INFLUENTIAL MENTORS

A Guidebook for Building Mentoring Skills and Capacity

Ethiopian Edition

DAWN L. COMEAU
WITH
MILIARD DERBEW AND DAMEN HAILE MARIAM

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Influential Mentors: A Guidebook for Building Mentoring Skills and Capacity – Ethiopian Edition was supported in part by funding from the Fogarty International Center at the National Institutes of Health (grant numbers D43TW010143 and D43TW009127). Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the authors and do not necessarily reflect the views of the organizations or agencies that provided support for the project.

Suggested citation: Comeau, Derbew & Mariam (2019). *Influential Mentors: Developing Mentoring Skills and Capacity. Ethiopian Edition.* Atlanta, USA and Addis Ababa, Ethiopia.

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PREFACE

We are excited to present this guidebook to you because good mentoring relationships transform lives — and we think this guidebook will help create good mentors. A mentor inspires younger professionals to achieve the most they can out of their careers and live up to their highest potential. Mentors help their mentees overcome discouraging setbacks and struggles that seem impossible to solve while offering encouragement and support. Mentees, on the other hand, share their ambition and excitement about beginning their career under the guidance of an expert in their field or a colleague who has wisdom from years of experience. All mentoring relationships are unique due to the exceptional qualities of the individuals invested in the relationship, but they have in common the potential to create positive change in our lives and thus benefit our research, colleges, universities, and healthcare settings. Mentorship creates important connections between people that drive work that is meaningful, impactful, and cultivates a sense of pride. We hope this is the beginning of a series of texts and training materials that can be used to build mentoring capacity in Ethiopia.

How this guidebook came about

This guidebook was developed as a tool to help researchers and academic leaders improve mentoring skills and expand mentoring programs. Ethiopia has a long tradition of older people sharing wisdom and information with younger generations, but this has not necessarily been called "mentoring." Recently, more formalized mentoring has begun throughout the country. This includes multiple, long-term collaborations aimed at improving mentoring and research capacity at Addis Ababa University and partnering institutions.

Influential Mentors: A Guidebook for Building Mentoring Skills and Capacity (Ethiopia Edition) was developed by the principal investigators and leadership team from the MEPI* Scholars Clayton-Dedonder Mentorship Fellows Program in Global HIV/AIDS Research and Research Training at Addis Ababa University ("CD Mentor Training"), a program funded by the Fogarty International Center (FIC).† The CD Mentor Training program, held at Addis Ababa University, was adapted from evidence-based programs[1-5] and informed by needs assessment and evaluation data collected in Ethiopia.[6] The six-month program, based on adult learning theory, included a foundational week-long intensive course on mentoring skills, monthly journal club sessions with readings from the literature on mentoring, leadership training, and a final three-day course with additional skill-building activities focused on institutional as well as individual change. Participants in the program were physicians and Ph.D.-level junior faculty at Addis Ababa University committed to a career in HIV/AIDS research.

CD Mentor Training was funded by a supplemental grant for the MEPI Scholars Program for Developing Research Capacity of Junior Faculty at Addis Ababa University (MEPI-JF) also funded by the Fogarty International Center.‡ The purpose of MEPI-JF is to improve research capacity by creating cohorts of core faculty with specialized research skills and careers in four scientific disciplines: HIV/AIDS and related infections, maternal and child health, non-communicable diseases, and mental health. The program consists of didactic and mentored research training. Mentorship is provided by mentoring teams, which include a senior faculty member from Addis Ababa University and a mentor from one of three U.S. partner collaborating institutions — Emory University, University of Wisconsin, and Johns Hopkins University. MEPI-JF closely collaborates with the NIH FIC-funded Ethiopia-Emory TB Research Training Program (EETB-RTP) which builds TB research and mentoring capacity in Ethiopia.§ EETB-RTP is a collaboration

* MEPI is the acronym for the Medical Education Partnership Initiative. See https://www.fic.nih.gov/Grants/Search/Pages/MEPI-OGAC-Ethiopia.aspx and https://www.fic.nih.gov/Programs/Pages/medical-education-africa.aspx for more information.
† MEPI-JF grant number is FIC NIH D43TW010143
‡ For more information about the program, visit https://www.fic.nih.gov/Grants/Search/Pages/mepi-jr-faculty-TW010143.aspx
§ EETB-RTP grant number is FIC NIH D43TW009127. For more information about the program, visit https://www.fic.nih.gov/Grants/Search/Pages/gid-D43TW009127.aspx

between Emory University, Addis Ababa University, Armauer-Hansen Research Institute, and the Ethiopian Public Health Institute. Like MEPI-JF, EETB-RTP provides in-country didactic and mentored research training to build research capacity for TB research and is funded by the Fogarty International Center.

We are grateful to the Fogarty International Center for supporting these programs. We are also thankful for the mentors and mentees who participated in these trainings and provided valuable feedback on how to improve the materials. We are grateful for the leaders of the projects who continue to invest time and resources into mentor training to cultivate influential mentoring relationships and improve research capacity. We hope this guidebook is the first edition with many to follow as the needs for mentoring continue to grow and change in Ethiopia.

HOW TO USE THIS GUIDEBOOK

The activities in this guidebook are aimed at academic researchers but can be used with a wide range of faculty, undergraduate and graduate students, postdoctoral fellows, residents, clinicians, and health professionals and staff. The text is geared towards faculty and university leadership who are relatively new to mentoring but have likely experienced aspects of mentoring throughout their academic and scholarly pursuits. Most of the content of this guidebook is based on mentoring literature and mentor training curricula in the United States and our own needs assessment and evaluation data from implementing and evaluating pilot mentor training sessions in Ethiopia.[6]

To receive the optimal value of this guidebook, it is best to complete the chapters in order. However, each chapter is also designed to be used independently. The role of self-reflection is essential as you read and complete the activities in the chapters. The guidebook can be completed independently by an individual, but we encourage people of similar ranks and positions to form small working groups to read, discuss, and complete the activities together. Mentoring is not "one-size-fits-all." In other words, each individual has distinct talents, skills, and experiences to bring to mentoring. Thus, there might be a wide range of responses to the activities and questions in this guidebook. We encourage diversity as there

are multiple ways to become a successful mentor. It is beneficial to share these ideas with colleagues and peers to build mentoring capacity. We also encourage you to think critically about these ideas and consider how they fit within the context of your own lives. In cases where these ideas do not fit, develop new ideas that are important to grow mentoring relationships in your own life, department, school, or community.

WHAT TO EXPECT IN EACH CHAPTER

In Chapter 1, we provide an overview of mentoring definitions and concepts. The chapter outlines typical roles and responsibilities of mentors and mentees. At the end of the chapter, the activities lead mentors through a series of questions that identify their unique values and desired goals as a mentor. Most importantly, the chapter includes a table that solicits comparisons and clarifications between the roles of mentors, supervisors, advisors and other similar positions.

In Chapter 2, we focus on setting expectations between mentors and mentees to develop a solid foundation for a successful relationship. The chapter includes guidance on how to create an individual development plan (IDP) that is used for mentees to outline their career goals and receive feedback from their mentor. We also share how to develop a mentor-mentee agreement which is a written document that describes the key dimensions of the mentoring relationship.

Chapter 3 focuses on building strong communication skills between mentors and mentees. We provide guidance on how mentors can give mentees feedback in ways that are more likely to be applied by mentees. These tips are essential for successful mentorship given that communication is at the core of all mentoring interactions.

In Chapter 4, we review important considerations for building diverse mentoring relationships. The chapter includes a discussion on how to mentor across different cultural and social identities. The chapter provides models and strategies for mentors to use to ensure they are considerate of the diverse needs of mentees who come from a wide range of backgrounds.

Chapter 5 is a bit different from the other chapters as it is written directly to the mentee. We urge mentors to review the chapter and then share it with their own mentees. The chapter provides activities that allow mentees to thoughtfully determine how to select and approach a mentor. The chapter guides mentees on how to use their mentor's time effectively and efficiently in order to optimize the benefits of the relationship while remaining respectful and professional.

In Chapter 6, we address building mentoring capacity in an academic department, school or university. The activities take each reader through a structured process to identify how mentoring fits within the realm of the department or university's mission and vision, and concrete steps for developing and implementing a mentoring program.

Chapter 7 provides strategies on how to evaluate mentorship and mentoring programs. This is a critical component to successful mentorship. Mentoring relationships and programs should be monitored and adapted to the changing needs of faculty, students, and academic and health care settings.

As part of this guidebook, we interviewed several Ethiopian physicians and scientists about the people who influenced their career and life decisions. These people were not called "mentors" but they filled mentor-like roles and responsibilities. We have paraphrased excerpts from these interviews and included them in between the chapters in the guidebook.

At the end of the guidebook, we provide a list of additional resources on mentoring that go into more depth on some of the topics we cover in the guidebook.

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ACKNOWLEDGMENTS

We would like to thank the many colleagues who were influential in the creation of this guidebook and the MEPI Scholars Clayton-Dedonder Mentorship Fellows Program in Global HIV/AIDS Research and Research Training at Addis Ababa University (CD Mentor Training). Several colleagues at the NIH's Fogarty International Center have been instrumental in this work. We would like to thank Dr. Marya Levintova, who is the program officer for CD Mentor Training. Marya, your guidance and support, and enthusiasm for this work, made this program happen. We are also very grateful for Dr. Flora Katz, who is the program officer for MEPI-JF, the parent award that provided the framework for implementing CD Mentor Training. We would like to thank Dr. Barbara Sina, the program officer for the Ethiopia-Emory TB Research Training Program (EETB-RTP). Barbara, your dedication to improving mentoring and research capacity has enabled collaborations and programs like these to succeed.

At Emory, we would like to thank our long-term colleague, Dr. Henry M. Blumberg, who provided feedback and guidance on the components of the CD Mentor Training program and has provided instrumental support for building research mentoring capacity at AAU and partnering institutions. We would like to thank Drs. Carlos del Rio and Jeannette Guarner for conducting leadership training as part of the CD Mentor Training program. Lisa Sthreshley, we are also grateful for your generous support throughout the grant submission and program implementation. Ilyssa Tamler, your assistance was instrumental in preparing for the training and evaluating the sessions. We would like to thank our editors, Jessica Lian and Hannah Nicol, for their detailed suggestions and thoughtful recommendations about our use of language and the topics, content, and activities. Your feedback was imperative to the success of this guidebook and an inspiration.

The core of this program was supported by many dedicated faculty and staff at AAU. We appreciate Professor Zerihun Woldu, Director for Research and Technology Transfer, Addis Ababa University and Dr Dawit Wondimagegne, Chief Executive Director of the College of Health Sciences Addis Ababa University for their support and the success of the program.

CD Mentor Training, and this guidebook, would not have been possible without the enormous effort on behalf of the MEPI office staff. We would like to thank Meseret Yohannes, Habtamu Messel, and Yeshi Haile for helping arrange all of the training accommodations, materials, and overseeing communication. We are thankful for Adiam Nega, who assisted with the program evaluation and the monthly meetings.

Most of all, we are grateful for the participants in the CD Mentor Training program. The senior mentors in the program, Drs. Aster Tsegaye, Ahmed Ali Ahmed, and Workabeba Abebe, assisted with leading activities and advising the mentees. The senior mentors from the United States, Drs. Jessica Sales, Igho Ofotokun, Vincent Marconi, and Anandi Sheth, helped facilitate training sessions, gave presentations on their research, and shared their own wisdom on mentoring.

The fellows who participated in CD Mentor Training allocated precious time to learning about mentoring, developing skills, and determining how to build mentoring capacity in their own departments and divisions. We are grateful for their sincere engagement with the material, thoughtful reflections, and openness to sharing their own experiences. The fellows developed a co-learning environment, which allowed for meaningful discussion about mentoring and the possibility of using mentoring to build human capacity. The CD Mentor Training fellows are Abdurezak Ahmed, Fewzia Shikur, Tewodros Haile, Dawit Kebede, Amir Sultan, Eskedar Ferdu, Bethelhem Berhanu, Hayat Ahmed, Ato Zemenu Tamir, Hiwot Yeshitila, Tinsae Alemayehu, Anteneh Eshetu, Elham Sani, Betelehem Belay, Hewan Getachew, and Medhanit Demeke. We know these fellows are already building influential mentoring programs in their departments and positively impacting the professional development of their junior colleagues.

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I have had people who teach and support me for over 14 years. One of the most important people who guided my career was my teacher and supervisor during my internal medicine residency. He taught me important skills and he still inspires me today. He helped me succeed in tough times when it was very difficult to be a resident. He provided hands-on training. He didn't just tell me what to do, he asked me to do it while he watched. He made sure that I knew the things that I needed to know to be a good physician. He was very well-versed in the subject matter. He knew the details. He was up-to-date on the most important science and practice. He was somebody to whom you cannot tell something new— even if I read the whole night and for many days—he knew everything. He knew the subject matter very well and he transferred his knowledge to me. He has good leadership skills, and my peers and I were inspired by his skills and we have gathered those things from him. Now, we are following in his footsteps and adding a few of our own. So, we are, you know, supporting residents, undergraduate students, and now fellows as well. We are teaching them the skills, the theoretical knowledge and also helping them do some research as well.

I had another colleague who gave me opportunities in research. He opened up doors for me. And he also inspired me, he encouraged me to go in the line of conducting clinical research as well and also to be supportive for the junior faculty. In those days, we didn't know the term "mentor" but that is what he did. It was not in the structured way of the mentor-mentee relationship. But he was a kind of positive person who was willing to support me and to make progress ahead.

Internist and Endocrinologist, Internal Medicine
Assistant Professor, Addis Ababa

CHAPTER 1

Becoming a Mentor

In This Chapter

Definitions of mentor

Types of mentors and mentoring

Mentoring characteristics

Phases of mentoring

Learning Objectives

By the end of this chapter, participants will be able to:

- **Develop a purpose statement to guide mentoring**
- **Identify core values for mentoring**
- **Describe the roles and responsibilities of mentors**
- **Distinguish between mentors, advisors, and supervisors**
- **Identify personal strengths that contribute to mentoring**

Introduction

It is a true gift to impart knowledge on someone from a younger generation, ensuring they have the wisdom, support, and motivation to improve science that betters our local and global communities. Although there are many mechanisms for knowledge transfer, mentoring is a unique method that involves an older, experienced senior person sharing critical information with a younger, less experienced junior person navigating the barriers to a thriving career. The responsibility of a mentor is significant: to create a relationship that pairs experience, wisdom, and expertise with new ideas, questions, and obstacles that are part of the learning process. In this chapter, we discuss the foundations of becoming a mentor. This includes a general overview of the definitions of mentorship, discussion about the characteristics of successful mentoring relationships, and activities that allow new and experienced mentors to examine their own preparedness for entering and maintaining mentoring relationships. Take time to absorb the text and complete the activities. Self-reflection is the foundation for decisions that fulfill mentoring goals and obligations.

Defining mentorship

A mentor is a trusted counselor or guide who provides support, wisdom, knowledge, and expertise to a mentee. Mentoring relationships support and promote robust career development by ensuring that professionals who are advanced in their field transfer knowledge to those who are new to the profession. In a university setting, mentoring occurs when “faculty with useful experiences, knowledge, skills, and/or wisdom” provide “advice, information, guidance, support, or opportunities to another faculty member or

student" to advance their professional development.[1] Mentoring requires commitment and active engagement from both the mentor and mentee, along with a willingness in both to invest time into the relationship to attain career goals.[2] Mentoring relationships vary along a continuum, with some lasting short periods of time (months to years) and others lasting much longer (decades to a lifetime). According to Gordon F. Shea (1994), mentoring is a:

> Developmental, caring, sharing, and helping relationship where one person invests time, know-how, and effort in enhancing another person's growth, knowledge, and skills, and responds to critical needs in the life of that person in ways that prepare the individual for greater productivity or achievement in the future.[3(p13)]

In some cases, mentoring may seem like a hierarchical relationship because the mentor is typically a senior professional with a higher rank and position than that of the mentee. However, mentoring models and theories encourage approaching mentorship as a mutually beneficial and shared learning experience. Lois Zachary,[4] a prominent author on mentoring, explains:

> Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibilities and accountability for helping a mentee work toward achievement of clear and mutually defined learning goals. Learning is the fundamental process, purpose, and product of mentoring.[4]

There is a range of activities that take place in mentoring relationships. The activities of mentors are determined by their own unique background, expertise, and skills, in addition to the desired career outcomes and developmental goals of the mentee. For example, the typical role of a research mentor might include: advising a mentee about research project design, methods, and implementation; providing feedback on research proposals, manu-

scripts, and conference presentations; advising mentees about service work such as joining committees, review boards, and leadership roles; providing guidance on the promotion process; and assisting with balancing family or personal life with career demands. Mentors often teach "hard" skills like research methods as well as "soft" skills such as navigating academic culture and hidden politics.

Mentoring leads to positive outcomes for mentees. For example, in the case of research mentoring, the mentor teaches the mentee important skills about research methods, conducting experiments, writing protocols, and publishing articles. Research studies on mentoring show that mentored individuals are more productive and have increased knowledge and skills. Mentees also experience greater work satisfaction, more promotions, higher salaries, decreased negative work-related experiences, and a greater commitment to their work. Mentoring increases leadership skills, contributes to establishing networks for the mentees, and increases opportunities to work with key decision makers.[5,6] Additional benefits for mentees include decreased feelings of alienation or isolation in the workplace. Mentored persons are also less likely to experience stress and conflict,[7] and more likely to continue the tradition of mentorship by becoming a mentor later in their own career. Thus, mentoring is a "resonating phenomenon" which offers a return on investment beyond a single mentoring pair.[6,7]

Mentors likewise benefit from the mentoring relationship. The mentee teaches the mentor about new technology and important generational differences. Mentors report "learning from mentees about new information and trends." Mentees are likely to energize mentors with their enthusiasm and excitement at the beginning of their careers.[2,5] Mentors experience the deep satisfaction of knowing that they are directly contributing to the success of the next generation of researchers and health care professionals. Mentors also report increased "free time for alternate pursuits," "improved job performance through exposure to new ideas," "advancing their

own professional development," "increased confidence in their work," and more reflective thinking about their own career.[7-9] Additional benefits to mentors include enhanced managerial skills, inspiration, and recognition or reward for successful mentoring relationships.[5] Organizations also benefit from lower turnover of employees at institutions where mentoring exists.[5,6]

Different types of mentoring

Mentoring teams. At times, it is essential to have more than one mentor to support and meet the needs of a mentee. If a mentee has a wide range of research and career interests, they may seek multiple mentors to assist with various areas of their career development. This is especially important if the primary mentor does not have expertise in a certain area of the mentee's interest. A team of mentors provides a diverse, comprehensive perspective on career goals. However, having a mentoring team also requires efficient management by the mentee. Mentors might unknowingly (or knowingly) express conflicting points of view or offer contradictory advice to the mentee. This can become confusing if the mentee does not have a clear plan on how to integrate the perspectives of numerous mentors.

Primary mentor. The primary mentor is the mentor who is most aligned with the mentee's career goals and interests. The primary mentor typically has the most influence and decision-making impact. For example, if others on the mentoring team express contradictory opinions about the mentee's career path, the primary mentor might be able to synthesize the mentors' points of view and develop one course of action with the mentee.

Research mentor. A research mentor is a mentor selected with the purpose of leading the mentee through their research training, projects, and career goals. Typically, a research mentor is selected because the mentor's area of expertise closely aligns with the mentee's area of interest. Research mentors might also be selected to guide mentees through specific research methodologies and analytical techniques. Research mentors may additionally have im-

CHOOSING YOUR RESEARCH MENTOR

The National Institutes of Health (NIH) offers a comprehensive description of mentoring as it pertains to research education and training.

> "The best mentors are advisors, coaches, counselors and supporters all at the same time. They are experienced scientists who guide your research, but also challenge you to develop your independence. A good mentor will help you define your research goals, and then support you in your quest to achieve them. He or she will share knowledge, provide encouragement, and hopefully inspire you…above all, your mentor should be someone you trust to always keep your best interest in mind.[10]

Learn more about the NIH and the role of mentors in research training programs by visiting their website:
https://www.training.nih.gov/mentoring_guidelines

portant resources which can enable mentees to accomplish their research projects and career goals. Typically, the long-term goal of a research mentor is to facilitate the mentee's advancement to an independent investigator who secures grant funding for a portfolio of research projects which influence large-scale public health, policy, or government initiatives.

Career mentors. A career mentor might not have research expertise in the same area as a mentee but instead provides relevant career development insights based on their own career experience. A career mentor's experience allows them to guide the mentee through navigating institutional politics, making short- and long-term career decisions, and handling work-life balance. Career mentors might also provide helpful insights into working with other mentors on the mentoring team.

Peer mentoring. Peer mentoring involves small groups of professionals at a similar career rank or at a similar point on their career

trajectories (i.e. assistant professors). Peer mentors may meet and provide career advice to others experiencing parallel challenges and opportunities. Typically, peer mentoring is non-hierarchal and functions as a mechanism for information sharing and career development support.[2]

Group mentoring. Group mentoring refers to one or two mentors guiding a small group of mentees with a specific set of skills or through a specific project. Rather than meeting one-on-one with each mentee, mentors hold group meetings so that the mentors can provide guidance to all mentees at one time, and mentees can learn from each other through group discussion. Group mentoring reduces the time burden on mentors who are responsible for mentoring numerous mentees. Mentors can provide guidance to the mentees all at once rather than repeating the conversation at each individual mentoring meeting.

Distance mentoring or e-mentoring. In some situations, there are not any mentors with the time and expertise available in the same locale as the mentee. Mentoring relationships can take place over the phone and email as well as through video calls and chatrooms. These mentoring relationships can add substantial value to a mentee's career if both the mentor and mentee agree on regular communication and commit to sustaining the relationship.[11]

Elements of mentoring relationships

Mentoring relationships begin in diverse ways. In most situations, a junior faculty member or student will approach a more senior colleague and ask them to be their mentor. The mentor is chosen because they have a successful career in a similar area as the mentee, and therefore the mentee will benefit from the mentor's experiences, skill, professional networks, and wisdom. In some cases, organizations develop mentoring programs and assign mentors to mentees. At times, a supervisor can also be a person's mentor. For example, a director of a laboratory might mentor several laboratory scientists so that they can accomplish independence as researchers.

Functions of Mentors

Research and career mentors will sometimes overlap in responsibilities. These roles might be distinct but not mutually exclusive.

Research Mentor	Career Mentor
• Teach important research skills • Provide guidance on research design and implementation • Review human subjects protocols • Review data and analyses • Provide feedback on manuscripts for publications • Guide mentees in finding and applying for funding opportunities • Review research presentations for scientific conferences • Connect mentees with a network of researchers in their field	• Advise about time management and work-life balance • Help guide promotion processes • Provide helpful resources for career development opportunities • Expand mentees' professional networks • Share informal knowledge about institutions and professional organizations • Aid in decision-making • Encourage, support, and advocate

Although many types of mentoring relationships can be successful, some key attributes to effective mentoring can be found in most mentoring relationships.

Time and availability (including frequency and format of meetings). A mentor must make time for their mentee in order for the relationship to succeed. However, the amount and duration of time can vary from one mentoring relationship to the next. Some faculty and administrators advocate for weekly meetings, particularly when a mentee has intense project responsibilities and deadlines or is in a rapid period of career or professional growth. If a mentor and mentee work in the same laboratory or office, it is possible that they might meet in person frequently to go over the mentee's progress because they are in close proximity to one another, and the success of the laboratory requires frequent contact. In other situations, it is adequate for mentors and mentees to meet every month, or every several months, to review the mentees' accomplishments, refine their goals, and ensure they are on track for success. The frequency of the meetings and the format (phone, video, or in-person) should be discussed at the beginning of the mentoring relationship and adjusted as needed.

Development of goals. A good mentor works with their mentee(s) to develop clear, feasible research and career goals that are attached to a concrete timeline. These goals should be discussed and agreed upon at the beginning of the mentoring relationship, and revisited and revised as needed throughout the mentoring relationship. Chapter 2 shows an example of an individual development plan (IDP) that provides a format to articulate clear, agreed-upon goals.[2]

Accountability and progress. A clear plan for the mentee, like an IDP, facilitates tracking and measuring of progress. It is a mentor's responsibility to review the mentee's progress, celebrate major milestones, and provide support when the mentee's work is halted due to unforeseen challenges and obstacles.[2] It is a mentor's responsibility to initiate difficult conversations with mentees when

their progress is inadequate, or their work does not meet standards.

Excitement and enthusiasm. Mentors create a relationship in which mentees are able to share their excitement and enthusiasm for career goals and accomplishments. If a mentee is discouraged, a mentor can remind the mentee about the importance of their work and encourage them to persevere in the face of setbacks and criticism. In return, mentees can also prompt enthusiasm in mentors. A mentee might bring a new idea to a research project or clinical practice that motivates the mentor to try something innovative. Furthermore, mentors who have more experience in a profession might feel frustrated or overextended in their careers, and a mentee can bring new hope and inspiration. Mentees can help renew enthusiasm and optimism in their mentors.

Questions and exploration. Impactful mentors ask thoughtful questions and encourage mentees to ask questions as well. Mentoring is a mutual learning relationship, and it is therefore critical for both mentors and mentees to ask questions that allow for the discovery of ideas, hopes, dreams, and goals. Through reflective inquiry, mentors will learn more about a mentee's project and perhaps more about their lives that might not otherwise be evident. Asking questions minimizes the assumptions mentors and mentees make about each other and about their work. For mentees, it is important to ask their mentors questions to ensure they are accurately understanding their mentors' advice and direction. Mentors need to ask their mentees questions which allow them to fully understand if their mentees have the skills and confidence to meet their goals. For example:

- What is the most important task for you to accomplish in the next three months?
- Reflecting on your career plan, where do you have the most confidence in your ability to achieve your goals?

- In what areas do you need additional training or support in order to meet your goals?
- How can I help you achieve your goals?

For additional questions, see "The Best Mentors Ask These 8 Questions" by Gwen Moran at **https://www.fastcompany.com/40543989/the-best-mentors-ask-these-8-questions**. In Chapters 2 and 3, we discuss the use of questions in more detail.

Listening. An important part of mentoring is listening. Mentors are typically eager to share advice and tell mentees what to do, and sometimes, mentees are eager to receive advice from mentors rather than solve their own problems. However, the best mentoring relationships provide a balance of advice and independent problem solving. At times, mentors need to resist the temptation to provide solutions. Engaging in active listening can sometimes be much more beneficial to a mentee than simply giving advice. A mentor who resists the urge to talk creates time for mentees to explore their questions as well as share experiences and knowledge. Similarly, a mentee must know when to pause and listen carefully to their mentor's concerns, praise, or guidance.

Turning mistakes into opportunity. Successful mentors allow mentees to share their mistakes without harsh judgment or criticism. Mistakes are part of the learning process and it is often difficult for mentees to reveal their shortcomings with mentors whom they admire and respect. However, mentees will not perform well in a state of fear. It is in the mentor's best interest to provide space for mentees to share their weaknesses and potential failures. Effective mentors use mistakes as an opportunity for improvement. Mentors themselves have made mistakes, and in some cases, it is helpful for mentors to share with their mentees their own failures and approaches for overcoming obstacles. Mentors can provide guidance, support, and encouragement to mentees during challenging times so that mentees can remain on course to achieve their career goals

despite setbacks. Sometimes the mentor's ability to guide a mentee through political turmoil, limited resources, personal changes, and other hurdles is the key to the mentee's success with larger, more tangible career objectives.

Celebrate, reward, acknowledge. One of the benefits of mentoring is the opportunity to witness and celebrate a mentee's success. As a mentor, take time to stop and appreciate incremental success (small achievements) as well as greater accomplishments. Contribute to a mentee's success by introducing them to influential people, nominating them for awards and fellowships, and recognizing their work publicly when appropriate.

Trust. Overwhelmingly, in workshops on mentoring, mentors and mentees mention the important role of trust in building mentoring relationships. Trust must be present in order for a mentee to feel comfortable sharing their questions and concerns with a mentor. Likewise, a mentor must trust their mentee to listen to them carefully, respect their time, and honestly report on their progress. Trust is built over time when both the mentor and mentee honor their agreements with one another and hold each other accountable for their commitment to the relationship.

