Mentorship Toolkit

Supporting Mentors and Mentees

Diversity, Equity and Inclusion Committee
Department of Family Medicine and Community Health
University of Wisconsin School of Medicine and Public Health
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CONTRIBUTORS

Christine Athmann, MD, MHA
Community Faculty UW Health Sun Prairie Clinic
Assistant Director Native American Center for Health Professions

Shiva Bidar-Sielaff, MA
Director of Community Partnerships

Angela Black, PhD
Postdoctoral Fellow

Jennifer Edgoose, MD, MPH
Family Medicine Residency Faculty
Chair of DEI Committee

Mary Fendry
Human Resources Director

Kjersti Knox, MD
Family Medicine Residency Faculty
Aurora Health Care, Milwaukee

Robin Lankton MPH, CHES
Co-Director, Office of Community Health

Angelica Salinas, MS, CRC
Researcher

Manuel Santiago, MEd
Director of Office of Multicultural Affairs

Kacia Stevenson
Assistant Education Coordinator

Lea Veltum, RN
Clinic Manager
UW Health Cottage Grove and Columbus

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Author Affiliations: Department of Family Medicine and Community Health, University of Wisconsin, Madison (Drs. Athmann, Black, Edgoose, Knox and Ms. Fendry, Lankton, Salinas, Stevenson, and Veltum); University of Wisconsin Hospital and Clinics, Madison (Ms. Bidar-Sielaff); and University of Wisconsin School of Medicine and Public Health, Madison (Mr. Santiago).

PREFACE

This toolkit was developed by the members of the Department of Family Medicine and Community Health Diversity, Equity and Inclusion Committee. We recognize that to appreciate and attract greater diversity in our department, we must embrace and support the members we have amongst us first. This toolkit was developed to support mentorship relationships across our department including faculty mentorships (tenure, clinical health science (CHS) and clinician teacher (CT) tracks); faculty and clinical learner mentorships; and staff mentorships (clinical, educational, research and administrative). As this was broadly conceived, we welcome its application to other audiences.

"*In order to be a mentor, and an effective one, one must care. …Know what you know and care about the person, care about what you know and care about the person you're sharing with."*
— Maya Angelou

"A mentor is someone who allows you to see the hope inside yourself." — Oprah Winfrey

"If I have seen further it is by standing on the shoulders of giants." — Isaac Newton

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MISSION STATEMENT

The University of Wisconsin Department of Family Medicine and Community Health's Diversity, Equity and Inclusion Committee exists to promote health equity, diversity and inclusion, and to advise on processes related to recruitment and retention of diverse learners, faculty, and staff.

We believe that

- **Social identities** such as race, ethnicity, gender, and others are social constructs embedded within a context of unequal power relationships that allow privileged groups to benefit at the expense of marginalized groups
- **Equity** assures justice and fairness for all by addressing systemic biases in policies and practices, and assures that health equity drives the culture and actions of the department
- **Inclusive practices** assures that dominant and privileged voices are decentralized to create full and equal participation and access for all groups
- **Bringing a healing attention** first to our own privileges and unconscious biases allows us to mindfully engage in equity and inclusion work while serving as equity and inclusion leaders for the department

*Our vision is framed around the acronym **TRUST**.* This framing captures the commitments we make to our statewide department and to each other as follows:

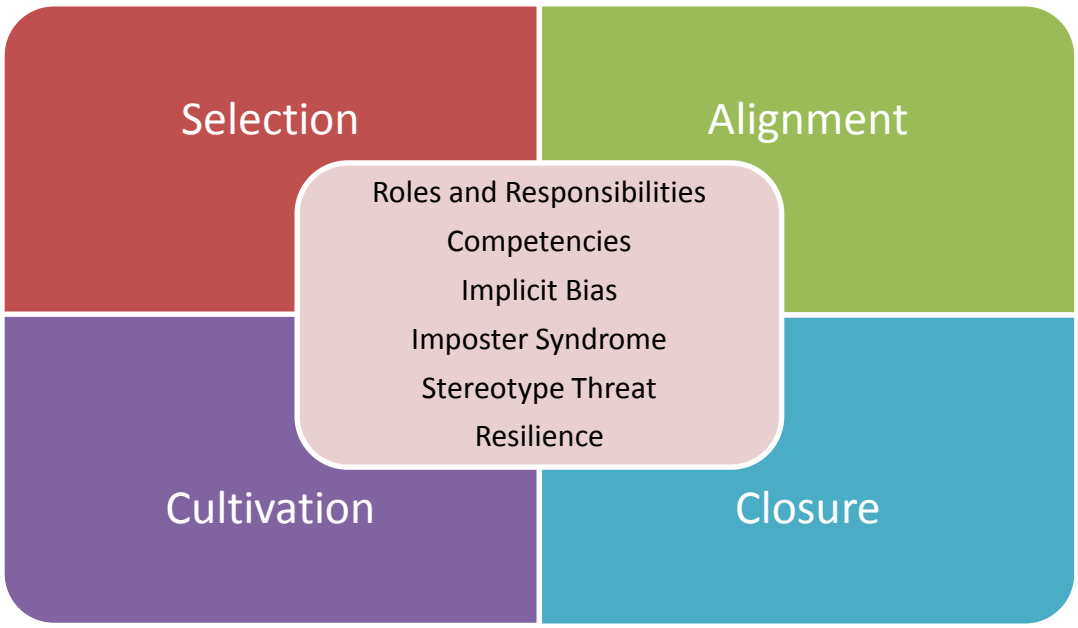
- **Tracking**: We will develop and test clear metrics related to recruitment, retention, competency development, and climate that help us to assess and refine our work.
- **Recruiting**: We will have an effective, operational, and intentional system for recruiting and selecting a more diverse faculty, staff, and medical resident group.
- **Unlearning/Learning**: We will have educational curriculum, tools, and resources that help faculty, staff, and clinical learners to unlearn behaviors and practices that support exclusion and replace these with those that support inclusion.
- **Sustaining/Retaining**: We will demonstrate institutional commitment through increased cultural competency; increased commitment toward research focusing upon diversity and health equity; and diverse hiring and inclusive behaviors, policies and practices that supports an ongoing inclusive climate for all.
- **Training/Transformation**: All staff in leadership and related positions involved in recruiting and hiring staff will have increased competency in understanding and addressing bias, and will demonstrate effective behaviors for creating a more inclusive work and clinical climate.

