The Division of Cardiology Mentoring Program – A Guide for Mentors

All documents that are referred to in this Guide (including the Guide, identified as "**A Guide for Mentors**"), are available on the Division of Cardiology Website https://www.ubccardio.com/mentoring-program/.

Thank-you for being a mentor for an early/mid-career member of the Division of Cardiology, or for considering this role if you have not previously mentored in the Division. Our mentors are individuals at the rank of Professor or Associate Professor, who are interested in mentoring, willing to make time for the endeavor (minimum of 2 meetings per year), understand Division, Departmental and Faculty organization and academic procedures, have a strong professional career track record (including research, education and advocacy achievements) and have personal characteristics which suit them for the role (approachable, empathetic, non-judgmental and supportive). The Director of the Division Mentoring Program and/or Head of UBC Cardiology Division has asked you to take on this role. For new recruits, this request has optimally been made during the recruitment process for a new Division member.

This Guide is designed to provide you with information and support as you take on responsibilities which are an important component of the success of our new faculty colleagues. Most of what you need to know about the program and about Faculty/Department academic and career progress procedures is either within this Guide or referred to by it. Please do not hesitate at any time to contact the Co-Directors of the Division Mentoring Program (Drs. Krish Ramanathan and Andrew Krahn), for any issues or questions in regard to the program and your role within it, or Marilyn Robertson (marilyn.robertson@vch.ca), who provides administrative support to the Program and can provide you with needed materials about Division and Department policies and programs. We wish you and your mentee success as you launch this relationship.

The Division Mentoring Program was renewed in April 2023. Drs. Ramanathan and Krahn have overall responsibility for the Program and are directly accountable to the Division Head. The Division of Cardiology Mentoring Program is outlined below.

Division of Cardiology Mentoring Program

The Division expects mentoring to be a reciprocal and collaborative relationship between 2 individuals (the mentor being an experienced and more senior individual, the mentee being less experienced and at the rank of Instructor or Assistant Professor), in which they share mutual responsibility and accountability for helping the mentee to work toward achievement of clear and mutually defined career goals. This must be a no-fault relationship that either party has the right to terminate at any time given a well-founded reason, without risk to the career of either party.

What is the Division of Cardiology Mentoring Program?

Vision

Every early/mid-career Division member will have a welcoming and supportive relationship with an established mentor throughout the initial years of their appointment and until their achievement of promotion to Associate Professor. The mentor will establish a secure and confidential environment of trust within which to share their wisdom and experiences, and to coach, challenge and sponsor their mentee.

The Division of Cardiology Mentoring Program operates within and is complementary to the Department of Medicine Mentoring Program. Division members in the academic stream are

enrolled in the Department of Medicine Mentoring Program and will not have separate mentoring arrangements within the Division Mentoring program.

Objectives

1. To provide a formal setting within which senior faculty members may share their wisdom and experience.
2. To help early/mid-career faculty members to:
   - Achieve promotion to Associate Professor
   - Mature successfully in their new role as a faculty member, obtaining the necessary knowledge of the assumptions, expectations and deliverables that are required for career success
   - Successfully pursue the early career path developed in conjunction with the relevant subspecialty and Division Heads
   - Develop goals and action plans for milestones pertinent to the various facets of their university and hospital responsibilities as follows:
     a) Teaching b) Clinical practice c) Research d) Administration e) Advocacy
   - Understand and navigate an academic environment
   - Meet leaders and others in the institution, nationally and internationally in order to establish and maintain a productive network of colleagues
   - Successfully manage an academic career
   - Develop the skills to become future mentors
3. To facilitate a team approach to successful development of early career faculty.
4. To enhance Division collegiality and morale.
5. To create mechanisms for acknowledging contributions leading to success in early career colleagues

Who is the Program for (the Mentees)?

- All early/mid-career faculty not yet at the rank of Associate Professor
- Participation in the Mentoring Program is an expectation for all such faculty members

Expectations of Mentees

- Accept personal responsibility for their own career development
- Commit time and energy to mentor/mentee relationship
- Be open to suggestions, advice, and feedback
- Set goals and timetables, attain milestones and invite reflections on progress towards them. These action plans can be reviewed at each mentor/mentee meeting
- Listen and ask questions
- Be open about thoughts and feelings, provide feedback on what works and what doesn't
- Undertake honest self-assessment regularly
- Share mistakes and perceived areas for improvement
- Identify barriers to goal achievement and provide potential solutions

Who are the Mentors? (Characteristics and Qualifications)

- Professor (usual) or Associate Professor
- Interested in being a mentor
- Willing to make time for this endeavor (minimum 2 meetings per year)
- Understand Division, Department and Faculty organization; academic, professional and hospital procedures; and possible sources of external support
- Approachable, empathetic, non-judgmental and supportive

- Do we want to add something about being capable of facilitating relationships provincially, nationally and internationally to enable the mentee to cultivate a successful academic career?

