**Health Sciences Faculty Mentor Training Program**

Faculty Mentoring

Toolkit



Developed by the Health Sciences Office of Faculty Affairs

Sponsored by the Vice Chancellor for Health Sciences Office of Faculty Affairs, Chancellor and Office of Equity, Diversity and Inclusion

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**Health Sciences Faculty Mentor Training Program Overview**

**Program Description**

Mentorship is integral to a successful career in academic science and medicine. The Health Sciences Faculty Mentor Training Program (FMTP) is a formal structured mentorship program designed to support the success of junior faculty, while also improving their sense of satisfaction and engagement with the institution. FMTP will also enhance senior faculty training in effective mentoring, facilitate the adoption of a formalized faculty mentor program within the individual departments/divisions and cultivate an environment where mentoring excellence is valued.

FMTP is a new program that is being developed by the Office of Faculty Affairs. This program will continue to evolve as we learn and identify best practices for faculty mentorship in the Health Sciences at UCSD. The 3-year pilot program is supported by the Vice Chancellor for Health Sciences, Chancellor and the Office of Equity, Diversity and Inclusion.

**Department Mentor Director Responsibilities**

Department Mentor Directors (DMDs) are senior faculty members recommended by the Chair, who are trained and experienced mentors, and are responsible for the overall FMTP program within their individual department or division. They will coordinate mentor-mentee pairings and provide oversight, guidance and support to the mentors and mentees. The DMD will also act as a mediator if the need arises. They will be provided with resources for academic promotion, policy information, and professional development opportunities. DMDs will document and track the mentor-mentee pairings, disseminate surveys and report yearly to the Office of Faculty Affairs. They will help build a community of mentoring excellence, attend senior faculty mentor events and yearly meetings with the FMTP Steering Committee.

**Senior Faculty Mentor Responsibilities**

Faculty mentors will have a salaried faculty appointment at the associate or full professor rank with knowledge and experience of navigating the UC system/UC San Diego policies and procedures. They will have outstanding communication skills and successfully complete the mentor training program and certified as a HS FMTP Mentor. Faculty mentors will facilitate the development of the mentees Career Development Plan (CDP) aligned with the Department promotion and advancement criteria, sponsor/champion the individual mentees, and guide/support the junior faculty. Faculty mentors will be responsible for mentoring junior faculty mentees either individually or in a group format over a 2 to 3-year period. They will meet with mentees 3-4 times in year 1, 2-3 times in year 2, and 2 times in year 3 (optional). They will help build a community of mentoring excellence and attend senior faculty mentor events. Mentors are eligible to receive service or teaching credit or CME credit for full participation in the program.

**Junior Faculty Mentee Responsibilities**

Junior faculty will have a salaried faculty appointment at the assistant professor rank. The mentee will be nominated by their chair, division chief, or DMD to participate in the program.They will attend the “mentoring up” orientation and training to learn how to maximize the benefits of their mentoring relationship. The mentee is also responsible for meeting with their mentor 3-4 times in year 1, 2-3 times in year 2, and 2 times year 3 (optional). They will actively participate in and attend HS-sponsored mentoring events.

**Mentor Facilitator Trainer Responsibilities**

The Office of Faculty Affairs is currently in the process of identifying up to five senior faculty who will receive additional training to become Mentor Facilitator trainers. This faculty cohort will participate in a certificate program at University of Wisconsin – Madison and will return to UC San Diego to provide mentor, mentee and facilitator training for clinical, clinical translational and basic research faculty in Health Sciences. Mentor facilitators will help meet the growing need and demand for culturally responsive mentorship programming across Health Sciences.

**Office of Faculty Affairs Responsibilities**

The [Office of Faculty Affairs](https://healthsciences.ucsd.edu/vchs/faculty-academics/faculty-affairs/pages/default.aspx) will develop and implement FMTP within Health Sciences. Office of Faculty Affairs will also disseminate information and resources including the FMTP Toolkit, Career Development Plan, and work with departments and divisions within Health Sciences to facilitate adoption of FMTP. The Office of Faculty Affairs is also responsible for the following key components of the HS FMTP.

**Evaluation and Assessment**

The Office of Faculty Affairs will conduct qualitative and quantitative evaluation and of the FMTP using pre- and post-assessment of faculty competence in mentoring skills and mentoring relationships. After the 3-year FMTP pilot period, a critical mass of well-trained senior faculty mentors and mentor facilitatorswill exist in Health Sciences.

**Curriculum**

8-hour onsite training effective mentoring competencies

Online 90 min training module “[Minnesota Optimizing Practice of Mentoring](https://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training)”

Online 60 min training module “[Culturally Aware Mentoring](https://sites.google.com/a/wisc.edu/culturally-aware-mentoring/)”

3-hour onsite Jr Faculty “Mentoring Up” training

**Events and Workshops**

Annual Excellence in Mentoring Celebration

Keynote Speaker and Awards Ceremony

Biannual Workshops on Mentoring

[**Health Sciences FMTP Website**](https://healthsciences.ucsd.edu/vchs/faculty-academics/faculty-affairs/pages/default.aspx)

Program Description

Mentoring Resources

News and Events

Links to Departmental/Division FMTP Websites

**Why is FMTP important for Health Sciences Faculty at UCSD?**

**Health Sciences Mentor and Mentee Survey**

In May 2017, the Office of Faculty Affairs developed and conducted a Mentor and Mentee Training Survey**.** The survey covered past experiences as mentor or mentees in academic medicine at UCSD, as well as the respondents level of competence in effective communication, aligning expectations, assessing understanding, fostering independence, addressing diversity, and promoting professional development. 525 faculty responded to the survey (35% response rate) and answered 33 questions.