Recruiting
Unlearning/
learning
Sustaining/
retaining
Training/
transformation
Tracking

INTRODUCTION

Assuring strong and supportive relationships within our departmental community is critical to promoting an inclusive culture. Promoting diversity by focusing on recruitment is meaningless if we do not first examine our culture of inclusion, which is why our group decided to focus first upon the category of "sustaining/retaining." We believe mentorship has enormous potential to assure development of a more inclusive community. Mentorship consists ideally of a "reciprocal, dynamic relationship between mentor and mentee that promotes the satisfaction and/or development of both" (McGee, 2016). As we look at mentorship as a strategy to promote diversity, strong mentoring relationships that strive to mentor across difference have the potential to be transformative for mentor and mentee alike. Although we think of mentorship as a dyadic relationship between a mentor and mentee, there are expanded ways to consider mentorship including team or mosaic mentoring models where a network of mentoring relationships may be developed to support the different needs of an individual: "it takes a village." Team mentoring specifically functions as a coordinated team of mentors supporting common goals and milestones.

This Mentorship Toolkit provides a framework, practical tools, and resources that we believe can support a successful mentoring relationship. We have constructed this toolkit to support and nurture both mentor and mentee.



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

* For a more in depth review of attributes of successful mentoring relationships see Appendix: "Proposed Attributes, Example Objectives and Potential Metrics for Improving and Assessing Mentoring Relationships" taken from Pfund C, Byars-Winston A, Branchaw J, Hurtado S, Eagan K. Defining attributes and metrics of effective research mentoring relationships. *AIDS Behav*.2016;20:S238-S248.

MENTOR SELECTION

The selection phase begins by clarifying your motivation to mentor and the strengths, goals and areas of development of your potential mentee.

Assessing your motivation and approach

Are you interested in working with mentees who have stimulating ideas, and who would benefit from opportunities to learn and grow with and from you? Good mentors engage with promising people with promising ideas. What do you need in order to bring your best self forward as a mentor? Gain insight into your decision process by writing a **one page *mentoring philosophy*** for your own reflection, which you can also share with potential mentees. To find guidance on writing your mentoring philosophy, go to: https://scholardevelopment.okstate.edu/sites/default/files/Mentoring%20Workshop%20Series%20-%20CEAT%20-%20Session%203%20-%20Handouts_Part3.pdf

Having time to mentor

Putting in additional time at the beginning of a mentoring relationship is highly recommended for both mentors and mentees alike. Do not agree to mentor if you are not able to give the time it will take to cultivate the relationship. As one mentee notes: "I think the amount of time the person may have available for you is important. You want them to smile when they see you, not go...'another thing in my week'."

Effective mentors should

- Promptly return emails, phone calls, etc.
- Understand that the "5 minute question" always takes longer and see the time invested as important to helping the mentee develop and advance
- Allocate regularly scheduled mentoring meetings and protect uninterrupted time for mentee

MENTEE SELECTION

The selection phase begins by clarifying your strengths, goals, and areas of development to set yourself up for a successful match with a potential mentor.

Mentee responsibilities in the selection phase:

- Have a clear understanding of your motivation to be mentored
- Select a mentor based on pre-established criteria relevant to your career goals
- Broaden your search for multiple mentors to include faculty outside your department
- Take the initiative

Consider completing an Individual Development Plan (IDP)

This can be used to help communicate your goals to your mentor. To find guidance for developing an IDP, go to: https://ictr.wisc.edu/mentoring/individual-development-plan/

Questions to help assess that your mentor is a good match

Choosing a mentor is about finding the right fit for you and for them. Be sure to address multiple aspects as listed below.