What are the Expectations and Roles of a Mentor?

- Maintain confidentiality about shared information
- Meet with mentee at least twice a year to discuss career goals and progress; document the discussions in a confidential file, report to the Division Head that meetings have occurred (but not the specific content discussed)
- Assist mentee in focusing goals and timing of career development plans
- Provide appraisal and formative feedback
- Serve as a role model for professional competence and behavior
- Undertake as appropriate, on behalf of the mentee: sponsorship (networking opportunities, introductions to institutional leaders, promoting exposure in the institution), enhancement of problem solving and leadership skills, challenge to accept appropriate new responsibilities within job description, assistance in adapting to cultural norms and academic bureaucracies
- Be a "haven" where frustrations, doubts, concerns can be voiced without fear of reprisal
- Be prepared to advocate on the mentee's behalf if required, with the mentee's permission
- Have fun and create an enjoyable relationship
- Request and facilitate an annual evaluation of mentor by mentee and evaluation of the mentoring program

UBC Division of Cardiology Mentorship Timetable

Milestone	Activity	Chronology
Recruitment process **Faculty Appointment**	**Appointment of mentors:** -Mentor appointed for every Instructor and Assistant Professor -Division Head chooses mentor in consultation with Co-Directors of Division Mentoring Program and confirms with mentor and mentee **Booking 1st meeting:** - Ideally the Mentor takes the initiative to book the first meeting with the mentee	During recruitment process and well before actual commencement of appointment (ideal) Within 1st month of appointment
Mentor/Mentee Interactions	**1st meeting between mentor and mentee:** - Mentor and mentee complete a "**Mentoring Agreement Form"** (on website) -Mentor records whatever information seems appropriate in a confidential file (**example forms on website**) - Mentor and mentee agree on date for next meeting - Mentor completes "Mentoring Meeting Documentation Form" (Available, and can be submitted from **website**)	Within 1st two months of appointment
	2nd-4th meetings: -Regular meetings every 3-4 months - Confidential report to mentor file if	Within 1st twelve months of appointment

	needed/requested and documentation of meeting to Program Assistant (see above)	
	5th-nth meetings: -A meeting every 6 months -Confidential report to mentor file if needed/requested and documentation of meeting to Program Assistant following each meeting	Continues through duration of mentoring relationship
Review of Mentor	**Report from mentor and mentee to Division Head and Director of mentoring Program** -Mentor and mentee discuss and agree on whether or not the mentoring relationship should continue - Evaluation submitted to Division Head and Co-Directors of Mentoring Program -Reappointment of mentor or appointment of new mentor	Within year 1, and biannually thereafter
Promotion to Clinical Assoc Professor	**Mentoring Program completed**	5th to 7th year of appointment

UBC Faculty Tenure and Promotion Schedule

A principal focus of the mentoring program is the successful launch and trajectory of the career of the mentee with the achievement of promotion to Associate Professor within the expected timelines. Although the processes are standardized, there is often uncertainty in the minds of mentees and even among mentors who may not be dealing with this schedule on a regular basis. The schedules for a clinical instructor and a clinical assistant professor appear below. A document providing details on Faculty Appointments is available on the Division website (Identified as "University of British Columbia, Faculty of Medicine Policy on Clinical Faculty Appointments") and if the mentor or mentee wishes, can be downloaded and the relevant dates filled in as a guide to the mentoring process.

Year 1	Initial appointment as Clinical Instructor, for 3 years
Year 3-5	Reappointment for up to 10 years OR promotion to Clinical Assistant Professor
	OR
Year 1	Initial appointment as Clinical Assistant Professor, for up to 10 years
Year 5-10	Reappointment for up to 10 years OR promotion to Clinical Associate Professor

- Regardless of the start date, the first appointment will always end on June 30.
- The academic year is July to June
- Maternity and parental leaves automatically extend the clock by 1 year per birth/adoption unless waived
- For clock extensions, add an additional year within that appointment period

Useful Forms to assist you in your mentoring activities.