**Results:**

70% of faculty have been a mentor

Only 22% have participated in a formal mentor training program

75% believe formal mentor training is important

83% believe formal training in mentoring will enhance skills

Clearly, faculty believe that mentor training is important and will enhance their mentoring skills

**Evidence-based Research Studies**

• Research has shown that mentorship is integral to a successful career in academic medicine and science, particularly for clinical faculty, clinical translational and basic researchers

• Formal, structured mentorship supports the success of junior faculty in publishing scholarly work and receiving federal/extramural funding, while also improving their sense of satisfaction and engagement with the institution

• Federal funding agencies are calling for evidence-based mentor training programs for faculty, this is particularly relevant for T32 and K12 grants

• Cost of failed mentoring relationships, loss of faculty productivity, engagement, and collateral damage from low faculty morale

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Pfund C, House SC, Asquith P, Fleming MF, Buhr KA, Burnham EL, Eichenberger Gilmore JM, Huskins WC, McGee R, Schurr K, Shapiro ED, Spencer KC, Sorkness CA. **Training mentors of clinical and translational research scholars: A randomized controlled trial**. [Acad Med. 2014;89(5).](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4121731/)

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Ramanan RA, Phillips RS, Davis RB, Silen W, Reede JY. Mentoring in medicine. Keys to satisfaction. [Am J. Med. 2002;112(4):336-341](http://www.amjmed.com/article/S0002-9343(02)01032-X/pdf).

**Department Mentor Directors Checklist**

Department Mentor Directors (DMDs) are senior faculty members recommended by the Chair, who are trained and experienced mentors, and are responsible for the overall FMTP program within their individual department or division. They will coordinate mentor-mentee pairings and provide oversight, guidance and support to the mentors/mentees. The DMD will also act as a mediator if the need arises. They will be provided with resources for academic promotion, policy information, and professional development opportunities. DMDs will document and track the mentor-mentee pairings, assist with program evaluation and report yearly to the Office of Faculty Affairs (OFA) at [**hsfacaffairs@ucsd.edu**](mailto:hsfacaffairs@ucsd.edu). They will help build a community of mentoring excellence, attend senior faculty mentor events and yearly meetings with the FMTP Steering Committee.

Assemble list of trained and eligible mentors (limit 2-3 “career” mentees per individual mentor or 4-10 “career” mentees per group mentor)

Collect and track senior faculty mentor training (including online training) and mentoring philosophy’s (*submit to OFA to receive HS Mentor Training Certification)*

Finalize list of eligible mentees’ (junior/new faculty) current mentoring needs and relationships

Assist in mentor/mentee pairings, confirm existing pairs and make assignments as needed

Create database of mentor-mentee pairs (*submit to OFA*)

Distribute mentoring agreement, Career Development Plan (CDP), meeting guide and other materials

 Conduct orientation for CDP and FMTP program guidelines

Periodic check-in: meet with mentors/mentees as needed

Organize faculty development mentoring activities: faculty meetings, grand rounds, retreats

Assist with building a community of mentoring excellence by engaging faculty in OFA-sponsored mentor training and activity events (see [FMTP](https://healthsciences.ucsd.edu/vchs/faculty-academics/faculty-affairs/faculty-development/Pages/Faculty-Mentor-Training-Program-.aspx) link for upcoming events)

 Attend senior faculty mentor events and yearly meetings with the FMTP Steering Committee

 Assist in program evaluation, disseminate and collect annual surveys of mentor and mentee relationships (*submit to OFA*)

**Attributes of a Good Mentor**

• Has a sincere desire and commitment to be a mentor

• Is a good listener

• Provides both critically positive and negative feedback (supportive and challenging)

• Is flexible and able to adapt to mentees’ individual needs

• Is available and engaged

• Stays mindful of the needs of the mentee beyond formal mentor meetings

• Is empathic to the mentee’s personal and professional needs and cultural background

• Shares/finds some common goals or background with the mentee

• Serves as a role model

• Feel/finds benefit in the relationship with the mentee

• Problem solves collaboratively

• Provides career coaching

• Is respected by peers and leadership

• Celebrates the mentee’s accomplishments

• Is humble and self-reflective

• Reflects on how their own cultural background and personal history influence mentoring relationships

**Attributes of a Good Mentee**

• Is motivated

• Is curious and creative

• Is a good listener

• Is responsible and responsive

• Is able to work independently as well as in a team

• Receives feedback effectively and graciously

• Takes an active role in their own learning and professional development

• Engages in problem solving with the mentor

• Is resilient and open to multiple outcomes

• Actively assesses and communicates their changing needs

• Seeks/finds additional informal mentors

• Is humble and self-reflective

• Reflects on how their own cultural background and personal history influence mentoring relationships

**Matching Mentors with Mentees**

In matching mentors and mentees consider the following**:**1) All senior faculty members (associate rank or higher) are eligible to be mentors, 2) Mentors should have a limit of two to three “career” individual mentees, 3) Research shows that mentees who have more input into the match are more satisfied with their mentors.

**Mentor/Mentee characteristics**

• Career interests

• Gender (gender matching has been shown to be helpful for female mentees)

• Race/ethnicity

• Age

• Personal chemistry (important but hard to predict)

**Mentor Assessment of Readiness**

|  |  |
| --- | --- |
| **Instructions:** *Complete the following checklist to determine whether you have successfully found a good mentoring match.* I have a sincere interest in helping this person succeed. |  |
| There appears to be mutual interest and compatibility. |  |
| Our assumptions about the process are congruent. |  |
| I am the right person to help the mentee achieve his or her goals. |  |
| I can enthusiastically engage in helping this person. |  |
| I am willing to use my network of contacts to help this individual. |  |
| I can commit adequate time to mentoring this person. |  |
| I have access to the kind of opportunities that can support this person’s learning. |  |
| I have the support that I need to be able to engage in this relationship in a meaningful way. |  |
| I will work to understand how our identities and differences shape our experiences. |  |
| I am committed to developing my own mentoring skills. |  |

