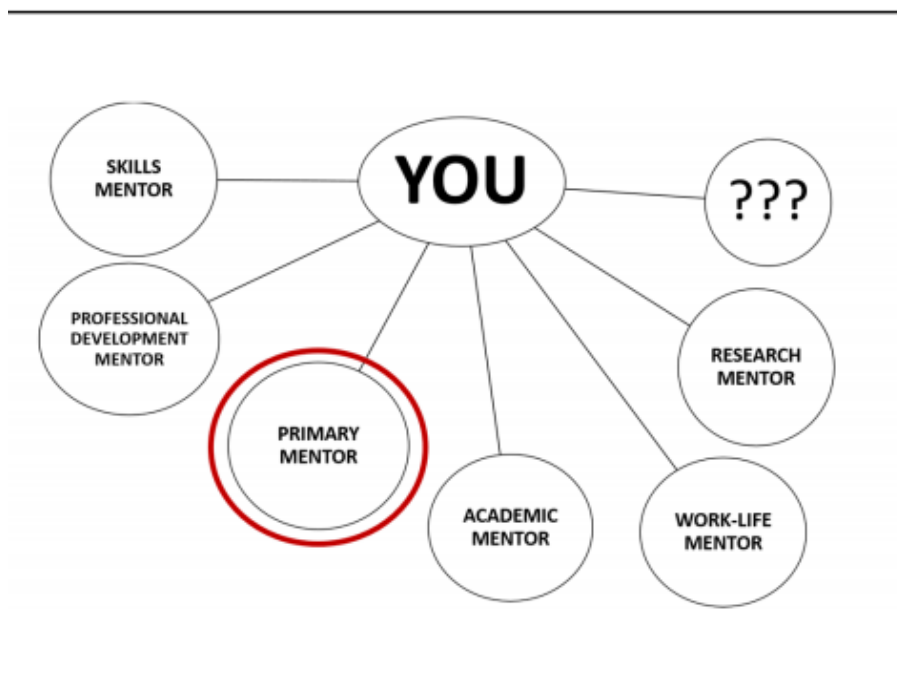
Retaliation against, coercion or intimidation of employees who make complaints or who assist in investigations is strictly forbidden. Any employee who engages in such conduct will be subject to discipline up to and including discharge.

BEYOND YOUR SCOPE

So what do you do if a mentee stumps you or you don't know how to help them?

If you have a mentee seeking advice outside your area of expertise, *don't* drift into the amateur zone and try to muddle along.

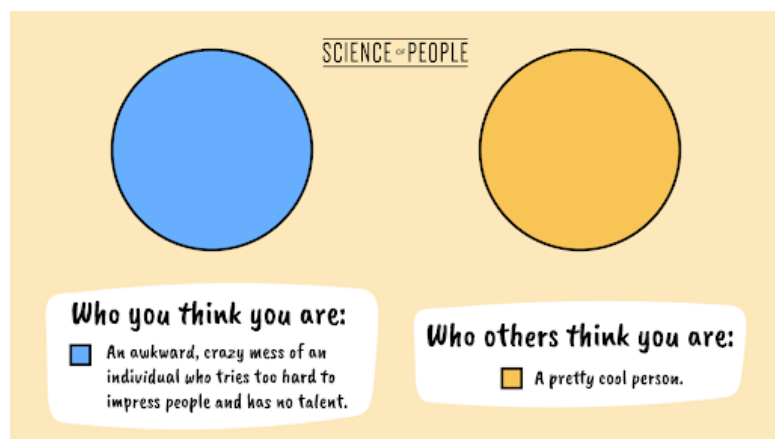
- Be transparent about your limitations. It's ok not to know how to guide someone. You don't have to have all the answers.
- Identify other sources of information for the mentee – your colleagues in another mission area/department/institution might be able to help. Consider HR or the Ombuds office resources as well.
- Seek other help on campus – for example, the LGBTQ+ Hub has resources for mentoring folks who may be different than you.
- It's perfectly ok – and recommended! – for mentees to have multiple mentors with varying expertise. A mentee's web of support could look something like this:



Sources: Tai Lockspier and Linda Montgomery, University of Colorado, School of Medicine

IMPOSTER SYNDROME

Imposter syndrome is a feeling of self-doubt or incompetence and typically occurs in high achievers who perceive themselves as less competent than others see them. This gap causes feelings of inadequacy, anxiety and the fear of being “found out.” This phenomenon can happen at any stage of one’s career and is quite common (up to 80% of people experience it), and research has shown that there are both internal and external reasons. Internal issues like low self-esteem or perfectionistic leanings can contribute to the situation. An example of an external influence is that women and minorities are more likely to experience the imposter phenomenon because of stereotypes and the subsequent discrimination they encounter.