Career Development

Depending on your career stage, you will need a mentor to help with different areas of professional development. Here are some questions to consider:

- Does this person have enough seniority/clout in order to advocate for you within your own institution, division or department?
- Has this mentor successfully launched previous mentees into careers that align with your own goals?
- Can this person help you navigate your advancement process in your department?

MENTOR SELECTION

- Learn about the person, as well as his/her discipline, research project, and home department
- Prioritize the mentee and their needs, sometimes over your own

MENTEE SELECTION

- Can this mentor help you identify other potential members of a mentoring team and help model effective methods of sharing knowledge and decisions across multidisciplinary teams?
- Can this mentor help translate institutional/professional cultures and norms in a way that fosters your sense of inclusion and belonging

Personality and Fit

It is important to consider how your personality will fit with your mentor's, as well as how her/his mentoring style and priorities will match with your needs. A mismatch of these styles could lead to miscommunications and an unsatisfactory mentoring experience. Here are some questions to consider:

- How knowledgeable are you about your own personality, communication style, and the type of leadership and management with which you work best?
- What are previous and current mentees saying about this mentor's work and mentoring style?
- Do you feel confident the mentor can "meet you where you are" by reflecting on and adapting her/his mentoring style to best support you?
- Is this mentor's primary focus on fostering your independent career or in you lending expertise to his/her own project?
- Does this mentor have the time and motivation to provide you the guidance you need?
- How do you feel before meeting with this person? Excited? Motivated? Dreadful? Anxious?
- Does this person serve as a role model or model behaviors you want to develop in yourself?

MENTEE SELECTION

- Do you believe this mentor will consider your unique psychosocial needs, particularly if you belong to a less privileged group? Do you believe this person can mentor effectively across difference (e.g. gender, race, ethnicity)?

Availability

It is important to consider how often you want to meet and communicate with your mentor and whether she/he will be able to accommodate those needs. Consider these questions:

- When you schedule an interview with this mentor, do you make the appointment directly with him/her or with his/her assistant?
- Does this person respond to your emails or phone calls in what you consider a timely fashion?

Feedback Style

- When your mentor provides written or verbal feedback, what kind of comments do you receive? Are comments vague or thorough, detailed, and thoughtful? What do current mentees say about the mentor's ability to provide feedback?
- When you meet, how balanced is the conversation? Who does most of the talking?
- Does this person demonstrate active listening skills? Make eye contact and show an engaging posture? Does the mentor check if her/his perception of what you said matches what you intended to say? How do they demonstrate they have heard and understood you?

Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-selection-phase-resources/

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.	

Adapted with permission from Bland C, Taylor A, Shollen S, Weber-Main AM, Mulcahy P. *Faculty Success Through Mentoring*. New York: Rowan & Littlefield Education; 2009: 69.

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 mentoring partner's CV in advance of the conversation. If one is not available, create one through 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 mentoring partner.	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 learning and development goals.**	Describe your career vision, hopes and dreams, and articulate broad learning goals and the reasons why they are important.	Why do you want to engage in this relationship? What learning goals would align with your vision of the future?
4. **Determine relationship needs and expectations.**	Ask your mentoring partner 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 mentoring partner 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.

Adapted from Zachary L. *The Mentee Guide: Making Mentoring Work for You*, 2009, p. 50

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 ALIGNMENT

Look for 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).

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Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-alignment-phase-resources/

Mentorship Agreement

The purpose of this agreement is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationship. This template should be adapted to meet individual needs of the mentor and mentee.

1. **RELATIONAL:**
    a. Define your ground rules for discussion (e.g., confidentiality, openness, candor, truthfulness).
    b. What expectations does the mentor have of the mentee?
    c. What expectations does the mentee have of the mentor?
    d. If problems arise, how will they be resolved?
    e. What concerns does the mentee want discussed and resolved?
    f. What concerns does the mentor want discussed and resolved?
    g. How will the mentor and mentee define the end of the mentoring relationship?
    h. **Relationship termination clause**: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

2. **GOALS**:
    a. What do you hope to achieve as a result of this relationship (e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development)?
    b. Consider short-term and long-term goals.

3. **RESPONSIBILITIES/ACCOUNTABILITY**:
    a. How often will you meet? For how long? Where?
    b. Who will be responsible for scheduling meetings? Who will prepare the agenda or will it be mutually generated?
    c. What will meetings include? Is there a biannual goal-oriented document that the mentee will update before the meeting?
    d. How will the mentor-mentee dyad evaluate relationship effectiveness (e.g., biannual review of mentorship meeting minutes, goals, and outcomes/accomplishments)?