**Mentee Assessment of Readiness**

|  |  |
| --- | --- |
| **Instructions:** *Complete the following checklist to determine whether you have successfully found a good mentoring match.* I have a sincere interest in having this person as my mentor. |  |
| There appears to be mutual interest and compatibility. |  |
| Our assumptions about the process are congruent. |  |
| This person is the right mentor to help me achieve my goals. |  |
| I can enthusiastically engage in learning from this person. |  |
| I am ready to accept help from this mentor’s network of contacts. |  |
| I can commit adequate time to being mentored by this person. |  |
| This person has access to the kind of opportunities that can support my learning. |  |
| I am ready and able to engage in this relationship in a meaningful way. |  |
| I will work to understand how our identities and differences shape our experiences. |  |
| I am committed to using this relationship to help develop my skills and meet my goals. |  |

**Initial Mentoring Conversation: Preparing the Relationship**

|  |  |  |
| --- | --- | --- |
| **To Do List** | **Strategies for Conversation** | **Questions to Ponder** |
| **1. Take time to get to know each other.** | Obtain a copy of your mentee’s CV in advance of the conversation. | What kind of information might you exchange to get to know each other better? What points of connection have you discovered in your conversation? What else do you want to learn about each other? |
| **2. Talk about mentoring.** | Share your previous mentoring experiences with your each other. | What did you like about your experiences that you each want to carry forward into this relationship? What do you want to avoid? |
| **3. Share your professional development goals.** | Describe your career vision, hopes and dreams, and articulate broad professional development goals and the reasons why they are important. | Why do you want to engage in this relationship? What professional development goals would align with your vision of the future? |
| **4. Determine relationship needs and expectations.** | Ask your mentor what he or she wants, needs, and expects out of the relationship. | Are you clear about each other’s wants, needs, and expectations for this mentoring relationship? What would be a logical time/outcome to indicate the closure of the relationship? |
| **5. Candidly share your personal assumptions and limitations.** | Ask your mentor about his or her assumptions and limitations. Discuss implications for your relationship. | What assumptions do you hold about each other and your relationship? What are you each willing and capable of contributing to the relationship? What limitations do you each bring to the relationship? |
| **6. Discuss your personal style.** | Talk about your personal styles. You may have data from instruments such as EI, MBTI, DiSC, and LSI.\* | How might each other’s styles affect the learning that goes on in the mentoring relationship? |

\* Emotional Intelligence; Myers Briggs Type Indicator; Dominance, Influence, Steadiness, Conscientiousness Tests; Learning Styles Inventory.

**Initiation:First Meeting Checklist**

A critical component of a successful mentoring relationship is clarity of commitment and expectations. **Mentors and mentees need to agree on:**1) scheduling and logistics of meeting, 2) frequency and mode of communicating between meetings, 3) responsibility for rescheduling any missed meetings, 4) confidentiality, 5) “Off-limits” conversations, 6) giving and receiving feedback, 7) working with formalized mentee career goals

**Get to Know Each Other**

 Share information about your professional and personal life

 Learn something new about your mentee/mentor

**Establish Guidelines**

 When and where will we meet?

 How will we schedule meetings?

 How will we communicate between meetings?

 What agenda format will we use?

 Will there be any fixed agenda items to be discussed at every meeting?

 How will we exchange feedback?

 How will we measure success?

**Partnership Agreement**

 Review partnership agreement, modify if desired, sign and exchange

 Review goals for the mentoring relationship

**Confirm Next Steps**

 Schedule date, time and place of future meetings

**Mentor-Mentee(s) Meeting Yearly Timeline Checklist**

The mentor and mentee(s) should commit to a structured meeting schedule for the next twelve months and following years. Mentors and mentee(s) work together to schedule meetings that include at least two “check-points” during Year 1 and Year 2. Mentors-mentee(s) may modify the schedule as needed.

**Year 1 – Mentor-mentee(s) meetings (recommend 3-4 meetings)**

 **October – November** Mentor/Mentee matching and CDP orientation

 **January – February** 1st mentoring meeting

 **April and May** 2nd mentoring meeting

 **July- August** End of Year 1 mentoring meeting, discussion of continuing

mentoring relationship or matching with new mentor

**Year 2 – Mentor-mentee(s) meeting (recommend 2-3 meetings)**

 **October – November** 1st mentoring meeting

 **March and April** 2ndmentoring meeting

 **July- August** End of Year 2 mentoring meeting, discuss continuing

mentoring relationship or matching with new mentor

**Year 3 – Optional Mentor-mentee(s) meeting (recommend 2 meetings)**

 **January-February** 1st mentoring meeting

 **July- August** End of Year 3 mentoring meeting

**Mentor Alignment**

The alignment phase includes a more formal articulation and documentation of expectations, roles, and responsibilities of the mentor/mentee relationship. This formal clarification of communication style, goals, progress plans, etc., can help to establish a trusting and open relationship and guide both mentor and mentees on how to be engaged and mutually responsible.

*What needs to be aligned?*

**EXPECTATIONS**

**• Relational:** These expectations are unique to each relationship and serve to establish ground rules for how the mentor and mentee can bring their best and whole selves forward. These expectations change over time as the mentee gains in maturity and experience.

**• Goals:** These expectations make explicit what specific work will be done when and by whom.

**• Responsibilities/Accountability:** These expectations tend to generally apply to each mentor/mentor team and stand true over time.

Establish a **mentorship agreement** to address specifics tasks including mutual goals, timelines, and responsibilities. Revisit these issues frequently and adjust your expectations and goals accordingly.

**Mentee Alignment**

A mentee must take responsibility to ensure that the mentor/mentee expectations are compatible and realistic. The alignment phase is a time to establish and assess goals and timelines.