Giving credit where credit is due. Successful mentors give credit to their mentees for their accomplishments. This is especially important in the era of team science and collaboration. At the beginning of the mentoring relationship, it is essential to outline the roles of the mentor and mentee on collaborative projects. If the mentor and mentee are considering co-authoring articles in peer-reviewed journals, which is essential for faculty promotion, the mentor and mentee should clarify the order of authorship. For example, it is typical in some contexts for the mentee to be the first author on a published paper about their own research while the mentor would be listed as the last (senior) author, indicating their role in overseeing the project. Giving mentees proper credit for ideas is also important in departmental decision-making, teaching ac

tivities, research analyses, and clinical practices, for instance.

Providing resources. Some mentors have the opportunity to offer mentees tangible resources such as computers, computer software, tablets, printers, office equipment, laboratory materials, and funding to attend scientific conferences and meetings. As a mentor, think broadly about what you can offer your mentees. If you cannot provide some of the aforementioned resources, help your mentee devise a strategy to secure the supplies they need to be successful.[12]

Work-life balance. Professional accomplishments occur within the context of family lives. Mentors can assist mentees with managing work demands and home life. Mentors can share their own strategies for accomplishing work goals while also caring for their families and fulfilling religious or community obligations. If a mentee is in a particularly challenging situation at home, a mentor can help a mentee manage responsibilities while still keeping important commitments at work.[12]

Phases of mentoring relationships

Mentoring relationships grow and evolve over time, and mentors and mentees must adapt to new expectations, commitments, and life circumstances. Four phases of mentoring are outlined in the *Mentee's Guide* by Lois Zachary [13(p7)] and summarized on the next page.[13]

If a mentoring relationship continues past these four phases, a mentee might develop new goals to continue their career advancement. It is also possible that the mentee might need a new mentor who can guide them through the next part of their career journey. In some instances, a mentor and mentee remain in contact with each other but without a formal agreement to be in a mentoring relationship. Mentors can continue to offer valuable insight and assist mentees with general career support or occasional difficult decision-making. For many people, mentoring starts as a short-term commitment but continues over a lifetime. In these unique relation-

ships, mentors continue to share their wisdom and guide their mentees through critical career and personal milestones. However, the relationships may feel less hierarchal and more collegial, or like family or friendships.[2]

Phases of Mentoring

Phase 1: Preparation
In this phase, the mentor and mentee prepare for their commitment to one another. This includes careful consideration of the goals of the relationship, the desired outcomes, and the steps in between.

Phase 2: Negotiating
During the negotiating phase, the mentor and mentee come to an agreement about the mentee's concrete goals, the criteria for the mentee's success and achievement, the roles and responsibilities of each person in the mentoring relationship, and a mentoring plan for achieving goals. These expectations could be outlined in the mentee's Individual Development Plan and a mentor-mentee agreement (see Chapter 2).

Phase 3: Enabling
The third phase of mentorship, "enabling," involves implementing the mentoring plan. During the enabling phase, the mentee is working towards their goals while the mentor is providing the support and direction needed to actualize these goals.

Phase 4: Coming to closure
The last phase of mentoring is "coming to closure." Closure takes place when the mentee's goals are achieved, and success is celebrated. At this point, the mentoring relationship might come to an end, or the relationship might shift to become more collegial.

Adapted from Zachary LJ. The *Mentee's Guide: Making Mentoring Work for You.* San Francisco: Jossey-Bass; 2009.

Not all mentoring relationships are successful. Some mentors commit to mentoring but do not schedule the time needed for mentees to accomplish the goals of the mentoring relationship. Moreover, some mentors are outwardly hostile and critical of mentees; this prevents growth. On the other hand, mentees can cause poor mentoring outcomes. For example, a mentee might not meet important deadlines or choose to disregard a mentor's critical advice. In some cases, there is a mismatch between a mentor and mentee due to personality traits and differences in working style, making it difficult to develop an effective mentoring relationship. In these scenarios, it is better to terminate the mentoring relationship and find new matches for the mentor and mentee. In Chapter 8, we share strategies for evaluating mentoring relationships and address how to bring closure to harmful or unproductive mentoring relationships.[5,6]

MENTORING MISTAKES

The "bad" mentor is discussed by Holmes, Hodgson, Simari and Nishimura in their article, "Mentoring: Making the Transition From Mentee to Mentor."[14] They state:

> "The 'bad' mentor (sometimes referred to as a tormentor) misinterprets the mentee's potential, fails to define appropriate professional and personal limits, and may even take credit for the mentee's work. Other attributes of the bad mentor include inappropriate praise or criticism, disregard for the mentee's opinions, and other types of unethical and, rarely, immoral behavior. Major negative qualities include exploitation, secrecy, and dishonesty.[14]

For additional examples of flawed mentoring, see "Mentorship Malpractice" by Chopra, Edelson, and Saint, in the *Journal of the American Medical Association*, 2016.[15] Read it online at **https://faculty.medicine.umich.edu/sites/default/files/resources/Mentorship%20malpractice%20JAMA%202016.pdf**

ACTIVITIES

The following series of activities are designed to help mentors become self-aware by investigating how personal interests and values can frame subsequent decisions and commitments to mentoring.

ACTIVITY 1.1: Determining your purpose

If you are considering becoming a mentor, it is likely that you have accomplished enough in your life to equip you with knowledge and wisdom that could assist many more junior people to succeed. It is also likely that in congruence with your various pursuits and successes, you have also become an incredibly sought-after and busy person. However, if you want to mentor successfully, it is important to focus your efforts on building mentoring relationships that will yield successful outcomes for you as well as for your mentees. One way to ensure that the relationships you enter into as a mentor are on track with your own life course and career path is to have a very clear understanding of your own overall career or life purpose. A purpose statement is a short, clear sentence that captures your "big picture" career aspirations and end goal. The sentence captures your unique strengths with a desired outcome for your individual life. Before taking on new mentoring responsibilities, you can refer back to that statement to ensure that the potential relationship aligns with your overall career purpose. A purpose statement is like a roadmap: it can help guide your decisions, priorities, and relationships. Here are some examples of purpose statements:

My purpose is to use my knowledge and passion to educate people about nutritional choices to achieve their best health.

The purpose of my career is to empower women to become great leaders in education.

My purpose is to lead a team of researchers to find a cure for diabetes.

To develop your purpose statement, follow the directions below.

1. Think about your personality and character traits. What character traits do you like the most about yourself? What traits do others value? Which traits are most important for you to use as you move forward in your own career? Sometimes, it is difficult to acknowledge your own strengths. However, we encourage mentors to intentionally identify and write down traits that contribute to their success.
Examples: analytical, passionate, patient, understanding, empathetic, excited, compassionate, motivated, exploratory, discoverer, leader, charismatic

List your positive traits:

_____

_____

_____

_____

_____

_____

2. Think about your strengths and talents. What comes easily to you at work? What do you enjoy doing the most at work?
Examples: teaching, seeing patients, running experiments, meeting with students, developing policies, working with faculty

List your strengths:

_____

_____

_____

_____

_____

_____

3. In a perfect situation, what would be the *end result of your life's work*?
Examples: to end HIV/AIDS, to prevent cancer, to reduce poverty, to support families, to allow everyone access to quality medical care, to make medical care affordable, to be the top surgeon in my country, to teach research skills to medical students

What do you hope to accomplish with your life's work? Write your answer below.

4. Now combine the answers from the previous questions into a single statement using the formula below. You may need to rephrase your word choices above in order to complete the exercise below.

My purpose is to use my (add your answer to question 1) and/or (add your answer to question 2) to (add your answer to question 3).

5. Write your life purpose statement below.

6. Reflect on your statement. Is this statement a strong declaration of what you hope to accomplish with your life's work? Have you accurately captured your strengths and personality traits that will contribute to your success at achieving your mission? If necessary, write several versions until you develop a sentence that feels comfortable for you.

It will take time to develop your purpose statement. It is important to start this activity and return to it throughout your career so that you continue to make choices and act in line with your larger career and life goals. Share your purpose statement with the people in your life who are closest to you and with whom you trust. Ask them to provide feedback on ways to strengthen the statement.

Online Resources: Mission and Purpose Statements

Review the following websites that provide additional information about writing your personal mission statement.

How to Write a Personal Mission Statement (With Examples):
https://brandyourself.com/blog/guide/how-to-write-a-personal-mission-statement/

Eight Traits of a Very Good Mission Statement:
https://www.selfachieving.com/eight-traits-of-a-very-good-mission-statement/

How to Write a Personal Mission Statement in 8 Steps:
https://liveboldandbloom.com/10/writing/personal-mission-statement

How to Write a Personal Mission Statement:
https://www.daveramsey.com/blog/mission-statement-101/

Personal Mission Statement Worksheet, The University of Georgia:
https://www.uhs.uga.edu/documents/Personal-Mission-Statement.pdf

ACTIVITY 1.2: Identifying your core values

Our values represent what is important to us and the ideals that guide our decision-making and behavior. Understanding and acting in alignment with our core values increases integrity and enhances our success as a mentor. It is important to clearly identify and honor our core values along with sharing them in mentoring relationships.

Review the list of values and answer these questions:

What values are most important to me and my work?
What values will help me build strong mentoring relationships?

For a complete list of core values read Scott Jeffrey's "Core Values List: Over 200 Personal Values to Discover What's Most Important to You." **https://scottjeffrey.com/core-values-list/**

Below are some examples of core values, but there are many more.

Accountability	**Equity**	**Honesty**	**Objectivity**
Collaboration	**Excellence**	**Humility**	**Persistence**
Commitment	**Forgiveness**	**Inclusivity**	**Rigor**
Creativity	**Generosity**	**Integrity**	**Trust**

Write your five most important core values below:

1. _____
2. _____
3. _____
4. _____
5. _____

Keep this list of core values accessible to you as you continue in your own career and mentor others. It is a strong reminder of the professional you are, the professional you want to be, and the values you want to cultivate in your mentees.

ACTIVITY 1.3: Distinguishing between advisors, supervisors, and mentors

In workshops on mentoring in Ethiopia, conversations have included an important discussion about the differences and overlap between faculty roles such as an advisor, supervisor, and mentor. In some cases, mentoring behaviors occur in advising and supervising roles, and mentors might also advise and supervise. Take time to consider the nuances of each role by completing the worksheet below. Share the form with your colleagues, and discuss your answers with each other.

QUESTIONS	ADVISORS	SUPERVISORS	MENTORS
Who is qualified for the role?			
How do the relationships start?			
How does this person help the career of others?			
What are the tasks and responsibilities in this role?			
What are the benefits of this role?			
What are the challenges of this role?			
What is unique about mentoring? How does mentoring contribute to career development? How does mentoring contribute to the department / institution?			

ACTIVITY 1.4: Assessing your readiness to be a mentor

Are you ready to mentor? Answer the following self-assessment questions to identify your strengths as a mentor and the types of people that would make the best mentees for you. Then, answer the questions about mentoring at your institution to review where you might encounter external forces that will enable or prevent mentoring relationships.

Individual characteristics

What are your key areas of interest? What insights are you passionate about sharing with others?

What types of people have you helped in the past? What made the relationships successful? What were the outcomes?

What do you believe young professionals need to know in order to succeed in their careers? What wisdom do you have to share that might help them achieve these goals?

What do you need as a mentor to continue with a successful career? What passion, knowledge or approaches could a mentee share with you to inspire your own work?

What type of person would you prefer NOT to mentor? Why?

What type of person would you PREFER to mentor? Why?

How would you describe a successful mentoring relationship?

What might you be willing to give up to make time for mentoring?

Institutional capacity*

What is your role in the larger institution? Who and what decisions do you influence? How can you incorporate mentoring or mentor programs into these activities?

Who are your close colleagues and partners that would be interested in supporting your mentoring efforts and mentees, if needed?

How can you incorporate support for mentorship into your relationships, decisions, and institutional processes and policies?

**Review Chapter 5 on Building Mentoring Capacity.*

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In my life, I can describe two mentors although I did not use that term to describe them at that time. My father and a senior physician. The first thing they taught me was that I should love my profession and be dedicated to what I was trying to do. They told me that my profession is hard work. Secondly, they taught me to be interested in every aspect of my job, and that my caring was important. And third thing they taught me is that they are so professional and knowledgeable in a given area, so they are an example in their own way.

Resident, Internal Medicine,
Lecturer, Addis Ababa

CHAPTER 2

Setting Expectations Between Mentors and Mentees

In This Chapter

Mentoring relationship expectations

Individual Development Plan

Mentor-mentee agreement

Mentoring philosophy

Learning Objectives

By the end of this chapter, participants will be able to:

- **Describe the importance of setting expectations between mentors and mentees**
- **Develop an Individual Development Plan to use with mentees**
- **Develop a mentor-mentee agreement to use in mentoring relationships**
- **Write a mentoring philosophy**

Introduction

Clear and deliberate expectations set a strong foundation between mentors and mentees. Each mentor and mentee has a unique background and history that contributes to the mentoring relationship. It is critical for mentors to spend time at the beginning of the relationship to describe explicitly what they expect from their mentees. It is also important for mentors to learn in detail about what mentees expect of them as mentors. Some expectations might seem obvious and easily aligned between mentors and mentees; for example, expecting in-person meetings and feedback. Other expectations are implicit and might cause confusion between mentors and mentees; for example, who initiates meetings, the frequency of meetings, or how quickly a person responds to calls and emails. Unidentified assumptions and expectations can lead to misunderstandings, disappointment, distraction, and conflicts in mentoring relationships. Given that mentoring is a mutual learning experience, setting and communicating clear expectations provides a mechanism for holding each person in the relationship accountable for their commitment.

The activities and reflections in this chapter, help mentors clarify both explicit and implicit expectations of mentees. First, mentors will identify important facets of past relationships that facilitated positive or negative outcomes. This chapter also includes a case study that highlights how mentors and mentees can become confused about tasks and responsibilities when there are unclear expectations. Through the provided activities, mentors will discuss

their expectations of mentees that are explicit (clearly discussed with the mentee to eliminate confusion) versus implicit (implied but not plainly stated). Finally, mentors will learn how to create and implement an Individual Development Plan, a mentor-mentee agreement and a mentoring philosophy to clearly communicate mentoring expectations.

Understanding the influence of past relationships

As a mentor, you can intentionally build successful relationships by incorporating the positive attributes of previous relationships and minimizing the negative aspects of damaging relationships.

ACTIVITY 2.1: Mentorship in your life

Part A. Mentors in your life

Past relationship experiences influence our current-day mentoring practices. The following activity can be completed by both mentors and mentees to identify positive and negative experiences with previous mentoring or mentor-like relationships. This activity is designed so that the questions can be answered as you think about your relationship with a previous mentor or a mentor-like person. If you have not yet had a formal mentoring relationship, think about an important or influential person in your family or community.

Instructions: Answer the following questions about previous mentors or mentor-like individuals. Respond to each of the following questions about your past experience with a person who has been influential in your life. It is helpful to complete this activity with a person in mind who has provided career guidance. However, you can also answer these questions about an advisor, supervisor, or other person from your community who has guided you through important academic, professional, or personal decisions. Write down your answers to the following questions on the next page.

Relationship Background

How did you meet this person?

What did you admire about them?

What attributes do you have in common with this person?

How are your attributes different from this person?

How long did this relationship last?

Relationship Dynamics

What were your expectations of this person? Did you explicitly discuss your expectations? Why or why not?

What about yourself were you hesitant to share with them? Did you ever keep anything important from them?

In what ways did they influence your actions?

How did they influence your decision-making?

Relationship Dynamics (continued)

Did this person ever disappoint you? If yes, please write about it.

Did you ever have a miscommunication? If yes, please elaborate.

When did you follow this person's advice? Please give an example.

Was there a time when you decided not to follow their advice? If yes, why? Please describe the situation.

Relationship Impact

How did this person show that they were proud of you? Please give an example.

Overall, what were the most valuable lessons you learned from the relationship?

What would have improved the relationship?

Overall, how did this person impact your life?

Mentoring question: List three things you learned from this relationship that influence your approach to mentoring.

1.

2.

3.

Part B. Mentees in your life

Instructions: Answer the following questions about previous mentees or mentee-like individuals. Respond to each of the following questions about your past experiences with a person whom you guided through career or life decisions. You can answer these questions about a student, friend, colleague, or a person from your community for whom you provided important assistance. Write down your answers to the following questions:

Relationship Background

How did you meet this person?

Why did you want to help this person?

How long did this relationship last?

Relationship Dynamics

What wisdom and knowledge did you share with them? How did you share your wisdom? (e.g. writing, phone, in person)

Did this person follow your advice? If yes, please give an example.

Was there a time this person didn't follow your advice? If yes, please describe the situation.

Did this person ever disappoint you? Why? Did you let them know that you were disappointed with them? Why or why not?

Relationship Dynamics (continued)

When were you proud of them? Did you let them know when you were proud? What did you do to let them know you were proud?

Relationship impact

What was the most rewarding aspect of this relationship? Why?

Looking back, if you could have done one thing differently, what would it be and why?

How did you change this person's life?

How did this person change your life?

Mentoring question: List three things you learned from this relationship that influence your approach to mentoring.

1.

2.

3.

Setting expectations between mentors and mentees

Both mentors and mentees have numerous assumptions and hidden expectations about mentoring relationships. Mentors have a strong desire to support mentees but have varying expectations about how quickly mentees should achieve goals, accomplish tasks, and move along in their career development. Mentees also have a range of expectations about mentoring relationships. For example, mentees have diverse assumptions about the amount of time mentors should spend with mentees, the level of assistance mentors should provide on projects, and the ways in which mentors should share their resources to further career development. Some mentees feel comfortable approaching mentors to schedule regular and routine meetings, whereas other mentees will not initiate a meeting with their mentor even under urgent circumstances.

Relationship dynamics. Misalignment between mentors and mentees can occur when there are disagreements about the inner workings and logistics of the relationship. The list below highlights important topics for mentors and mentees to discuss at the beginning of the relationship to clarify expectations about the

functioning of their relationship.

- Frequency of meetings
- Duration of meetings (time)
- Meeting format (in-person, one-on-one, phone)
- Meeting location
- Who initiates meetings
- Who reschedules meetings
- Expected response time to emails, phone calls, reviews
- Length of mentoring relationship

Career plans and progress. Setting deliberate expectations at the beginning of a mentoring relationship will help minimize misunderstandings, missed deadlines, and delays in a mentee's progress. The list below highlights important topics for mentors and mentees to discuss at the beginning of the relationship to clarify expectations about goals, timelines, tasks, and responsibilities.

- Mentee goals, objectives, and learning outcomes
- Completion and review of the Individual Development Plan
- Signing of mentor-mentee agreement
- Due dates or timeline for goals and desired career outcomes
- How to determine credit for shared work and collaborations
- Resources the mentor will share with mentee
- Networking opportunities
- Professional development opportunities (e.g. training, conferences)

Asking questions to understand a mentee's intentions and motivations can be very effective to learn about their expectations. For example, the questions below solicit information about a mentee's larger career plans and how a mentor would fit into that plan. The questions identify the larger aspirations that might get lost in a conversation about specific research projects or goals. Asking potential mentees these questions might reveal their fit in a particular mentoring relationship. The questions come from senior faculty

in the U.S. who have been mentoring for decades and have developed streamlined processes to select mentees who are aligned with their own skills, knowledge, and experience.

ASKING QUESTIONS AND SETTING EXPECTATIONS

Before you agree to become someone's mentor, ask them the following questions:

- Why did you pick me as your potential mentor?
- What can I do for you as your mentor?
- What do you need from me as your mentor?
- What is your ideal job?
- What is your ten-year goal?
- What is your passion?
- What do you want to be known for?

If you agree to become their mentor, set expectations at the beginning of the mentoring relationship. Here are some tips for how to set expectations with your mentees in a concrete way:

- Develop a list of desired outcomes at the beginning of the relationship and discuss them with the mentee through meeting agendas, emails, and an Individual Development Plan
- Develop a timeline for the goals and outcomes
- Set reasonable expectations about the mentoring relationship (time, meetings, outcomes)
- Plan check-ins with your mentees to ensure the relationship is meeting needs (determine the regular time increments)
- Connect the mentees with additional co-mentors if the mentee's interests change or grow beyond the primary mentor's area of expertise

Below is a case study that highlights the ways in which unclear expectations in a mentoring relationship can deter a mentee's progress and aggravate a mentor. Read the case study and answer the discussion questions to identify misaligned expectations and possible solutions.

ACTIVITY 2.2: Case study on setting expectations between mentors and mentees

Case Study: Where are the revisions?

Dr. S is an assistant professor in a research training program that is funded through his university. The purpose of the program is to teach junior scientists research skills so that they can conduct a mentored research project and cultivate their careers as independent researchers. Dr. S has completed multiple courses on research methods and discussed his project at length with his mentor. He submitted his research proposal to his mentor for feedback two weeks past the due date. The mentor took three weeks to review the proposal and then met in person with the mentee to discuss his comments. The mentor told Dr. S that he needed to make the proposal better: the literature review was missing important studies; the methods lacked detail, the tables were not properly formatted; and the proposal was "too long and rambling." A month later, Dr. S submits a new version of the proposal to his mentor. There are very few changes to the proposal. In fact, most of the comments from the mentor have not been addressed. The mentor feels frustrated about the lack of attention to his feedback even though he knows the mentee has the potential to be a very successful researcher.

Discussion Questions:

1. What are the main issues in this case study?
2. What do you think the mentee was expecting from the mentor? Discuss whether these expectations were explicit (clearly discussed with the mentee to eliminate confusion) or implicit (implied but not plainly stated).
3. What do you think the mentor was expecting from the mentee? Discuss whether these expectations were explicit or implicit.
4. What could have been done to prevent this situation?
5. What could the mentor do now?
6. What could the mentee do now?
7. How do you establish clear expectations between mentees and mentors?

Tools for setting expectations between mentor and mentees

There are several tools available to clarify expectations between mentors and mentees. For example, Individual Development Plans and mentor-mentee agreements outline career training goals and objectives for mentees and the expectations for the mentoring relationship.

In a program, division, or department, it is useful to have standardized documents so that trainees and faculty provide information about their career goals and objectives in a similar format. Likewise, it is helpful to put forth a comprehensive and cohesive set of guidelines for mentoring relationships in a standard mentor-mentee agreement that outlines minimal expectations but allows for expansion and revision based on the unique needs of each mentoring pair.

Individual Development Plans (IDPs)

An Individual Development Plan (IDP) is a "living" document used to convey the mentee's goals with input from their mentor. The IDP should be completed by the mentee at the beginning of the mentoring relationship and used as a communication tool throughout the relationship. IDPs vary in length and content; however, the main objective of an IDP is to have the mentee write a

clear plan for a designated period of time. Some of the typical areas found in an IDP include the mentee's short- and long-term career goals; strengths and weakness in relevant skill areas; desired project or career objectives; and possible benchmarks for success. In an IDP for researchers, it is helpful to include topics such as research training courses, submissions to ethics and institutional review boards, publication goals, funding opportunities, and participation in scientific conferences. It might also be helpful for the mentee to review the institution's guidelines for promotion while completing the IDP. It is important to align career goals and objectives with promotion criteria so that a mentee is prepared and qualified for promotion.

After completing an IDP, the mentor reviews the IDP and provides feedback on possible additional areas of skill development, research methodologies, timelines, career opportunities, and professional goals. The mentor might want the mentee to send an updated curriculum vitae or resume with the IDP so that they have a comprehensive picture of their recent accomplishments and their future career goals. Ideally, the mentor and mentee meet in-person to review and discuss the IDP. The mentee incorporates the feedback before seeking final approval from the mentor. Both the mentee and the mentor sign and date the document to indicate they have reviewed the IDP and agree on the mentee's plan. The IDP should include a date on which the mentee and mentor will revisit and update the document. Typically, an IDP is revised on an annual basis, but a mentee can revisit and revise the plan as needed throughout training, education or career advancement.

An Individual Development Plan (IDP) is required for all trainees receiving financial support from a government grant from the U.S. National Institutes of Health (NIH). The NIH's policy on IDPs can be found on their website at: **https://www.niehs.nih.gov/careers/research/fellows/career/individual/index.cfm**

An IDP is intended to be a communication tool that guides conver-

sations between mentors and mentees about the mentee's concrete goals and objectives. Below are guiding questions that can be used to facilitate conversations between mentors and mentees when they are discussing the IDP.

The mentor can ask the following questions to the mentee:

- Tell me about your experience filling out your IDP.
- What parts of your IDP were easy to complete?
- What parts of your IDP were difficult to complete?
- In your opinion, what are the most important sections of your IDP?
- What do you think might be missing from your IDP?
- What realizations about your training or career did you have while completing the form?
- What questions do you have for me about your IDP or your career plans?
- How can I help you achieve the goals outlined in your IDP?

At the conclusion of the conversation:

- Do any revisions need to be made?
- If so, what is the due date for the revised IDP?
- When will we review the IDP again? (6 months? a year?)

It is important that each program and mentoring pair develop an IDP that best meets the needs of the mentees. When creating an IDP, include topics and categories that accurately reflect the mentee's potential areas of growth. The length of the IDP should also make it feasible to complete and revise so that it remains beneficial to the mentoring relationship. There are multiple examples of IDPs available online. An example of the IDP from the Medical Education Partnership Initiative (MEPI) Scholars program is included in this chapter.

TIPS FOR CREATING A TEMPLATE FOR AN INDIVIDUAL DEVELOP PLAN (IDP)

- The template for the IDP should capture all areas of career development. In academics, this typically includes research, teaching, and service responsibilities.
- An IDP for undergraduate students, health care professionals, researchers, and/or faculty might have different categories that are relevant to their different career state and are aligned with training or promotional guidelines for the university.
- Allow enough space and time for mentees to complete their IDP. It is beneficial for the mentor to review an updated resume or curriculum vitae with the IDP to fully understand the mentee's achievements and goals.
- Continue to revise and adapt the IDP as needed to accurately collect the information needed by a mentor to successfully guide a mentee throughout their career.

Online resources: Individual Development Plans

The University of California, San Francisco offers many resources related to mentoring. One of the resources includes a strong example of an IDP. The sample IDP offers a template that includes components such as current professional responsibilities and future professional goals—both short- and long-term. The IDP is available as both a PDF and a Word document.

https://academicaffairs.ucsf.edu/ccfl/faculty_mentoring_program_resources.php

The Institute for Clinical and Translational Research at the University of Wisconsin-Madison offers various examples of IDPs that have been used at universities throughout the United States. The sample IDPs are separated into two categories: templates for graduate students or post-doctoral fellows and templates for junior faculty in clinical and translational research.

https://ictr.wisc.edu/mentoring/individual-development-plan/

ACTIVITY 2.3: Create an Individual Development Plan

Instructions: Complete the steps below and review the sample IDP in the following pages.

1. Review the example of the IDP from the Medical Education Partnership Initiative (MEPI) Junior Faculty Program in Ethiopia ("MEPI Scholars") and the examples available from the online resources.
2. As a mentor, create an IDP with questions and categories that gather information from your mentee about their recent accomplishments and goals for the future.
3. Have your colleagues review the IDP and provide feedback on the questions and content. Ask them if it captures the information needed for a mentor to provide informed guidance to their mentee about their career development.
4. Pilot test your IDP. Have one or two mentees complete the IDP. Review the IDP with them and see if it collects the best information to discuss and provide feedback on their career plans. Ask the mentee for their feedback on the content areas and ways to improve the document. If needed, revise the IDP template to make it easier to complete.
5. Create a final version of the IDP and use it with your mentees. You might want to share the form with your colleagues so that it is used throughout your department or school.

The following pages offer an example of an IDP from the Medical Education Partnership Initiative (MEPI) Scholars program. This training program supports junior faculty in the College of Health Sciences at Addis Ababa University in Addis Ababa, Ethiopia, as they advance their research skills and become independent research investigators. The content of the IDP focuses on their research training skills, courses, and mentored research project. However, you could take this IDP and revise the categories so that it includes clinical duties, service to the university, and teaching goals and responsibilities.