Combatting imposter feelings requires addressing both internal and external causes. Acknowledging one’s thoughts and feelings about self-doubt is a crucial first step. Some other tips for dealing with imposter syndrome, or helping your mentee with it:

- Ask for feedback, but be discerning about constructive criticism.
- Never stop learning; if there’s something you want to be better at, find out how to acquire that skill.
- Avoid comparing yourself to others; we all have our individual strengths. Social media is not your friend in this case.
- Ask for help from trusted colleagues. Working in isolation isn’t good for anyone.
- Being humble is ok, even in academia. We all have things we can learn about.
- Addressing imposter syndrome will allow you to reach greater heights in your career.

Resources:

The Secret Thoughts of Successful Women, Valerie Young

The Gifts of Imperfection, Brene Brown

Sources

- Are You Suffering From Imposter Syndrome?
<https://www.visualcapitalist.com/are-you-suffering-from-impostor-syndrome/>
- Combating Imposter Syndrome in Academia
<https://www.facultyfocus.com/articles/philosophy-of-teaching/combating-imposter-syndrome-in-academia/>
- How to Deal with Imposter Syndrome in Academia
<https://www.enago.com/academy/overcome-imposter-syndrome/>
- Imposter Syndrome Ted Talk
<https://www.youtube.com/watch?v=bQZzCK5iiGg>
- Yes, Imposter Syndrome is Real. Here’s How to Deal With It.
<https://time.com/5312483/how-to-deal-with-impostor-syndrome/>

CAMPUS AND STFM MENTORING RESOURCES

The Anschutz Medical Campus has several opportunities for mentoring but also building a community. This document provides a list of resources for mentoring, collaboration, and building a community. We excluded resources that are specific to the Department of Family Medicine.

[Career Cornerstones](#)

A series of half-day quarterly skill-building workshops targeted toward assistant professors in years 1-4. The program accepts one new cohort per year.

[Colorado Mentor \(CO-Mentor\) Training Program](#)

Provides evidence-based strategies to teach mentor/mentee pairs the practical skills they need for mentoring success

[Clinical Faculty Scholars Program \(CFSP\)](#)

Helps emerging investigators obtain a career development award (e.g. K08, K23), or a first independent project award (R21, R01 or equivalent) via development of an individual career plan and regular individual mentorship from four experienced senior researchers

[Leadership for Innovative Team Science \(LITeS\)](#)

A year-long professional and executive training program for senior and mid-career faculty tailored to the needs of academics in the biomedical, clinical, and health sciences

[KL2 \(K12\) Research Scholar Awards](#)

Provides career development to train awardees to obtain individual funding via participation in monthly mentoring/career development sessions and the annual national CTSA consortium meeting

[PreK and K to R Review Programs](#)

Grant pre-submission mock grant review processes for faculty who are submitting their first K- or R-level application to the NIH and provides internal review prior to submission to increase the chances for success

[Colorado PROFILES](#)

A search engine which helps investigators and students find experts, potential collaborators, or mentors both at AMC and across the nation

[Colorado Research in Implementation Science Program \(CRISP\)](#)

A learning community that provides seminars, eBooks, textbooks, and other resources for Pragmatic Trials & Dissemination/Implementation Research

[Optional Clinical Research Training and Resources](#)

Available for study coordinators and investigators and cover issues such as UCD IRB processes, budgeting for a clinical trial, recruitment and informed consent, FDA audits, and good clinical practice guidelines. View regulatory tools and forms.