Mentor's Signature_____ Date_____

Mentee's Signature_____ Date_____

For other example mentoring compacts/contracts go to: https://ictr.wisc.edu/mentoring/mentoring-compactscontracts-examples/

MENTOR CULTIVATION

The mentor and mentee follow through on the expectations and timelines outlined in the Alignment Phase, modifying the specifics as the relationship develops. Mentoring teams become fully assembled with clearly defined roles to the career development needs and goals of the mentee. For the mentor, the Cultivation Phase means tailoring opportunities for your mentee that foster their growth and then providing the encouragement and agreed upon resources that empower them to become more independent.

Mentor Responsibilities in the Cultivation Phase:

- Advise on what you know; admit what you do not and refer to others
- Provide relevant examples and resources
- Adapt to mentee's learning style
- Recognize mentee's strengths and areas of growth
- Provide constructive feedback
- Foster independence
- Respond to the changing need of your mentee
- Do not shy away from difficult conversations
- Celebrate success
- Revisit mentoring plans
- Evaluate progress and assess relationship

MENTEE CULTIVATION

In the Cultivation Phase, the mentor and mentee follow through on the expectations and timelines outlined in the Alignment Phase, modifying the specifics as the relationship plays out. The mentoring team becomes fully assembled with clearly defined roles relating to your scientific and career development needs and goals. For the mentee, the Cultivation Phase means leveraging your strengths, cultivating your areas for growth, and communicating your needs as they change; it means seizing opportunities as they arise and following through with intentional action.

Mentee Responsibilities in the Cultivation Phase:

- Actively listen and contribute to conversations
- Acknowledge your weaknesses and build from your strengths
- Work to understand how your identities and differences shape your experiences
- Accept and reflect on constructive criticism
- Don't shy away from difficult conversations
- Follow through on tasks and meet deadlines
- Communicate your changing needs
- Celebrate successes
- Evaluate progress and assess the relationship

Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/

Mentors: Maintaining Effective Communication

Four key skills for effective communication in mentoring relationships are:

- **Increase your awareness of yourself and others.**
  You are the instrument through which mentoring happens. The more you are clear about your own agenda and able to separate out your own thoughts, feelings, and wants from those of your mentor/mentee, the greater the potential for intentional partnership and mutual benefit.
  "In each moment you spend in another person's presence, you are communicating that person's importance to you. Are you doing this consciously or unconsciously? "
  - Denise Holmes

- **Get curious about the other person's story.**
  Listening in order to learn something new (rather than to confirm what you already know) is essential to good mentoring. When you get curious about the other person's story, you open up the possibility of greater connection and value for both parties.
  "In order to understand what another person is saying, you must assume that it is true, and try to imagine what it could be true of." - George Miller

- **Listen for passion and potential.**
  Effective communication in mentoring requires understanding what makes the other person tick, what has brought them to this moment in their career, and where they would like to go next.

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Mentors: Maintaining Effective Communication

"Listening for potential means listening to people as if they have all the tools they need to be successful, and could simply benefit from exploring their thoughts and ideas out loud." - David Rock

- **Share your own crystallized experience.** One of the pleasures of mentoring is the chance to share one's own hard-earned experience so that it might be helpful to others coming along a similar path.

  "Ecologists tell us that a tree planted in a clearing of an old forest will grow more successfully than one planted in an open field. The reason, it seems, is that the roots of the forest tree are able to follow the intricate pathways created by former trees and thus imbed themselves more deeply. This literally enables stronger trees to share resources with the weaker so that the whole forest becomes healthier. Similarly, human beings thrive best when we grow in the presence of those who have gone before." - Parks Daloz

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Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/

Mentors: Mentoring Across Differences

Individuals bring a wide range of different life experiences to their mentoring relationships. Three key principles can help mentors and mentees bridge the potential differences to create satisfying mentoring relationships.

- **Be aware of your own assumptions.**
  In the same way that others may have different points of view because of differences in their life experiences, you likely have been shaped by your gender, race, social class, education, generation, geography, and a multitude of other cultural influences. Increasing your awareness of the ways you are a product of your past can help you avoid assuming that others see the world in the same way.

- **Get curious about the background and unique perspectives of colleagues who have different life experiences.**
  Putting yourself in other people's shoes and seeking to understand how they may have come to their different points of view is a critical step in building a mentoring relationship.

- **Address differences openly.**
  Relationships in which it becomes comfortable to talk about and acknowledge differences have much greater potential value for both mentor and mentee. While it may initially feel uncomfortable to talk about topics such as race, gender, and/or socioeconomic background, the potential for increased understanding and connection makes it worth the risk.

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Mentors: Supporting Learning and Assessing Understanding

Mentors have to be mindful to keep mentees in pursuit of a task while minimizing their stress levels. Skills or tasks that are either unreachable or too simple can leave mentees feeling frustrated.