Sample Individual Development Plan (IDP)

MEPI Scholars
Individual Development Plan

All MEPI Scholars are required to complete an Individual Development Plan (IDP). The Individual Development Plan is part of the trainee's professional responsibility to chart their goals and success in the program and assist with ensuring timely progress.

Instructions:

After admission to the program, complete a first draft of the form. Meet with your international and Ethiopian mentors to discuss your IDP. Make revisions to your IDP based on feedback from your mentors. Send the final copy to your mentors for approval and signatures. Forward your finalized version of your IDP, signed by your mentors, to the program administration. The IDP will be reviewed and updated on an annual basis (or as determined by your mentors).

Part 1: Personal information
Name:_____
Date: _____
Mentors:_____

Current Distribution of Effort:
By your best estimate, how did you allocate your time during the past year?
% of time spent on research _____
% of time spent on patient care _____
% of time spent on teaching _____
% of time spent on administration and other duties _____
Total % of time _____

How, if at all, will you change this time distribution in the coming year? (MEPI requires 75% protected time for research)

Part 2: Professional Goals (Long-term)

What are your long-term career goals?

Sample Individual Development Plan (IDP)

What are your research goals?

How does your participation in the MEPI Scholars program help you achieve your goals?

Part 3: Talents, Strengths, and Weaknesses

What are my most important talents and strengths that will help me to achieve my goals?

What are my potential weaknesses in skills or abilities that may be a barrier to achieving my goals?

What are the opportunities to overcome these barriers?

Part 4: Specific Actions

What specific actions will help me to achieve my goals?

(Include: in-country trainings, distance courses, workshops, programs, degree attainment, conferences)

Part 5: Opportunities (Short-term)

Key plans and short-term goals for the next year:

(This should include some or all specific actions to achieve the goals listed above.)

Sample Individual Development Plan (IDP)

Part 6: Independent Research Project (if applicable)

Please describe your plans for your independent research project.

Part 7: Future Funding and Publications

Opportunities for future funding:

Opportunities for future publication:

International or local scientific conferences:

Part 8: Comments from International Mentor

(Specific feedback from mentor re: progress, barriers, concerns, plans.)

Part 9: Comments from Ethiopian Mentor

(Specific feedback from mentor re: progress, barriers, concerns, plans.)

Part 10: Signatures

Trainee signature: _____
Date: _____

International mentor signature: _____
Date: _____

Ethiopian mentor signature: _____
Date: _____

MEPI Scholars Committee member signature: _____
Date: _____

Date for next revision and review of IDP: _____

Mentor-mentee agreements

A mentor-mentee agreement provides guidelines for implementing a mentoring relationship. Whereas an IDP focuses on the mentee's goals and career plan, a mentor-mentee agreement outlines the expectations and parameters of the mentoring relationship. A mentor-mentee agreement is not a legally binding document. For that reason, we use the term "agreement" rather than "contract" to capture the intention of the tool.

Mentor-mentee agreements vary in length, detail, and content. The typical content areas include contact information, frequency of meetings, specific responsibilities of the mentor and mentee, a plan for evaluating the mentee's progress, and ethical considerations such as confidentiality.

TYPICAL CONTENT OF A MENTOR-MENTEE AGREEMENT

- Mentor name and contact information
- Mentee name and contact information
- If known, the anticipated duration or length of mentoring relationship
- Meeting frequency and time
- Expectations for communicating, reviewing documents, and receiving feedback
- Mentoring focus areas or tasks the mentor will oversee and guide
- Any major dates that are important milestones (e.g. thesis due dates, promotion) and supervision of related tasks
- Ethical considerations (e.g. ownership of data, authorship)
- Statement that describes if and when there is expected confidentiality between the mentor and mentee about their conversations, career plans, or feedback
- Place for mentor and mentee signatures and date

Similar to an IDP, it is helpful for the mentor and the mentee to review the mentor-mentee agreement together at the beginning of the relationship and make additions or revisions as necessary. We recommend that both the mentor and the mentee sign and date the agreement after reviewing it. This represents a mutual understanding of the expectations of the relationship. Used together, an IDP and mentor-mentee agreement lay out comprehensive expectations for the mentoring relationship.

In the following pages, we have included an example of a mentor-mentee agreement used in the Ethiopia-Emory Tuberculosis Research Training Program (EETB-RTP). There are also a number of examples available online as described below.

Online resources: Mentor-mentee agreements

The Department of Pediatrics of the University of Washington provides several templates for a mentor-mentee agreement. These agreements allow the mentor and mentee an opportunity to set out mutual goals and parameters for the relationship, including communication plans, meeting frequency, steps for evaluation, and terms for relationship termination. (Click on "sample mentoring agreements")

https://www.washington.edu/medicine/pediatrics/pednet/mentoring

The Brigham and Women's Hospital in Boston, Massachusetts (USA) created a Mentoring Agreement Template with recent participants from their Faculty Mentoring Leadership Program. The form includes details about the key areas of mentorship, logistics of the relationship, and the expectations and commitments between mentors and mentees.

http://bwhmentoringtoolkit.partners.org/structuring-the-mentoring-relationship-expectations-boundaries/mentoring-agreements/

The Institute for Clinical and Translational Research at the University of Wisconsin-Madison provides resources on several different types of mentor-mentee agreements (also referred to as "compacts") for mentors to customize for their own unique mentoring needs.

https://ictr.wisc.edu/mentoring/mentoring-compactscontracts-examples/

ACTIVITY 2.4: Create a mentor-mentee agreement

Instructions: Complete the steps below and review the sample mentor-mentee agreement in the next two pages.

1. Review the EETB-RTP mentor-mentee agreement provided in this chapter and the examples available through the online resources.
2. Review the Box Insert, "Typical content of a mentor-mentee agreement," on page 49.
3. List the key elements of a mentoring agreement that are important to you.
4. With this information, create a mentor-mentee agreement form which you can use with your mentees and fits your unique mentoring needs.
5. Have your colleagues review the mentor-mentee agreement and provide feedback.
6. Introduce the mentor-mentee agreement to a mentee.
7. Ask for your mentee's feedback on the content of the agreement and ways to improve the document.
8. Revise the document as needed to include the content that best represents the agreement you want to have with your mentees.
9. Update the form regularly to represent your mentoring style and commitment.

Sample Mentor-Mentee Agreement

Ethiopia Emory TB Research Training Program (EETB-RTP)
Mentor/Mentee Agreement*

This agreement outlines the key elements of the mentorship relationship between the Fogarty trainee **and the in-country and international mentors.** The purpose of this agreement is to set clear expectations for training and mentorship so that the program successfully supports the Fogarty trainee throughout their training and career development. Please review and sign the agreement and provide a copy to the program administrator [insert contact information and due date].

As a mentor for an EETB-RTP Fogarty trainee, I agree to do the following:

1. I confirm my willingness to serve as a mentor and provide guidance to the trainee as they conduct their training and research required for the program.
2. I will provide my mentee with advice, encouragement, and other support to facilitate their research project and proposal. This includes guidance on seeking funding, submitting the research protocol for IRB approval, advice on study design (including data collection), and assistance with manuscript writing and submitting research results for publication.
3. I will meet in person or talk via phone (or Skype) with my mentee on a regular basis and communicate at least monthly to review research progress and help the mentee work toward his or her goals.
4. I will provide guidance and feedback to my mentee in the construction of a grant application and/or scientific manuscript required for the Scientific and Grant Writing course.
5. I will encourage my mentee to interact with fellow scientists and researchers.
6. I will encourage my mentee to present their research at scientific meetings and provide feedback on presentation content and skills.
7. I will promote ethical standards for conducting research.
8. I will review my mentee's Individual Development Plan (IDP), evaluate my mentee's progress, and provide constructive feedback during the entire mentoring experience.
9. I will strive to be supportive, equitable, accessible, encouraging, and respectful. I will try my best to understand my mentee's unique situation and mentor accordingly.
10. I will evaluate the mentoring program components and provide feedback for EETB-RTP program improvement.

As a Fogarty trainee (mentee), I agree to do the following:

1. I acknowledge that I have the primary responsibility for the development of my own career.
2. I will initiate monthly meetings with my mentor.

Sample Mentor-Mentee Agreement

3. I will provide my mentor with adequate time to review my research proposal, assignments, and other research-related projects that need feedback.
4. I will respond to my mentor's emails and feedback in a timely manner. I will be responsive to advice and constructive criticism.
5. I will complete and discuss my IDP with my mentor and submit it on time to EETB-RTP program leadership at least once per year.
6. I will review and revise, as needed, my research project with my mentor and include well-defined goals and timelines.
7. I will work consistently on my research project and document progress (e.g. IRB approvals, study initiation, data analysis, coursework, presentations, etc.).
8. I will adhere to ethical standards when conducting my research project.
9. I will have open and honest conversations with my mentor about the status of my research progress, my career plans, and the challenges and obstacles to attaining my professional goals.
10. I will respect and work collegially with my mentor, coworkers, support staff, and other individuals with whom I interact.
11. I will actively seek opportunities to develop the full set of professional skills necessary for a successful career in research.
12. I agree to acknowledge the EETB-RTP NIH Fogarty grant when making scientific presentations and on any written scientific publications. The acknowledgement should read "This work was supported in part by the NIH/Fogarty International Center Global Infectious Diseases Grant D43TW009127." I will follow the NIH guidelines for investigators on how to submit an electronic version of my publication to the National Library of Medicine's PubMed Central, to be made publicly available no later than 12 months after the official date of publication.
13. I will meet all program requirements as outlined in my annual acceptance letter and the EETB-RTP checklist.
14. I will provide annual updated information to the EETB-RTP administration following completion of formal EETB-RTP support on career progress, academic or other institutional position, publications, grant applications, and funding.

Name of EETB-RTP trainee: _____
EETB-RTP trainee/mentee's signature: _____ Date: _____

Name of in-country mentor: _____
In-country mentor's signature: _____ Date: _____

Name of international mentor: _____
International mentor's signature: _____ Date: _____

* Parts of this sample mentor-mentee agreement have been adapted from *Compact Between Postdoctoral Appointees and Their Mentors: A framework for aligning the postdoctoral mentor-mentee relationship.* The compact was updated for 2017 by the AAMC Group on Graduate Research, Education, and Training (GREAT) and AAMC Council of Faculty and Academic Societies (CFAS). 655 K Street, NW, Suite 100, Washington, DC, 20001-2399. https://www.aamc.org/initiatives/research/postdoccompact/

Pfund C, House S, Asquith P, Spencer K, Silet K, Sorkness C. *Mentor Training for Clinical and Translational Researchers.* New York: W.H. Freeman and Company; 2012.
For complete curriculum and additional resources visit:
https://mentoringresources.ictr.wisc.edu/

Mentoring philosophy

Writing a mentoring philosophy is another method of clearly articulating your approach to mentoring, the value of mentoring, and your unique mentoring style. A mentoring philosophy is typically a one- or two-page essay that explains a mentor's approach to mentoring and how their approach facilitates successful careers for mentees. Whereas an IDP and mentor-mentee agreement outline the goals and details of a mentoring relationship, a mentoring philosophy describes a larger framework and core values that guide an individual's mentoring approach. Mentoring philosophies are used in job applications and posted on faculty webpages to showcase a mentor's well-thought-out and defined strategy for influential mentoring.

Possible topics to include in a mentoring philosophy statement:

- Why you think mentoring is important to research, clinician, and/or faculty careers
- The core values that form the foundation of your mentoring relationships

- The role of honesty and trust in mentorship
- Lessons you have learned from your own mentors and how they have in turn influenced your mentoring
- How and what mentees learn from you as a mentor
- A reflection of why you mentor the way you do
- The goals you have as a mentor and the goals you have for mentees
- Your strategies for facilitating successful mentorship
- Your approach to handling your mentees' mistakes
- Your method of solving challenges in the mentoring relationship
- Your approach to setbacks in your mentees' career path
- How you encourage mentees to seek information and resources
- Your interests in new techniques, activities, or types of mentoring
- Your hopes, dreams, and aspirations for your mentees
- How you know you have succeeded as a mentor

Online resources: Mentoring philosophies

The link below offers an example of a mentoring philosophy written by faculty member, Dr. Kathleen Barger, at The University of Wisconsin-Madison. This mentoring philosophy is a personal account of this individual's approach to mentoring, her mentoring values, and her goals as a mentor.

http://www.astro.wisc.edu/~kbarger/Mentoring_Philosophy.pdf

The following link offers a sample mentoring philosophy written by a faculty member, Dr. Andrea L. Jaeger Miehls, at Michigan State University. In this example, the writer defines what mentoring means to her, what she sees as the most important qualities for a mentor to possess, and what it takes to be a good mentor overall.

https://msu.edu/~jaegeran/Andrea_Miehls_Mentoring%20Philosophy.pdf

TIPS FOR WRITING AN EFFECTIVE MENTORING PHILOSOPHY

- Use a narrative, first-person approach (both personal and reflective).
- Be sincere. Describe your approach in a realistic manner.
- Highlight your own personal strengths and passion for mentorship.
- Make it as specific as possible. Use examples from your own professional life to support your ideas about mentoring.
- Explain how you will advance your field through mentoring.
- Describe what you have learned from your own mentors and your own goals for professional success.
- Share how you will learn from your mentees.
- Continue to work on your mentoring statement. Your approach and perspective will change as your own career changes. Revise your mentoring philosophy as your grow in your own career.

ACTIVITY 2.5: Develop your mentoring philosophy

Instructions: Developing a mentoring philosophy takes time and thoughtfulness. Complete the following steps to write your mentoring philosophy. Write as much as you can for each question without self-editing.

Step 1: Review the available online resources to see examples of mentoring philosophies. Answer the following questions.

What do you like about the examples that you might want to follow in your own mentoring philosophy statement?

What do you dislike about the examples that you do not want to mimic in your own mentoring philosophy statement?

Step 2: Answer the following reflection questions about your personal investment in mentoring.

Why do you want to be a mentor? Why is it beneficial to you? What makes it exciting?

What personality traits and characteristics do you have that contribute to successful mentoring? Describe your traits and give specific examples of when these traits have led to success in your professional life.

In your opinion, what are the most important outcomes from a mentoring relationship?

As a mentor, what do you hope to help your mentee achieve?

What is your responsibility as a mentor in a mentor-mentee relationship? In other words, what will you provide in the relationship that will benefit the mentee?

As a mentor, how will you approach a mentee's mistakes or failures?

As a mentor, how do you demonstrate encouragement and support?

Step 3: Answer the following questions about the importance of mentoring to your department, institution, and/or country.

Why is mentoring important for the growth of professionals in your department or school?

Why is mentoring important for the growth of professionals in your field?

Step 4: Answer the following questions about how mentoring contributes to your own growth as a professional.

How does mentoring improve your own career development?

How does mentoring make you a better academic, scholar, or clinician?

Step 5: Take your answers from the questions above and formulate short paragraphs that summarize your experiences and approaches to the various aspects of mentoring. If you follow the questions above, your statement might follow the order below:

- Why mentoring is meaningful to you
- The unique strengths, experiences, and traits that you have as a mentor
- Your approach to handling setbacks
- Your approach to support and encouragement for your mentees
- The value your mentoring brings to your department, institution, field, and country
- Clear examples of successful mentoring from your own experiences

Step 6: Share your mentoring philosophy statement with colleagues and ask for feedback. Revise your statement until it accurately reflects your unique style of mentoring. Let your passion show in your statement!

Step 7: Share your mentoring philosophy with your colleagues or peers. Ask them the following questions:

1. "What are the two most interesting parts of my mentoring philosophy?"
2. "What part of my mentoring philosophy statement could use more clarity?"

Step 8: Finalize your mentoring philosophy statement and share it with your mentees.

I have a few individuals in my life from childhood, high school until now who have acted like mentors. One of these individuals who I consider influential to my career, to my state now, is my high school biology teacher. She taught me biology in tenth grade, and because I was one of the top scorers in the class, and not in the class actually, the whole campus, and I was from one of the poor families in my village, she was trying to help me, she was advising me, she was encouraging me every time. And was also working to give the resource in the school to help my buy some exercise books, reference books, and other resources that I needed.

In that way, I continued my studies and I finished my high school and I joined university. In the first year of my entrance into the university, I was very sick. Then it was very challenging with my illness and the physicians who treated me were so talented. This teacher of mine was by my side helping me. In fact, I call her mom, as my mother. She was supporting me, she was paying for my health expenditure and she was encouraging me. And finally, it was because of her that I joined medical school. I survived that illness because of her, and she has been encouraging me since then. I can say she was serving as my leader. She is so kind and generous. She has all the empathy and compassion. She has helped me a lot. She inspired me. I promised myself that when I grew up, I would do what she was doing, and also to be good to my students. Any teacher should be like a mentor, and she was mentoring me, and I promised myself to act like her, to see the social and psychological aspects of my students. So, she has influenced me. From her, I learned how to be a kind, human being, how to understand individuals, how to put yourself in the other shoes, and try to help them.

Pulmonary and Critical Care Physician
Assistant Professor, Addis Ababa

CHAPTER 3

Communication for Influential Mentoring Relationships

In This Chapter

- Communication style assessments
- Productive meeting environments
- Feedback for mentees
- Active listening
- Difficult conversations

Learning Objectives

By the end of this chapter, participants will be able to:

- **Find resources for communication style assessments**
- **Describe the importance of communication in mentoring relationships**
- **Implement productive meeting environments**
- **Describe the tenets of utilizable feedback**
- **Utilize the key elements of active listening**
- **List four steps to prepare for a difficult conversation**

Introduction

At the core of all mentoring activities is communication. However, mentors and mentees enter relationships with varying levels of self-awareness about their communication styles. In this chapter, we focus on identifying communication patterns and expanding a mentor's range of communication approaches to better interact with a breadth of mentees. This includes active listening, providing effective feedback, and having difficult conversations. Although most people tend to have one communication style that is more comfortable or dominant, everyone has the ability to become more flexible and skilled in diverse approaches to communication. Awareness about different communication styles saves time by building trust and rapport and minimizes misunderstandings between mentors and mentees.

There are many types of communication that are relevant in mentoring relationships: verbal (speaking), non-verbal (body language), written (emails), visual (presentations), formal (policies and procedures), and informal (unwritten norms or expectations). Our communication in each of these areas is learned during childhood from our families and is influenced by our interactions with colleagues and peers throughout our lives. Self-awareness is the critical foundation needed to improve communication.

The following activity will help you reflect on your communication style.

ACTIVITY 3.1: Self-reflection on communication styles

Instructions: Answer the following questions about your family and cultural background to identify the lessons you learned about communication from your upbringing.

1. What types of communication were valued in your family or community?

2. What types of communication were discouraged?

3. What types of communication led to things being accomplished?

Now, think about your current work environment. Answer the questions below to identify communication norms in your work setting.

1. How do leaders and administrators communicate with faculty and students?

2. How do faculty members communicate with students? With each other?

3. How do students communicate with faculty? With each other?

Reflect on your answers to the previous questions.

1. How might your family background and workplace impact your communication with students? Faculty? Leaders?

2. What is your approach to communication in mentoring relationships?

3. What has worked well so far?

4. What has not worked well?

Communication style assessments

A wide range of assessments that can help identify unique communication styles are available online. Take time to complete one of these assessments to learn more about your communication style and how to identify other people's communication styles. The assessments typically consist of a set of questions that capture tendencies to communicate in certain patterns. The purpose of the assessments is to encourage the use of more than one style in order to connect and relate to a wider range of people who might have different styles from our own. Some of the assessments are offered at no cost while others must be purchased.

If you find an assessment that works for you — one that seems to reflect what you believe to be true about your own communication patterns — it is helpful to ask your mentees to take the same assessment. Then, take time to compare your results from the assessment with those of your mentee and explore how you can use the best possible methods of communication in your mentoring relationship. Be aware that a mentee might be hesitant to take an assessment if the mentor deems one type of communication style more valuable than another. Be sure to remain neutral about your approach to different communication styles. All communication styles are valuable!

Once you understand your assessment results and reflect on your own experience with communication at home and at work, you can make more deliberate and constructive choices about how to interact with mentees.

In the following pages, we have provided a list of communication and working style assessments that are available online. This list is not exhaustive; there are many more assessments available. All of them can provide important insight into your communication patterns.

FREE COMMUNICATION ASSESSMENTS

Quiz : What's Your Communication Style?

https://www.leadershipiq.com/blogs/leadershipiq/39841409-quiz-whats-your-communication-style

Author and leadership guru Mark Murphy provides a free communication style quiz on his website, "LeadershipIQ." His 6-question quiz quickly and succinctly assesses your communication style. The questions are centered on opinions about whether communication and decision-making should be grounded in logic and facts or in intuition and emotion. This is a free quiz.

Communication Styles 2.0

https://www.communication-styles.com/

Communication Styles 2.0 provides a brief, free 15-question quiz that asks you to select the words that best describe your personality. The assessment then provides a quick description of what your results mean in just a few short sentences. For an additional fee, a more in-depth, personalized report can be purchased.

Communication Styles: A Self-Assessment Exercise

http://access.ewu.edu/Documents/HRRR/Sup%20Manual/CommSelfAssessment.pdf

This communication style assessment is based on the work of P Case "Teaching for the Cross-Cultural Mind" Washington, DC, SIETAR, 1981. The worksheet provides helpful information on how to adjust your communication style to work with people who have different styles from your own.

Communication Skills Assessment Quiz

https://www.optimalthinking.com/personal-optimization/communication-skills-assessment/

The communication quiz provided by Optimal Thinking at the World Academy of Personal Development Inc. is a brief quiz that assesses your communication strengths and weaknesses.

WORKING STYLE PROFILES

These tools provide more in-depth identification of communication styles but must be purchased.

DiSC Profile Personal Assessment Tool
https://www.discprofile.com/what-is-disc/overview/

DiSC is a personal assessment tool used to improve work productivity, teamwork and communication. The results from the assessment show how individuals are likely to approach problem-solving, communicate with team members, and respond to conflict. This assessment ranges in price from $35 -250 USD.

The Birkman Method
https://birkman.com

The Birkman assessment measures various components of one's personality including interests, usual behavior, needs, and stress behavior. This assessment is available for a fee and offers a variety of different report options ranging from very basic to very detailed and complex reports. The Birkman Method is very useful to identify working styles among team members. This assessment is available for around $100 USD.

True Colors
https://truecolorsintl.com

The True Colors quiz assesses one's unique behavioral tendencies when interacting with others and provides methods for interacting and communicating with others who have similar and different personality types. This quiz is available for around $50 USD.

ACTIVITY 3.2: Communication style assessment

Instructions: Take an online communication styles assessment. Review your results and answer the questions in the following pages.

1. How did you feel when you were taking the test? Can you identify why?

2. Did the results accurately describe your communication style?

3. What aspect of the results was surprising to you?

4. What part of the results did not represent your communication style?

5. How can you use these results in your mentoring relationships?

6. After taking the test and reviewing your results, can you identify the communication style of your current mentees? Your colleagues? Family members? How could understanding more about their communication styles improve your relationships with them?

Creating productive meeting environments

In order to improve communication, create an environment for your meetings with your mentees that allows your messages to be heard. Ideally, the space will allow each of you to share updates on progress, ask questions, and plan for future actions. Be sure to prepare ahead of time for the meeting. For example, do you need to review the mentee's Individual Development Plan (IDP), research proposal, or other work? Or, if necessary, direct your mentee to prepare for the meeting. For example, do you need the mentee to review your comments on their last paper? Develop a timeline for their project? Review an important article? Let your mentee know far enough in advance of your meeting so that they have an opportunity to meet your objectives.

It is helpful to ensure a space for confidential conversations when a mentor and mentee are discussing sensitive topics. For example, if the mentee needs detailed feedback on poor quality data from their research experiment, be sure to provide enough time to cover all the issues rather than scheduling a meeting right before you go home for the day. One of the main roles of a mentor is to listen — make sure you schedule the time to do so!

Communication mode: Face-to-face or email. Some conversations are best held in person, while other content can be delivered via email. Before initiating a sensitive conversation, it is helpful for mentors to think ahead about how a mentee might react. Is it better to share the news in person? Or is it better for the mentee to receive the news via email with time to process it before meeting face-to-face? Mentors and mentees can read each other's body language in face-to-face meetings, whereas it is difficult to interpret tone over email. For example, if a mentor is discussing a mentee's mistake on a project in person, a mentor can remain open and welcoming with their body language to express their support for the mentee to work through the issue even if the mistake is serious. If a mentor is writing about a sensitive topic over email, it is possible that the mentee will inaccurately interpret an email as harsh or punitive even when the mentor's intention is benign.

Timing of the conversation. Be deliberate about scheduling meeting times between mentors and mentees. It is a mentor's job to speak honestly and directly about pressing issues, but it is also important to share difficult news under the best possible conditions. For example, if a mentee makes a mistake, it is optimal to have a conversation about the incident soon after it occurs rather than waiting for several weeks. On the other hand, it is helpful to remember that bad news is more likely to be well received when other negative events are minimized. For instance, if you need to tell your mentee that you do not have the laboratory materials for a research study, it is best not to have that conversation on the same day that they find out they are not receiving a promotion. Problems are more likely to be solved when people are calm and prepared to be thoughtful. Mentees are more likely to handle difficult information when they have enough time to listen carefully and process their emotions.

Pace of speaking. The pace at which you speak can influence how your mentee interprets your message. As a mentor, are you likely to speak slow or fast in your meetings? Consider slowing down your speech when you need to convey important points. Be sure to pause, and make sure that your mentee is following what you are saying.

Tone of voice. The tone of a mentor's voice can convey meaning whether it is intentional or not. Sometimes, mentors need to deliberately convey feedback in a neutral tone so that the mentee is able to process the content of the conversation rather than focus on the emotion. For some mentees, an angry tone will inhibit their ability to listen effectively.

Voice volume. Are you likely to speak in a soft or loud voice? Be sure that your voice is loud enough for the mentee to hear what you are saying. On the other hand, if you are having a private conversation, be sure that your voice is quiet enough so that other colleagues cannot hear confidential or sensitive information.

Providing feedback

Feedback is an essential component of mentoring relationships. The purpose of feedback is to reinforce a mentee's positive behaviors in order to improve skills and career capacity and minimize negative behaviors that detract from success. Feedback is different from evaluation. Evaluation is judging an action, product, or performance. An evaluation tells a mentee about the overall quality of something (like grading a research paper). The intent of feedback is different. Feedback provides the mentee with concrete suggestions for improvement throughout the process of attaining a goal. In the example of a research paper, a mentor's feedback would involve suggestions on sentence structure, organization of ideas, or articles to use as references. Keep this in mind as we move through the next section on providing feedback. When mentors are in a rush or feel overextended with work responsibilities, it is easier to provide an evaluation (judgment) than to take the time to give robust, utilizable feedback. However, in the long term, feedback will save time for the mentor and increase productivity for the mentees.

It is important to establish what type of feedback is best for your mentee at the beginning of the relationship. Some mentees will prefer to receive feedback verbally while some mentees will be more successful incorporating feedback when it is provided in writing. Verbal communication can build trust and rapport; the mentor has an opportunity to respond to the mentee's questions and concerns as they arise. Written feedback is helpful because it creates a trail of the mentor's comments that can be revisited if necessary. Receiving feedback in writing also allows the mentee to take time to process the feedback and more effectively integrate the feedback into their work. In the next section, we offer strategies for increasing the likelihood that your mentee uses your feedback, with specific examples of how to and how not to provide the feedback. Although these approaches might seem time-consuming at first, it is likely they will help a mentor save time they may otherwise spend repeating advice, instructions, and guidance.

Feedback is most likely to be used when…

It is a mutual process. To create a mutual process of feedback, develop guidelines for giving and receiving feedback at the beginning of the mentoring relationship. Then, throughout the relationship, both the mentor and the mentee can contribute to the feedback process as tasks arise. For example:

> *Mutual feedback:* We are both busy. Let's discuss a timeline for your project. When would be a good time for you to resubmit your proposal so that I can review it one more time before you submit it to the review board?
>
> *Nonmutual feedback:* Rewrite this proposal and email it to me by the end of the week!