[Research Studio Program](#)

A 90 minute structured, collaborative roundtable discussion with relevant research experts to help investigators with specific questions and is based on models from industry that demonstrate that multidisciplinary content experts can increase research impact. The service is free and funded by the CCTSI

[I-Corps@CCTSI](#)

An entrepreneurial training that and uses proven customer-discovery methodologies for startups and guides teams

through the early stages of discovery where they can test their business model hypotheses for their technology/idea and thereby accelerate the translation of innovations from the lab to clinical practice

Colorado Immersion Training (CIT)

Brings together experts in community engagement to help investigators address the community relevance of their research activities as well as to help communities ask and answer questions about their health

Students

The Office of Diversity & Inclusion has several groups for students where you have opportunities to get involved with students. Visit their website to learn more and to contact the leaders

- First Up - A group to promote the wellbeing and achievement of first-generation students in medicine
- White Coats 4 Black Lives - National organization that works to dismantle racism in medicine
- Latinx Medical Student Association (LMSA) - A national organization committed to creating a community in which we uplift and support the interests of students identifying as underrepresented in medicine by providing career exploration, community engagement, networking and service learning.
- Student National Medical Association (SNMA) - Committed to supporting current and future underrepresented minority medical students, addressing the needs of underserved communities, and increasing the number of clinically excellent, culturally competent and socially conscious physicians.
- The Medical Student Pride Alliance (MSPA) - An activist and social organization committed to empowering sexual and gender minority medical students and allies, increasing the number of physicians trained in LGBTQ-inclusive healthcare, and addressing the unique needs of LGBTQ+ communities through research, advocacy, and service
- Asian Pacific American Medical Association (APAMSA) promotes awareness and advocacy affecting the APIA community.
- American Medical Women's Association (AMWA) advances women in medicine, advocates for equity and ensures excellence in health care.

Minority Residents

- **Minority and Allied Resident Council (MARC)**

We are a community of residents and fellows from CU Anschutz, Denver Health and affiliated campuses. Our main goal is to support minority residents and foster allyship through the ups and downs of training. Opportunities to receive mentorship from minority physicians within CU Anschutz and in the community. Collaboration and outreach with CU School of Medicine student and faculty diversity groups". Learn more: <https://medschool.cuanschutz.edu/deans-office/diversity-inclusion> or sign up at <http://tiny.cc/MinorityResidency>

Minority Faculty

University of Colorado Organization for Racial and Ethnic Support (UCOLORES) - Founded in 2010, provides support and community for faculty at the Anschutz medical campus and affiliated programs. Meetings occur about monthly. You can contact Christy Angerhofer at christy.angerhofer@cuanschutz.edu in the Office of Diversity and Inclusion to get on the email list.

LGBTQ+ Hub

Their mission is to create and maintain an inclusive campus environment for LGBTQ+ and allied students, faculty, staff, patients and visitors on campus and within the Aurora community. They have created a mentoring program as well. Please visit their website for more information on how you can get connected. They are also in the process of creating a mentoring program.

American Indian & Indigenous

The mission for the Centers for American Indian and Alaska Native Health (CAIANH) is to promote the health and well-being of American Indians and Alaska Natives, of all ages, by pursuing research, training, continuing education,

technical assistance, and information dissemination within a biopsychosocial framework that recognizes the unique cultural contexts of this special population. They have a [mailing list](#) and you can peruse their [website](#).

Disability

[The Office of Disability, Access & Inclusion at CU Anschutz](#) "recognizes, welcomes, and celebrates disability as an integral part of a diverse health professions campus and workforce. To facilitate inclusion, we partner with students and programs to identify opportunities to create and promote meaningful access." Though they do not have any mentoring programs and are more for issues of accommodation, there are several faculty willing to mentor others (students, faculty or staff) with a disability in our Department of Family Medicine. You can contact cleveland.piggott@cuanschutz.edu or deanna.schroder@cuanschutz.edu to be put in touch with the appropriate people.

STFM Mentoring Program

The Society of Teachers of Family Medicine has created a URM Mentorship Program: www.stfm.org/mufae

Junior faculty can sign up to be part of the cohort that starts in August, 2022.

There's an overview [video](#) and three sessions for mentors:

The following webinar recordings contain training for mentors to understand and appropriately address issues of discrimination, racism and stereotyping that negatively impact early career faculty. They also include concrete suggestions on how faculty can find teaching resources, guidance for research projects and strategies for promotion and advancement that incorporate the unique needs of URM/BIPOC faculty.