Scaffolding Learning

Scaffolding is a type of learning process where the mentor helps the mentee master a task that they are initially unable to grasp independently. The mentor offers assistance with only those skills that are beyond the mentees capability. Of great importance is allowing the mentee to complete as much of the task as possible, unassisted. The mentor only attempts to help the student with tasks that are just beyond her/his current capability. Errors are expected, but with mentor feedback and prompting, the mentee is able to achieve the task or goal. When the mentee takes responsibility for or masters the task, the mentor then begins the process of "fading", or the gradual removal of the scaffolding, which allows the mentee to work independently.

Strategies for Scaffolding Learning:

- Breaking the task into smaller, more manageable parts
- Verbalizing thinking processes when completing a task or mapping them out visually
- Employing cooperative learning, which promotes teamwork and dialogue among peers
- Giving concrete prompts, questioning, coaching
- Modeling
- Activating background knowledge, giving tips, strategies, cues, and procedures

Assessing Mentee's Thinking Processes

As your mentee advances, so should their ability to think about their own learning, to self-monitor and self-regulate. Your mentoring should scaffold this process, providing more structure and modeling at the beginning of the relationship or project and increasingly less as the mentee grows in autonomy. Many times we assume our mentees understood our meaning, but how can we be sure?

Strategies for Assessing Understanding:

- Take a minute to consider any assumptions you have made about what your mentee knows or does not know.
- At key moments in the research process, ask your mentee to explain in their own words what the results are and how they got there.
- Ask your mentee to explain something to another person in your lab group.
- Ask for a written summary of an idea or concept, or even main points from a meeting.
- Ask your mentee to organize information with a flowchart, diagram, or concept map.
- Ask questions that foster meta-cognition:
    - How did you come to that conclusion? What evidence supports it?
    - What experience or literature made you choose that course of action?
    - Can you illustrate your thinking process on this project?

Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/

Mentors: Communicating Ethics

As a mentor you have the responsibility of teaching and role modeling the appropriate ethical behavior for academic professionals. Ethics involve the use of reasoned moral judgments to examine one's responsibility in any given situation. You also have the obligation to teach mentees about the responsible conduct of research (if applicable) as well as the ethical issues associated with being an educator and clinician. Both mentors and mentees have the responsibility of behaving ethically in their relationship.

Elements associated with appropriate ethical behavior in the mentee-mentor relationship

- Promoting mutual respect and trust
- Maintaining confidentiality
- Being diligent in providing knowledge, wisdom, and developmental support
- Maintaining vigilance with regard to the mentee-mentor relationship. (The power differential increases the mentor's obligation to be cognizant of the mentee's feelings and rights)
- Acknowledging skills and experiences that each bring to the mentee-mentor relationship
- Carefully framing advice and feedback
- Role modeling

For Academic Professionals:
Elements associated with appropriate ethical behavior as academic professionals

- Agreeing on and abiding by rules of authorship
- Supporting and appreciating accomplishments
- Avoiding abuse of power (including exploitation and assuming credit for another's work)
- Being alert to ethical issues and challenges
- Avoiding conflicts of interest (avoiding political and personal biases)

For Research Academics:
Elements associated with the responsible conduct of research

- Having a commitment to intellectual honesty
- Accurately representing an individual's contribution to research
- Following governmental and institutional rules, regulations, and policies
- Avoiding conflicts of interest (avoiding financial and other influences)

Source:
UW Institute for Clinical and Translational Research Mentoring
https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/

Mentors: Managing Mentoring Challenges

Whenever people work together, there are bound to be times when the relationships are challenged. In healthy situations, the issues are discussed objectively and each individual is empowered to state his or her position and feel confident that the other is genuinely listening and wanting to understand. Possible solutions are explored with open minds, and the potential effects of the solutions are considered and weighed. In this section, our goals are to identify some problems that mentors and mentees may encounter and suggest potential strategies for resolving each problem.

Mentors: Assessing the Relationship
Formally evaluating the mentoring relationship is a relatively new effort, with little consensus yet on how best to collect and relay information back to you as mentor. However, if an explicit plan and expectations have been laid out at the beginning of the relationship, regular "checkups" on progress and the health of the relationship are not only possible but necessary if the mentee's full potential is to be realized.

As you negotiate your expectations at the beginning of the relationship, be sure to lay the groundwork for ongoing assessment:

- What do you want to measure?
- What are your criteria for success?
- How will you go about measuring success?

Be sure to include measures for each domain of the mentoring relationship:

- Meetings and Communication
- Expectations and Feedback
- Career Development
- Research Support
- Psychosocial Support

Mentees: Managing Mentoring Challenges

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As you negotiate your expectations at the beginning of the relationship, be sure there is groundwork for ongoing assessment:

- What will be measured?
- What are the criteria for success?
- How will success be measured?