1. Mentoring Agreement

The following is a sample mentoring agreement. A mentoring agreement between a mentor and a mentee entering into a new mentoring relationship can empower both parties and avoid problems further down the line. We recommend that you review and consider using this form (or modifying as you wish) at the first meeting. This form is available on the Division website (identified as "**Mentoring Agreement Form**") for you to download and use.

<table>
<tr><th colspan="3">Mentoring Agreement</th></tr>
<tr><td>Mentor</td><td colspan="2"></td></tr>
<tr><td>Mentee</td><td colspan="2"></td></tr>
<tr><td colspan="3">Purpose and desired outcomes of the mentoring relationship:

Activities to be conducted:

Expectations:

Communication methods and frequency:

Actions to take if problems arise:</td></tr>
<tr><td colspan="3">I agree to enter this mentoring relationship as defined above and will maintain confidentiality.</td></tr>
<tr><td colspan="2">Mentee:</td><td>Mentor:</td></tr>
<tr><td colspan="2">Date:</td><td>Date:</td></tr>
</table>

2. Confidential Documentation of Meetings

You may keep a record of meetings between you and your mentee. These records should be kept in confidence between you and your mentee. You may choose any approach to documentation that you consider appropriate. You may find one of the following forms useful to document meetings. Both are on the Division website. The "**Confidential Record of Mentoring Meeting"** has been in use for some time by some mentors. The "**GROW Model Record of Mentoring Meeting"** form was developed at the University of New South Wales and is suggested by the Faculty of Medicine as a useful guide to prepare for and document a mentoring session. The record form is self-explanatory. You may elect to modify one of these forms, to create your own, or to simply record notes in free form. The expectation is that you maintain records of your meetings and use them to support a productive and successful mentoring relationship.

2. a. Confidential Record of Mentorship Meeting

Name of Mentee:		
Date of Meeting:		
Example Items for Review *One item can become a major topic of current/future meeting.* Examples of Items:	**Milestones** *The whats, whens, and hows – a major (ex: setting up an office) or a minor task (ex: getting multi-media assistance) is accomplished*	**Barriers** *Steps to resolve barriers – Bureaucratic, Administrative, Social, Others…*
1. Clinical Practice: - Billing number, tracking of billing - Getting office support- - Receptionist/typing - Advertising - Sharing/Solo Office - developing professional profile, expertise - accessing clinical resources Participation in CME delivery		
2. Teaching - Faculty development syllabus for courses on teaching improvements - Multi-media assistance - Peer review of teaching (small group, lectures)		
3. Promotion - Review of promotion requirements - Getting in order: cv, publication list, referees, teaching evaluation…		
Potential items for discussion with Division or Department Head		
1.		
2.		
Proposed focus/topic(s) and date for Next Meeting:		

2 b. Optional Preparation and Documentation Tool for Mentoring Meetings using the GROW Model

Name of Mentee: _____

Date of Meeting: _____

***G*oal:**

_____
_____
_____

***R*eality**

1. Accomplishments to date:

_____
_____
_____

2. New Challenges:

_____
_____
_____

***O*ptions**

_____
_____
_____

***W*rap-up**

1. Strategies to achieve goal:

_____
_____
_____

2. Evidence of progress: How will you know you're making progress?

_____
_____
_____

3. Milestones: Sketch a brief timeline of milestones:

_____
_____
_____

3. Notification of mentoring Program that a meeting has occurred.
The Division of Cardiology wishes to do everything it can to support the mentoring program and to ensure that meetings are taking place. After each mentor-mentee formal meeting, the mentor is requested to go to the Division website, complete the "Mentorship Meeting Documentation" form, and to forward it to the administrative assistant, Marilyn Robertson (Marilyn.robertson@vch.ca). The content of the meeting remains private between the mentor and mentee – the form simply documents that a formal meeting took place.

MENTORSHIP MEETING DOCUMENTATION FORM

This form is available on the Division of Cardiology website https://www.ubccardio.com/mentoring-program/ where it can be completed and forwarded to the Division Mentoring Program Assistant marilyn.robertson@vch.ca after every meeting.

This form simply documents that a mentorship meeting took place. The mentor is responsible for making whatever documentation of the meeting is thought to be appropriate and should store the information in their office files.

Mentee _____

Mentor _____

Meeting Date _____

Meeting Place_____

Documentation

This should be modest and convenient for mentors. Forms are available on the Division website.