- [Mentor Training Session 1: Mentoring URM Faculty for Academic Excellence](#) (YouTube)
- [Mentor Training Session 2: Difficult Conversations](#) (YouTube)
- [Mentor Training Session 3: Helping Faculty Mentees Build Professional Skills and Connections](#) (YouTube)

There is also an online course **for junior faculty**: The URM Leadership Pathways in Academic Medicine course is live on the STFM website. You can see it here: <https://www.stfm.org/urmladership>

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

GENERAL RESOURCES

DEPARTMENT RESOURCES

StrengthsFinder: see Deanna for a book

DiSC (communication styles): Central HR or [Deanna Schroder](#)

eLearning Modules – DFM: [Bonnie Jortberg](#) or [Robyn Wearner](#)

Meyers-Briggs: [Cleveland Piggott](#) or [Amelia Davis](#)

UNIVERSITY OF COLORADO SKILLSOFT AND LINKEDIN LEARNING (formerly Lynda.com)

Hundreds of online classes on Business Skills, Career Development, Communication, Computer Classes, Leadership, Project Management, Time Management, and **MUCH MORE**.

- Access through the [PORTAL](#)
- Click on CU Resources > Training > LinkedIn Learning **or** Training > Skillsoft to view available classes.

COURSERA

CU offers access to [COURSERA](#) which provides:

- **Curated Catalog:** Browse through recommendations and enroll in courses from the world's top universities and industry leaders.
- **Access to All Content:** You have access to all of the content in this catalog. Enroll in any courses of your choice.
- **Guided Projects:** Complete projects using real-world scenarios that prepare you to use what you learn on the job right away.
- **Shareable Credentials:** Get recognized, earn certificates for completed courses and become a master in your field.

UNIVERSITY OF COLORADO CLASSES

CU offers a number of in-person trainings year-round. See the [Catalog](#) for more information.

- **Crucial Conversations** (16 hours split over 3 days) \$290
 - Skills for communicating when stakes are high, opinions vary, and emotions run strong.
- **Crucial Accountability** (16 hours split over 3 days) \$290
 - A straightforward, step-by-step process for identifying and resolving performance gaps, strengthening accountability, eliminating inconsistency, and reducing resentment.
- **7 Habits of Highly Effective People** (16 hours over two days) \$170
 - Align timeless principles of effectiveness with modern technology and practices.
- **Extended DiSC** (1/2 day) no charge
 - Identify and accommodate the different behavioral and communication styles and motivators of co-workers.
- **Project Management Essentials** (1 day) \$170
 - Provides the mindset, skillset, and toolset to participants that will consistently deliver successful projects to completion
- **Speed of Trust and Leading at the Speed of Trust** (1 day each) \$170 each
 - Provides insights into the importance of building, extending, and restoring trust in both your professional and personal life.

SOM PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Various resources and links provided by the School of Medicine

TUITION REIMBURSEMENT

The University of Colorado offers up to 9 credits per year. Requirements and deadlines listed on the Employee

Services website.

CU ELEARNING MODULES

These modules are available for all faculty and staff. Staff can contact Bonnie Jortberg or Robyn Wearer for registration code. Family Medicine physicians use the code: ABFM.

CAREER CORNERSTONES

This program, designed for early assistant professors, helps junior faculty prepare for promotion. Cohorts start each fall.

EMPLOYERS COUNCIL

Established in 1939, Employers Council provides professional services to over 4,000 employers, helping them develop and maintain effective, successful organizations. They offer a wide range of management, leadership, business skills, and communications classes.

Classes include:

Microsoft Office programs	Lean Basics
Accounting for Non-Accountants	Managing Effective Meetings
Assertiveness Training	Managing Multiple Priorities
Brand You: Invigorate Your Career and Your Life	Mindfulness In Leadership
Brush-Up English	Meyers-Briggs
Business Essentials	Negotiation for Win/Win Results
Business Writing	Online Classes: Various Topics
Change Management: Building Resiliency	Performance Management
Communicating Effectively in Difficult Situations	Presentation Skills
Communication Feedback: Know Thyself	Problem Solving Skills
Conflict: Self-Management	Project Management (various classes)
Developing Interpersonal Communication Skills	Skillscope (360 Tool)
Emotional Intelligence at Work	Stress Management at Work
Five Dysfunctions of a Team	Supervision (multiple classes)
GOAL! Get Organized At Last	Technical Writing for the Real World
Group Facilitation Skills	The Art of Managing Up
Leadership (multiple classes)	Time Management w/ Outlook

RESEARCH RESOURCES

CLINICAL RESEARCH SUPPORT CENTER

The University of Colorado's SRSC offers a variety of training for clinician-researchers at the AMC.