Be sure to include measures for each domain of the mentoring relationship:

- Meetings and Communication
- Expectations and Feedback
- Career Development
- Research Support
- Psychosocial Support

Mentors: Managing Mentoring Challenges

As always, the instruments you use need to be tailored to your individual relationship; effective assessment relies upon both parties feeling free to be honest and forthright. Leverage these instruments as you negotiate how you will evaluate your relationship success with your mentee.

Examples of problems and strategies to address them:

Mentee seen as lacking commitment.
Problem: A mentor may believe that his or her mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in academia. This situation is difficult for both the mentor and mentee because the mentee has a real chance of failing and because the mentor may believe that he or she has wasted a great deal of valuable time working with the mentee. At the same time, it is also possible that the mentee believes that the mentor lacks commitment to the mentee's career. The mentee's frustrations and lack of guidance can inhibit his or her movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive and amiable relationship.

Strategy: If a mentee is viewed as lacking commitment, it is important for the mentor to try to discern the cause. It may be that the mentee-mentor match is not working well, or it may be that the mentee has discovered that his or her career focus is no longer appealing. Individuals who choose academic careers tend to be highly motivated, so while there may be an occasional case in which there is a real lack of commitment, there is usually another issue underlying the problem and it is the mentor's job to identify it and help resolve it. This could include issues outside of work.

Mentees: Managing Mentoring Challenges

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Examples of problems and strategies to address them:

Mentor seen as providing inadequate direction.
Problem: There are two errors a mentor can make with respect to providing direction. Providing too much help can stall your movement toward independence and encourage dependence. Providing too little help could leave you to flounder and, again, inhibit progress toward independence.

Strategy: This is probably a time when the mentee has to step up and take action. It may be useful for you to talk to peers to get a better understanding of the level of direction they are receiving from their mentors. When the mentee has a good understanding of the situation and is prepared to discuss it with the mentor, the mentee should do so. Assuming that you have a relationship of trust and use good communication skills, your mentor will be responsive to your concerns.

Suggested questions

- For too much help, "Let me summarize what we've talked about. In my current situation, I think I should prioritize on _____. What do you think?"
- For too little help, "I am still not clear on _____, could you elaborate on that?", or "I am working on _____, what advice could you give me on that?"

Mentors: Managing Mentoring Challenges

Mentee seen as having inappropriate attitude.

Problem: Some mentees expect too much from their mentors—demanding more time and attention than they actually need. Others may expect to control their mentors.

Strategy: Be firm with your mentee about commitments and responsibilities. If you give your mentee an assignment or deadline, don't accept excuses for poor work or missed deadlines (unless the excuses are beyond the mentee's control).

In terms of social etiquette, you must be supportive of your mentee and sensitive to cultural differences. ***For example,*** in some cultures, there is a preference towards modesty, reserve, and control. Whereas with another culture, directness or emotionally intense, dynamic, and demonstrative behavior is considered appropriate.

Mentees: Managing Mentoring Challenges

Dealing with conflicting demands.

Problem: Individuals at the beginning of their career have a great deal of difficulty saying "no". Junior faculty, fellows, and postdocs with multiple mentors or supervisors sometimes become inundated with demands for work. Since they don't have the experience to know how to prioritize these demands, their workloads can become burdensome and a threat to their career development.

Strategy: When different mentors want to make use of your time simultaneously, it is hard to decide how to prioritize the workload. The problem is often made harder because you don't want to disappoint anyone. One way to resolve this dilemma is to take the list of assignments to your mentors individually and ask them to help prioritize your tasks. Better yet, call a team meeting so your mentors can negotiate with one another about the priority of tasks.

Dealing with conflicting advice.

Problem: It is inevitable that mentees with multiple mentors and advisors will receive conflicting advice with respect to research or teaching plans, writing manuscripts, and other aspects of their career development. Conflicting advice leads to confusion, fear, and other negative emotions and reactions.

Strategy: Your mentors are wise and knowledgeable, but they are not infallible. When you get conflicting advice, think about what you want to do. Ask peers for their opinions. Speak to other colleagues and other members of your mentor team. Everyone has been in this situation, so people will be supportive as you work out how to handle it.

Mentors: Managing Mentoring Challenges

Your style of mentoring may not match the needs of your mentee.
Problem: Your mentoring style has a lot to do with who you are and how you work. If you are a detail-oriented person, you probably tend to give extensive directions or outline each step of an assignment. If you are a person who tends to see the "big picture," you probably are more inclined to give looser, perhaps even vague directions to your mentee. Of course, noting these differences does not make one style better than the other. However, differences in styles between you and your mentee can pose an obstacle. Frustration may also occur when you don't adapt your style to meet the developing needs or growing independence of your mentee.

Strategy: You need to adjust your mentoring techniques to keep in sync with your mentee's evolution. In time, detailed directions or certain problem-solving strategies may be considered stifling by your developing mentee. Consider giving less and accepting more from your mentee. To meet the needs of your mentee, you need to periodically evaluate your mentee by considering

- Knowledge, skills, abilities, and traits of your mentee
- The level of your mentee
- The needs of your mentee

Once you evaluate your mentee and discover the required amount of guidance, you can determine what style is appropriate for your mentee.