**A mentee should evaluate**

• Mentee goals

• Strengths

• Areas for professional growth

• Expectations of the mentor

• Timeliness

• Learning style

• Communication/meeting preferences

• How progress is evaluated

• Red flags in the mentor/mentee relationship

A **mentorship agreement** made at the beginning of the mentor/mentee relationship should reflect the best of intentions for the relationship and how things will move forward.  A mentee may consider a written plan which would be reviewed with the mentor every 6 months.

**Mentor-Mentee Misalignment**

**Mentor Misalignment**

*Symptoms of misalignment:*

• Mentee and/or mentor dreads attending mentor meetings.

• Mentor does not find the time to meet as agreed upon.

• Mentor does not respond to written documents (grants, emails) in a timely manner.

• Mentee does not follow through on deadlines.

• Mentee does not feel a sense of belonging within the professional culture.

• Mentee's work is successful, but movement toward independence is not being fostered by mentor (e.g. mentor does not give up authorship position, publically advocate for mentee).

• A sense of shared curiosity and teamwork is not present.

• Mentor does most of the talking and direction-setting during mentoring meetings.

• Mentor or mentee finds themselves avoiding the other.

• Mentor and/or mentee avoid(s) eye contact during mentor meetings (can be culturally relative).

**Mentee Misalignment**

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• Mentor or mentee finds themselves avoiding the other.

• Mentor and/or mentee avoid(s) eye contact during mentor

**Mentoring Compact**

*Example of Mentor-Mentee Partnership Agreement (modify as needed)*

|  |
| --- |
| As a mentor and mentee in the **UCSD Faculty Mentor Training Program**, we agree to abide by the following set of guidelines:  1. Commit to making the time to meet on a regular basis, no less than quarterly.  2. Keep the content of our conversations confidential.  3. Practice active listening.  4. Provide each other with honest, direct and respectful feedback.  5.Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  **Mentor’s Name** **Mentor’s Signature** **Date**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_  **Mentee’s Name** **Mentee’s Signature** **Date** |

**Maintaining Effective Communication**

Good communication is a key element of any relationship, and a mentoring relationship is no exception. As mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify characteristics of effective communication and take time to practice communication skills.

**Building a Relationship with a Mentee**

*Adapted from the I-TECH Clinical Mentoring Toolkit, produced by the International Training and Education Center for Health (I-TECH)/University of Washington with funding from the US Health Resources and Services Administration. For more information, visit* [*www.go2itech.org*](http://www.go2itech.org)*.*

Building an effective relationship of mutual understanding and trust with the mentee is a critical component of effective mentoring. Mentors can establish rapport with their mentees by using effective interpersonal communication skills, actively building trust, and maintaining confidentiality. This document contains information and advice to help mentors build rapport and create positive relationships with mentees so both parties can achieve the greatest benefit from the mentoring experience.

**Interpersonal Communication.** Interpersonal communication is a person-to-person, two-way, verbal and nonverbal sharing of information between two or more persons. Good communication helps to develop a positive working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor. Mentees learn best from mentors who are sincere, approachable, and nonjudgmental. These qualities are communicated primarily by facial expressions, and, to a limited extent, by words. People often remember more about how a subject is communicated than the speaker’s knowledge of the subject.

There are two types of communication: verbal and nonverbal. Verbal communication is communication that occurs through spoken words. Nonverbal communication is communication that occurs through unspoken mediums, such as gestures, posture, facial expressions, silence, and eye contact. It is important for mentors to remember they are communicating to mentees both when they are speaking and when they are not speaking. Up to 93% of human communication is nonverbal.[[1]](#footnote-1) Body language tells those with whom we are communicating a great deal about what we are thinking and feeling. Positive or open body language include:

* Eye contact (depending on the culture)
* Open or relaxed posture
* Nodding or other affirmation
* Pleasant facial expressions

Examples of negative or closed body language include crossed arms, averted eyes, and pointing fingers. The mentor needs to be aware of what he or she is communicating nonverbally as well as what the mentee is communicating nonverbally.

When mentoring, effective communication involves more than providing information or giving advice; it requires asking questions, listening carefully, trying to understand a mentee’s concerns or needs, demonstrating a caring attitude, remaining open-minded, and helping solve problems. There are many communication skills that mentors can utilize to effectively communicate with mentees, including the following:

* Active listening: Be sure to really listen to what a mentee is saying. Often, instead of truly listening to the mentee, the mentor is thinking about his or her response, what to say next, or something else entirely. It is important to quiet these thoughts and remain fully engaged in the task of listening.
* Attending: Listen while observing, and communicate attentiveness with verbal follow-up (saying “yes” or “I see”) or nonverbal cues (making eye contact and nodding the head).
* Reflective listening: Verbally reflect back what the mentee has just said. This helps the mentor to check whether or not he or she understands the mentee, and helps the mentee feel understood. Examples: “So it seems that you’re overwhelmed with your workload.”

“It seems that you are concerned about that experiment.”

* Paraphrasing: Determine the basic message of the mentee’s previous statement and rephrase it in your own words to check for understanding. Examples:

“You’re interested in developing a system for improving that.”

“It sounds like you’re concerned about the design of the experiment.”

* Summarizing: Select main points from a conversation and bring them together in a complete statement. This helps ensure the message is received correctly. For example, “Let me tell you what I heard, so I can be sure that I understand you. You said that the main challenge right now is balancing your clinical load and writing the research proposal.”
* Asking open-ended questions: Ask mentees questions that cannot be answered with a simple yes or no. Open-ended questions encourage a full, meaningful answer using the mentee’s own knowledge and feelings, whereas closed-ended questions encourage a short or single-word answer. Examples:

*Close-ended question*: “You didn’t think the experiment would work?”

*Open-ended question*: “What factors led you to your decision to change the protocol?”

*Close-ended question*: “Did you understand what we discussed today?”

*Open-ended question*: “Can you summarize what we discussed today?”