ACCORDS

ACCORDS offers various resources and collaboration opportunities for researchers.

- ACCORDS has an education arm that produces various seminars that run year-round. [Seminars](#)
- ACCORDS offers periodic conferences and workshops. [Conferences](#)

COLORADO CLINICAL & TRANSLATIONAL SCIENCES INSTITUTE (CCTSI)

The CCTSI offers multiple training classes and programs for researchers. Visit their [Training](#) page for additional information and to register for specific programs. Here's a sampling of what they have available:

- [CO-Mentor program](#)
Helps participants build practical skills for mentoring success.
- [Clinical Faculty Scholars Program \(CFSP\)](#)
Helps emerging investigators to obtain a career development award.
- [Leadership for Innovative Team Science \(LITeS\)](#)
Year-long program focused on leadership and team-building skills within the academic health center.

STRAUSS HEALTH SCIENCES LIBRARY

Attend classes and open labs on finding evidence, using EndNote, exploring data management tools, etc.

OFFICE OF RESEARCH DEVELOPMENT & EDUCATION (ORDE)

ORDE helps researchers identify funding sources for their research projects. It helps faculty seeking funding to ensure they are not overlooking relevant funding opportunities and potentially saves time searching. They also have strategy sessions and offer proposal resources and training.

NORTH AMERICAN PRIMARY RESEARCH GROUP (NAPCRG)

Resources, trainings and conferences focused specifically on primary care research.

- [Annual Conference](#)
- [PBRN Conference](#)

COLLABORATIVE FAMILY HEALTHCARE ASSOCIATION

The Collaborative Family Healthcare Association (CFHA) supports healthcare professionals in integrating physical and behavioral health.

- [Research Fellowship\(right click>paste & go\)](#)
- [Annual Conference](#)

AMERICAN MEDICAL ASSOCIATION

The AMA offers Practice Transformation modules and other educational opportunities.

COLORADO SCHOOL OF PUBLIC HEALTH CERTIFICATE PROGRAMS

The CSPH offers a variety of certificate programs, including biostatistics, health analytics and data science, and population mental health and well-being.

CONFERENCES

- [ECER](#)
- [Snocap](#)
- [Public Health in the Rockies](#)

CLINICAL RESOURCES

CU EARNING MODULES

These modules are available for all faculty and staff. Staff can contact Bonnie Jortberg or Robyn Wearner for registration code. Family Medicine physicians use the code: ABFM.

CAPE

The CAPE educational environment allows learners to gain real-world experience working with patients, handling difficult situations and collaborating with fellow professionals.

INSTITUTE FOR HEALTHCARE QUALITY SAFETY AND EFFICIENCY (IHQSE)

The IHQSE offers a number of programs around quality improvement for clinicians.

AMERICAN BOARD OF FAMILY MEDICINE (ABFM)

Diplomates can access CU eLearning (us!) modules for Knowledge Self-Assessment and Performance Improvement activities. No charge to complete the modules. ABFM also offers Knowledge Assessment and MOC.

AMERICAN MEDICAL ASSOCIATION

The AMA offers Practice Transformation modules and other educational opportunities.

AMERICAN ACADEMY OF FAMILY PHYSICIANS (AAFP)

The mission of the AAFP is to improve the health of patients, families, and communities by serving the needs of members with professionalism and creativity.

- [Continuing Medical Education](#)
Dozens of different modules to enhance a clinician's skills and keep them up to date.
- [Annual Conference](#)
FMX is an unforgettable experience dedicated to helping you and your care team practice smarter, not harder. Learn what lies ahead from experts in field, earn CME, and make enduring connections!
- [Practice Management](#)
Resources for clinicians on practice transformation, quality improvement, regulatory compliance and administration.