It is actionable. Feedback is more likely to be used if it addresses a specific behavior that can be corrected and provides explicit suggestions for building on strengths or addressing weaknesses. Feedback is best consumed in small quantities. It might be necessary to break feedback into smaller tasks and steps so that it easier to understand.

> *Actionable feedback:* I noticed this same argument appears in different places throughout your paper. Here is what I want you to do: 1) review the instructions for the paper; 2) add subject headings for each section of the paper; and 3) identify the main point in each section of the paper. After you have completed these tasks, we can review it together before you move forward with your next phase of writing.
>
> *Nonactionable feedback:* Repetitive! You have made this point three times throughout the research paper.

It is descriptive and specific. Describe the problem and avoid making broad, general statements. Focus on specific tasks or compo-

nents of the work, and state how it is done well or how it could be improved.

> *Descriptive and specific feedback:* In a verbal presentation, it is important to capture the attention of the audience. Select a PowerPoint background and format that is visually pleasing to your audience.
>
> *Vague feedback:* Your PowerPoint slides are not good.

It is not judgmental. In addition to being specific with your feedback, it is important to eliminate as much judgement as possible from your language. Mentees are more likely to respond positively to a neutral tone with encouraging words.

> *Nonjudgmental feedback:* Your paper needs to be well organized. Let's discuss some strategies for organization in our next meeting. Until then, here is an example of a well-organized paper that you can review as a model.
>
> *Judgmental feedback:* You are a terrible writer.

It is well timed. Trainees are more likely to incorporate feedback when it is given in a timely manner. At the beginning of the mentoring relationship, establish guidelines that state a reasonable timeframe for mentors to give feedback and mentees to incorporate or respond to the feedback. Both parties should do their best to keep the agreement.

ACTIVITY 3.3: Case study on communication

Instructions: The following case study describes a common scenario between mentors and mentees. Read the case study on the next page, and answer the discussion questions to identify and analyze the issues with communication.

Case Study: Presentation feedback dilemma

Dr. Dawit (the mentee) just gave a lecture to his mentor's research group on a new, innovative method for statistical analysis. The analysis is highly complicated and requires at least a basic understanding of statistical methods. Dr. Dawit's mentor told him to only take fifteen minutes for his presentation because there were a number of other items that he had to cover in the hour-long monthly meeting. Dr. Dawit did his best to put together a talk but went over his fifteen-minute time limit. After eighteen minutes of presenting, Dr. Dawit's mentor stepped in and said, "Thank you, Dr. Dawit, but I need you to stop. That was a nice introduction, but we don't have time to continue." The mentor then turned away from Dr. Dawit and started talking about the next item on the meeting agenda. After the meeting, Dr. Dawit approached his mentor to ask for feedback about his presentation. While walking out of the meeting room, the mentor said to Dr. Dawit, "Your PowerPoint slides were a little hard to read…I am not sure that the new faculty members in the room understood a lot of what you said…but you got the main message across. Thanks for coming. Next time, please try to stay on time."

Discussion Questions:

1. What are the main issues in this case study?
2. What types of communication occurred?
3. How could communication in this case be improved?
4. How could this scenario be avoided?
5. What could the mentor do next?
6. What could Dr. Dawit (the mentee) do next?
7. How does culture and gender influence communication in this case study? How did you interpret the gender of the mentor? It was not explicitly stated in the case study.

Feedback is *less* likely to be used when…

- There is too much feedback.
- The feedback is all negative — negative feedback should be balanced by noting strengths.
- The feedback attacks personal character rather than a particular decision, skill, or task.
- The feedback is vague and lacks clear instruction for the mentee.

Active listening: An essential skill for mentors

Active listening involves a conscious effort to comprehend the message a mentee is delivering. It requires more than simply hearing select words or phrases; rather, it requires minimizing outside distractions so that you can focus on what the mentee is saying. This usually requires turning off cell phone and email alerts and giving the mentee your full attention.

Part of active listening is indicating to the mentee that you hear what they are telling you. For example, think about how your body language conveys your attention and interest in what the mentee is saying. Short verbal affirmations such as, "yes," "okay," "sure," or "I understand," can also be effective. Active listening encourages the mentee to share their thoughts openly so that you are able to fully comprehend their ideas.

Reflect. One way to ensure active listening is to be able to articulate and consider the key sentiments or content of the conversation in a short phrase or two that captures the main message your mentee has communicated. For example, your mentee might explain that they have many deadlines in a short period of time. As their mentor, you might sense from their voice, body language and speech that your mentee feels a lot of stress, pressure, and uncertainty about accomplishing the tasks on time. It can be helpful to pause and reflect back the sentiment they are feeling and identify

what your mentee needs from you in order to move forward. For example, a mentor could say to their mentee: "You feel overwhelmed with the number of deadlines you have in the next week. It is very stressful. You need my help guiding you through your deadlines." Or, "You are nervous about accomplishing everything on your list. You don't want to let people down. I can help you develop a strategy to meet your deadlines." Reflection identifies the feelings of the mentee as well as the tasks and action items that need to be accomplished to ease some of the emotions associated with the work. Sometimes, identifying a mentee's feelings is equally as important as providing guidance or the skills they need to accomplish their tasks.

Summarize. When your mentee finishes speaking, summarize the key points from your conversation and repeat it back to your mentee to confirm that you understand the main points correctly. Summarizing is similar to reflecting; however, summarizing clarifies the details of the actual work plan, whereas reflecting captures the feelings associated with the work. For example, if a mentee is working on submitting a grant proposal and describes the numerous tasks they need to accomplish before the deadline, a mentor could summarize their plan at the end of their meeting. The mentor might say: "Okay, let me summarize your plan to be sure I understand it correctly. First, you are going to revise your literature review. Second, you are going to review your research aims with your writing group and incorporate their feedback. Third, you are going to email Dr. Janet a revised version of your grant proposal for feedback. Your goal is to have a final version of the grant proposal by March 23rd." Encourage the mentee to correct your summary and give additional details if necessary. Summarizing can be particularly helpful when a mentor or mentee is listing ideas or describing a sequence of activities.

Ask open-ended questions. Use open-ended questions to elicit rich descriptions related to important topics in the mentoring relationship. Open-ended questions prompt a mentee to share during the

conversation and to clarify any possible areas of misunderstanding. Questions that start with "how," "what," or "why" tend to elicit more detailed responses from speakers. Certain phrases also prompt a speaker to share additional information. For example, phrases such as, "tell me more about that" or "could you say more" encourage the mentee to share more details.

Eliminate judgement. Active listening includes refraining from expressing judgement about what the mentee is sharing. Disclosing an opinion or making judgmental comments can prevent a mentee from revealing their complete perspective. For mentors, this is particularly important because mentees hold a mentor's perception of them in high regard. The smallest negative reaction can prevent a mentee from being transparent about critical issues.

Do not interrupt. During a busy day, it is easy for mentors to become frustrated with mentees when they are not being efficient in a meeting. Hold back on interrupting a mentee's flow of thoughts. Instead, wait for a break in speech, and redirect the conversation to a more productive focus. For example, when a mentee pauses, a mentor could say, "I know this is important to you. We have ten more minutes left in our meeting. What is the most important thing I need to know before we wrap up today?"

Pay attention to what is not said. Mentees might not want to share negative aspects of their work or life with their mentors. However, some mistakes are important to discuss in the mentoring relationship. Take notice of any obvious omissions in your mentoring conversations. If necessary, follow up with questions for your mentee to make sure that important details are being shared.

ACTIVITY 3.4: Active listening journal

Instructions: This week, practice each of the aforementioned active listening skills during routine conversations at work and at home. Make a goal to practice active listening for at least five

minutes during each of your conversations. Afterwards, take notes about the active listening strategies you used. At the end of each day or conversation, answer the following questions.

1. Which active listening strategies did you use successfully during your conversation(s) today (listed below)?
    - Reflecting
    - Summarizing
    - Open-ended questions
    - Eliminating judgement
    - Not interrupting
    - Paying attention to what wasn't said

2. Which strategies did you forget to use today or could you improve in future conversations (listed below)?
    - Reflecting
    - Summarizing
    - Open-ended questions
    - Eliminating judgement
    - Not interrupting
    - Paying attention to what wasn't said

3. How does active listening change what you hear and learn from the person speaking to you?

4. How does active listening change the experience of the person who is speaking to you?

5. Which active listening strategies will be most useful to you as a mentor? Why?

Difficult conversations

Part of a mentor's responsibility is to hold a mentee accountable for progress on their goals in order to achieve success. If a mentee is not keeping commitments and not making progress, the mentor needs to ask the mentee what is preventing them from accomplishing their goals. For some mentors, it is difficult to be direct and remain supportive at the same time. Mentors might need to have difficult conversations with mentees when they have behaved unethically, made poor choices about their priorities, failed at research experiments, or missed important career opportunities. Remember, a mentoring relationship is a mutual learning experience; therefore, both the mentor and mentee are responsible for figuring out how to communicate effectively with each other while maintaining a supportive relationship. A mentee is not likely to be productive when they are fearful about letting down a mentor, a supervisor, or a colleague. With practice, you as a skilled mentor can facilitate conversations that save time, defuse fear and anxiety, and move your relationships in a more beneficial and productive direction. Below, we suggest how to initiate a difficult conversation, a four-step process for preparing for the conversation, and ways in which you can end the conversation with a positive outcome.

Preparing for difficult conversations

Before beginning a difficult conversation, it is important to identify the problem causing the conflict or difficulty. Often, mentors and mentees can have emotional reactions to problems that inhibit calm, productive, relationship-building conversations. It is a mentor's role to facilitate fruitful conversations even when

discussing topics that might cause discomfort with their mentee. The four-step process outlined below is one way for a mentor to prepare for a difficult conversation to increase the likelihood of a positive outcome and minimize the chances of damaging the relationship. Mentors invest a lot of time into the success of their mentees. It is valuable to maximize the chances of positive outcomes even during challenging situations.

Step 1: Identify frustrations. It is important to identify the mentor's and mentee's frustrations. Some frustrations are easy to identify. For example, a mentor might feel frustrated that their mentee did not turn in a project by the deadline written clearly in their IDP. However, other frustrations are more subtle. For example, perhaps the greater frustration in this scenario is that the mentor feels disrespected when a deadline is missed or questions their own effectiveness as a mentor. When you encounter a challenging situation as a mentor, be sure to think about the obvious frustrations as well as deeper areas of concern. Make a list of these frustrations before you have a difficult conversation.

Step 2: Identify assumptions. In a conflict or challenging situation, the mentor and mentee might not have all the details about the context of the situation. It is important to identify what you *know* about a situation versus what you *assume* about the situation. For example, you know that a mentee missed a deadline because you did not receive a copy of their research proposal. There is evidence to support your conclusion because you do not have their project in your email inbox or your mailbox in your department. However, you might also make assumptions about why your mentee missed their deadline. For example, do you assume the mentee is disorganized and cannot meet deadlines? Do you think they lack ambition and therefore, fail to turn in their assignments on time? When preparing for a difficult conversation with your mentees, it is helpful to make two lists: 1) what you *know* about the situation as supported by evidence and 2) what you *assume* about the situation based on your perceptions, feelings, and emotions. During difficult

conversations, try to focus on the evidence rather than your feelings. Also, be sure to consider your own possible contribution to the problem. Have you written down the incorrect due date? Were you supposed to respond to feedback before the mentee turned in the final project? Review your own meeting notes to see if there is additional information to consider.

Step 3: Give benefit of the doubt. The definition of "benefit of the doubt" is "to retain a favorable or at least a neutral opinion of someone or something until full information about the subject is available" or "to regard someone as innocent until proven otherwise."* To prepare for a difficult conversation, consider a range of justifications for the problem that might favor the mentee. For example, if a mentee missed a deadline, perhaps they used the wrong email address to send you the report, or they misunderstood the deadline on their IDP. The reason for the missed deadline might not have to do with their character (i.e. disorganized, unambitious) but rather is explained by a justifiable impediment. Enter a difficult conversation open and ready to hear positive explanations.

Step 4: List desired outcomes. Sometimes, mentors and mentees can become frustrated by interpersonal dynamics and stress and lose track of the desired and intended outcome of the mentoring relationship. It is always beneficial to write out the outcomes you want from a conversation and relationship. Remind yourself why you entered the mentoring relationship, the benefits of mentoring the individual, and why it is beneficial to find a solution to the problem.

ACTIVITY 3.5: Preparing for difficult conversations

Instructions: Read the case study on the next page and answer the questions that follow the four-step approach to preparing for difficult conversations.

*https://idioms.thefreedictionary.com/give+the+benefit+of+the+doubt

Case Study: My mentee made a major mistake!

Professor Amir, a prominent research scientist, has been mentoring Dr. Eyasu for two years. Throughout their time together, Dr. Eyasu (the mentee) has been somewhat successful at acquiring small research grants to support his projects. However, Professor Amir (the mentor) thinks that Dr. Eyasu will need to acquire more substantial research funding in order to grow as a researcher and become well known as a specialist in his field. Over the past three months, Professor Amir has met with Dr. Eyasu every week about a funding opportunity that has the potential to increase his mentee's capacity for research. They have outlined a clear plan for writing and submitting Dr. Eyasu's grant proposal. Professor Amir is very excited about Dr. Eyasu's potential to implement a large-scale study in their department. This would be the first grant submission of this kind from their department, and it would bring important visibility to their research area. Professor Amir is sure that this will attract attention from their new dean. Furthermore, Professor Amir is tired of being the only faculty member in their department supporting the university's research mission.

Yesterday, Professor Amir learned from a colleague in his department that Dr. Eyasu never submitted the proposal. Professor Amir is shocked and angry that Dr. Eyasu missed this important deadline — and that he learned about this mistake from his colleague rather than Dr. Eyasu himself. Professor Amir has invested a lot of time into Dr. Eyasu and feels betrayed by his lack of communication and complete disregard for the importance of this grant. Dr. Eyasu's failure to submit the proposal will also negatively impact Professor

Amir's plans for his own research. Professor Amir is wondering if his mentee does not have the credentials or character to be a successful researcher. He thinks it might be time to end the mentoring relationship, but he has already invested in Dr. Eyasu's career and does not want to start over with a new mentee. Professor Amir has his administrative assistant schedule a meeting with Dr. Eyasu so that the two of them can sit down and discuss the missed deadline.

Discussion Questions:

Step 1: Identify frustrations. Answer the following questions to identify the mentor's and mentee's frustrations.

Why is the mentor angry?

How might the mentee's behavior impact the mentor's research and/or career?

How might the mentee's behavior impact the reputation of the mentor in the department or school?

Why might the mentee be frustrated or angry?

What other types of frustration or conflict might be present in this case study?

Step 2: Identify assumptions. Answer the following questions to identify the mentor's and mentee's assumptions.

Mentor:

What negative assumptions might the mentor have about the mentee?

What assumptions might the mentor have about why the mentee did not submit the grant?

What assumptions might the mentor have about how this impacts his mentee's career?

What assumptions might the mentor have about how this impacts his own career?

What assumptions might the mentor have about the department, school or other mentees?

Mentee:

What assumptions might the mentee have about his mentor?

What assumptions might the mentee have about the research process or his career?

What assumptions might the mentee have about the department or school?

Overall:
How has each person contributed to the problem?

What other assumptions can you identify in this scenario?

Step 3: Give benefit of the doubt. Answer the following questions and consider how the mentor and mentee might maintain a favorable or neutral opinion of each other in the situation.

What favorable reasons might the mentee have for not submitting the grant?

What positive assumptions could the mentor make about the mentee and the missed deadline?

What positive assumptions could the mentor make about the department and school?

What additional information might help the mentor understand the situation?

What might the mentor want to ask the mentee before discussing the details of the missed deadline?

What information might the mentee want to know about the mentor before discussing the missed deadline?

Step 4: Identify desired outcomes. Answer the questions below to identify the desired outcomes from the meeting for the mentor and mentee relationship.

Short-term or immediate outcomes:

Mentor:
What might the mentor want to happen as a result of the meeting?

What outcome might the mentor want for his research plans?

What outcomes might the mentor want for the mentoring relationship?

Mentee:

What might the mentee want to happen as a result of the meeting?

What outcome might the mentee want for his research plans?

What outcomes might the mentee want for the mentoring relationship?

Long-term outcomes:

Mentor:
What long-term outcomes might the mentor want for his research and career plans?

What long-term outcomes might the mentor want for the mentoring relationship?

Mentee:
What long-term outcomes might the mentee want for his research and career plans?

What long-term outcomes might the mentee want for the mentoring relationship?

The four-step process above provides concrete guidance on discussing uncomfortable topics. This method requires time to prepare before the conversation takes place. However, with practice, this type of communication will become easier and can happen without formal preparation. Now that you are prepared for your conversation, determine how best to begin the conversation with your mentee.

Initiating difficult conversations

In most cases, a difficult conversation is best to have during a face-to-face meeting. Below are some strategies for starting the conversation in a way that will benefit both the mentor and the mentee.

Start on a positive note. Ask questions like, "What has been going well with your research?"

Explore the issue with open-ended prompts and questions. For example, "Tell me about your progress on your research" or "tell me about your challenges."

Check in to see if there are external or personal issues impacting productivity. A mentee might be reluctant to share with a mentor that personal issues (family illness or financial difficulty, for example) are preventing accomplishments.

During the conversation

Having prepared for the conversation, it will be easier to remain calm and seek additional information about what happened. Furthermore, you have identified your desired outcomes for the meeting and your mentoring relationship, and these outcomes should guide your approach to the conversation. Keep the conversation on the difficult topic. During the meeting, ask open-ended questions, listen carefully, summarize the mentee's conversation points, and present the "facts" as informed by the evidence in the situation. If the conversation becomes heated, initiate a break and offer to continue the conversation at another time. Throughout the conversation, be mindful of your tone and body language. Take responsibility for your own part in the situation while also being direct about your expectations for the mentee.

Closing difficult conversations

At the end of a difficult conversation, it is helpful to summarize the conversation with nonjudgmental language. If possible, leave the meeting with clear action items and deadlines so that the mentor and mentee can remedy the mistake and move forward. If the problem is not resolved, say so during your conversation and discuss the necessary steps to resolve the problem in the future with a designated date. For example, in the scenario discussed above when the mentee missed an important deadline, you could suggest that the mentee email you a list of additional funding opportunities by the end of the week and then schedule a follow-up meeting to discuss what they found. Or, if the situation is not resolved, the mentor could suggest that they end the mentoring relationship. However, it is helpful for the mentor to suggest other mentors that might be a better fit for the mentee and their future goals. It is likely that the mentee and mentor will continue to work in the same professional circles. For this reason, it is to the benefit of both the mentor and the mentee to end the difficult conversation in a positive manner so that they can move forward with their relationship – either as mentee/mentor or colleagues.

CHECK YOUR MOTIVES

Motives are underlying reasons that prompt people to act in certain ways. As a mentor, it is important to identify motives that might influence the context and outcomes of conversations.

The following motives will interfere with resolving conflicts with your mentees. The desire to:

- Be right
- Win
- Look good
- "Save face" (to avoid having people lose respect for you)
- Punish or blame
- Start conflict
- Avoid conflict
- Stay safe

The following motives will improve your relationship with your mentees. The desire to:

- Learn
- Find a common understanding or goal
- Be productive
- Strengthen the relationship
- Be optimistic
- Be empathetic

ACTIVITY 3.6: Applying new communication skills

Instructions: Take time to apply the communication strategies discussed in this chapter to real scenarios in your own life. Think about a mentee who has not moved forward on a goal. Take time to initiate a conversation with the mentee using the communication strategies discussed in this chapter. After having the conversation, answer the following self-reflective questions:

1. How did you prepare for the conversation?

2. How did your communication style assessment results inform your communication strategy?

3. What active listening skills did you use?

4. How did you give your mentee the benefit of the doubt?

5. What approach did you use to provide feedback?

6. What went well during the conversation? What could you have improved?

7. Has the issue been resolved? If not, how will you continue your conversation with the mentee to ensure a desirable outcome?

My father has been very influential in my life like a mentor. He is an associate professor at an Ethiopian University. He is an associate professor of pathology and entomology. He has always been an influence in my life – not only as a father, but somebody who has passed through a similar educational background. He taught me to never to say that I can't do things. As the eldest in of my siblings, he discouraged me from saying that I can't do things so I've always tried everything. He encouraged me to exude confidence. That's what I learned from him.

The other thing I learned from him is to treat people as equals. He never judges you first. He gives you the same opportunity as the next person. We are a very diverse nation and sometimes people tend to favor the people that they know. My father is not that kind of a person. He never takes a side. He taught me it is better to see first, and then judge.

Resident, Internal Medicine
Lecturer, Addis Ababa

CHAPTER 4

Mentoring Diverse Trainees

In This Chapter

The importance of diversity

Implicit and unconscious bias

Mentoring diverse mentees

Cultural competence

Inclusive mentoring practices

Learning Objectives:

- **Define diversity**
- **Describe implicit bias**
- **Describe the unique barriers faced by mentees who are members of minority groups**
- **List at least two approaches to working with diverse mentees at an individual, relationship, institutional, and policy level**

Introduction

In this chapter, we focus on *inclusive mentoring*, which means intentionally creating mentoring practices that include people who might otherwise be excluded or marginalized due to past or current social, political, cultural, and institutional structures that create barriers to their professional success. In other words, inclusive mentoring requires mentors to actively mentor diverse mentees with strategies that promote their ability to thrive in academic, clinical, or other professional spaces. In this chapter, we describe the concepts of inclusivity and diversity as well as their importance to mentoring researchers and health professionals. We explore the impact of implicit and unconscious bias on mentoring relationships. Then, we introduce frameworks from culturally competent healthcare which can be adapted to mentoring diverse mentees. Throughout the chapter, we include activities that prompt mentors to reflect on their own identities and experiences of bias and suggest concrete strategies to improve mentoring for a diverse range of mentees.

It is important to note that the research we highlight in this chapter is situated in the United States. Given the different cultural context in Ethiopia, we encourage you to review the contents of this chapter and adapt them to the context of your own university setting. Like each of the chapters in this book, we encourage you to use this chapter as a starting point while you continue to explore additional texts, articles, and activities that address these important topics. We provide additional sources of information at the end of the chapter.

Before continuing with the chapter, please take time to review the Glossary of Key Terms in the next two pages.

GLOSSARY OF KEY TERMS

Cultural background: Cultural background includes ethnic, religious, racial, gender, linguistic, or socioeconomic factors and values that frame an individual's childhood and lived experiences.[1]

Diversity: Diversity refers to a breadth of social identities and cultural backgrounds such as race/ethnicity, gender, age, socioeconomic status, religion/faith, immigration status, sexual identity and orientation, ability/disability, income, educational background, socioeconomic status, and literacy. These social identities are linked to advantages or disadvantages that have been determined by history, power, politics, and coinciding access or lack of access to wealth, education, and material goods. It is important to consider the larger implications of social identities that are determined by long-term historical forces which provide some groups of people with access to more resources and wealth than others.[2,3] Each country has its own ranges and forms of diversity with unique historical contexts that impact social and professional dynamics within university settings.

Equity: The World Health Organization defines equity as "the absence of avoidable or remediable differences among groups of people, whether those groups are defined socially, economically, demographically, or geographically."[4] Experts emphasize the importance of acknowledging that equity is a process. For example, General Assembly, an organization dedicated to career transformation, describes equity as "an approach that ensures everyone access to the same opportunities. Equity recognizes that advantages and barriers exist, and that, as a result, we don't all start from the same place. Equity is a process that begins by acknowledging that unequal starting place and continues to correct and address the imbalance."[5]

Inclusion: Inclusion or inclusivity is the comprehensive valuing, recognition, and incorporation of ideas from individuals with a broad range of identities. Inclusion requires engagement and

connection across diverse populations along with a climate that welcomes and rewards multicultural perspectives.[5]

Minority: A smaller part of a population differing from others in some characteristics and often subjected to differential treatment.[6]

Schemas: Research shows that people perceive and treat others differently based on the social groups to which others belong regardless of their own group affiliation. Schemas are frameworks that allow humans to organize and interpret information. Schemas allow humans to take shortcuts in interpreting the large volumes of information available to us. However, schemas also prompt the exclusion of information that might conflict with our pre-existing ideas and beliefs. Schemas allow rapid but sometimes inaccurate processing of information. They often conflict with consciously held or "explicit" attitudes and can contribute to stereotypes.[7,8]

Social identity: Social identity is the piece of a person's self-concept and self-understanding that comes from membership in a social group.[9]

Stereotype: A stereotype is an over-generalized belief about a particular group or people. One disadvantage of stereotypes is that they ignore differences among individuals that belong to certain groups. Stereotypes can lead to untrue beliefs about people based on broad generalizations of the group they represent in our mind. Most stereotypes represent negative impressions. Stereotyping is closely linked with prejudice, discrimination, and bias.

Underrepresented minority (URM): Page et al. define underrepresented minorities within the medical profession as "racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population. Some universities broaden the definition to include any personal characteristics (e.g. socioeconomic status, sexuality, health condition, or disability) that are underrepresented compared to the general population."[10]

Why diversity matters

The concept of diversity encompasses a range and variation of social identities. In mentoring relationships, we can think about diversity in terms of the range of social identities of mentors and mentees, considering how these identities impact mentoring relationships. It is important to foster mentoring relationships across diverse groups of mentors and mentees to improve equity in professional settings. This includes mentoring across gender, ethnic group, age or generation, and religion. Mentors and mentees experience their identities and careers in the context of the overall diversity of the university or healthcare facility's faculty and student populations. The ability to mentor with attention to difference and diversity will enrich relationships with mentees and ensure that mentoring will have a positive impact. Diversity comprises many aspects of human identity including but not limited to:

- Ethnic group
- Gender and gender identity
- Sexual orientation
- Geographic region
- Ability/disability status
- Religion and spirituality
- Age
- Education level and background
- Socioeconomic status

Mentor self-awareness

One way in which mentors can become culturally aware and engaged with inclusive mentoring is to reflect on their own social identities and cultural backgrounds.[11] Therefore, before reading further in this chapter, we encourage you to stop and complete Activity 4.1. This exercise is designed to guide deliberate self-reflection about your own life experiences and cultural background with attention to how these characteristics and experiences impact mentoring.

ACTIVITY 4.1: Reflection and mentor self-awareness

Instructions: Take time to reflect on your personal history and answer the following questions.

Reflection questions

1. Consider the regional or ethnic background of your parents. How strongly do you identify with your background?

How might your background influence your practices as a mentor?

2. Think about your gender identity. How have cultural expectations of men and women impacted your career path? Your mentee's career path?

What factors are important to consider when mentoring men? Women?

3. Think about your communities. To what community groups do you belong?

How does your community influence your approach to your mentoring, if at all?

4. Take time to reflect on other aspects of your social identities in writing below. How do these identities impact your life, worldview, and career?

- Age or generation
- Education (schooling, training, education)
- Socioeconomic status (income and education)
- Religion or spirituality
- Ability or disability
- Relationship status (married, partnered, single)
- Family status or background

Summary questions

1. How have your social identities impacted your career? How are your social identities important to your mentoring practices?

2. What would you like to learn more about in order to more effectively mentor diverse mentees or mentees whose identities differ from yours?

The value of diversity in institutional settings

Research shows that diversity improves multiple dimensions of medicine including patient care, education, research, and public policy.[12-14] Mentors are responsible for teaching mentees how to develop their careers in ways that incorporate individual gains. They also teach mentees effective mechanisms for working with colleagues to accomplish the overall institutional mission and improve careers and health outcomes. Successful mentoring with attention to diversity will help achieve institutional and community goals of a diverse, competent, and skilled workforce. Part of such success includes the ability to mentor young professionals on how to collaborate with colleagues and work successfully in teams and groups. In today's academic and healthcare settings, teams are essential to promoting rigorous research, developing strong educa-

tional programs, and providing high quality patient care. Research on team composition and dynamics shows a direct relationship between diverse teams and positive outcomes. Below are excerpts from a few of the research studies that show the importance of diverse teams of researchers and scientists:

- The collective intelligence of a group increases if more women are involved.[15,16]
- Groups perform better than the best individuals working on their own. Groups with more diverse viewpoints and perspectives succeed with the best results.[17,18]
- A range of diverse opinions can lead to more positive outcomes, increased innovation, and more creativity throughout a breadth of disciplines.[19,20]
- Companies interested in improving employee diversity had "greater profitability"[21] and "those with 30% or more women in the corporate leadership (CEO, the board, and other C-suite leaders) had higher net margins than companies that lacked female representation at this level."[22]

Knowing the benefits of diversity, mentors can deliberately build strong inclusive mentoring practices that support diverse mentees. To do so, it is important to understand the role of bias and how it might prevent well-intentioned mentors from accomplishing success with their mentees.