Mentees: Managing Mentoring Challenges

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Strategy: If a mentor is viewed as lacking commitment and is missing meetings and not responding to emails, the mentee needs to do something about it. Remembering that individuals who have agreed to be mentors already have a strong commitment to the process, the mentee should raise the issue with the mentor. If it is an especially busy time for the mentor, the mentee can ask if the mentor wants to touch base or have meetings by phone for a few weeks.

- Maintain awareness of how busy your mentor is.
- Set up a plan with your mentor beforehand on what to expect if you don't hear from them for a considerable amount of time. For example, "I understand you are very busy. What's the best method to get ahold of you?"

Mentees: Managing Mentoring Challenges

Managing Communication Challenges.
Problem: Maintaining effective communication and giving constructive feedback are keys to establishing a good relationship with your mentor. Sometimes feedback can be difficult to accept, especially when you don't agree with what has been said.

Strategy: Here are some good practices on how to make sure you turn the feedback into actionable items that can help you to achieve your goals.

- Listen attentively first and avoid immediately arguing or rejecting the feedback.
- Provide relevant background information and explanation (not excuses).
- Ask for clarification or specific examples if you need more information.
- Be clear about what is being said and try to avoid jumping to conclusions.
- Paraphrase the feedback to make sure you have understood the feedback before you respond to it:
  - "What I understood was _____."
  - "When I _____, you think I _____."
  - "What I hear you say is if _____ I will _____."
- Take the opportunity to check feedback with others and gain diverse perspectives.
- Keep calm and state your case if you believe the feedback was not justified.
- Ask for feedback if you are not receiving the feedback you need to help you achieve your goals.

Mentees: Managing Mentoring Challenges

When you don't agree with your mentor

- Approach the situation with curiosity by asking questions about the advice:
  - For example, "My situation doesn't seem quite right for that idea. Can we talk about what doesn't fit and why?"

When your mentor didn't show up and didn't call

- Approach your mentor with the goal of finding out information rather than blaming:
  - For example, "I put on my calendar that we were meeting yesterday, did I get confused?"

When it feels like your mentor is telling you what you should do

- Articulate up front that you are looking forward to having someone bounce ideas off and help you solve problems:
  - For example, "I have a situation at work that I'd like to talk to you about. I have some ideas of how to approach it, and I'm hoping you can listen to my ideas and ask me questions to help me get to the right solution."

Mentors: Managing Mentoring Challenges

Discovering a mismatch between mentor and mentee.

Problem: Unfortunately, a mismatch between a mentor and mentee can occur. The mismatch may result from conflicting personalities, differing career goals, differences in work ethic, or any number of other reasons. Fortunately, the mismatch is usually discovered early in the relationship by the mentor, the mentee, or both. The longer the mismatch continues, the more difficult it is to resolve.

Strategy: Once you have been sure that expectations are clearly aligned and that the perceived mismatch is not a matter of miscommunication, the problem should be resolved as soon as possible. While finding a mismatch is regrettable, it is a problem that should be solved as soon as possible. If both the mentor and the mentee believe that a switch is desirable, the mentee can work with his or her division chief, department chair, and even the current mentor to help identify a more appropriate mentor

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Sources: Portions of this section have been adapted from

- The Institute for Clinical Research Education Mentoring Resources, University of Pittsburgh http://www.icre.pitt.edu/mentoring/overview.html
- The US Department of Transportation, Departmental Office of Human Resource Management, http://www.au.af.mil/au/awc/awcgate/mentor/mentorhb.htm#OBSTACLES IN A MENTORING RELATIONSHIP
- The US Department of Veteran Affairs, Health Services Research & Development, http://www.hsrd.research.va.gov/cdp/toolkit/mentee_challenges.cf

MENTOR CLOSURE

It is appropriate and expected for most mentoring relationships to eventually end or need to be redefined. Common reasons for closure or redefinition include accomplished intended achievement (e.g., awarded grant, achieved promotion), lack of adequate progress toward goals, mentor or mentee leaves the institution, or a shift in mentee's professional focus and development.

At the point of closure, it can be valuable to both the mentor and mentee to evaluate the working relationship:

- What was accomplished?
- What is yet to be done?
- What really worked?
- What was not successful?

Steps for Closure

To ensure meaningful closure, consider the following:

- **Be proactive.** Agree on how you will come to closure when you first negotiate your mentoring partnership. Make one of the ground rules an agreement to end on good terms. Many mentoring partners adopt the no-fault rule, meaning that there is no blaming if the partnership is not working or one person is uncomfortable.
- **Look for signals.** Check out your perceptions and assumptions when the first indicators appear.
- **Respect your partner.** If he or she wants to end the relationship and you don't, you must honor their wishes.
- **Evaluate the relationship.** Periodically, check out the health of the relationship. Make sure your needs and those of your partner are both being met. Make ongoing evaluation a commitment.