* Probing: Identify a subject or topic that needs further discussion or clarification and use open-ended questions to examine the situation in greater depth. For example, “I heard you say you are overwhelmed; please tell me more about that.”
* Self-disclosure: Share appropriate personal feelings, attitudes, opinions, and experiences to increase the intimacy of communication. For example, “I can relate to your difficult situation, I have experienced something similar and recall being very frustrated. Hopefully I can assist you to figure out how to move forward.”
* Interpreting: Add to the mentee’s ideas to present alternate ways of looking at circumstances. When using this technique, it is important to check back in with the mentee and be sure you are interpreting correctly before assigning additional meaning to their words. For example, “So you are saying that the reason the interpretation is flawed is because of the statistical test used to analyze the data? That is likely one reason, but have you also considered that the design may be wrong as well?”
* Confrontation: Use questions or statements to encourage mentees to face difficult issues without accusing, judging, or devaluing them. This can include gently pointing out contradictions in mentees’ behavior or statements, as well as guiding mentees to face an issue that is being avoided. For example, “It’s great that you are so committed to mentoring the younger researcher in the group. However, I am concerned that you are not dedicating enough time to your own research.”

A number of attitudes and/or behaviors can serve as barriers to communication—these can be verbal or nonverbal. Verbal barriers to communication that should be avoided include the following:

* Moralizing: Making judgments about a mentee’s behavior, including calling it right or wrong, or telling them what they should or should not do.
* Arguing: Disagreeing with instead of encouraging the mentee.
* Preaching: Telling the mentee what to do in a self-righteous way.
* Storytelling: Relating long-winded personal narratives that are not relevant or helpful to the mentee.
* Blocking communication: Speaking without listening to the mentee’s responses, using an aggressive voice, showing impatience, showing annoyance when interrupted, or having an authoritative manner. These behaviors often lead to the mentee feeling down, humiliated, scared, and insecure. As a result, the mentee may remain passive and refrain from asking questions, or distrust the mentor and disregard his or her recommendations.
* Talking too much: Talking so much that the mentee does not have time to express themselves. As a mentor, it is important not to dominate the interaction.

Examples of nonverbal barriers to communication include shuffling papers, not looking directly at the mentee when he or she is speaking, and allowing interruptions or distractions. These barriers may have consequences for both the mentor and the mentee. They may lead to a poor sharing of information, fewer questions being asked by the mentee, difficulty in understanding problems, uncomfortable situations, and a lack of motivation on the part of the mentee.

**Establishing Trust.** Establishing trust is an essential component in building rapport with a mentee. Trust is the trait of believing in the honesty and reliability of others.[[2]](#footnote-2) Some mentees may be nervous about working with a mentor. To put them at ease, create a trusting relationship by empathizing with their challenges, share knowledge without being patronizing, and remain nonjudgmental. Along with the other communication skills listed above, establishing a trusting dynamic is essential for a productive and positive mentor/mentee relationship.

The following list provides some ideas for how the mentor can build trust with the mentee:

* Share appropriate personal experiences from a time when they were being mentored.
* Acknowledge mentee strengths and accomplishments from the onset of the mentoring process.
* Encourage questions of any type and tell the mentee that there is no such thing as a bad question.
* Take time to learn culturally appropriate ways of interacting with your mentee and helping your mentee to interact appropriately with their peers.
* When appropriate, consider how local knowledge can be incorporated into the mentoring experience.
* Acknowledge the mentee’s existing knowledge and incorporate new knowledge into existing knowledge.
* Ask for and be open to receiving feedback from mentees, apply constructive feedback to improve mentoring skills.
* Eat a meal with the mentee to get to know him or her in a non-work setting.

**Enhancing Work/Life Integration**

Addressing the complementary roles of work and family life as part of a more comprehensive view of a mentees career development is often a feature of successful mentoring relationships. Work/life integration is a concern for both men and women. In its Statement of Principles on Family Responsibilities and Academic Work, the American Association of University Professors stated: “Transforming the academic workplace into one that supports family life requires substantial changes in policy and, more significantly, changes in academic culture.”(1) Considerable planning and foresight are required to manage the inevitable conflicts that exist for early career academics as they attempt to initiate a research-oriented career at the same time that many choose to begin a family. Even for those without children, managing work and other personal demands and responsibilities can be daunting. Mentors can play an important role in guiding and supporting their mentees through the early stages of a career and family life, but are often unsure of an effective method by which to address these issues with their mentees, or even if it is appropriate to do so.

The well-established program of materials, *Total Leadership* ([www.totalleadership.org](http://www.totalleadership.org/)), is designed to guide participants through a series of reflective exercises assessing the goals participants have for themselves in four domains of their life: 1) work, 2) family, 3) community, and 4) self. The exercises culminate with mentors conducting a small-scale “experiment” designed to make a small but meaningful change in their behavior that will achieve better integration of their goals across these four domains. Improved work/life integration skills on the part of mentors serve not only as an effective way to model desired behaviors for mentees, but also provides a practical experience from which mentors may feel more comfortable addressing issues related to work/life integration with their mentees.

(1) *American Association of University Professors. Statement of Principles on Family Responsibilities and Academic Work. Draft endorsed June 2001. Available at* [*http://www.aaup.org/statements/REPORTS/re01fam.htm#7*](http://www.aaup.org/statements/REPORTS/re01fam.htm#7)

**Work/Life Integration - Four-Way Assessment\***

|  |  |  |
| --- | --- | --- |
| **Domain/Circles** | **Importance** | **Focus of time and energy** |
| Work/Career | % | % |
| Home/Family | % | % |
| Community/Society | % | % |
| Self: Mind, Body, Spirit | % | % |
| Overall | 100% | 100% |

**Reflection Questions:**

1. What is the biggest or most compelling disconnect between the importance of a domain and the percentage of your time you spend in it?
2. Are there obvious places where you might work harder to bring a domain of life into more consistency with your core values?
3. Are some of your core values that are not getting expressed well in all domains of your life? Are there some domains of life where you are able to express many of your core values?