Implicit bias

We are all operating within a cultural context at all times whether we explicitly address it or not. This means we are also operating from a biased lens without being actively aware we are doing so. These biases may influence how we interact with each other and how we build relationships with people who are different from us. Implicit bias (sometimes referred to as unconscious bias) refers to the opinions, judgements, and perspectives we hold about people that are influenced by our past experiences. These experiences might cause us to make conclusions and decisions about individuals and groups of people (usually based on a

shared characteristic like ethnicity or gender) without consciously knowing we are doing so.[23] Implicit biases can prompt us to make decisions that benefit some people over others. A few of the known implicit biases that directly impact the workplace include:

- **Affinity bias:** the propensity to easily befriend individuals like ourselves
- **Perception bias:** the tendency to form stereotypes and expectations about certain groups of people that make it difficult to make a neutral judgement about members of those groups
- **Confirmation bias:** the inclination for people to seek information that confirms preexisting beliefs or assumptions

These biases, because they are unconscious, exist in spite of an individual's commitment to providing equal opportunities to their mentees. These biases can influence a mentor's decision-making processes in a variety of ways:

- **Perception:** how we see people and perceive reality
- **Attitude**: how we react towards certain people
- **Behaviors**: how receptive/friendly we are towards certain people
- **Attention:** how we give more attention to certain people
- **Listening skills:** how much we actively listen to what certain people say
- **Affirmations:** how much or how little we comfort certain people in certain situations
- **Values:** how we value certain work or the work produced by some people over others

To read more about these biases, visit the following websites:

https://www.socialtalent.com/blog/recruitment/9-types-of-bias
https://www.psychologytoday.com/us/blog/he-speaks-she-speaks/201806/how-unconscious-bias-impacts-women-and-men

Identifying and reducing implicit bias can help mentors reduce stereotypes about groups of people. In turn, mentors can work to provide equitable opportunities for their mentees regardless of gender, ethnicity, or other social identity.

ASSESS YOUR IMPLICIT BIAS: HARVARD UNIVERSITY'S PROJECT IMPLICIT

Project Implicit at Harvard University is one project dedicated to raising awareness about bias. To learn more about implicit bias, visit **https://www.projectimplicit.net/about.html.**

Harvard University's Project Implicit describes itself as

> "a non-profit organization and international collaborative network of researchers investigating implicit social cognition—thoughts and feelings that are largely outside of conscious awareness and control. Project Implicit is the product of a team of scientists whose research produced new ways of understanding attitudes, stereotypes and other hidden biases that influence perception, judgment, and action. Project Implicit translates that academic research into practical applications for addressing diversity, improving decision-making, and increasing the likelihood that practices are aligned with personal and organizational values.

To learn more about the purpose of these tests and how they work, review the following webpage that provides answers to the frequently asked questions about the implicit bias tests: **https://implicit.harvard.edu/implicit/faqs.html**

OPTIONAL ACTIVITY: If you complete an assessment, take time to reflect on the following questions:

What were your reactions to the test(s) and the result(s)?

Did the results prompt you to reconsider any aspect of your approach to mentoring? If so, how?

Mentees might encounter bias and stereotypes based on their identities from colleagues, leaders, and peers. Stereotypes can inaccurately influence people's decisions when it comes to hiring, promotions, or other career advancement opportunities. Sometimes, such bias is obvious, but other times, it is more difficult to discern. Therefore, it is important for mentors to be aware of their mentees' experiences and to be prepared to help guide them through these challenges.[3,24] In these situations, a mentor can help their mentees discern if they have suffered the consequences of bias and advise them about how to take action. For example, women and other minorities might experience the following challenges in the workforce[3]:

- Feelings of isolation as the only member of their minority group in a department, division, or school
- Less guidance and support for promotion and tenure process
- Exclusion from informal collegial networks
- Disproportionate service burden (committee work, etc.)
- Challenges with work/life demands
- Experience with unconscious or implicit bias
- Less informal knowledge about dominant institutional norms
- Devaluation of research or projects focused on gender or other minority-related concerns[3]

Gender bias

In some institutions, there may be an imbalance in gender such that there are more male than female mentors available. In this case, there might not be enough women in senior roles to mentor women who are more junior. Women need men to excel at mentoring so that they have the knowledge and skills to advance in their careers – sometimes in areas where there have not yet been women present. In a recent article in the Harvard Business Review, Johnson and Smith[25] suggest building reciprocal mentoring relationships between men and women as partnerships with complementary roles that lead to personal and professional development

for both the mentor and the mentee. Johnson and Smith outline four characteristics that lead to high impact, cross-gender mentoring relationships:

Mutual listening and affirmation. This is defined by fluid expertise between the mentor and mentee and men's ability to stay open-minded and "maintain a learning orientation." It is essential to practice "generous listening," to "avoid assumptions," and to "patiently draw out the other person's authentic self."[25]

Humility. Effective mentors take time to reflect on what they do and do not know. It is helpful to recognize the mentee's unique experience in the workforce and approach her knowledge with curiosity and a desire to learn more. Co-creating an approach to a woman's career might be highly beneficial and based on her authentic lived experience.[25]

ADDITIONAL RESOURCES ON IMPLICIT BIAS

Unconscious Bias in Academic Medicine: Overcoming the Prejudices We Don't Know We Have
https://news.aamc.org/diversity/article/unconscious-bias/

Exploring Unconscious Bias in Academic Medicine
https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html

The National Mentoring Partnership. Your Identity: A course on implicit bias.
https://www.mentoring.org/program-resources/mentor-resources-and-publications/supporting-and-inspiring-native-youth/your-identity/

Shared power. To create reciprocal mentoring relationships across gender, men should be intentional about sharing informal knowledge, information, and influential decision-making in a way that benefits female colleagues.

Extended range of mentoring outcomes. Men and women may experience different barriers and challenges throughout their career

development. As a result, they might have different approaches to balancing professional and personal obligations. Men can think broadly about the set of possible outcomes for all of their mentees by considering a wider range of career objectives expressed by their mentees and remaining flexible about the timeline of achieving these goals. It is also important to value soft skills like emotional intelligence, time management, and resilience that might be a strength exhibited by female mentees.[25]

Target workplace status quo. Mentors can help women achieve individual success and overcome individual challenges; however, mentors should also work to reduce institutional barriers to success such as biased behavior and policies, stereotypes, and prejudicial behavior, which prevent women from achieving their full potential.[25]

ACTIVITY 4.2: Case study on bias

Instructions: Read the case study on the next page and answer the discussion questions below.

Discussion Questions:

1. What are the main issues in the case study? How realistic is this scenario?
2. Where might bias impact the mentor and the mentee in this situation? How might your own gender affect your assumptions about Dr. Meseret?"
3. Why do you think Dr. Meseret might not want to tell you, her mentor, about her ailing mother?
4. What specific mentoring style of yours might have played a role in the situation?
5. What should you as Dr. Meseret's mentor do now?
6. What should Dr. Meseret do now?

Case Study: I thought she wanted to be promoted?

Dr. Meseret is an assistant professor who is eager to submit her promotion materials. She is a very successful researcher. She was supported by a research training program for junior faculty which provided seed funding for her research project. Next, she applied for and received funding for her research project from a non-governmental organization. Currently, a large part of her time is covered by her research project and some clinical work. She has published several articles in high quality peer-reviewed journals. During your last meeting with Dr. Meseret, she had not completed her promotion packet for associate professor. It is very atypical for Dr. Meseret to miss a deadline or delay accomplishing her goals.

However, yesterday you learned from a colleague that Dr. Meseret's mother is very sick, and she has been busy taking her to doctor's appointments and caring for her at home. Her mother lives in a rural part of the country and has come to the city in hopes of receiving better medical care. Dr. Meseret is the only daughter in the family who lives in Addis. As her mentor, you wonder why Dr. Meseret did not tell you what was going on. She is one of two women in your department and you are relying on her to contribute a female perspective to the department and school. If promoted, she would be the only woman in the rank of associate professor in your department. As her mentor, you thought she really wanted to achieve this goal.

ACTIVITY 4.3: Reflections on mentoring women

Instructions: Answer the following questions about gender in the workplace and reflect on your responses.

1. What is the distribution of women in leadership and higher-ranking positions at your institution? How might this impact mentoring and career development for women in this particular context?

2. What policies are in place for women who have children? How will the policies impact the careers of women who have children? How is this important for you as you mentor women?

3. What is the institutional climate towards women? How can you help your mentees navigate cultural norms that might not be inclusive or supportive of women? This is important for both men and women.

4. How do you openly advocate for the inclusion of women at departmental meetings? School-wide events? Planning committees?

5. What visible actions do you take to show your mentees that you support an equitable and inclusive environment?

REDUCING BIAS IN LETTERS OF RECOMMENDATIONS

As mentors, you will often be asked to write letters of recommendations for your mentees. Research shows that letters of recommendation are likely to include gender-based implicit bias. For example, letters written about men were longer, contained more references to their research and publications, and their accomplishments. Letters for women were more likely to reference their personal lives rather than their professional accomplishments and twice as likely to contain negative comments than men who had the same set of qualifications. We strongly recommend that you review the resources below to help minimize bias in letters of recommendation.

"Avoiding gender bias in reference writing"

http://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf

The University of Arizona provides guidance on minimizing gender bias in reference letters.

Detecting Bias in Letters of Recommendation

https://diversity.berkeley.edu/sites/default/files/exploring-the-color-of-glass.pdf

This journal article helps the reader understand the research behind bias in letters of recommendation in academic medicine. Trix F, Psenka C. Exploring the color of glass: Letters of recommendation for female and male medical faculty. *Discourse & Society*. 2003;14(2):191-220. doi: 10.1177/0957926503014002277

Diversity Resources for Healthcare Professionals

http://cedi-web01.s.uw.edu/about-us/

The UW Medicine, Center for Health, Diversity, Equity and Inclusion, provides a number of additional helpful resources on diversity, equity and inclusion.

Mentors: Creating a space for diverse mentees

The core principles of mentoring are trust, support, and encouragement. In our focus groups with Ethiopian faculty,[26] the participants likened mentoring to familial relationships. This implies an openness and a sharing of history and values. Oftentimes, this depends on the mentor's ability to express empathy and understanding and create a "safe space" — a safe, confidential, and comfortable environment for open discussion.[27] When a mentor is able to successfully communicate empathy and understanding to their mentees, it is more likely that their mentees will openly share their career ideas, challenges, hopes, and aspirations.[27]

It is important to note that creating a safe space is not always easy. Mentors and mentees have different levels of comfort in sharing parts of their lives that might not seem directly related to their professional lives. However, social identities and cultural backgrounds of the mentor and the mentee influence the relationship, whether it is directly addressed in conversations or not discussed at all. Mentors can take into account the unique position of the mentee and their background and create opportunities to learn about their individual circumstances.

ACTIVITY 4.4: Identifying bias

Instructions: The following pages provide several real-life scenarios from the workplace. Read the scenarios and identify the bias that occurs.

1. A female physician raises a good point about patient care in the presence of her male and female colleagues. She is ignored. A few minutes later, a male colleague makes the same recommendation for patient care. He is acknowledged and commended for making the recommendation.

Describe the bias in this situation:

How could you address this situation and minimize bias?

2. A female faculty member took leave from work for one week to spend time with her sick child. Her supervisors and peers comment on her lack of ability to manage her career while being a mother. A male colleague also took leave to take care of his sick child. He is seen as a caring father who is committed to his family.

Describe the bias in this situation:

How could you address this situation and minimize bias?

3. There is an opening for the chair of the biostatistics department. There are two highly qualified candidates for the position: one is a woman and one is a man. The man is selected by the hiring committee because they believe he is a natural fit—in passing, one of the committee members comment he is naturally talented at mathematics.

Describe the bias in this situation:

How could you address this situation and minimize bias?

Understanding broaching styles

To improve mentoring relationships with diverse mentees, mentors and mentees can identify their patterns of communication and approaches to discussing differences or sensitive issues with one another. In the article, "Strategies for enhancing diverse mentoring relationships in STEM fields," Carroll and Barnes[28] suggest that mentors inventory their ability to approach sensitive topics, such as gender or ethnicity, in mentoring relationships. The concept of "broaching" is defined as one's "personal approach to addressing sensitive topics, such as race, within a relationship."[28] The table on the following page summarizes five different levels of broaching for faculty working with students with diverse racial and ethnic identities in a U.S. context. This table can be revised and adapted to address other areas of difference such as gender, religion, socioeconomic status, and education level.

BROACHING STYLES DESCRIBED BY CARROLL AND BARNES (2015)*		
Broaching Style	**Description**	**Level of cultural competence**
Avoidant	Ignores or minimizes racial/cultural factors and maintains a race neutral perspective on socio-political issues	Low
Isolating	Agrees to broach but harbors reservations due to limited sense of personal efficacy and a concern about potential student reactions	Low to moderate
Incongruent	Maintains an openness towards broaching cultural factors but lacks the accompanying skill set	Moderate
Congruent	Accepts and encourages students to make culturally specific interpretations of their concerns	Moderate to high
Infusing	Broaching is regarded as an important aspect of work and is related to other efforts to eliminate oppression and promote social justice and equality	High

*Adapted from Carroll MA, Barnes EF. Strategies for enhancing diverse mentoring relationships in STEM fields. *International Journal of Evidence Based Coaching & Mentoring*. 2015;13(1):58-69.

ACTIVITY 4.5: Determining your broaching style

Instructions: Review the broaching styles above. Which would you use to describe your current style? Please give an example of when you used one of the broaching styles defined above.

1. Your current broaching style:

2. Example of when you used your broaching style:

3. What was the outcome of this broaching style?

4. What steps can you take to reach “infusing” as your broaching style (see Activity 7 at the end of this chapter)?

Guiding minority mentees with decision-making, prioritizing, and time management

Some members of minority groups in the United States are tasked with representing their minority group on committees, in teaching, at meetings, and in other contexts. Although the intention of inclusiveness is good, the extra burden of being the only person from your gender, ethnic, or minority group can lead to numerous extra activities that slow down individual career progress and success. As an example, the only woman in a department might be asked to join multiple committees — more than her male counterparts — to ensure a female perspective. However, these extra obligations may minimize her capacity to work on important career goals that are necessary for promotion, like writing and publishing papers, obtaining grant funding, and presenting at prestigious scientific conferences. As a mentor, you can help your mentee prioritize their commitments and diplomatically say "no" to projects that will distract from their promotion. This is a critical responsibility as a mentor. A mentor's successful guidance in decision-making can facilitate a mentee's path to success, advancement into leadership positions, and their eventual role as a mentor for new students and faculty.

ACTIVITY 4.6: Teaching mentees to prioritize

The following activity, published in *Pay it Forward: Guidance for Mentoring Junior Scholars*, was developed by the William T. Grant Foundation's program to support early- and mid-career researchers in mentoring minority junior colleagues in the United States.[29] The activity helps minority scholars manage the demands placed on their time. If your mentee is a member of a minority group and frequently asked to represent that group, you might suggest the following activity as a way of navigating these decisions. Then, discuss the lists in a mentoring meeting. Be open and nonjudgmental about your mentee's responses. Use open-ended questions throughout your meeting to elicit their ideas about how to prioritize their activities.

Instructions: Ask your mentees to complete the lists in Part A. Then, ask your mentee the discussion questions in Part B.

Part A. Five important decision-making lists for your mentees[29]:

List 1: Things I'm doing that I want to quit

List 2: Things I've been asked to do that I don't want to do

List 3: Things I am not doing that I want to start

List 4: Things I want to keep doing

List 5: How I plan to shorten Lists 1 and 2 and lengthen List 3 over the next 6 months

Part B. Discussion questions to use with your mentee when you review their lists[29]:

- How did you feel when you made the lists?
- What surprised you about the lists?
- What was difficult about the lists?
- What did you learn about yourself?
- How can I help you prioritize your commitments and responsibilities?
- What is the most important step moving forward to ensure you are successful in completing your goals?
- What are some strategies you can use to say "no" and step down from commitments that are no longer beneficial to your career?

Time management: Teach your mentees how to say "no"

At times, mentees might need to consider saying "no" to certain tasks that might pull them away from their main career focus. This can be very difficult. Culturally, it may disrespectful to say "no" to those who hold more senior positions. Institutionally, it may be difficult to say "no" to certain leaders and administrators who are responsible for careers or play major roles in overall organizational leadership. In some situations, saying "no" when given responsibility might count negatively during future applications for promotion. However, there might be opportunities to begin saying "no" to smaller tasks or commitments that can be distracting and unessential to career success. Below are some strategies to share with your mentee that might make it easier to turn down opportunities without causing damage to important relationships.

Evaluate the situation. Ask your mentee, "Can you say no?" Some offers are difficult to turn down due to negative consequences. Other opportunities can be turned down without negative repercussions. Help your mentee understand how to differentiate between the impact of saying "yes" or "no" to a new commitment.

Specific questions can help your mentee weigh the advantages and disadvantages before saying "yes" or "no" to a commitment. Your mentee can ask themselves:

- Is this a person whom I want to work with?
- Is this an important relationship for my career development?
- Is this cause aligned with my research interests?
- Do I need this opportunity for my promotion?
- Do I have a realistic understanding of the time commitment?
- Is there another person who could fulfill this role instead of me?
- Will this opportunity detract from my own career progress?
- Can my mentor support me with my decision to say no?

Politely decline the opportunity. If your mentee is ready to say "no," remind them to express gratitude before declining the opportunity. They may do this by first acknowledging and thanking the person offering the opportunity. You may consider guiding your mentee by suggesting the following strategies:

- *Direct response.* Keep your response simple and straight to the point.

- *Working at capacity.* State that you are currently working at maximum capacity, and therefore unable to take on an additional project.

- *Recommend another person.* Rather than explicitly saying no, recommend another person who could handle the task better or who is perhaps better qualified for the responsibility. The mentee might also help encourage the other person to take on the task. This could be a valuable opportunity for a colleague.

- *Give a partial yes when appropriate.* For example, can you commit for only one year? For just one task or responsibility? If so, let your colleague know that you have minimal time available, but offer a very concrete, limited commitment that could help accomplish their goals.

- *Share your mentor's advice.* Let them know that you have met with your mentor about your career plans and obligations, and explain that your mentor suggests that you do not take on additional commitments.

- *Next time.* If you are interested in being involved in the future, you can say no and ask if they could keep you in mind the next time they are in need of someone. This is a particularly useful strategy for tasks that happen on a regular basis such as admission committees that review applicants for the program on an annual basis.

- *Don't be deceptive about why you are saying no.* Be honest when you provide a reason for saying no. It is likely you will work with people for a long time, and it is important to be honest with them as it is likely they will find out if you have been dishonest.

- *Anticipate their response and stick to yours.* The person receiving the "no" from you might not respond with enthusiasm. Allow their feelings of disappointment without changing your mind. Stay kind and firm, and remain committed to your "no."

- *Practice saying "no."* It sounds silly, but practicing saying "no" will develop your ability to do it.

Stepping down from commitments. If a mentee has said yes to too many projects or commitments, help them determine if they need to step down from some of their responsibilities. Guide them through the process of telling colleagues that they need to end their involvement in a project.

For example:

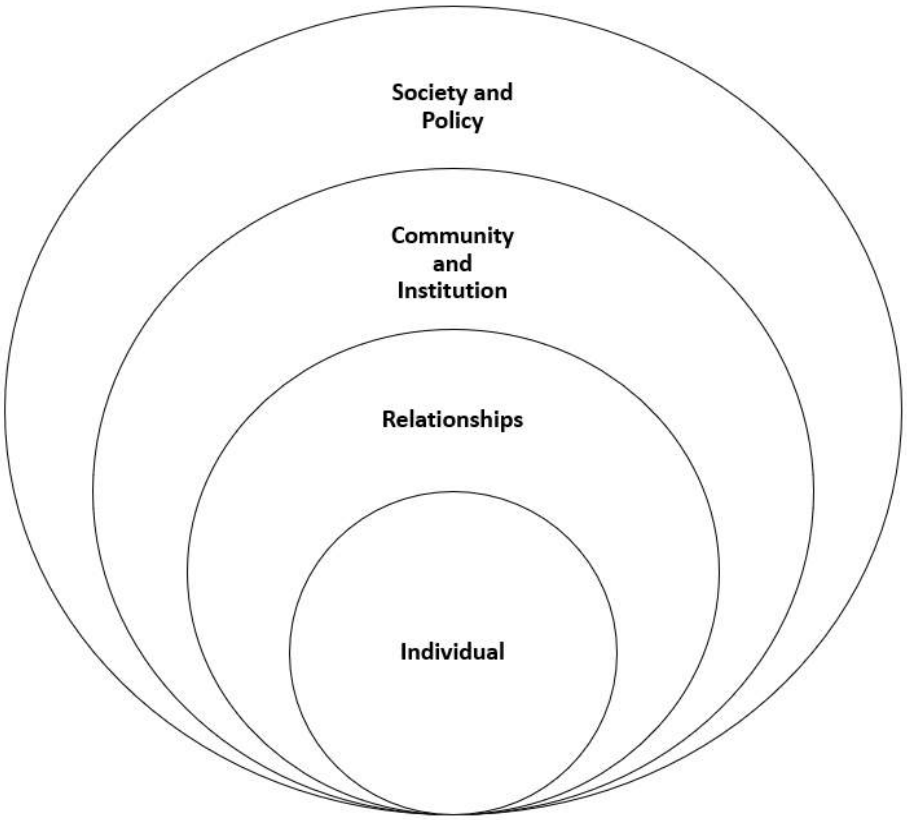
- Has your mentee received a new grant that will require more of their time?
- Has your mentee been appointed to a new leadership position that requires a reprioritization of their commitments?
- Does your mentee have an important pending deadline on a project that needs more attention?

The circumstances above warrant a review of projects and commitments and a reshuffling of priorities. As a mentor, help your mentees plan their time for the most important aspects of their career development. Guide them through stepping down from projects that are not beneficial for their career or take too much of their time. In particular, help mentees focus on projects and commitments that benefit their career goals and promotion. Review their Individual Development Plan and revise it accordingly.

ACTIVITY 4.7: Developing a comprehensive inclusive mentoring plan

To improve equity and inclusion for mentees, a mentor must work on changing individual and relationship behavior as well as working to change institutional and cultural norms. The following section provides action steps mentors can take to sustain their commitment to mentoring diverse mentees based on the social-ecological model, which encourages multilevel behavioral change to achieve positive outcomes. The next activity is a checklist of possible actions mentors can take to improve inclusive practices for mentoring.

Instructions: Please review the following checklist and mark the items at the individual, relationship, community/institution, and society/policy level that you are already doing or could implement in the future.



Social-ecological Model

Individual level. The key to working with diverse mentees is taking responsibility and becoming accountable for your own biases. Commit to continual self-evaluation of your own beliefs and how they impact your mentoring relationships.

☐ Become aware of unconscious or implicit bias that might undermine your conscious commitment to egalitarian principles. Completing Activity 4.1 in this chapter is a good starting point. Consciously strive to minimize the influence of unintentional bias by questioning your judgements and decisions.[27]

☐ Identify future trainings on implicit/unconscious bias, cultural competence, and equity and inclusion to educate yourself. Remember that minimizing bias takes a long-term commitment.

☐ Address feelings of possible isolation. Research shows that being the only person from an underrepresented group can feel isolating and alienating. Remain aware of mentees who might find it difficult as a minority to take active roles in academic or social settings and find ways to include them.[27,30]

☐ Take the initiative to talk to mentees about their research interests and their lives outside of work. Create a safe space to discuss less traditional approaches to research and career.[27]

☐ Learn about your mentees' cultural backgrounds without asking them to teach you. This minimizes the "teaching" burden on mentees. Read articles, research, and mainstream press to learn more about diverse social identities and cultural backgrounds.[27]

☐ Seek counsel from others who have more experience and success with creating sustainable diverse mentoring and work environments.[27]

☐ Make your commitment to equity and diversity visible so

your mentees know your values without having to guess. For example, include a sentence about your commitment to mentoring diverse trainees in your mentor-mentee agreement.[27]

Relationship level. As a mentor, recognize that your own experience might vary from the reality of your mentees. Create opportunities to learn about your mentees' unique backgrounds and interests. See mentoring as an opportunity to learn from your mentees. It might take time to develop strong relationships when mentoring across differences, but it can lead to positive outcomes and teaches mentors and mentees how to build relationships throughout their careers. Career pathways for diverse mentees might take diverse trajectories or varying lengths of time and still be successful.[30]

☐ Offer open-ended advice in a manner that invites options and discussion. Instead of assuming your advice will match your mentees' experiences, try using qualifying comments like, "This might not work for you, but from my experience…" or "One way to approach this might be…"[31]

☐ Provide advice to your mentees. Then, invite a discussion with your mentees about the advice rather than assuming it suits their needs. For example, follow up your advice with questions such as "What do you think of these suggestions?," "What additional ideas do you have?," or "What would improve these ideas?"[31]

☐ Be patient with mentees who might encounter obstacles due to their minority status that are not the same as your own.[31] Mentees might not feel comfortable sharing their obstacles or challenges directly with a mentor, but it is important for mentors to remain attentive.[27]

☐ At the beginning of the mentoring relationship, commit in advance to specific evaluation criteria and modes of feedback.

This will minimize evaluation that might be biased due to stereotypes or schemas. Share your evaluation criteria with your mentees. Ask them for feedback or additional mechanisms for evaluation. This can be included in your mentor-mentee agreements.[29]

☐ Be wary of "fit," "chemistry," and "collegiality" as criteria for evaluation. These types of "intuition" criteria can be based on implicit bias.[27,31]

☐ Make an effort to introduce your mentees to additional colleagues, mentors, and supervisors as needed. If helpful, lead a mentoring team for your mentees so that some members of the team can relate to your mentees' life experiences as well as provide expertise related to their career interests.[30]

☐ Build your own collegial relationships so that you have a strong network of peers who can join mentoring teams for your mentees.

☐ When a mentee reports an experience with bias or discrimination, listen carefully to what they have to say. Let them decide how to handle the situation with your support as needed.[31]

Community and institution level. Initiatives to support the mentoring of diverse mentees must be addressed and supported at the institutional level. Individual mentoring can assist a talented mentee, but they will still need to interact and move ahead in an institution that might not recognize their full potential. As a mentor, allocate part of your time to working on improving equity and inclusion at your institution so that your mentees will benefit from an organizational shift. Actively and visibly promote inclusivity.

☐ Join or initiate a committee that works on policies aimed at increasing diversity and promoting equity in your department or university, or join a committee that works on policies on a larger institutional level. What you learn through active in-

volvement in diversity and inclusion initiatives will benefit your mentoring relationships.

☐ Support diverse hiring for leadership positions and internal promotions; this eventually leads to more diverse mentors.[30]

☐ Encourage colleagues to participate in implicit bias training to raise general awareness about bias and how it impacts mentoring.

☐ Support efforts and organize events that involve diverse speakers of various age groups, gender, nationalities, and ethnicities.[30]

☐ At meetings and events, work to ensure that women and underrepresented minorities have a chance to voice opinions, concerns, or questions. Women and minorities often report that their remarks or contributions are ignored or unheard.[27]

Society and policy level. Mentoring relationships will be directly or indirectly influenced by societal norms and country or international policies.

☐ Become intentional about reviewing institutional policies with an eye towards identifying possible exclusionary practices that might disadvantage your mentees.

☐ Continue to learn about the impact of bias in your country, community, and institution.

