

## **Mentoring Plan Template**

The Mentoring Plan is designed as a template to be individualized by each fellow and his/her primary mentor at the start of the research fellowship, and revisited and revised prior to each Mentoring Committee meeting. As such, it is a living document that will evolve as each trainee progresses in their career development.

The goal of the template is to formalize the plan for the mentee to develop the research, teaching and mentorship skills necessary for a successful career. The plan is designed for a career as a physician-scientist, but can be adapted for other types of careers. The plan was developed with guidance from the six core competencies for research fellows developed by the National Post-Doctoral Association, which include: 1) Discipline-specific conceptual knowledge; 2) Research skill development; 3) Communication skills; 4) Professionalism; 5) Leadership skills; and 6) Responsible conduct of research.<sup>1</sup>

This template will initially be filled out prior to the first Mentoring Committee meeting, which should take place no later than four months after the beginning of the fellow's first research year. During this time, the mentee and mentor will discuss mutual expectations of their individual roles (including work schedule and frequency of meetings) in addition to the general topics listed below.

Once completed, the template will be reviewed and updated before each Mentoring Committee meeting. Committee members will assess how well the mentee and mentors have followed the Mentoring Plan and suggest how it might be altered to attain new or different goals.

<sup>1</sup> available from <http://www.nationalpostdoc.org/publications/mentoring-plans/> (accessed 8/20/2012)

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### **Section 1: Identifying Information**

**Mentee:**

**Primary Mentor:**

**Focus Area(s):**

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### **Section 2: Mentee Career Goals**

**I. Overall Career Goal:**

**II. 1-Year Career Goal:**

**III. 5-Year Career Goal:**

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### **Section 3: Acquisition of Discipline-Specific Conceptual Knowledge and Research Skill Development**

**I. Brief description of mentee's planned research project(s) and proposed meeting abstract and journal submission targets:**

**II. Identification of specific research skills that will be needed to complete research projects in mentee's specific area of interest:**

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### **III. Structured plan on how these skills are to be acquired**

(For example: training in laboratory techniques and safety to be provided by primary mentor; statistical methods and trial design taught by mentor with additional learning through classes to be taken through the UW School of Public Health and Community Medicine; attendance at workshops, cyber-seminars or lectures on specific methods offered by ITHS, etc.)

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## **Section 4: Plan to Learn Basic Principles of Scientific Conduct, Effective Communication of Research Findings to Colleagues, and Receipt of Constructive Feedback**

### **I. Anticipated Presentations**

(Describe expectations about number of times each year, and dates, if known, the fellow will present at works-in-progress sessions, lab or research group meetings, research conferences, etc. Mentor should plan to attend each to provide feedback.)

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### **II. Anticipated Publications**

(Describe expectations about number of manuscripts to be submitted each year, including both first-author publications with mentor as senior author, and collaborations with colleagues; outline potential target publications.)

1. First-author manuscripts per year:
2. Collaboration manuscripts per year:
3. Publications in progress per year:

### **III. Timeline for Planned “Fellowship” Grant Submissions**

(Outline planned mentored grant submissions during research fellowship; to include individual NIH NRSA, small professional society grants, foundation awards, etc.)

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### **IV. Timeline for Planned “Fellow-to-Faculty” Transition Grant Submissions**

(Outline planned mentored grant submissions during research fellowship; to include individual K Awards, institutional K awards, and “plus funding” including small professional society grants, etc.)

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## **Section 5: Career Development**

### **I. Professionalism**

(Briefly describe plans for how the mentor will provide instruction in professional practices to the mentee on a regular basis. For example: this will likely occur in the research environment and will include role modeling and open discussion of importance of professionalism and ethical conduct of research through one-on-one and group meetings; attendance at core ethics conferences [see Section 6 below], formal and informal instruction in fundamentals of scientific method, protection of human subjects, interactions with Internal Review Boards, laboratory safety, standards of professional practice, etc.)

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## **II. Development of Mentorship and Leadership Skills**

(Briefly describe plans for how the mentor will aid in the mentees' development of these skills - expected to be an increasing focus as fellowship progresses. For example: 1) Supervised mentorship by mentee of residents and medical students participating in research projects, 2) Mentors will provide teaching and will role model how to effectively manage research staff through participation in lab meetings or research team meetings and collaboration with research staff, 3) Mentor will take opportunities to promote mentee's involvement in professional societies, etc.)

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### **Section 6: Training in the Responsible Conduct of Research**

(Briefly describe plan for training in specific topic areas to include: 1) conflict of interest, 2) data acquisition and ownership, 3) peer review, 4) responsible authorship, 5) research misconduct, 6) researcher/trainee responsibilities, 7) collaborative science.)

- Participation in the UW BRI Series (Attend 5 lectures, covering each of the subjects above, and 3 discussion groups once during postdoctoral training period.)
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### **Section 7: Resources That Will Be Provided to Support Mentee**

(Briefly describe resources that will be provided by the primary mentor and/or Division to support mentee's attainment of the goals outlined in sections 2 - 6)

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### **Section 8: Plans for Ongoing Mentoring Meetings**

(Briefly describe the frequency of meetings planned between the mentor-mentee and with the Mentoring Committee)

1. Mentor-mentee meeting frequency:
  2. Plan for scheduling these meetings:
  3. Mentoring Committee meeting frequency (no less than two per academic year):
  4. Plan for scheduling these meetings:
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### **Section 9: Review of Curriculum Vitae**

(Attach formal CV for mentor and Mentoring Committee to review)

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## **Section 10: Formal Evaluation**

### **I. Evaluation of Mentee Progress**

Review of mentee's progress towards each of the above outlined milestones will occur semi-annually at the Mentoring Committee meetings; written evaluation will be prepared by mentor and shared with mentee, Mentoring Committee members, Fellowship Director, and Division Head on at least an annual basis.

**II. Evaluation of Mentor**

Each mentee will fill out an anonymous evaluation of their mentors on an annual basis; data from multiple mentees will be reviewed by the Training Grant Directors or Division Head and the general principles will be shared with all mentors at regular intervals in order to provide constructive feedback while protecting trainee anonymity.

**Signature of Mentee:**

Signature of Mentee	Month/Day/Year	Signature of Mentee	Month/Day/Year

**Signature of Mentor:**

Signature of Mentor	Month/Day/Year	Signature of Mentor	Month/Day/Year