*\*Friedman, Stewart D. Total Leadership: Be a Better Leader, Have a Richer Life. Harvard Business Press. 2008, p. 58*

Four Circles/Domains is a simple but powerful exercise that has been used successfully by thousands of people to find greater harmony among the different parts of their lives. It was developed by [Stew Friedman](https://mgmt.wharton.upenn.edu/profile/1318/" \t "_blank), who has taught at the Wharton School since 1984. Four Circles is one of the many tools described in his new book, *[Leading the Life You Want: Skills for Integrating Work and Life](http://www.amazon.com/Leading-Life-You-Want-Integrating/dp/1422189414/ref=tmm_hrd_title_0?ie=UTF8&qid=1412823610&sr=8-1" \t "_blank)*, which builds on his bestseller, *[Total Leadership: Be a Better Leader, Have a Richer Life](http://www.amazon.com/Total-Leadership-Better-Leader-Preface/dp/1625274386/ref=tmm_pap_title_0?ie=UTF8&qid=1412823689&sr=8-1" \t "_blank)*. The purpose of Total Leadership is to improve performance at work, at home, in the community, and for the private self (mind, body, spirit) by creating mutual value among these four life domains—to produce what we call *four-way wins*®.

**Equity and Inclusion**

Diversity, along a range of dimensions, offers both challenges and opportunities to any relationship. Learning to identify, reflect upon, learn from, and engage with diverse perspectives is critical to forming and maintaining an effective mentoring relationship, as well as a vibrant learning environment.

**Diversity Study Results for Discussion**

Read the description of the study results and discuss your reaction and the implications for your mentoring practice.

**Study 1**: Studies of hiring involve assigning a man’s name or woman’s name to the same application and randomly distributing the applications to a group of reviewers. The reviewers are more likely to hire the person if there is a man’s name on the application. The sex of the reviewer has no effect on the outcome. The result has not changed much over 40 years of doing the study ([Steinpreis, Anders et al. 1999](#_ENREF_9); [Dovidio and Gaertner 2000](#_ENREF_4)).

**Study 2**: Many studies show that when reviewers are asked to review job performance based on a written description of the person’s accomplishments, they rate the performance higher if they told that they are reviewing a man. In one study the difference between ratings for men and women candidates was greater when the evaluator was busy or distracted. The sex of the reviewer was not significant ([Martell and Leavitt 2002](#_ENREF_7)).

**Study 3**: A linguistic analysis of 300 letters of recommendation for successful candidates applying for (and ultimately being offered) faculty positions at a major medical school showed differences in language and content. Male candidates were referred to more often as “researchers” and “colleagues,” whereas women were referred to as “teachers” and “students.” There were 4X more references to women’s personal lives than to men’s and there were more “doubt raisers” in letters about women ([Trix and Psenka 2003](#_ENREF_10)).

**Study 4**: An ecology journal initiated double blind review (authors’ names not revealed to reviewers, reviewers’ names not revealed to authors). During the 6-month period of the trial, the acceptance rate for papers first-authored by women increased significantly. There was no change in the frequency of acceptance of papers first-authored by women in a similar ecology journal during same period ([Budden, Tregenza et al. 2008](#_ENREF_2)).

**Study 5**: Evaluators expressed less prejudice against African American candidates if they were instructed to avoid prejudice ([Lowery, Hardin et al. 2001](#_ENREF_6)).

**Study 6**: When participants were shown images of admired black figures they associated negative words with black people less than those who were shown pictures of disliked black figures or not shown pictures at all ([Blair, Ma et al. 2001](#_ENREF_1); [Dasgupta and Greenwald 2001](#_ENREF_3)).

**Study 7**: One study examined differences over a ten-year period of whites’ self-reported racial prejudice and their bias in selection decisions involving black and white candidates for employment. They report that self-reported prejudice was lower in 1998-9 than it was in 1988-9. At both time points, white participants did not discriminate against black candidates when their qualifications were clearly strong or weak, but they did discriminate when the qualifications were mixed or the decision ambiguous ([Dovidio and Gaertner 2000](#_ENREF_4)).

**Study 8**: Stereotype threat is the anxiety people feel about confirming stereotypes of a group to which they belong. When stereotype threat is activated, usually by reminding a person of their race or sex, a person may identify with a negative stereotype and perform less well than without activation. MRI examination of the human brain shows that activating stereotype threat makes blood move from the cognitive centers to the affective centers of the brain ([Krendl, Richeson et al. 2008](#_ENREF_5)).

**Study 9**: A wide range of studies show that racial and ethnic minorities tend to receive lower quality healthcare and are less likely to receive routine medical procedures than non-minorities patients, even when the issue of access to health-care is controlled (Smedley, Stith and Nelson, 2003).

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Trix, F. and C. Psenka (2003). "Exploring the Color of Glass: Letters of recommendation for female and male medical faculty." Discourse & Society **14**(2): 191-220.

Many of these studies and others are summarized in: Fine and Handelsman (2005). “The Benefits and Challenges of Diversity” in *Entering Mentoring: A Seminar to Train a New Generation of Scientists*. Madison, WI: University of Wisconsin Press and Handelsman, Miller and Pfund (2007). “Diversity” in *Scientific Teaching*. New York: W.H. Freeman and Co. This activity was taken from the National Academies Summer Institute on Undergraduate Education in Biology (<http://www.academiessummerinstitute.org>, access June 2010)

**The Self-Efficacy Tool Box – What Can You Do?**

**Mentors Matter! You can make a difference in building your mentees’ self-efficacy**

From: <http://psychology.about.com/od/theoriesofpersonality/a/self_efficacy.htm?p=1>

**Remember:**

*Self-efficacy:* belief in one’s ability to achieve a specific goal or task. Self-efficacy is asituation specific self-confidence. Simply put, *“I believe I can do this.”*

*Strong self-efficacy beliefs create interest, persistence, actual college degree completion, and career pursuits in science and research fields* (Adedokun et al., 2013; Byars-Winston et al., 2010; Lent, Brown, & Larkin, 1986; Lent, Lopez, & Bieschke, 1991).