☐ Address the impact of the current political climate on mentoring relationships.

☐ Consider the impact of cultural norms on your mentees, your mentoring relationships, and your mentees' career choices.

Cultural competence and mentoring

At this point in the chapter, you have learned about diversity, bias, and strategies to help you engage in inclusive mentoring practices. In this last section of the book, we bring these concepts together to consider the larger paradigm of cultural competence. Like our social identities, culture informs every aspect of our lives — how we perceive our reality, determine a sense of self, behave and interact with other people, pursue education, develop goals and aspirations, and manage family relationships. It is important for mentors to remember that some aspects of culture are visible, such as food, clothing, communication styles, and language, while other aspects of culture are not visible, such as norms, values, beliefs, and opinions.[32] Mentors need to balance seeing mentees as individuals while remaining attentive to their cultural background, which may influence their thoughts and actions. One approach to addressing this balance, as well as bias and inclusivity, is through cultural competence.

Cultural competence is a combination of informed attitudes, cultural knowledge, and interpersonal skills that facilitate professionals to care, tend, and build relationships with individuals from a range of different cultures, groups, and, communities.[32] Cultural competence requires "life-long learning about other cultures" and "self-awareness and self-examination around our own cultural values, experiences, perceptions, and sense of 'norms'"[33(ppS3-31)]. There are several frameworks on cultural competence and healthcare that identify values that are also beneficial for mentoring practices. For example, the "CRASH" course in cultural competence,[33] a model that guides physicians towards culturally competent care of patients, recommends core values associated with cultural competence that we adapted for cross-cultural mentoring relationships. The values are listed below.

Valuing Culture. The importance of shared values, perceptions, and connections between mentors and mentees.[33]

Respect. Understanding that demonstrations of respect are more

important than gestures of affection or shallow intimacy. Mentors and mentees find ways to learn how to demonstrate respect in various cultural contexts and for various cultural traditions.[33]

Affirmation. Recognizing each mentor or mentee as the world's expert on his or her own experience. Remain ready to listen and affirm their experience. Mentors and mentees reframe cultural differences by identifying the positive values behind behavior perceived as "different."[33]

Sensitivity. Developing an awareness of specific issues within each culture that might cause offense or lead to a breakdown in trust and communication between mentors and mentees.[33]

Self-Awareness. Becoming aware of one's own cultural norms, values, and sensitive issues that lead to misjudging or miscommunicating with each other.[33]

Humility. Recognizing that no one ever fully attains "cultural competence" but that it is instead a commitment to a lifetime of learning about our own perceptions and biases while being quick to apologize and accept responsibility for cultural missteps. Mentors and mentees embrace the adventure of learning from each other's first-hand accounts of their own cultural experiences.[33]

In her study on cross-cultural mentoring, Betty Neal Crutcher found that successful cross-cultural mentoring is based on "the three Vs: values, virtues, and vision."[34] Mentors and mentees are effective at building cross-cultural relationships when they share common values even across different cultural norms. Sharing values leads to greater understanding of each other and builds trust. Virtue is important to cross-cultural relationships because it enables mentors and mentees to remain flexible and respectful of one another in the face of differing opinions and unforeseen challenges. Vision is important to mentors and mentees because it clarifies the end goal and informs the shared commitment to achieve

"excellence" in educational and career pathways. To engender the three Vs, mentors must have proficient listening skills, practice honesty, remain nonjudgmental and patient, and appreciate the richness of working with diverse mentees. According to Crutcher, "Mentors must maintain a dual perspective, seeing the mentee as an individual as well as part of a larger social context."[34]

ACTIVITY 4.8: Next steps for mentoring diverse mentees

Instructions: As mentioned throughout the chapter, mentoring diverse mentees requires a lifelong commitment to learning about diverse cultures and backgrounds. What will be your next step to learn more about cultural competence, diversity, inclusion, and equity? Read an article? Attend a training? Write it below.

HELPFUL RESOURCES ON CULTURAL COMPETENCE

Resources for Self-assessments

https://nccc.georgetown.edu/assessments/

"The Georgetown University National Center for Cultural Competence (NCCC) provides national leadership and contributes to the body of knowledge on cultural and linguistic competency within systems and organizations. Major emphasis is placed on translating evidence into policy and practice for programs and personnel concerned with health and mental health care delivery, administration, education, and advocacy."

Resources for Exploring Unconscious (Implicit) Bias in Academic Medicine

https://www.aamc.org/initiatives/diversity/learningseries/346528/howardrossinterview.html

The Association of American Medical Colleges video, Reinventing Diversity: Transforming Organizational Community to Strengthen People, Purpose, and Performance, explores how and why diversity efforts plateau at institutions, what role unconscious bias plays in these situations, and how to increase the success of diversity initiatives. Learn more on their website:

Additional online training modules are available on diversity, equity, and inclusion. Visit the following webpage and watch videos on the topic:

https://www.aamc.org/initiatives/diversity/learningseries/

TWO MODELS FOR CROSS-CULTURAL COMMUNICATION AND NEGOTIATION

Below are two models that provide steps for effective cross-cultural communication between patients and health care professionals. These same models can be used between mentors and mentees when discussing sensitive situations. The acronyms outline conversation steps to provide the patient (mentee) with an opportunity to share their perspective in a neutral, nonjudgmental setting.

Model 1. BATHE
Background: "What is going on in your life?"
Affect: "How do you feel about what is going on?"
Trouble: "What troubles you most?"
Handling: "How are you handling that?"
Empathy: "This must be very difficult for you."

Source: Stuart MR, Leibermann JR. *The Fifteen-minute Hour: Applied Psychotherapy for the Primary Care Physician.* New York: Praeger; 1993.

Model 2. BELIEF
Beliefs about health: "What do you believe caused your problem?"
Explanation: "Why did it happen at this time?"
Learn: "Help me to understand more about your belief/opinion."
Impact: "How is this problem impacting your life?"
Empathy: "This must be very difficult for you."
Feelings: "How are you feeling about it?"

Source: Dobbie AE, Medrano M, Tysinger J, Olney C. The BELIEF instrument: A preclinical teaching tool to elicit patients' health beliefs. *Family Medicine*. 2003;35:316-319.

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I can emphasize that mentoring is very important in many ways. Life is full of experiences. Age and time in a given profession differs with experience and the way you see problems, challenges, the solutions is different. So, having a mentor or someone who has better knowledge in your area, and in that walk of life, will give and guide a junior person in the right way, so that that person can be successful or achieve their career goals and they can have a successful life. So, mentoring will assist in career development, and it will assist in achieving one's goal.

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CHAPTER 5

How to be a Successful Mentee: Guidance for Mentors and Mentees

In This Chapter

Tips on being a good mentee

Selecting a mentor

Types of mentoring relationships

Roles and responsibilities of a mentee

Learning Objectives

By the end of this chapter, participants will be able to:

- **Describe the role of a mentee**
- **List at least three behaviors that lead to successful mentoring relationships**
- **Describe how to manage meetings with mentors**
- **Describe how to sustain a mentoring relationship**

Introduction

In the previous chapters of this book, we have focused on the role of the mentor. However, this chapter is written specifically for mentees. Although the mentor is the counterpart with more experience and knowledge, the behavior of the mentee is equally important to the success of the relationship. Mentoring is a mutual learning process which requires responsibility and accountability from both mentors and mentees. Mentees can manage aspects of the relationship like scheduling and keeping track of meetings and contribute to the substance of the relationship by sharing their excitement, innovative ideas, and ambition with their mentor. In this chapter, we discuss how mentees can select a mentor, the mentee's typical roles and responsibilities, and strategies for sustaining a productive, effective relationship.

Tips on being a good mentee

Below are eight tips for mentees who want to optimize their mentoring experience.

1. Bring your excitement and enthusiasm to the relationship. As young professionals, mentees often have a new sense of curiosity and excitement about their career path. Mentors, on the other hand, sometimes lose excitement and passion after many years in their career. The mentee's enthusiasm can reinvigorate the mentor's passion about their own work as well as the mentee's research projects.

2. Share your generational knowledge. If your mentor is from an older generation, it is possible that they could benefit from learn-

ing more about the experiences of your generation. If appropriate, take time to share the attitudes, perspectives, and latest trends that are relevant to your generation as it applies to professional life and mentorship.

3. Share the latest technology. Mentors might not be up to date with the most recent advances in technology. As a mentee of a younger generation, you can share new innovations that will be of interest to your mentor.

4. Listen. As a mentee, it is easy to become very excited about your new relationship with your mentor. Sometimes, mentees like to talk a lot about their previous experiences, hopes and dreams, and goals and aspirations. Be sure to balance talking with listening.

5. Ask questions.* In some cultures, it is considered impolite or disrespectful for mentees to ask their mentors questions. However, an important part of mentoring is the opportunity for mentees to ask questions in order to learn from their mentor's experiences and clarify any areas of confusion about their advice or instruction. We encourage mentees to develop strategies to ask questions in ways that are acceptable and respectful to their mentors. It provokes new thought and facilitates productivity.

6. Share resources and information. Oftentimes, mentors are busy with their own careers and might not have the same exposure as mentees to new research articles, innovations, interventions, policies, or funding opportunities. As a mentee, if you come across something new that could be of interest to your mentor, consider

***A NOTE ON QUESTIONS:** Questions are only helpful to the discussion when a mentee has already completed their homework or background research on the topic. In other words, questions that can be easily answered with a quick search on the internet might not be the best use of a mentor's time. Questions for your mentor should be meaningful and specific to their knowledge and experience.

sharing it with them. It could prompt a discussion between the two of you and maybe even save them time by teaching them something new that is helpful to their own career.

7. Show your gratitude. Mentors like mentoring because it feels satisfying to pass their experience along to younger professionals to help them succeed. As a mentee, it is important to share your achievements with your mentors! Let them know when something good happens due to their mentorship. Mentors love to hear that their advice is working and enjoy celebrating their mentees' successes. Also, be sure to acknowledge them in your papers, presentations, or other settings that allow you to highlight how they supported your success.

8. Use your organizational skills. Is your mentor really busy? Most likely. Help "manage" the relationship by initiating mentoring meetings, adding meetings to the calendar, sending gentle reminders before your meeting, and following up on action items developed in your meetings. Keep track of deadlines and gently remind your mentors of important goals and due dates.

Mentees bring the following elements to the mentoring relationship:

Ambition
Energy
Creativity
Generational knowledge
Innovation
Inspiration
Motivation
New ideas
New perspectives

Selecting a mentor

Each mentoring relationship is unique. Many types of personalities and working styles can lead to a successful mentoring relationship. It is important to select a mentor whose research and expertise is aligned with your interests and hopefully your relationship style. Before selecting a mentor, take time to reflect on positive role models in your life who represent the type of person that could effectively influence your career. Complete the following activity to help you identify the characteristics and qualities most important to you.

ACTIVITY 5.1: Finding a mentor that is a "good fit"

Instructions: Answer the following questions to identify valuable qualities in the important people in your life.

Role models: Think of a person you admire as a role model. List below three traits you find inspirational about this person.

A)

B)

C)

Colleagues: Think of a positive relationship that you currently have with a peer or colleague (a different person than you described in the question above). List below three characteristics about that person that contribute to your successful professional relationship.

A)

B)

C)

Your working style: Think about your working style. List below three positive characteristics of your own working style that lead to your success.

A)

B)

C)

Commonalities: Take time to review your answers and identify commonalities across the answers to all three questions. What characteristics or traits should be present in your mentor? What characteristics in a mentor are likely to facilitate a successful mentoring relationship for you? List them below.

A)

B)

C)

Now that you have identified the type of person you respect and value as a mentor, think carefully about your goals for the mentoring relationship. In an ideal world, what would your mentor help you achieve? Complete the next activity to help you answer this question.

ACTIVITY 5.2: Identifying your mentoring needs

Instructions: In the space below, describe at least three areas of your career for which you would like guidance from your mentor.

A)

B)

C)

TYPICAL AREAS FOR MENTORSHIP

- Assistance with managing work-life balance
- Clinical practice
- Collaborative research projects
- Connecting mentees to professional networks
- Entry into a new area of specialty, division, or institution
- Grant submissions
- Help with decision-making
- Leadership positions
- Navigating politics in the university or work setting
- Promotions
- Research projects
- Teaching roles and responsibilities
- Writing and publications

Mentor's area of expertise

As we discussed in Chapter 1, some mentors are primarily involved with mentoring research projects while others might provide general career advice. Some mentors serve both purposes. It is not essential to define the "type" of mentor you want; however, it is important to identify what you want from the mentoring relationship so that you select the best person to fill the role. It is possible that you might need more than one mentor to meet your needs. In this situation, consider developing a mentoring team. Below we provide more detail about how to focus your search and selection of a mentor based on whether you hope to find a research or career mentor and how to approach an advisor or supervisor with whom you would like a mentoring relationship.

Research mentors. A research mentor is specifically selected to guide a mentee through their research training and projects. To select a research mentor, take time to learn about the experience and research background of several faculty members, and evaluate who has the best expertise to guide your research goals. Explore the research faculty at your institution who are further along in their career path with similar areas of interest and experience as you in research, clinical, or public health practice. Browse a potential mentor's website, publications, funding, presentations at scientific conferences, and committee work. Understand the breadth of their experiences to determine whether they will match the type of mentoring you need to accomplish your goals. Some indicators of faculty members who could make excellent research mentors include:

- Extensive knowledge in research methods
- Role as a principal investigator for national and international research grants from the university, government, nonprofit organizations, or private foundations
- Author on published articles in high-impact, peer-reviewed journals
- National or international recognition for contributions to scientific research

- Rank, tenure status, and influential leadership positions pertaining to science
- Prior experience with trainees who have become successful in their own careers
- Resources for laboratory or other scientific research studies
- Financial resources for trainees' stipend and/or tuition
- Strong work ethic and ethical treatment of employees, students, and trainees

HELPFUL RESOURCES FOR DETERMINING THE APPROPRIATE MENTOR

Review the NIH webpage and video on selecting research mentors: **https://www.training.nih.gov/mentoring_guidelines**

According to the NIH, it is reasonable to expect that a research mentor will:

- Help define your training goals at the outset and evaluate them at regular intervals throughout your training
- Meet with you regularly, one-on-one, to discuss your progress towards these goals
- Listen to you and to your ideas
- Provide constructive and timely feedback on your scientific work
- Support your growth through encouraging opportunities and professional development
- Introduce you to scientific colleagues so you can begin to develop networks of your own
- Acknowledge your contribution to the research, for example, through authorship on publications

Career mentors. A career mentor does not necessarily align with a mentee's research interests but has important knowledge and experience in a career that is relevant to the mentee. For example, a career mentor might be a full professor in the same department as a mentee but an expert in a different research area. A career mentor might or might not be helpful with guidance on research methodology but very helpful with navigating the promotion process in the department, having been through the process themselves. Or, a career mentor might be outside of the mentee's institution but familiar with the local or national landscape of the profession and able to provide important wisdom about building a career that reaches beyond the mentee's immediate institution. Career mentors are also important because they are not immediately responsible for making decisions about a mentee's promotion or salary. This might make the mentee feel more comfortable with sharing their fears, mistakes, or doubts about their current job. A career mentor should have the ability to maintain confidentiality with the mentee and provide general guidance about their career pathway. Some indicators of faculty members who could make excellent career mentors are below:

- They are well respected and well known for their success.
- They are connected to a broad network of professionals that can be shared with the mentee.
- They are able to connect the mentee to resources (human or financial).
- They are able to provide guidance on balancing work and family life.
- They are not likely to be the primary decision-maker about the mentee's salary or promotion.
- They have many years of experience in the same or similar field as the mentee.
- They have a strong ability to encourage and support the mentee through a variety of career decisions.
- They have the vision to help the mentee beyond short-term obstacles and setbacks.

- They have the potential to establish a lifetime relationship with the mentee.
- They have time available for the mentee.
- They have a strong desire to "pay it forward" and share their knowledge with junior professionals.
- They have a long-term career perspective.

Mentor, advisor, or supervisor?

It is possible that you currently have an advisor or supervisor who is fulfilling many of the responsibilities of a mentor. However, research shows that advisors and supervisors tend to focus on specific projects and roles but do not always advise a mentee on larger career goals or work-life balance. If you have a positive relationship with your advisor or supervisor, it is possible that you could expand the breadth of the relationship to include more mentoring. However, in all mentoring relationships, it is important to recognize that the person has influence over your projects and career trajectory. Therefore, when a mentor is also a supervisor who makes decisions about your salary or work responsibilities, there are additional dynamics to consider. For example, it might be challenging for a mentee to share opposing viewpoints with a mentor if they are also their supervisor and responsible for making decisions about their promotion. A mentee might wonder if it is risky to disagree with a mentor who is responsible for evaluating their work in fear that the tension in a mentoring relationship might influence decisions beyond the scope of the mentoring relationship. On the other hand, there have been many successful mentoring relationships between supervisors (or "bosses") and the junior members of their teams (for example, employees or staff) because the mentors are most familiar with the

Questions to ask your mentor if you want to learn more about their experiences

Forbes provides a list of questions that a mentee can use to learn more about their mentor in the article, "40 Questions to ask a Mentor" by Jill Miller:

https://www.forbes.com/sites/jomiller/2018/03/25/40-questions-to-ask-a-mentor/#4bb1439e261b

mentee's work and excited to promote their progress and achievements. Many types of mentoring relationships can be successful. As a mentee, you can evaluate who would best serve as your mentor, and if it can be someone who is also your supervisor, or if it needs to be someone outside of your immediate, day-to-day work.

Additional things to consider when selecting a mentor

Across all mentoring relationships, there are common attributes that make a successful relationship. Regardless of how the relationship forms, all successful mentors make themselves available to some degree for their mentees. They also listen to their mentees, hold their mentees accountable, and provide feedback for their mentees. Below is a checklist of questions that a mentee can answer about their potential mentor before initiating the relationship.

Are they …

An experienced professional?
Available to spend time with you?
Likely to provide timely and constructive feedback?
Good at listening?
Passionate about providing guidance for young professionals?

Will they…

Have time to mentor you?
Share knowledge needed for your career development?
Show support and encouragement?
Challenge you to produce your best work?
Hold you accountable for your goals?
Work through obstacles with you?
Give you proper credit for your work?
Introduce you to important professional networks?

Helpful questions to use with potential mentors

The following NIH webpage provides further questions that are helpful for mentees to consider when they are selecting a mentor:

https://www.training.nih.gov/evaluating_potential_mentors

Do they…

Benefit from a mentoring relationship with you?
Have a similar worldview as you?
Share similar values as you?
Support other mentees in a manner that is admirable?

Asking someone to be your mentor

After identifying an appropriate person to be your potential mentor, take time to determine how you will approach and ask them to be your mentor. If you have a colleague in common, it is beneficial to have your colleague introduce you to the potential mentor in person, via phone call, or via email. Then, if possible, arrange a time to meet with the potential mentor in person to share your interests and explain why you believe they are well suited to be your mentor. Discuss why their skills and experience would be beneficial to you in a mentoring relationship, and then suggest what the relationship might require in terms of a time commitment (i.e. meeting once per month, total length of time such as two years). Be sure to allow the mentor time to ask questions about your projects, interests, and goals. Answer questions honestly so that you establish a relationship that will accurately meet your needs. If needed, give the mentor time to consider your request. If they decline to be your mentor, you can ask them to suggest another faculty member or colleague who might be appropriate.

ACTIVITY 5.3: Case studies on selecting a mentor

Instructions: Review the definitions of research mentor and career mentor and the attributes to consider when selecting a mentor. Then, take time to read the case studies in the following pages. Answer the discussion questions following each case study.

Case Study: Approaching your ideal mentor

Dr. Ahmed is an assistant professor in the school of medicine. He currently spends his time between working in the clinic, teaching in the medical school, and treating patients in the afternoons at a private clinic. Lately, he has been treating numerous women who are living with HIV at the government hospital as well as the private clinic, and this has increased his desire to continue and maximize his research in this area. He met with his department chair about his desire to pursue a research career. Although she was supportive, her research is not in the same area as his, and she did not have specific suggestions about how he should proceed. Dr. Ahmed is familiar with a senior faculty member, Dr. Abebe, who has years of experience in a research area similar to his own, a grant to conduct research, and a wide network of collaborators. He would like to approach Dr. Abebe to be his mentor. However, he has only met him once at a university function, and he is afraid that it will be disrespectful. There is not a mentoring program at the university, and mentoring is a relatively new concept in his department. Dr. Ahmed firmly believes the guidance of a mentor is critical to his career as a researcher.

Discussion Questions:

1. What should Dr. Ahmed do in this situation?
2. If he decides to approach Dr. Abebe, what strategies could he use to ask him to be his mentor? What steps could Dr. Ahmed complete before approaching him?
3. If Dr. Ahmed decides not to approach Dr. Abebe, or Dr. Abebe declines to be his mentor, what are some alternative courses of action?

Case Study: Which mentor is best?

Dr. Meseret has been an assistant professor for two years in the Epidemiology Department, which is part of the Institute of Public Health in the School of Health Sciences at a large university. She completed her Ph.D. in Epidemiology in order to conduct larger surveillance studies on infectious disease throughout the country in partnership with the country's governmental public health offices. She has the opportunity to apply for a grant that would provide three years of funding to support her research in collaboration with a government agency. She has written small grants for internal awards and received the funding. However, this funding opportunity is from an external agency, and the research project will include a team of researchers from the government agency as well as the university. Dr. Meseret is still junior and unsure of how to navigate the grant writing process and the politics involved in the project. She thinks some mentoring will help her succeed.

Discussion Questions:

1. What steps should Dr. Meseret take to find a mentor?
2. Who should she look for as a mentor? What kinds of qualities would be suitable for Dr. Meseret's mentoring needs?
3. Should Dr. Meseret consider a mentoring team? If so, who should be on the team and why?

Sustaining mentoring relationships

In the United States, mentoring relationships are typically "managed" by the mentees. This means that the mentee is frequently the person who initiates the relationship, schedules meetings with mentors, coordinates meetings between members of a mentoring team, and suggests timelines to accomplish project and career goals. In fact, in the U.S., if mentees do not manage the relationship in this way, mentors interpret the mentee's lack of initia-

tive as unmotivated, irresponsible, or lackadaisical. In our formative research in Ethiopia,[1] junior faculty expressed concerns about initiating and managing mentoring relationships due to cultural norms that designate the mentor as the leader in the relationship. In some more patriarchal and hierarchal settings, it is common for the mentor to dictate the tone, substance, and content of a mentoring relationship. Some mentors might be less inclined to see mentoring as a reciprocal process. Considering these factors, mentees will need to carefully negotiate the best way to form the relationship. We hope this book outlines some of the benefits of a mutual relationship. For example, it could benefit the mentors to permit the mentees to manage the relationship so that they can free up some of their own time for other professional responsibilities while their mentees take time to carefully set goals, schedule meetings, and seek feedback from mentors. Furthermore, it is good professional experience for junior faculty to learn these skills that become important in their administrative work as they advance in the university.

Types of mentoring relationships

Just as there are different types of mentors, there are many types of mentoring relationships that mentees may develop with their mentors. Here are some of the most common types of mentoring relationships.

Collaborator. A collaborator might be closer to your own rank and interested in sharing responsibilities and credit for success. Your relationship might focus more on productivity and achieving goals rather than larger career plans or work-life balance. A collaborating mentor might have more time for regular meetings and interest in achieving shared goals. However, this type of mentor may not have the experience needed to advise you in your career path.

Senior advisor. This type of mentor might be more "top-down" in nature and be able to provide you with expert advice and direction. A senior advisor might have less time for frequent meetings, but the information they provide in a short time period is essential for

your success, and their perspective might not be available from other colleagues or mentors. They might inquire about your goals and your achievements but will not carefully monitor your day-to-day progress. However, this type of mentor may require you to be more proactive in managing the mentoring relationship.

Helicopter mentor. A mentor that is highly involved will know the details of your day-to-day work. For example, they might review the raw data from your experiments and provide hands-on data analysis. They will monitor your progress carefully and hold you accountable for achieving your short- and long-term goals. However, it may be difficult to disagree with this type of mentor. Furthermore, you might feel less independent if the mentor is overseeing and making decisions about the details of your work.

Ivory tower mentor. This type of mentor provides high-level guidance but does not review the details of your work. They are better at providing feedback on big decisions and sharing perspective from a person in leadership with long-term academic career experience. They likely will not monitor your progress very carefully but still hold high expectations of your career. However, this type of mentor may not be able to advise you in your research or other responsibilities because they do not have time (or interest) in learning the details of your day-to-day work.

Mentoring the mini-me. This mentor expects you to follow their own footsteps and "be like them." This can be a successful model if your own aspirations are similar to their career accomplishments. A mentor who wants you to follow in their footsteps might provide ample time and resources for you to succeed because it also benefits their own idea of success. However, it might be difficult to disagree with this type of mentor if they are convinced that the best path for you is to become like them. They might not be open to hearing new, innovative ideas that are not in line with their own work.

Familial mentor. This type of mentor sees you like a family member. They will share unique wisdom about your research and career and also take great interest in your family, personal life, and larger life decisions. They may advise you about work-life balance and other areas of your life. However, this type of mentor may not always align with your research and career goals.

ACTIONS MENTEES TAKE IN A MENTORING RELATIONSHIP

- Initiate the mentoring relationship
- Develop goals for mentorship
- Schedule regular meetings with mentors and send reminders as needed
- Reschedule meetings when they are postponed or cancelled
- Share journal articles of interest
- Share generational knowledge or other innovations
- Share important knowledge and resources
- Listen carefully to the mentor's feedback
- Incorporate the mentor's feedback
- Share successes with the mentor

Preparing for the first meeting with your mentor

The first meeting between a mentor and mentee sets the tone for subsequent relationship dynamics. It is important to be prepared. Even if you already know your mentor (for example, as a colleague, advisor, or supervisor), it is critical to prepare for your first meeting because you are likely changing the expectations of the relationship.

Before your first meeting, take some time to consider what your mentor needs to know about you and your work in order to start the relationship with the best possible foundation. Are there documents you should send them before your first meeting, like your resume/C.V., recent publications, faculty webpage, or an Individual

Development Plan (see Chapter 2)? Take a minute to become up to date on the mentor's background too. Look at their webpage or publications to learn about their active projects, recent accomplishments, and research interests.

Keep in mind that your meeting might be brief, so you will need to succinctly cover all the important points to establish a foundation for your relationship. We highly recommend using an Individual Development Plan (IDP) and mentor-mentee agreement (see Chapter 2 for specific strategies for setting expectations between mentors and mentees). During the meeting, it is helpful to discuss core topics such as:

- Your short-term goals (1-4 years)
- Your long-term goals (5-10 years)
- Your strengths as a professional (skills, experiences, character traits)
- Your weaknesses as a professional and areas that need development (skills, experiences, character traits)
- Your projects that are in progress or pending

Then, spend the rest of the time during the meeting discussing how the mentor can help you achieve your goals. Consider the following questions for discussion:

- How can they help fill the gaps in your training, knowledge, or skillset?
- What resources could they provide?
- What type of feedback do you need?
- What type of advice are you looking for?
- How frequently will you meet?
- How long will the relationship last?
- Who is responsible for scheduling the meetings and setting an agenda?
- What have been your past successful experiences with mentors or mentor-like relationships?

- What have been your past challenges with mentors or mentor-like relationships?
- What are your unique working styles (see Chapter 2 for communication and working style assessments)?

Below are some tips to help you experience productive meetings.

Meeting reminders and confirmation. If appropriate, you might want to confirm the time and location of your meeting a few days before the meeting date. This reminds the mentor of your pending meeting and ensures that you will be at the right place at the right time.

Agenda. In the United States, it is common for mentees to develop an agenda that outlines the topics for the mentoring meeting. A formal agenda is not always needed, but it is helpful to keep mentoring meetings on track. Sometimes, a mentor wants an agenda before the meeting so that they are prepared for the discussion.

Time. Monitor the time during your meeting and if necessary, gently guide the mentor to stay on important topics. The mentor will appreciate your efficiency. If you stay on track, you are saving them time, and they will in turn be more optimistic about meeting with you again in the future.

