

# NU Radiology Mentorship Program (NU RaMP)

## **Mission**

All Northwestern radiology faculty members feel supported in their pursuit of a satisfying and successful career.

## **Faculty Mentoring Program Goals**

To provide all junior faculty mentees with a career mentor  
Support and facilitate faculty career development through mentor/mentee pairs

To promote faculty scholarship, research, leadership, and career development

## **Program components**

One on one paired faculty mentoring

Mentor/mentee training

Faculty development workshops

Group mentorship

## **Evaluation**

The program and mentor-mentee pairs will be evaluated yearly

Metrics will be used to see if mentees find this program helpful to their goals and career.

# **Benefits of Mentoring**

## **Benefits for Mentees**

Having a mentor and receiving more mentoring functions is associated with more favorable objective (compensation, promotion) and subjective (career/job satisfaction) outcomes

## **Benefits for Mentors**

Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction

(From UCSF mentorship toolkit)

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## Why Mentoring Matters

Mentoring has been shown to:

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

## Characteristics of an Effective Mentor: The Three C's

### Competence

Professional knowledge and experience

Respect

Interpersonal skills and good judgment

### Confidence

Shares network of contacts and resources

Allows protégé to develop his/her own terms

Demonstrates initiative, takes risks

Shares credit

### Commitment

Invests time, energy and effort to mentoring

Shares personal experience

From UCSF mentorship toolkit

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<b>Behaviors That Build Trust</b>	<b>Behaviors That Destroy Trust</b>
Being a proactive listener	Not paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out different perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Having a positive, upbeat outlook	Projecting a negative perspective
Honoring and respecting confidentiality	Breaking confidence

## **Effective feedback:**

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

## **Effective Feedback from Mentee:**

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

## **Effective Feedback to Mentee:**

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

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## Mentors Role in Mentee Development

### Support

- Listening—actively (empathically)
- Expressing positive expectations

*(Mentors) balance both a present sense of where their s are and a dream of what they can become.*

- Serving as advocate
- Self-disclosure as appropriate

### Challenge

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

### Vision

- Provide a vision for a satisfying and successful career

## Mentor Dos and Don'ts

### Do

- Listen actively
- Support and facilitate networking and brokering
- Teach by example
- Be aware of role conflict
- Encourage and motivate mentee to move beyond their comfort zone
- Promote independence
- Promote balance
- Rejoice in success and convey your joy
- Encourage reciprocity

### Don't

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

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## Evaluating Your Mentee's Goals

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

### Specificity

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

### Measurability

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

### Work Plan

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

### Reality Check

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

### Your Role

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

## Mentor's Meeting Checklist

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

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## Mentoring Partnership Agreement

As a mentor and mentee in the **NU RaMP** Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis, no less than 3 times per year.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other:

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\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

## *Initiation:* First Meeting Checklist

### Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

### Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

### Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

### Confirm Next Steps

- Schedule date, time and place of future meetings

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