**When protégés’ career self-efficacy falters, you can support them in four ways:**

**1. Mastery Experience**

**Ask yourself: *What are your protégés doing?*** Are they doing well, but still lack self-efficacy for their chosen career?

**What you can do:**

* Reinforce your protégés’ past successes (have them recall and highlight a personal “significant moment”, or other specific successes in other domains, to understand what contributed to their success in the past and recreate that in the present).
* Encourage protégés to reference past successes (e.g., “you did it before you can do it now”). Help protégés adopt success strategies (match strategies to situation—e.g., reinforce effective behaviors that contributed to their past success).

**2. Vicarious Experience**

**Ask yourself: *What are mentees observing?*** Do they have any role models in their network of peers? Can they “see” themselves reflected in the faculty, staff, and policies in your department/units? Are others from historically underrepresented groups able to see themselves at your institution? Why or why not?

**What you can do:**

* Talk about your own career path and the experience along the way: How do you know when you are doing well along your career path? What are the things that increase your confidence in your field?
* Consider who your protégés’ role models are and what skills (and attitudes) are being modeled for them by you and others.
* Be aware of what skills and behavior protégés are observing about coping with challenges and setbacks; share strategies for what you do when you hit a wall and how you encourage yourself to get over challenges/setbacks.
* Offer time to practice skills that are strong as well as ones that need more development.
* Encourage your department to run a session where advanced protégés or faculty talk about setbacks, challenges, and how they overcame them.

**3. Social Persuasion**

**Ask yourself: *What are they hearing?*** Are they hearing that they have what it takes? Are they receiving specific feedback relating to their effort or capabilities? Is that feedback constructive? Is the message that you are sending the same as what is being received by the protégé?

**What you can do:**

* Foster a “you can do it” attitude.
* Be attuned to ways that you can acknowledge protégés’ current successes.
* Reinforce mentee’s abilities by giving specific, credible feedback about specific skills and less evaluation of the outcome or general feedback.
* Let them know that they belong in your unit/program/department.
* Be aware of signs that protégés may feel that they do not fit in (“I don’t belong here”).
* Talk about both the positive things protégés are doing while giving clear steps for how they can improve in areas that are challenging to them.

**4. Emotional/Physiological State**

**Ask yourself: *What are they feeling?*** How can you help protégés feel at home in your unit/ department/university? What can you do regarding the environment (e.g., networking time, program policies, etc.) that can help reduce stress and anxiety?

**What you can do:**

* Be aware of positive (enjoyment) or negative moods (anxiety) protégés may have related to their career decisions.
* Attend to negative, anxiety-related feelings (e.g. negative self-talk that they are not as capable or confident as other faculty or protégés).
* Acknowledge and normalize when things are difficult; “It’s supposed to be hard, everyone struggles along the way.”
* Give examples of protégés who struggled but made it (successful in your unit/ program/ department).

**Health Sciences Faculty Career Development Plan (CDP)**

(to be developed specifically for each Department)

**Instructions to Mentees:** please complete this form yearly and provide a copy to your mentor before your mentoring session meeting. Attach an updated CV.

**Instructions to Mentors:** please review the mentee’s CV and CAP prior to each meeting

Mentee Name: Academic Series:  
Primary Mentor: Date of Meeting:  
Secondary Mentor:

Other mentors (Department Mentor Facilitator):

(Personal Mentor):

**1. Time Allocation as Estimated by Mentee:**

\_\_\_ % Teaching/Training/Providing Mentoring

\_\_\_ % Research

\_\_\_ % Patient Care

\_\_\_ % Administration/Other Services

**2. Academic Appointment**

What is required for promotion in your series and in your department?

Have you obtained your department’s promotion and advancement guidelines? Yes\_\_ or No\_\_\_

Are you on track for promotion?

Have you met with your Chair?

You are about to apply for a merit or promotion. What are your accomplishments and activities?

**3. Definition and Distribution of Junior Faculty Effort**

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

**• Teaching—Excellence in Education**

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

**• Research/Creative Activity—Leadership in Innovative Research**

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

**• Clinical Care—State-of-the-Art Clinical Care**

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

**• Community Engagement—Civic Responsibility and Comprehensive Research**

Conducting community engaged and/or participatory research, building relationships, presentations and workshops, implementation of interventions

**• Service—Leadership in Governance**

Participation or leadership in governance, committee membership, collegial activities. Suggested service priority: Department, SOM, UCSD HS, University, Professional, Community

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

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

**4. Distribution of Effort**

|  |  |  |
| --- | --- | --- |
| Estimate the hours per week spent in each focus area, then list the percentage of total duties.  **Focus Area** | **Hrs/Week** | **% of Total Duties** |
| Teaching |  |  |
| Research |  |  |
| Clinical Care |  |  |
| Community Engagement |  |  |
| Administration/Service |  |  |
| Self-Development  (Networking, Work-Life Balance, Additional Mentors) |  |  |
| **Total** |  |  |

5. **Professional Goals in specific Focus Areas**

Please complete the focus areas that specifically apply to the promotion criteria for your academic series established in your departments promotion and advancement guidelines. This will help you establish and accomplish your short and long- term goals.