Listen. During your meeting, practice active listening. Also, notice if your mentor repeats an idea or phrase several times. This is likely a central idea and important to the discussion.

Take notes. Remember to take notes during the mentoring meeting. These notes can provide a helpful reference for next steps; capture important information, upcoming tasks and due dates; and create a written record of your progress and decision-making. Most importantly, remember that you may not be your mentor's only mentee. Taking notes for your mentor will help you both remember what has been discussed in each meeting and make your

subsequent meetings more efficient.

Ask clarifying questions. Ask questions to clarify possible areas of misunderstanding. Open-ended questions elicit more detailed responses. Use open-ended questions that start with "how," "what," or "why." Phrases such as, "Tell me more about that," or "Could you say more" also encourage elaboration.

ACTIVITY 5.4: Asking clarifying questions—A mini case study

Instructions: Read through the following scenario and write two open-ended clarifying questions that Dr. Hiwot could use to learn more about this opportunity and to aid in her decision about joining the committee.

Case Study: Asking clarifying questions

In a meeting, Dr. Beti (the mentor) suggests to Dr. Hiwot (the mentee) that she should join the university committee in charge of revising the faculty promotion policy. Dr. Hiwot is excited about the possibility of joining the committee, but she has heard from her colleagues that the time required from the committee is extensive. She is not sure if joining the committee is in her best interest because she is about increase the scale of her large research project, and she has not hired a research coordinator yet. However, Dr. Hiwot has heard that joining a university committee like this could help with her promotion. Dr. Beti does not fully understand the extent of Dr. Hiwot's current commitments. Dr. Beti sees a look of confusion on Dr. Hiwot's face and says, "Well, you don't have to join the committee if you don't want to."

1.

2.

USING YOUR MEETING TIME EFFICIENTLY WITH YOUR MENTOR

The 10-20-20-10 rule helps provide structure on how you spend meeting time. For a meeting of about one hour, split the time as follows[2]:

First 10 Minutes: Give a personal/professional "check-in."

- Share quick updates. These updates may be about your overall progress or the action items discussed from your previous meeting.

Next 20 Minutes: Focus on immediate issues.

- Discuss issues that are most important and time sensitive. For example: pending deadlines, upcoming presentations, urgent project obstacles, etc.

Next 20 Minutes: Discuss progress on current and long-term goals and priorities.

- Decide on action items or tasks that you would like to accomplish before your next meeting. Use your IDP as a guide to help you decide on the next step towards achieving your goals.

Last 10 minutes: Summarize and clarify.

- Briefly summarize meeting discussion
- Clarify upcoming tasks and action items for mentee and mentor
- Schedule your next meeting
- Wrap up and say goodbye

Summary and action steps. At the end of the meeting, take a few minutes to summarize the key points of the discussion. It is particularly useful to summarize action steps that result from the meeting. It is beneficial to set a due date for each action item to build accountability for both the mentor and the mentee.

Scheduling the next meeting. If possible, always end your meeting with a subsequent meeting date scheduled. That way, you will stay on schedule and keep up the momentum when you are working toward your goals.

Send meeting notes to your mentor. Some mentors like to receive a written summary of your meeting notes via email after your meeting. Your summary might include the action steps and deadlines that were discussed during the meeting. Meeting notes might not be necessary if you meet with your mentor frequently. However, meeting notes are very helpful when you meet with your mentor irregularly so that you can refer back to your notes in between meetings and remain on track with your goals. In addition, your mentor can quickly reference your notes before your meetings to remember where you left off with your goals and tasks. It also reminds them of the commitments and tasks that they had planned to do for you, the mentee. Meeting notes document the mentoring journey.

Create a meeting summary with action items

A mentee's summary of a mentoring meeting might sound like this:

"Thank you, Dr. Abebe, for the productive meeting today. Let me take a minute to briefly summarize my next steps. One, I will contact Dr. Dawit about the resources for the lab supplies, and then email you to let you know if he agrees to provide the resources. Two, I will revise my conference abstract and send it to you for review by September 1. Three, I will read the two articles you recommended and incorporate them into my paper. Finally, our next meeting is scheduled for Tuesday, October 4 at 2:00 p.m. in your office."

TIPS FOR MENTEES

- Be eager and willing to learn
- Ask thoughtful questions
- Seek and incorporate feedback
- Remain open-minded to feedback
- Keep commitments
- Meet deadlines
- Share your progress and successes with your mentor
- Show appreciation for your mentor's time
- Show respect
- Show enthusiasm

Resolving differences between mentors and mentees

Like most relationships, there will be differences that arise in mentoring relationships. Ideally, in a mentoring relationship, both the mentor and the mentee have an opportunity to express their differences of opinion without retribution. However, it is important to acknowledge that mentors are frequently in powerful positions. Likely, a mentee will rely on a mentor for letters of recommendation, nominations for awards, letters of support for grants, and sponsorship for leadership and other professional opportunities. This can make it very challenging for a mentee to disagree with a mentor if they fear negative consequences. In some cases, a mentor might also be a mentee's supervisor. It is worth considering a number of strategies for resolving differences when they arise.

Some typical examples where differences might occur between mentors and mentees include:

- Prioritization of tasks and responsibilities
- Choice of research methods
- Order of authorship on a manuscript
- Role on a grant or research project

- Decisions about career priorities
- Choices between work and family
- Service to the institution or professional organizations
- Entering into new collaborations
- Opinions about institutional or country-level politics
- Misaligned expectations about the outcomes of the relationship
- Disagreement about credit on shared projects

Disagreement over advice. One typical area of dissonance in mentoring is when a mentor gives advice based on their own expertise, but a mentee does not agree with the advice. A mentor might feel strongly that they know the best direction for a mentee. As a mentee, you could approach the situation by focusing on the process of making a decision rather than the end result. For example, a mentee could say to the mentor, "I appreciate your perspective, but I am feeling unsure of that idea. Could I take a few minutes to explain why I am unsure of moving forward in that direction and hear what you think about my hesitancy?"

Disagreement over priorities. Mentors might recommend or ask mentees to take on committee or departmental work with the intention of providing career-building opportunities. This is a benefit of mentoring and frequently welcomed by the mentee. However, there are times when the opportunity might feel out of sync with the mentee's career path, or a time commitment could derail them from other priorities. In this case, instead of saying no to the opportunity, it might be helpful for the mentee to review their current projects and responsibilities with the mentor and ask for assistance with prioritizing. (It is helpful to have your commitments on paper so that the mentor can see them in writing and keep track of them). Once they see the mentee's complete breadth of responsibilities, the mentor might rescind their recommendation. Alternatively, they might suggest where the mentee can cut back on their other responsibilities to make room for the new, more important opportunity, especially if it will be more beneficial to the mentee's

career in the long term. A mentee could say something like, "I would really like to take advantage of that opportunity, but I think it would require me to step down from or limit some of my other commitments. Could you help me prioritize my commitments given my overall goals?"

Disagreement about missed meetings. Throughout the course of a relationship, it is likely that either the mentor or mentee will miss a meeting. Since mentors are typically very busy, it is possible that they may accidentally miss a meeting with their mentee. When this happens, it can be uncomfortable for a mentee to approach their mentor about their missed meeting. One recommendation is to begin the conversation with something like, "I had in my calendar that we were scheduled to meet today. Perhaps I wrote down the incorrect date. Please let me know when we could reschedule."

Disagreement about solving problems. Mentors with long-standing and successful careers have developed their own style for solving problems. At times, mentors will tell mentees how to solve challenges that arise in their work or home life. However, a mentoring relationship is a learning relationship. Mentors guide mentees through problems but ideally allow mentees to develop and implement their own solutions. However, some mentors might tell mentees how to act in particular scenarios rather than help them devise their own solutions. In this case, a mentee could say something like, "I am facing this problem with my research project. I have a couple of solutions, and I was hoping you could listen to my ideas and help me determine the advantages and disadvantages to my options."[3]

Assessing the mentoring relationship

It is important to continue to assess the strengths and weaknesses of your mentoring relationship particularly regarding your own role as the mentee. It is possible that originally you thought it was necessary to meet with your mentor weekly but in practice, meeting once per month is sufficient. Be sure to make these suggestions to your mentor with your concrete reasons for

the change so that you continue to make the relationship efficient. In the beginning of a mentoring relationship, there are typically high levels of excitement from both the mentor and mentee, but that can change once the realities and time commitment of the relationship are realized. External challenges to a mentoring relationship might include: a mentor receiving a promotion and additional demands on their time; extended periods of travel; new family commitments; family illness or the death of a family member; or job offers from outside institutions. Strong mentoring relationships can work through some of these challenges. It is important for mentees to remain flexible during these times. In some cases, a mentoring relationship may need to end. There are more concrete suggestions on how to evaluate and potentially terminate the relationship in Chapter 7.

ACTIVITY 5.5: Review IDP and Mentor-Mentee Agreement

Instructions: Take time to review the resources on Individual Development Plans (IDPs) and mentor-mentee agreements in Chapter 2. Complete the activities and answer the questions below.

1. Develop your own IDP to use in your mentoring relationship. What parts of the IDP are most useful? What questions do you have for your mentor?

2. Review the mentor-mentee agreement and select an example that could help guide your mentoring relationship. What parts of the agreement are most important? How might you use such an agreement with your mentor?

3. If appropriate, share these documents with your mentor and discuss how you would like to use them in your relationship. List three topics from your IDP and/or mentee-mentor agreement that you will discuss with your mentor.

A)

B)

C)

References

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3. Mentoring Toolkit for Staff, Faculty, and Leaders Interested in Being Mentored. University of Washington Human Resources Professional & Organizational Development website. https://hr.uw.edu/pod/wp-content/uploads/sites/10/2017/04/Mentoring-Toolkit.pdf. Accessed May 24, 2019.

Mentoring is important to my career. In life, I hadn't had these people in my career, then I would have not succeeded. These people have given me the path – the opportunity, the guidance, the assistance, as a support – everything, so that I could be successful. If it not been for these people's support, I would have not achieved as much. For example, I would not have written or published a single paper. They have inspired me, and they have guided me. So, mentoring develops the capacity of youth, young doctors and the country. It brings them to a higher level. I think mentoring plays a great role and provides opportunities. We never called it 'mentoring' but, you know, they were called an advisor, advisor-advisee relationship, or something like that. But some of the things we were doing were some sort of mentoring. It is a way of transferring knowledge from one to the other. And also, for the mentor, it will also help performance to have the satisfaction of assisting others. So, I think it is very beneficial both ways for the mentee and mentor. In doing so, it will also capacitate human resources in the college or the university.

Physician, Internal Medicine, Sub-specialty in Pulmonary and Critical Care Medicine
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CHAPTER 6

Building Mentoring Capacity

In This Chapter

- The social-ecological model
- Mentoring program implementation
- Defining program outcomes
- Mentoring program evaluation

Learning Objectives

By the end of this chapter, participants will be able to:

- **Identify how mentoring supports an organization's mission**
- **List the steps for developing a mentoring program**
- **Develop criteria for selecting *mentors* for a mentoring program**
- **Develop criteria for selecting *mentees* for a mentoring program**
- **Identify available resources for mentoring program implementation**
- **Identify barriers to implementing a mentoring program**
- **Define success for a mentoring program**
- **Develop an evaluation plan for a mentoring program**

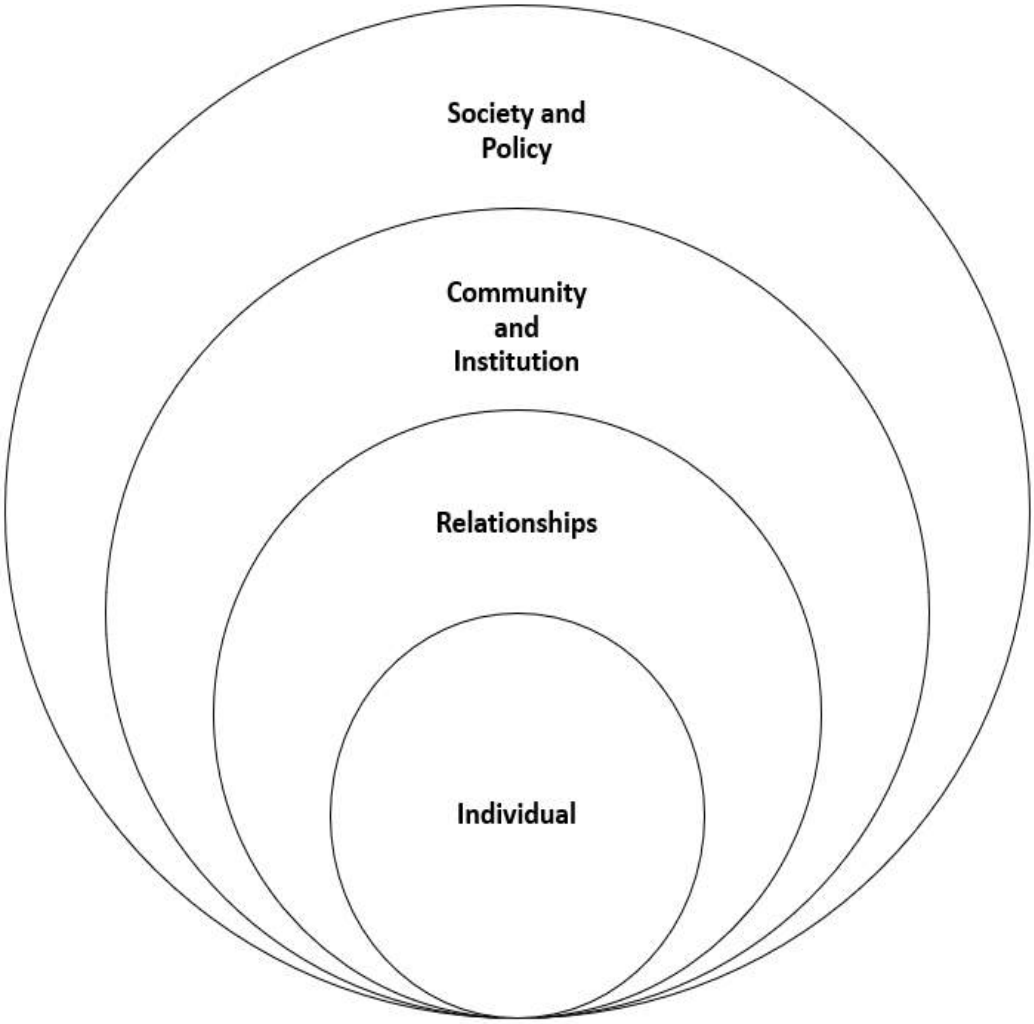
Introduction

Although mentoring occurs at an individual level, it will only succeed if the department, institution, or university recognizes and rewards a rich mentoring culture. The previous chapters in this book have focused on preparing individuals for successful mentoring relationships. This chapter provides a framework for building mentoring capacity at an institutional level. Culture change at an institution is a slow process that requires deliberate steps. We use the socio-ecological model, a common model in public health, to map out the process of creating change for individuals, relationships, community (department/divisions) and the overall institution. The activities in this chapter focus on 1) identifying how mentoring can support an institution's mission; 2) developing scope and human capacity for mentoring programs; 3) identifying resources for mentoring; and 4) creating strategies to overcome the barriers to mentoring.

Using the social-ecological model to build mentoring capacity

The social-ecological model (SEM) is used in public health to identify multiple, interacting levels of a health issue or concern in order to develop strategies to address the issue and improve health status. The SEM was first developed in the 1970s by Urie Brondfenbrenner as a model for human development. However, since then scholars have applied the model to a large scope of health issues and concerns.[1] The model has many adaptations. We can use the example on the following page to construct a multi-level strategy for building mentoring capacity and culture at higher learning institutions. The model is a series of nested circles to indicate that the innermost circle (Individual) influences the outer

circles and vice versa. The outer circle (Society & Policy) influences the inner circles. All levels of the model must be addressed to successfully sustain change.



Social-ecological Model

In the following section, we describe how to interpret the four levels of the socio-ecological model as it pertains to building a mentoring program. For each level, we outline the characteristics that would be present with robust mentoring programs.

Society & Policy. Visible and sustained culture of mentoring where mentoring is a "norm" and expected to be part of the university, academic, and social life.

Community & Institution. Structured mentoring programs are endorsed by departments and schools, and leadership shows commitment and support for mentoring. Resources are allocated for mentoring, promotion policies acknowledge and reward mentoring, and the institution provides training for mentors and mentees. Mentoring programs are evaluated and success is tracked.

Relationships. Sustained mentoring relationships (mentoring dyads, peer mentoring, and mentoring teams). Productive mentoring relationships contribute to career growth and improved research, teaching, and clinical practices. Mentors and mentees report high levels of satisfaction with mentor-mentee relationships.

Individual. Mentors and mentees have the skills, time, and opportunities needed to develop mentoring relationships.

Implementing a mentoring program

It benefits an institution to support mentoring. As discussed in Chapter 1, there are many positive outcomes associated with mentoring. For example, mentors are trusted advisors who provide comprehensive feedback to aid mentees' decision making. Both mentors and mentees report greater self-awareness, self-confidence, and job satisfaction due to mentoring relationships. Additionally, mentoring relationships build stronger, sustained connections among faculty members, between faculty and students, and throughout the institution. Relationships created through mentoring connect health professionals in diverse areas of research, facilitate the transfer of important knowledge, and increase the spread of informal knowledge necessary to build successful careers. Some experts on mentoring argue that building mentoring capacity not only prompts "global and visionary thinking" but also "humanizes the workplace by building relationships of head, heart, and soul".[2]

In the following pages, we will guide you through the process of building mentoring capacity and how you can develop and implement a mentoring program in your institution.

STEPS FOR DEVELOPING A MENTORING PROGRAM

1. Identify how mentoring supports the mission, vision, and strategic plans of an institution.
2. Identify program justification and scope.
3. Organize a steering committee to develop, implement, and oversee mentoring program.
4. Identify the mentors and mentees who will participate in the program.
5. Identify resources to support and sustain mentoring.
6. Identify barriers to mentoring and mentoring programs.
7. Refine program justification and scope.
8. Determine training needs.
9. Define metrics for mentoring success.
10. Develop and implement an evaluation plan.
11. Document and disseminate mentoring program policies and procedures.

Step 1: Identify how mentoring supports an institution's mission, vision, core values, and strategic plan.

Before developing a mentoring program, it is critical to consider the ways in which mentoring supports larger institutional goals and objectives. Take time to review your institution's mission, vision, core values, and strategic plan to identify specific ways in which mentoring supports the success of those overarching institutional frameworks. If your institution does not have a formal mission, vision, core values or strategic plan, take time to identify and write down your own understanding of the institutional goals and use this record to guide you in the following steps and activities.

ACTIVITY 6.1: Institution's mission, vision, core values, and strategic plan

Instructions: Answer the questions below.

1. What is your institution's mission?

2. List five ways that mentoring supports your institution's mission.

A)

B)

C)

D)

E)

3. What is your institution's vision?

4. List five ways that mentoring supports your institution's vision.

A)

B)

C)

D)

E)

5. What are your institution's core values?

6. List five ways that mentoring supports your institution's core values.

A)

B)

C)

D)

E)

7. Review your answers to questions 1-6. What are the particular strengths that mentoring adds in support of your institution's mission, vision, core values, and strategic plan? Are there any places in which a mentoring program would conflict with the mission, vision, core values, or strategic plan?

Step 2: Identify program justification, goals, and scope.

The purpose of this step is to document your initial ideas about implementing a mentoring program. We will return to this step later in the process to refine your answers.

ACTIVITY 6.2: Defining the mentoring program

Instructions: Describe your ideas about where the mentoring program will be implemented, which students and faculty will be involved, and what it will achieve. We will return to this exercise at the end of this process to refine your answers. However, begin by writing down your initial ideas about the parameters and intentions of your mentoring program.

1. Where will the mentoring program be implemented (department, division, school)?

2. Broadly, which students and faculty will be involved?

3. Why should this program exist? What will it accomplish? What are the benefits?

4. If possible, identify a working name for the mentoring program. It can change later, but try to capture the intent and spirit of your mentoring program with a name.

The working name for the mentoring program is:

5. List three goals for the mentoring program:

A)

B)

C)

Step 3: Organize a steering committee to develop, implement, and oversee the program.

Identify key administrative leaders, faculty, and staff who will be involved with a steering committee to develop and implement a mentoring program. These individuals will be champions and advocates for the program throughout the institution and over time. Consider faculty who have the time, experience, and resources to commit to developing a successful mentoring program and who might also benefit from participating in the program. Complete the following table to identify a diverse range of committee members.

ACTIVITY 6.3: Identifying potential members of the steering committee

Instructions: Fill out the table on the next page by listing potential committee members along with their rank, department and/or school affiliation. In the last column, describe your justification for including them on the committee. After completing the table, answer the following questions to ensure that your committee has the necessary people to implement the program.

Committee member name	Rank, title, position	Department, division, school	Reasons for inviting them to the committee

Review your list of potential steering committee members and answer the following questions.

Does the committee have an adequate number of people to successfully implement a mentoring program within this school/division/department?

☐ Yes
☐ No

If no, what changes need to be made to the committee?

Does the committee have adequate representation from specialty areas, research interests, departments, and cultural background to accomplish the program's goals?

☐ Yes
☐ No

If no, what changes need to be made to the committee?

Does the committee have a balance of senior and midlevel faculty? Would it be helpful to include junior faculty, postdocs, or students?

☐ Yes
☐ No

If no, what changes need to be made to the committee?

Does the committee have adequate gender and ethnic diversity?

☐ Yes

☐ No

If no, what changes need to be made to the committee?

Do the committee members have adequate time and resources to dedicate to the mentoring program?

☐ Yes

☐ No

If no, what changes need to be made to the committee?

TIPS FOR DEVELOPING A SUCCESSFUL STEERING COMMITTEE

Select and support a chair. Steering committees are successful when they have a strong leader and administrative support. A successful committee chair is able to solicit and cull diverse perspectives, keep committee members on task, manage meeting times, create and meet deadlines, and network and advocate for the committee's cause with external university faculty and leadership.

Incorporate diversity. It might require more time to reach consensus with a range of diverse committee members, but ultimately your work will be more innovative, successful, and representative of a broader population.

Be clear about the time commitment. When you approach a faculty member about joining the steering committee, tell them in advance what you expect from their commitment. For example, do you want two hours of their time every week or month for meetings? Several hours per year to review mentors? A commitment to the committee for two years with the option to leave or renew their commitment after that?

Maintain accountability. If you ask committee members for a particular time commitment as discussed above, be sure to honor that commitment. If you need more from the committee members, have an open conversation about the needs and determine how work or responsibilities will be reallocated with the opportunity of bringing in new people if necessary. Also, if you schedule your steering committee meetings for one hour, keep them to one hour. Faculty are more willing to donate their time when they know it is respected.

Hear all voices. In most situations, there are some committee members who are more vocal than others. However, to develop the most effective mentoring program, it is important to incorporate the perspectives of all committee members. Be sure to include diverse methods of seeking input. For example, ask the committee members to submit ideas anonymously in writing rather than share verbally at meetings. The chair of the committee can also go around the table and ask each person to take two minutes to share their perspective on important issues without calling on specific people.

Acknowledge the steering committee. The work of the committee members should be properly acknowledged. Be sure to recognize committee members in presentations, papers, and meetings. Share their accomplishments with deans, chairs, and colleagues. Express gratitude to committee members for their time and effort on the committee. Continue to consider how their work on the committee can support their own career development by sharing resources, opportunities, and professional networks.

NOTE*:* Create your steering committee before continuing with steps 4 to 11. It is likely that you will want the committee's involvement with the next steps to ensure successful program development.

Step 4: Identify the mentors and mentees who will participate in the program.

Take time to think carefully about who will participate in the mentoring program as mentors and mentees. Remember, access to mentoring will likely benefit whoever is involved and could possibly disadvantage those who are excluded. When you are developing your program, you might wish to implement the program with a tiered approach. In other words, you can start with a small selection of mentors and mentees, evaluate the program, make adaptations as needed, and then expand it over time to accommodate more people. However, the steering committee should clearly define and document these decisions so that they are transparent to colleagues and administrators.

ACTIVITY 6.4: Selecting mentors and mentees

Instructions for <u>mentors:</u> Determine what attributes, skills, and competencies are essential for mentors and what the incentives are for mentors to participate in the program. Answer the following questions to develop guidelines and criteria for selecting mentors for the program. Then take time to outline the incentives for mentors to be involved in the program.[3]

1. How will you select the mentors? What criteria do they need to meet? List at least 3 criteria for the selection of mentors.

A) _____

_____

B) _____

_____

C) _____

_____

2. Review your answers. Who might be potentially excluded as a mentor and as a consequence, disadvantaged?

3. How can mentoring be accessible and non-exclusionary?

4. How will mentors be recognized and rewarded at your institution for their participation in the program?

5. What are some incentives for mentors to participate in the program?

Instructions for <u>mentees:</u> Determine the base level and type of knowledge necessary to be a successful mentee. Answer the following questions to develop guidelines and criteria for selecting mentees for the program.

1. How will you select the mentees? What criteria do they need to meet? List at least 3 criteria for the selection of mentees.

A)

B)

C)

2. Review your answers above. Who might be potentially excluded as a mentee and as a consequence, disadvantaged?

3. How can mentoring be accessible and non-exclusionary for potential mentees?[4]

4. How will mentees be recognized and rewarded at your institution for their participation in the program?

5. What are some incentives for mentees to participate in the program?

Creating mentoring pairs

1. Now consider how you will create mentoring pairs within the program. Will the steering committee assign mentors and mentees? Will mentors select their own mentees? Will mentees select their own mentors?

ADVANTAGES AND DISADVANTAGES OF ASSIGNING MENTORS AND MENTEES

Sometimes, mentors are assigned to trainees as part of department or division programs. There are advantages and disadvantages to this.

Advantages:

- Ensures everyone has a mentor
- Shows department/school's commitment to mentoring
- Equally distributes the time commitment and work or "burden" of mentoring across multiple faculty rather than relying on a few, more giving faculty members
- Eliminates pressure on trainees to find and ask a faculty mentor for their time
- Eliminates competition between trainees to find and secure relationships with faculty considered to be better mentors

Disadvantages:

- Mentor and mentee interests might not align
- Mentor and mentee working styles might not align
- Mentoring might feel like a chore rather than a pleasant helping relationship
- If a mentor and mentee are from the same department, it could be difficult for the mentee to share challenges or struggles with their research, clinical, or public health work. It is important to establish guidelines for confidentiality. If mentees report a problem to their mentor or about their mentor, the mentee and mentor need clear guidance on when the problem is shared with colleagues or leadership.
- If there are few resources, the mentor might feel like there are not enough opportunities to advance their own career while they're busy mentoring others.
- Assigning mentees to mentors might not account for the mentors' busy schedules or unanticipated projects.

2. Describe how you will create mentoring relationships.

3. What processes will you put into place to dissolve unsuccessful mentoring relationships and realign mentors and mentees in new relationships, if needed?

OPTIONAL ACTIVITY: Outline the benefits of the mentoring program based on the social-ecological model (see page 177).

Social-ecological model level	Mentoring program benefits
Individual (mentor)	*Example: Mentors feel inspired*
Individual (mentee)	*Example: Mentees learn skills*
Relationships (mentoring pair)	*Example: New research collaborations form between mentors and mentees*
Institution (department, school, university)	*Example: Mentors and mentees are more satisfied with their workplace setting*
Social (cultural norms) and policy	*Example: Greater value on research throughout the institution*

Step 5: Identify resources to support and sustain mentoring.

Mentoring programs require resources to succeed. Take time to identify the existing resources at your institution to support the program and the gaps in resources that could prevent successful program implementation.

ACTIVITY 6.5: Identifying resources for implementing a mentoring program

Instructions: What resources (tangible and intangible) exist that could lead to successful implementation of the mentoring program? We have listed some potential resources below. Take time to review the lists and check off ☑ the resources you have available. List additional resources that are unique to your own setting.