1. First meeting:
    - Mentor and mentee complete and sign "Mentoring Agreement" form for their personal records
    - Mentor makes a confidential record of the proceedings (example forms available on website)
    - Mentor completes "Mentoring Meeting Documentation" form on website
2. Subsequent meetings:
    - Mentor makes a confidential record
    - Mentor completes "Mentoring Meeting Documentation" for on website

Potentially Useful tools for Mentors

1. **Drawing on Prior Experience**.

Used thoughtfully, the following questions can help new mentors to prepare for an initial meeting with a new mentee, or as a refresher later in the relationship.

Instructions: Take a couple of minutes to think about your past mentoring experiences and write brief answers to these questions. A mentoring experience can but need not be a formal institutional mentoring experience.

1. Identify the three most important mentors in your life.

2. Why did you pick these three? What made the experience worthwhile and meaningful?

3. What lessons can you bring to your new role as a mentor?

Adapted from: Zachary, L.J. (2005). Creating a Mentoring Culture. JosseyBass: San Francisco.

2. A Skills Inventory

The following skills inventory will help mentors to be aware of their strengths and limitations as mentors. It is important to remember that a mentor need not be infallible, or as Rabatin (2004) puts it, "…successful mentoring is less distinguished by innate personality than by supportive behaviours." The skills listed on the worksheet are learnable skills and attainable goals.

Instructions: Before your initial mentoring meeting, take a moment to review each of the eight mentoring skills and indicate how comfortable you are in using it by checking one of the two columns: high comfort level or low comfort level.

Skill	**Comfort Level**		**Skill**	**Comfort Level**	
	high	**low**		**high**	**low**
1. Brainstorming	☐	☐	5. Goal setting	☐	☐
2. Brokering relationships	☐	☐	6. Problem identification	☐	☐
3. Actively listening	☐	☐	7. Managing conflict	☐	☐
4. Fostering accountability	☐	☐	8. Providing feedback	☐	☐

Adapted from: Zachary, L.J. (2005). Creating a Mentoring Culture. JosseyBass: San Francisco.

References

A. **Essential for you as a mentor**

1. https://www.ubccardio.com/mentoring-program/ The Division of Cardiology Website Mentoring Program portal lists downloadable versions of this **Guide to Mentoring**, all the forms referred to in this document, the **Early Career Faculty Mentoring Handbook - UBC Faculty of Medicine**, and additional materials you may find useful.
2. https://medicine.med.ubc.ca/faculty/mentorship-program/

B. **Useful for you as a mentor**

1. Early Career Faculty Mentoring Handbook. UBC Faculty of Medicine. This handbook was developed by a number of senior Faculty of Medicine colleagues and is available on the Division of Cardiology website. It is based on the latest research on mentoring in the field of medicine and is tailored more specifically to the UBC Faculty of Medicine. It discusses topics such as “What is mentoring?”, “What are the benefits?”, “How do I give it?” and provides an extensive list of references.
https://med-fom-medicine.sites.olt.ubc.ca/files/2026/08/A-Guide-for-Mentors-updated-2026.pdf
2. The University of British Columbia, Faculty of Medicine Policy on Clinical faculty Appointments. https://med-fom-faculty.sites.olt.ubc.ca/files/2026/03/FoM-Policy-on-Clinical-Faculty-Appointments-w-Criteria-FINAL-Feb-2026.pdf
3. UBC Department of Medicine. Education Resources.
https://medicine.med.ubc.ca/education/resources/.

C. **Essential for your mentee**

1. http://www.ubccardio.com The Division of Cardiology website.
2. https://medicine.med.ubc.ca/ The Department of Medicine website.
3. https://medicine.med.ubc.ca/research/our-research/ The Department of Medicine Research page
4. https://research.ubc.ca/about-vpri This is the website of the UBC VP Research and Innovation and is a source of extensive information on all of UBC’s research management.
5. https://research.ubc.ca/new-faculty-research-orientationThis website is maintained by the VP Research and International and offers extensive general and research-specific orientation materials directed at new faculty members.
7. https://hr.ubc.ca/working-ubcAn online, self-serve orientation tool directed at new UBC faculty members.
8. The University of British Columbia Faculty of Medicine Policy on Clinical faculty Appointments. https://medicine.med.ubc.ca/faculty/faculty-appointments-2/clinical-faculty-appointments/
9. UBC Department of Medicine Education Resources.
https://medicine.med.ubc.ca/education/resources/