**Teaching**

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

*Upcoming year’s teaching goal(s):*

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

*Identify barriers to achieving new goal(s):*

**Research and Research Related/Creative Activities**

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

*Identify in a single sentence the focus of your scholarly activity.*

*Upcoming year’s research goal(s):*

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

*Identify barriers to achieving new goal(s):*

**Clinical Care**

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

*Upcoming year’s patient care goal(s):*

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

*Identify barriers to achieving new goals:*

**Community Engagement—Civic Responsibility and Comprehensive Research**

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

*Identify in a single sentence the focus of your scholarly activity.*

*Upcoming year’s engagement goal(s):*

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

*Identify barriers to achieving new goal(s):*

**Service**Recommended service priority: Department, School, University, Professional, and

Community.

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

*Upcoming year’s administration goal(s):*

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

*Identify barriers to achieving new goal(s):*

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

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

*Upcoming year’s self-development goal(s):*

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

*Identify barriers to achieving new goal(s):*

**6. Optimal Distribution of Effort**

|  |  |  |
| --- | --- | --- |
| Revisit the table, “Distribution of Effort,” in step 6. Create a new Optimal Distribution of Effort table, taking into account your specific goals listed in step 7.  **Focus Area** | **# Hours/Week** | **% of Total Duties** |
| Teaching |  |  |
| Research |  |  |
| Clinical Care |  |  |
| Community Engagement |  |  |
| Administration/Service |  |  |
| Self-Development  (Networking, Work/Life Balance and Additional Mentors) |  |  |
| **Total** |  |  |

We have met and discussed this annual Career Development Plan (CDP)

**Mentee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentor**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Date**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mentoring Meeting Journal**

Use this page to record the discussion points in each of your mentoring meetings.

|  |
| --- |
| Date: |
| Check-In (e.g. urgent issues, work-life balance, personal issues): |
| Goal Discussion: |
| Action Items: |

**Developing a Mentoring Philosophy**

**1. Mentoring Competencies Reflection Worksheet** *(Complete after participating in effective mentor training)*

For each mentoring competency, please list one or two specific approaches you have taken in the past and plan to take in the future.

|  |  |  |
| --- | --- | --- |
| **Competency** | **Approaches you have**  **used in the past** | **Approaches you intend**  **to try in the future** |
| **Maintaining Effective Communication** |  |  |
| **Aligning Expectations** |  |  |
| **Enhancing Work-Life Integration** |  |  |
| **Addressing Equity and Inclusion** |  |  |
| **Promoting Career Self-Efficacy** |  |  |

**2. Mentor Self-Reflection Template**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mentor Self-Reflection Template\*** | | | | |
|  | **What were the unique challenges and opportunities from the past year?** | **What was your role?** | **What happened? What were the results?** | **Was there any further action?** |
| **Meetings & Communication**  **+**  **\_** |  |  |  |  |
| **Expectations & Feedback**  **+**  **\_** |  |  |  |  |
| **Career Development**  **+**  **\_** |  |  |  |  |
| **Research Support**  **+**  **\_** |  |  |  |  |
| **Psychosocial Support**  **+**  **\_** |  |  |  |  |
| **Upcoming Year** | | | | |
| * What do you want to keep doing? * What would you like to try differently with protégé in upcoming year? * What different resources or training would be helpful to you as the mentor? | | | | |

**3. Composing a Mentoring Philosophy**

If you were giving advice to a faculty colleague on how to be an effective mentor, what would you tell that person? If they ask how to do each item you mention, what would you say? Your answer would form the foundation of your “mentoring philosophy.” Your mentoring philosophy is a statement that explains and justifies the way you approach personal and professional relationships with mentees as you guide their development into professionals.

**Common Themes of Mentoring Philosophies**

* Identifying mentees’ goals
* Evaluating mentees’ understanding
* Evaluating mentee’ talents and building on them
* Developing a relationship founded on mutual respect
* Given mentees’ ownership of their work and promoting
* accountability
* Sharing your own experience
* Creating an interactive research environment
* Identifying what motivates each student
* Balancing belief with action and experience
* Creating a safe environment in which mentees feel that is acceptable to fail and learn from their mistakes
* Encouraging growth through challenges
* Promoting learning through inquiry
* Walking experimental avenues together

Imagine that you are applying for a position that requires mentoring Jr. faculty and are then asked to describe your approach to mentoring and provide a specific example of effective mentoring.

**How would you respond? (250 words or less)**

**Training in Effective Mentoring and HS Mentor Certification\***

**Senior Faculty Mentor Training Options**

1. 8-hour onsite training, offered in the Fall (eligible to receive CME credit)

**or**

2. a. Online 90 min University of Minnesota – **Optimizing the Practice**

**of Mentoring**

<https://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training>

*Please submit certificate of completion to the Department Mentor Director*

b.  Online 30min module on **Culturally Aware Mentoring**

<https://sites.google.com/a/wisc.edu/culturally-aware-mentoring/>

*Please submit certification that self-assessment has been completed*

*to the Department Mentor Director*

3. After training, complete Mentoring Philosophy (see page 29-31) and *submit to the Department Mentor Director*.

**\***The Office of Faculty Affairs will issue **HS Faculty Mentor Training Certification** along with information to be used for academic file service or teaching credit once the above information has been received by **Department Mentor Director**.

**Jr. Faculty Mentee Training Options**

1. 3-hour onsite training, offered in the Spring

**or**

2. a. Online 90 min University of Minnesota – **Optimizing the Practice**

**of Mentoring**

<https://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training>

b.  Online 60 min module on **Culturally Aware Mentoring**

<https://sites.google.com/a/wisc.edu/culturally-aware-mentoring/>

1. Mehrabian, Albert. Nonverbal communication. Chicago: Aldine-Atherton, Chicago; 1972. [↑](#footnote-ref-1)
2. WordNet. Princeton, NJ: Princeton University, Cognitive Science Library; c2006 [cited 2008 5 June]. Available from: http://wordnet.princeton.edu. [↑](#footnote-ref-2)