Human resources

- ☐ Dedication, passion, and devotion of faculty
- ☐ Faculty expertise
- ☐ Salary support for faculty and administrative assistants
- ☐ Shared administrative support with other programs
- ☐ Rewards, awards, and incentives for mentoring
- ☐ Partners from other institutions or community organizations

List additional human resources:

_____

_____

Financial resources

- ☐ University funds
- ☐ Grants
- ☐ Donations
- ☐ Government funding
- ☐ Protected time for faculty

List additional financial resources:

_____

Culture and values

- ☐ Passing down knowledge from one generation to the next
- ☐ Collaboration
- ☐ Team science
- ☐ Building a stronger institution and country
- ☐ Improving health

List additional cultural resources:

Review your answers above. What important resources for your mentoring program are lacking?

Step 6: Identify barriers to mentoring and mentoring programs.

In Step 5, you identified resources to support your mentoring program and areas in which resources might be lacking. In this next step, it is important to further identify what might prevent the successful implementation of your mentoring program. Below, identify the barriers to mentoring and mentoring programs based on the social-ecological model. Develop strategies to overcome these barriers.

ACTIVITY 6.6: Identifying barriers to mentoring programs

Instructions: What are the potential barriers to implementing your mentoring program? How will you overcome the barriers? Complete the table on the next page.

Level of social-ecological model	Barriers	Strategies to overcome barriers
Individual (mentors)	*Example: Mentors do not feel like they have enough time*	*Example: Chairs of the department release mentors from one of their current service responsibilities (i.e. committee work).*
Individual (mentees)		
Relationships (mentoring pairs)		
Institution (department, school)		
Social (cultural norms) and policy		

After completing the table, think about any additional barriers to mentoring that might be beyond your immediate control. Are there possible external forces that might prevent your program from succeeding? For example, when an agency that provides funding for your department suddenly closes.

External forces: Consider three ways in which external forces (forces outside the mentoring program) could have an impact on mentoring or mentoring programs for faculty and students:

A)

B)

C)

How will you plan to mitigate external forces so that your program remains successful?

Step 7: Define success for the mentoring program.

What is your overall goal for your mentoring program, and how will you know if you have succeeded? Write out a definition of success for the program. It might be helpful to have each steering committee member write their own definitions of success and then share their ideas in a meeting. Together, the steering committee should come to consensus about what it means to have a successful mentoring program. After developing a clear definition of success, share it with university leadership and the participants in the program so that everyone is aware of the desired outcomes for the program. They could provide additional feedback about how to measure success.

ACTIVITY 6.7: Defining mentoring success

Instructions: Define "success" for your mentoring program. Answer the following questions to delineate success for the participants in the program and the overall program goals.

1. How will you know if the program is successful? (What will you see happening?)

2. What are the outcomes of a successful program?

3. What will success look like for mentors?

4. What will success look like for mentees?

5. What will success look like for the institution (department, school, etc.)?

6. How will you define short-term success (years 1-3)?

7. How will you define long-term success?

Step 8: Determine training needs.

Now that you have defined some of the core elements of the program, consider what training needs to be implemented to ensure success. What skills do the mentors need to sustain successful mentoring relationships? What knowledge do the mentees need to accomplish their goals in the mentoring relationship? Does the steering committee or administration need additional training to successfully implement the program? Identify the gaps in knowledge and skill, and develop a plan to fill the gaps with appropriate training.

ACTIVITY 6.8: Identifying training needs for the program

Instructions: Answer the questions in the following pages.

1. What training do the mentors need to be successful?

2. What training do the mentees need to be successful?

3. What training do the steering committee members or administrators need for the program to be successful?

4. What steps will you take to provide adequate training so that the program is successful?

For mentors:

For mentees:

For committee members or administration:

5. What resources are available for the trainings?

Step 9: Refine program justification and scope.

Revisit Step 2 (on page 182). How have your ideas about the program's goals changed since completing the additional steps?

ACTIVITY 6.9: Refining and revising program goals

Instructions: Revise your answers to the questions in Step 2 to reflect new ideas about your program that might have emerged in Steps 3-8.

Step 10: Develop and implement an evaluation plan.

At this point, you have outlined key components of your mentoring program. Ideally, you will have an evaluation plan developed at the start of the program so that you can collect baseline data and monitor change over time. Furthermore, it is important to have mechanisms in place to dissolve unsuccessful mentor-mentee relationships without dire consequences to the mentors or mentees. At a minimum, implement a baseline survey that collects data about the mentors' and mentees' experiences before starting the program, and then administer follow-up surveys on an annual basis. The evaluation data should be used to make course corrections for the program, but it is critical that the data remain confidential. Often, evaluation takes place in a mentoring program in which most participants work together in multiple capacities. It is important that there is a confidential place to share feedback without the fear of others discovering the feedback that might damage a relationship. We will discuss evaluation methods further in Chapter 7.

ACTIVITY 6.10: Developing and implementing an evaluation plan (see Chapter 7 for additional details)

Instructions: Answer the following questions and complete the table to outline an evaluation plan for your mentoring program.

1. Who will be responsible for overseeing the evaluation?

2. Who will ensure that data remain confidential?

3. What resources are available for evaluation (i.e. Survey Monkey, data management analysis software like SPSS and MaxQDA, tape recorders for focus groups)?

4. How will data be reported back to the steering committee and utilized for program revision?

Step 11: Document and disseminate mentoring program policies and procedures.

The mentoring program's goals, policies, and evaluation should be clearly articulated in a written document that is available for mentors, mentees, steering committee members, and the university. Develop a clear guide which highlights the mentoring program and shares your program with the participants and external stakeholders. Review and revise this document as needed, and keep it up to date with important policy and program changes. This document will help set clear expectations for everyone involved in the program: mentors, mentees, committee members, and university faculty and officials.

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Mentoring for me it is a lifelong interaction between a mentor and a mentee. The mentor has a bit more experience in a given area and is guiding a junior person who is less experienced in the capacity to achieve his career goals, his life goals. The mentoring interaction should include all aspects of your life including your personal life, because there is a need.

Physician, Department of Dermatology
Assistant Professor, Addis Ababa

CHAPTER 7

Evaluating Mentorship

In This Chapter

Developing an evaluation plan

Suggested evaluation domains and metrics

Methods and resources for evaluation

Learning Objectives

By the end of this chapter, participants will be able to:

- **Summarize the components of an evaluation plan**
- **List at least three domains or metrics to evaluate mentoring programs**
- **List at least three domains or metrics to evaluate mentoring relationships**
- **Review at least one website that provides examples of mentoring evaluation tools**

Introduction

It is critical to monitor the success of mentoring programs and mentoring relationships to ensure that relationships are productive and resources are used effectively and efficiently. Evaluation can be implemented at the department level by a steering committee or leadership or on a relationship level between mentors and mentees. Evaluation data are useful to assess program implementation and make data-driven decisions about a program's course corrections, if needed.

Approach to Evaluation by the Program Performance and Evaluation Office, Centers for Disease Control and Prevention (USA)

Take time to review the framework for program evaluation in public health at the website below.

https://www.cdc.gov/eval/index.htm

This framework is commonly used to guide program evaluation for a diverse range of health programs. The website provides numerous tools and resources that guide evaluation processes.

The evaluation plan should be shared with mentors and mentees at the beginning of the program. Mentors should have a clear understanding of the program's goals so that they have an opportunity to meet the program's expectations by the time of evaluation. Mentees should also be aware of how they will be evaluated by their mentors and by the program. Evaluating mentorship can be very sensitive when it occurs between colleagues who will work together for a long time and in situations where relationship building is critical to success. Mentors or mentees might be hesitant to share critical feedback about one another if it has the potential to negatively impact working relationships in a department or university setting. In order to adequately evaluate a mentoring program, confidentiality needs to be carefully considered.

This chapter reviews some brief steps for program evaluation. However, it is beneficial to collaborate with a trained evaluator who has expertise in evaluation design, data collection, and dissemination. An evaluator's skills and experience are worth the investment to ensure that your program meets your goals and objectives.

Preparing for evaluation

Each mentoring program will have its own unique components, and therefore, evaluation must be designed to meet the particular program focus. Mentoring programs can be evaluated using social behavioral research methods such as quantitative surveys, qualitative interviews and focus groups, or document review (for example, a content analysis of items like Individual Development Plans and annual reports for the program). Ideally, data are collected at baseline before the program begins and then periodically throughout the program. This data would be used to measure outcomes over time and for real-time course corrections. It is beneficial to implement a mixed-methods evaluation design, which means collecting quantitative data (i.e. surveys, numerical data) to generate descriptive statistics about your program and qualitative data (i.e. interviews, textual data) to provide meaningful, contextualized narratives about your program. Although we do not have space to elaborate on social science research and evaluation methods in this book, we provide several websites throughout this chapter that offer detailed guidance on evaluation methods. We also provide the basic steps to implement an evaluation for your program.

EVALUATION STEPS

1. Determine areas of evaluation linked to program goals
2. Select evaluation methods
3. Develop data collection instruments
4. Collect data
5. Analyze data
6. Report results
7. Revise program as needed based on evaluation results

Linking evaluation to your program goals

All evaluation plans should be closely linked to the program's goals. Each type of collected data should provide evidence of achieving goals or success or identify areas for growth or improvement. Before going further with your evaluation, rewrite your program goals below, and begin to consider how you will assess whether or not you have achieved the goals.

ACTIVITY 7.1: Program goals and objectives to be evaluated

Instructions: Take time to review your program goals and the evaluation questions below. List three program goals and answer the following evaluation questions.

Goal 1:

How will you know if you have successfully reached this goal? What will you measure?

Goal 2:

How will you know if you have successfully reached this goal? What will you measure?

Goal 3:

How will you know if you have successfully reached this goal? What will you measure?

Important evaluation issues to consider

Timing of data collection. When will you need the information your evaluation will provide? Typically, it is beneficial to implement a baseline assessment so that change can be monitored over time. Next, consider important institutional or project deadlines. Are there certain times of the year when you will need to report information about your mentoring program? Or certain planning dates that will need to be informed by evaluation data? Be intentional about data collection so that it captures the information you need to measure your program outcomes and plan for the future.

Extent of data collection. Who will participate in your evaluation and when? Determine if you want to collect data from only mentors, only mentees, or both mentors and mentees. Furthermore, do you want survey data (quantitative) or a more in-depth exploration of mentoring experiences with interviews and/or focus group discussions (qualitative)? Will you need to collect data every year? Every other year? Every six months? How many people will need to participate in the evaluation to ensure valuable information is obtained? Determine the type of data and frequency of data collection for your program evaluation.

Utilization and dissemination of evaluation results. After collecting data, how will you use the results? Will you make program revisions based on the findings? Will the results be shared with department or school administrators and leaders or donors? Will you share the results with the mentors and mentees? Before beginning your evaluation, think about how you will use the results to improve your program and share success with important partners and stakeholders.

Confidentiality. It is important to consider data management before beginning the evaluation. Because mentoring relationships are unique, it is difficult to collect evaluation data that protects the identities of the mentors and mentees in your program. For example, if you ask participants to report their gender on a survey, and there are only two women who are mentors, it is easy to link the results back to the female individuals who participated in the surveys. Since interview and focus group data frequently include rich descriptions of people's experiences, these results should be held confidentially with the evaluator. Thus, this data will need to be

de-identified before it is shared with anyone outside of the evaluation team and used to make program changes. Additionally, be sure to inform the participants about who will see their survey responses or interview data before they agree to provide the data. Participation in evaluation surveys and interviews should be voluntary. It is critical to respect the confidentiality of the mentors and mentees so that they can provide constructive feedback without fear of negative consequences.

Research ethics, human subjects committees, and institutional review boards (IRBs). Each institution varies in their requirements for research that involves human subjects. Some institutions consider program evaluation part of routine quality improvement and not "research." In these cases, program evaluation does not meet the traditional definition of research, and therefore, an evaluation does not require review by an IRB. However, some institutions require evaluation projects to submit a protocol for review. Before implementing your evaluation, contact your human subjects or research ethics committee and see if the evaluation requires review and approval.

ACTIVITY 7.2: Confidentiality and evaluation

Instructions: Answer the following questions to ensure that the program evaluation is considering the mentors' and mentees' time and confidentiality.

1. What will incentivize mentors and mentees to participate in evaluation activities?

2. What might cause mentors or mentees to avoid participating in evaluation activities?

3. How will you ensure confidentiality for mentors and mentees who participate in the evaluation activities?

4. Who will have access to raw data? How will you de-identify data before sharing the results?

5. Do you need to submit your program evaluation to the institutional review board (IRB) or research ethics committee for approval? If so, describe your plans below. If not, document your contact and official response from the review board indicating that the evaluation does not need a formal review.

Determining what should be evaluated

Each program should develop its own evaluation based on the program goals. We have provided some typical areas of evaluation for mentoring programs and mentoring relationships below. However, these lists are not exhaustive, and it is important to develop additional evaluation items to capture your unique program.

Evaluation of mentoring programs. It is beneficial to consider measuring the overall program impact. Below are some program outcomes that can be evaluated.

- Number and quality of new mentor-mentee relationships
- Proportion of faculty mentored/not mentored
- Discipline/specialty areas of mentors and mentees
- Frequency of mentor-mentee meetings
- Duration of mentor-mentee relationships
- Mentee accomplishments under mentor guidance
- New promotions and leadership roles of mentees
- New faculty collaborations for mentors and mentees
- Faculty retention (related to mentoring)
- Job satisfaction (related to mentoring)

Evaluation of relationship characteristics. It is also possible to evaluate the behaviors that lead to successful mentor-mentee relationships. The relationship characteristics below are frequently associated with strong mentorship and can be evaluated to indicate strength and success of mentoring relationships.

- Trust
- Respect
- Communication
- Dependability
- Confidentiality
- Feedback
- Responsiveness
- Comfort
- Mutual learning
- Inspiration
- Motivation
- Encouragement
- Support

Evaluation of mentors. Evaluation can track the behaviors and characteristics of mentors. For example, a short survey could ask if the mentor is completing the following tasks for their mentee:

- Reviewing and providing feedback on Individual Development Plans (IDPs)
- Assisting the mentee to develop clearly defined goals and objectives for their career growth
- Reviewing manuscripts
- Reviewing grant proposals
- Reviewing conference presentations
- Advising on research methods
- Advising on data analysis
- Providing resources for research projects
- Connecting the mentee with other faculty mentors and colleagues
- Sharing research funding opportunities
- Nominating the mentee for awards and leadership positions
- Guiding the mentee through challenges and obstacles
- Providing encouragement to the mentee
- Answering the mentee's questions
- Guiding the mentee through work-life decisions

Evaluation of mentees. Evaluation can track the behaviors and characteristics of mentees. For example, a short survey could ask if the mentee is completing the following tasks with their mentor:

- Creating an Individual Development Plan (IDP)
- Reviewing their IDP on an annual basis
- Initiating and scheduling meetings with their mentors
- Creating agendas for meetings with their mentors
- Increasing the number of publications
- Increasing the number of grants submitted and awarded
- Increasing the number of presentations at academic conferences
- Increasing the number of courses taught
- Obtaining new leadership positions

ACTIVITY 7.3: Additional areas for program evaluation

Instructions: Review the list in the previous pages and think about additional areas of evaluation that would be beneficial for your unique mentoring program. Identify these additional areas of evaluation in the following questions.

1. What additional areas of the program that were not mentioned in the previous section need evaluation?

A)

B)

C)

2. What additional areas of program evaluation would be beneficial for the mentoring relationships in your program?

A)

B)

C)

3. What additional areas of program evaluation would be beneficial for the mentors in your program?

A)

B)

C)

4. What additional areas of program evaluation would be beneficial for the mentees in your program?

A)

B)

C)

USING LOGIC MODELS FOR EVALUATION

Logic models are visual depictions of the relationship between a program's resources, activities, outputs, and short- and long-term outcomes. It is a one-page visual that highlights how your program will impact the program's participants and surrounding setting. The websites listed below explain how to create logic models for your program that help guide the evaluation process. The process of creating logic models clarifies program goals and intended outcomes.

Community Toolbox - Developing a Logic Model or Theory of Change

https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main

Pell Institute and Pathways to College Institute Evaluation Toolkit - Using a Logic Model:

http://toolkit.pellinstitute.org/evaluation-guide/plan-budget/using-a-logic-model/

Data collection for evaluation

Now that you have identified what you will evaluate, take time to determine which data collection approach will suit your needs. Below are some of the most common forms of evaluation data collection methods.

Questionnaires (surveys). A questionnaire is a structured instrument consisting of a series of questions that collect information from respondents. Typically, questionnaires have closed-ended questions that require the respondent to select an answer from a set of predetermined response options. Questionnaires can be administered in person, via telephone, through the mail, or on electronic devices. Questionnaires are a relatively inexpensive and

quick way of obtaining large amounts of data from a large sample of people.

Qualitative interviews. Interviews are conversations between two people that are often structured or semi-structured. The interviewer comes prepared with questions (an interview guide) that direct the conversation to the topics of interest. One-on-one interviews allow evaluators to gain in-depth understanding of an individual's perspective on important issues without the influence of other people (for example, in a focus group). Interviews can create a comfortable setting in which a respondent has an opportunity to share personal details about their life experiences and information about sensitive topics. The flexible format of an interview allows the interviewer to investigate new issues that arise during the interview.

Focus groups. A focus group is a structured group discussion that is facilitated by a trained moderator and notetaker. Usually, there are between 6 to 12 participants in a focus group who answer questions about a designated topic or area of interest. Although the moderator leads the discussion, focus group participants will often prompt discussion of new and important topics. This format allows moderators to probe into emerging themes from the discussion. However, the group setting might prohibit the participants from discussing more sensitive information. Focus groups are conducted to collect group level data.

Case studies. A case study is an examination of a particular individual, relationship, or scenario. Typically, a case study is pursued when there is the potential to explore something that is unique and valuable in a particular situation in order to understand a larger phenomenon.

Document review. Document review is the extraction of information from substantive program documents. Documents can include reports, resumes, Individual Development Plans, meeting notes, websites, grant proposals, syllabi, and other written program materials. It is helpful to have a predetermined protocol to identify and select data from documents that are useful for answering evaluation questions.

EVALUATION RESEARCH METHODS

For more in-depth descriptions of quantitative and qualitative research methods, review the following online resources:

The National Science Foundation provides a summary of data collection methods
https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf

The Community Tool Box provides evaluation data collection methods
https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main

SurveyMonkey, the website for an online survey tool, provides a succinct summary of qualitative and quantitative research methods
https://www.surveymonkey.com/mp/quantitative-vs-qualitative-research/

European Public Health provides an overview of quantitative and qualitative methods
http://www.europeanpublichealth.com/research-methods/quantitative-or-qualitative-research/

ACTIVITY 7.4: Developing your data collection instruments

Instructions: Several U.S. institutions have mentoring programs that provide helpful online examples of established evaluation instruments. Visit the University of Wisconsin Institute for Clinical and Translational Research website to explore some examples (https://ictr.wisc.edu/mentoring/mentor-evaluation-form-examples/). Then, answer the following questions.

1. Which example provides questions that would help you evaluate your mentoring program?

2. List several of the questions* from the survey that you could adapt to your own program evaluation:

***NOTE:** If you replicate these instruments, be sure to acknowledge and properly cite the instrument, website, institution, researchers, and/or publication.

ACTIVITY 7.5: Collecting program evaluation data

Instructions: What data collection methods would be best for evaluating the important elements of your program? Consider using both qualitative and quantitative methods to assess your program. Answer the following questions about collecting data for your program evaluation.

Quantitative questionnaires

1. How would a questionnaire collect useful information for your evaluation?

2. Who would participate in the questionnaire (e.g. mentors, mentees)?

3. How would you administer the questionnaire (e.g. in person, on paper, online)?

4. Who would develop the questionnaire?

5. Who would analyze the data from the questionnaire?

Qualitative evaluation

1. What evaluation data could you collect from interviews? From focus groups?

2. Who would participate (e.g. mentors, mentees)?

3. How many interviews or focus groups would you conduct? With how many people?

4. Who would conduct the interviews? Who would moderate the focus groups?

5. Where would the interviews/focus groups take place (e.g. in person, on the phone)?

6. Who would develop the interview/focus group guide (i.e. discussion questions)?

7. Who would analyze the data?

Additional approaches for monitoring and evaluating mentorship

Semiannual or annual meetings. Another option for monitoring mentoring relationships is for a member of leadership or the steering committee to have semiannual or annual meetings with the mentor and mentee at which time the mentee's progress towards their goals are reviewed. Notes from the meeting can be kept on record so that the program can track whether or not the mentee is making appropriate progress.

Mentoring reports. Some programs ask mentors or mentees to submit brief monthly reports on the mentee's progress. It is also possible to have mentors or mentees submit semiannual or annual reports on the mentee's progress. This might be helpful when mentors and mentees are located in different geographic regions or if there is a mentoring team that is difficult to coordinate for a meeting. Reports should be brief and should focus on the mentee's goals and accomplishments.

Self-evaluation. Mentors and mentees can hold each other responsible for their own contributions to the relationship by scheduling time for an annual evaluation of the relationship using structured reflection questions. On the following page, we outline reflection questions for mentors and mentees to answer about their own role in the mentoring relationship. Mentors and mentees can complete this activity individually or together. These suggestions are not exhaustive. After reviewing your program goals, take time to review and revise these questions to relate to your program's needs.

In the following pages, we offer some excerpts from the example provided on the University of Wisconsin-Madison's website that provides numerous examples of evaluation for mentorship (https://ictr.wisc.edu/mentoring/mentor-evaluation-form-examples/).
In particular, the UC Davis Mentor Evaluation Form for self-assessment provides some excellent questions that allow mentors and mentees to self-reflect on their contributions to the relationship.

SELF-EVALUATION QUESTIONS FOR MENTORS AND MENTEES*

Mentors. Possible areas for reflection

	Strongly Disagree				Strongly Agree
I provide positive feedback to my mentee.	1	2	3	4	5
I provide enough corrective feedback to my mentee.	1	2	3	4	5
I encourage my mentee to be innovative.	1	2	3	4	5
I provide thoughtful advice about research plans.	1	2	3	4	5
I talk through important decisions with my mentee.	1	2	3	4	5
I review my mentee's goals with them.	1	2	3	4	5
I listen carefully to my mentee's concerns.	1	2	3	4	5
I am accessible to my mentee.	1	2	3	4	5

Mentees. Possible areas for reflection

	Strongly Disagree				Strongly Agree
I listen carefully to my mentor's advice.	1	2	3	4	5
I review and apply my mentor's feedback.	1	2	3	4	5
I ask questions when I need clarification.	1	2	3	4	5
I respect my mentor's time and plan efficient meetings.	1	2	3	4	5
I meet the deadlines that I set with my mentor.	1	2	3	4	5
I show initiative and enthusiasm for my project and our mentoring relationship.	1	2	3	4	5

*This tool was adapted from instruments provided by the University of Wisconsin-Madison's Institute for Clinical and Translational Research. See website on evaluating mentorship: https://ictr.wisc.edu/mentoring/mentor-evaluation-form-examples/

SELF-EVALUATION DISCUSSION QUESTIONS

Mentors and mentees could discuss the following questions in person to evaluate their relationship.

- How is the mentorship working overall?
- What is working well?
- What, if anything, is not working as well as you had hoped?
- What are you both gaining from the experience?
- What external constraints might be affecting the relationship? How can they be resolved?
- What new approaches could you try in the future?

ACTIVITY 7.6: Evaluating mentor-mentee relationships

Instructions: Take time to consider how mentors and mentees might be able to evaluate their own relationships. Answer the following questions.

1. What topics or questions could mentors use as self-reflection (self-evaluation)?

2. What topics or questions could mentees use as self-reflection (self-evaluation)?

3. What topics should mentors and mentees discuss together versus separately?

4. Who should initiate the self-reflection on a mentoring relationship?

5. How frequently should this type of evaluation occur?

6. Who will track evaluation implementation and outcomes?

ACTIVITY 7.7: Developing an evaluation plan

In order to carefully outline your evaluation plans, think about how you will combine data collection with your program's implementation. The following activity allows you to align evaluation methods with your program goals.

Instructions: Take time to complete the following pages. First, insert the program goals from Activity 1, and then answer the following questions to create a comprehensive evaluation plan. Review your answers from the previous activities in this chapter, and develop an evaluation plan for your mentoring program.

EXAMPLE

Goal: Recruit 10 new senior faculty with diverse specialties as mentors

What data will be collected to show you have achieved the goal?
Review of mentoring program database in excel with name of mentors, rank, start date, specialty. Note: these mentors will be interviewed at the end of their first year to collect qualitative data about their experiences as a mentor in the program

How will data be collected (survey, interview, focus groups, reports)?
Program data on mentors will be collected and updated the first day of each month by the program administrator, data will be kept in an excel database, data will be collected from the leader of the mentoring program

How will data be analyzed?
Evaluator will create a table of new mentors and calculate the number, rank and range mentor specialties

How and when will you disseminate results?
The results will be presented at the monthly program meeting, or upon request

Timeline (dates) for evaluation:
Monthly

Goal 1:

What data will be collected to show you have achieved the goal?

How will data be collected (survey, interview, focus groups, reports)?

How will data be analyzed?

How and when will you disseminate results?

Timeline (dates) for evaluation:

GOAL 2:

What data will be collected to show you have achieved the goal?

How will data be collected (survey, interview, focus groups, reports)?

How will data be analyzed?

How and when will you disseminate results?

Timeline (dates) for evaluation:

GOAL 3:

What data will be collected to show you have achieved the goal?

How will data be collected (survey, interview, focus groups, reports)?

How will data be analyzed?

How and when will you disseminate results?

Timeline (dates) for evaluation:

Sharing evaluation results

Evaluation results should be shared with the program's leadership or steering committee at regular intervals so that the results influence routine operating procedures and decision-making. Be deliberate about scheduling quarterly or semiannual meetings with the program evaluator and sharing evaluation data. Use the results to make data-driven decisions about program processes, policies, and procedures.

TYPES OF EVALUATION

Evaluators capture the purpose and types of evaluation research. Below are three types of evaluation to consider when implementing a mentor training program. It is possible that your evaluation plan could include all three forms of evaluation depending on the resources available.

Formative evaluation and needs assessment. Formative evaluation or needs assessment typically occurs before program implementation to inform the development of the program and ensure that it is appropriately designed, feasible, and culturally relevant to the population. Alternatively, formative evaluation might occur after a program has been implemented for several years to determine whether it needs revision.

Process evaluation. This type of evaluation occurs during the program's implementation to assess whether the program is being executed according to plan.

Outcome evaluation. Outcome evaluation measures the program's outcomes to assess whether the program accomplishes its intended goals and objectives. For more detailed information on different types of evaluation, see the following web resources:

Centers for Disease Control and Prevention:
https://www.cdc.gov/std/program/pupestd/types%20of%20evaluation.pdf

Community Sustainability Engagement Evaluation Toolbox:
http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=15&Itemid=19

A note about mentor-mentee mismatches discovered through evaluation :

It is possible that a mentor and mentee will not work well together in a mentoring relationship despite all the best intentions. Mentoring relationships might fail due to different research areas, divergent career interests and backgrounds, or personality conflicts. If a relationship cannot be improved, it is better to realign mentees with different mentors rather than require mentors and mentees to remain in a dysfunctional relationship. It is best for leadership to realign mentees with new mentors rather than leaving it to the mentee to terminate their mentorship and seek out a new mentor. In most cases, an unsuccessful mentoring relationship is unique to the dynamics of that pair, and it is likely that a mentor or mentee can be successful in a different mentoring dyad. However, if there has been egregious behavior from the mentor or mentee, the steering committee or leadership will need to carefully provide feedback so that it does not continue.

HELPFUL WEBSITES THAT PROVIDE INSTRUCTION ON EVALUATION

The websites listed below are excellent resources on evaluation. The websites do not focus on mentoring programs but provide instruction on general evaluation methods that can be used for mentoring programs.

The Pell Institute and Pathways to College Institute - Evaluation Toolkit
http://toolkit.pellinstitute.org/

Community Toolbox - Evaluating the Initiative
https://ctb.ku.edu/en/evaluating-initiative

APPENDIX
MENTORING RESOURCES

Overview of Mentoring

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