COLLABORATIVE FAMILY HEALTHCARE ASSOCIATION [\(right click>paste & go\)](#)

The Collaborative Family Healthcare Association (CFHA) supports healthcare professionals in integrating physical and behavioral health.

- [Research Fellowship\(right click>paste & go\)](#)
- [Annual Conference](#)

EDUCATION RESOURCES

ACADEMY OF MEDICAL EDUCATORS (UNIVERSITY OF COLORADO SCHOOL OF MEDICINE)

Numerous online and in-person courses designed to provide all members of the campus community with a comprehensive faculty development program designed to train interested individuals in teaching skills, mentoring, curriculum development, programmatic evaluation and leadership.

Teaching Scholars Program

The Teaching Scholars Program (TSP) offers health professions faculty the opportunity to participate in an 18 month program designed to enhance knowledge and skills, and develop future leaders in medical/healthcare education with a focus on core components of educational scholarship and curriculum development.

SOCIETY OF TEACHERS OF FAMILY MEDICINE (STFM)

STFM advances family medicine to improve health through a community of teachers and scholars and aims to become the indispensable academic home for every family medicine educator. Here are just a few offerings:

- **Emerging Leaders Fellowship**
The year-long Emerging Leaders fellowship offers training, tools, and support for new faculty and those who are transitioning to leadership roles. STFM's Emerging Leaders program is designed specifically for family medicine educators.
- **STFM On the Road**
Meet ACGME and/or LCME requirements, save on travel expenses, and provide CME opportunities with a customized faculty development workshop at your location. Our faculty will use interactive methods to engage your faculty and promote evidence-based teaching principles. Pay one lump sum and invite your faculty and preceptors.
- **Leadership Development Opportunities**
Classes and programs for all levels of faculty.
- **Medical Student Educators Development Institute**
MSEDI is a year-long comprehensive learning experience for those who educate medical students, particularly those who aspire to be clerkship directors or medical student education directors.

ACCREDITATION COUNCIL FOR GRADUATE MEDICAL EDUCATION (ACGME) CONFERENCE

The ACGME provides education and training for program directors and coordinators.

AMERICAN ACADEMY OF FAMILY PHYSICIANS (AAFP)

The mission of the AAFP is to improve the health of patients, families, and communities by serving the needs of members with professionalism and creativity.

- **Residency Program Solutions**
Residency Program Central - the online center dedicated to family medicine residency program directors, associate directors, and coordinators.
- **Annual Conference**
FMX is an unforgettable experience dedicated to helping you and your care team practice smarter, not harder. Learn what lies ahead from experts in field, earn CME, and make enduring connections!

ASSOCIATION FOR FAMILY MEDICINE RESIDENCY DIRECTORS

The Association of Family Medicine Residency Directors (AFMRD) inspires and empowers family medicine residency program directors to achieve excellence in family medicine residency training.

- **Resource Library**
- **NIPPD Fellowship**
The National Institute for Program Director Development (NIPDD) is a nationally recognized fellowship that provides a unique opportunity for its fellows to engage and learn from seasoned program directors, family medicine educators and other national leaders in family medicine.

LEADERSHIP RESOURCES

REGIONAL INSTITUTE FOR HEALTH & ENVIRONMENTAL LEADERSHIP (RIHEL)

RIHEL provides leadership training, builds linkages among leaders, and strengthens the relationships among health professionals, environment professionals, the academic community, the public sector and the private sector.

- [Advanced Leadership Training Program](#)
The Advanced Leadership Training Program is designed to enhance the leadership skills of the individual participants, and to create an interdisciplinary network of leaders who are dedicated to the health and environment of our region. The program is delivered to approximately 45 health and environment professionals in the Rocky Mountain region annually.
- [Advanced Physician Leadership Program](#)
The purpose of the APLP is to advance physician capacity to lead and collaborate in order to improve health care. Many elements of the APLP are similar to RIHEL's flagship Advanced Leadership Training Program. The 56 contact hours are arranged in four weekend retreats to minimize the opportunity costs for the participants. Physician participants learn advanced concepts about leadership, teamwork, collaboration and collaborative leadership, difficult conversations, and systems thinking,
- [Leadership for Healthy Community Design](#)
The intention of the Leadership for Healthy Community Design (LHCD) program is to improve the health of people and the environment by building the capacity of Colorado communities to lead, plan and execute healthy community design initiatives or projects. The LHCD program brings together multiple geographically-based community teams from around Colorado to develop their leadership capacity and explore practical applications of healthy community design. Each community team includes members who each represent a different discipline or interest area related to healthy community design (e.g. urban planning, transportation planning, public works engineering, public health, environmental health, parks and recreation, law enforcement, school systems, food systems, elected office, etc.).

ASSOCIATION OF DEPARTMENTS OF FAMILY MEDICINE (ADFM)

The ADFM Leadership Education for Academic Development and Success (LEADS) fellowship trains faculty aspiring to senior leadership positions.

AMERICAN ACADEMY OF FAMILY PHYSICIANS (AAFP)

The mission of the AAFP is to improve the health of patients, families, and communities by serving the needs of members with professionalism and creativity.

- [Annual Leadership Forum](#)
The Annual Chapter Leader Forum (ACLF) is a time to focus on and find new ways to address the issues that affect the members of your chapter and state, by engaging in important dialogue.
- [Annual Conference](#)
FMX is an unforgettable experience dedicated to helping you and your care team practice smarter, not harder. Learn what lies ahead from experts in field, earn CME, and make enduring connections!

LEADERSHIP RESOURCES FOR WOMEN

EXECUTIVE LEADERSHIP IN ACADEMIC MEDICINE (ELAM)

AAMC

[Early Career Women Faculty Leadership Development Seminar](#)

[Mid-Career Women Faculty Leadership Development Seminar](#)

AMERICAN COUNCIL ON EDUCATION (ACE)

[ACE Women's Network](#)

CENTER FOR CREATIVE LEADERSHIP

[Women's Leadership Experience](#)

EXECUTIVE LEADERSHIP IN ACADEMIC TECHNOLOGY AND ENGINEERING (ELATE)

FOSTER SCHOOL OF BUSINESS, UNIVERSITY OF WASHINGTON

[Women Board Directors Development Program](#)

HARVARD T.H. CHAN SCHOOL OF PUBLIC HEALTH

[Emerging Women Executives in Health Care](#)

HARVARD BUSINESS SCHOOL

[Women on Boards: Succeeding as a Corporate Director](#)

HIGHER EDUCATION RESOURCE SERVICES (HERS)

INTERNATIONAL WOMEN'S FORUM FELLOWS PROGRAM

UNIVERSITY OF MICHIGAN RUDI ANSBACHER WOMEN IN ACADEMIC MEDICINE LEADERSHIP SCHOLARS PROGRAM

MENTORING ARTICLES

Rationale and Models for Career Advancement Sponsorship in Academic Medicine: The Time Is Here; the Time Is Now

<https://www.ncbi.nlm.nih.gov/pubmed/29979207>

Mentoring and coaching in medicine. *The Pharos*.2012;75(1):1-3.

<http://alphaomegaalpha.org/pharos/PDFs/2012-1-Editorial%20.pdf>

Why mentorship is important to you and to family medicine. *Fam Med* 2014;46(8):645-6.

<http://www.stfm.org/FamilyMedicine/Vol46Issue8/Cullison645>

Leadership Development and Diversity in Academic Family Medicine: An Emphasis on Women and Underrepresented in Medicine

<https://www.aafp.org/family-physician/patient-care/the-everyone-project/cafm-tool.html>

“It’s a Little Different for Men” — Sponsorship and Gender in Academic Medicine: a Qualitative Study

<https://link.springer.com/article/10.1007/s11606-020-05956-2>

Mentoring Across Differences

https://www.mededportal.org/doi/10.15766/mep_2374-8265.10743

Mentorship Malpractice

https://medschool.cuanschutz.edu/docs/librariesprovider32/faculty-mentoring-and-promotion/mentorship-malpractice.pdf?sfvrsn=e4da06b9_2

6 Things Every Mentor Should Do

<https://hbr.org/2017/03/6-things-every-mentor-should-do>

75 Things To Do With Your Mentees

<https://my.lerner.udel.edu/wp-content/uploads/75-Things-To-Do-With-Your-Mentees.pdf>

10 Effective Coaching Strategies to Drive Team Success

<https://cmoe.com/blog/10-effective-coaching-strategies-help-drive-team-success/>