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MENTOR CLOSURE

- **Review your goals.** Regularly review your goals and objectives with your mentoring partner. Gauge where you and your partner are in the accomplishment of goals and objectives.
- **Integrate.** When it is time to come to closure, ask how you can use what you've learned. Without closure, you lose the value-added dimension of integration. Good closure involves taking what you've learned from the mentoring relationship and applying it. Focus on both the process and the content of the learning in your discussion.
- **Celebrate.** Find meaningful ways to celebrate your accomplishments and be vocal in your appreciation of each other.
- **Move on.** Once you have redefined your relationship, "let go" of the relationship as it was and embrace it as it will be going forward.

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Sources:

- UW Institute for Clinical and Translational Research Mentoring https://mentoringresources.ictr.wisc.edu/MentorsPreparingClosure
- Zachary L. and Fischler L., (2009). The Mentee's Guide: Making Mentoring Work for You. Hoboken, New Jersey: John Wiley & Sons. pp. 99-103.

MENTOR COMPETENCIES

Thematic Areas	Competencies	Examples
Cultural and Identity Awareness	Attend to cultural diversity issues	• Understand how individual differences and cultures influence mentoring relationships • Communicate effectively across diverse dimensions including varied backgrounds, disciplines, ethnicities, positions of power, and styles
Communication & Relationship Management	Align expectations	• Align and communicate mutually beneficial expectations for mentoring relationship • Make explicit institutional and discipline-specific norms, standards, and expectations
	Address availability and accessibility	• Demonstrate commitment to mentee/make mentee a priority (e.g., being available for meetings as needed, providing prompt feedback to emails, grants, papers) • Establish frequency of meetings and interim communication modes
	Enhance Interactional Skills	• Engage in active listening • Ask probing questions • Actively promote feedback • Effectively manage conflict and disagreement • Take into consideration perspectives and realities other than mentor's own • Foster a sense of belonging and trust • Effectively negotiate dialogue across diverse backgrounds, disciplines, departments, generations, ethnicities, and positions of power
Psychosocial Support	Serve as role model	• Provide work-life balance guidance • Demonstrate positive leadership skills (e.g., demonstrate how to build a research team and manage a lab, and how to recruit, hire, and retain good people)
	Establish capacity to reflect on and enhance relationship	• Tailor amount and type of psychosocial support to the personality, circumstances, and response of the individual mentee • Acknowledge and celebrate mentee's successes
	Encourage peer mentoring	• Empower mentee to seek guidance and help from other scholars at their level of training
Career and Professional Development	Prepare and guide implementation of a career development plan	• Identify gaps in mentees knowledge in order to create a realistic career development plan • Adjust mentee's responsibilities over time to foster their independence
	Guide development of professional skills	• Develop strategies for and guide mentee on professional skills and career development
	Provide information and guidance to navigate academic/institutional environment	• Help mentee understand the fiscal realities of an academic career (e.g., negotiations with industry, working with contracts and grants, PI responsibility for fiscal management) • Actively promote mentee within institution and discipline • Help mentee navigate institutional systems

Additional competencies for RESEARCH MENTORS

Professional Enculturation & Scientific Integrity	Model and instruct ethical behavior	• Model and teach ethical conduct in research for mentee such as the protection of research subjects and conflicts of interest
	Socialization into Institutional & Disciplinary/Interdisciplinary	• Enhance socialization to institutional culture and to the culture of the broader scientific community
	Socialize to culture and rules of science	• Establish rules and guidelines to uphold integrity of mentee's data
Research Development	Assist mentee in designing and implementing a research training plan	• Diagnose mentee gaps in knowledge and experiences • Identify and assess relevant local and national resources (e.g., courses, workshops) • Collectively identify educational resources and experts to fill gaps
	Assist mentee in designing and implementing a research plan	• Guide mentee to formulate and evaluate appropriate research questions • Guide mentee to create a robust study design • Guide mentee to develop a sustainable plan for implementing projects
	Provide guidance for scientific problem solving	• Establish a monitoring process to regularly assess that research goals and benchmarks are being met • Help mentee anticipate potential problems and solutions that may occur over the course of a project
C/T Investigator Development	Assist mentee in formulating clinical and translational research questions	• Assist mentee in identifying potential testable research hypotheses • Guide mentee to apply translational research strategies to clinical or basic research study designs
	Model and advise mentee on building and managing an effective multidisciplinary team	• Participate, initiate, and coordinate interdisciplinary mentoring team activities • Demonstrate and advise mentee on strategies to develop high performing and successful interdisciplinary teams
	Identify mentee developmental and scientific needs across the translational aspects of research and assist them in designing strategies and establishing linkages/networks to meet those	• Assist mentees in fulfilling the range of competencies expected of them by identifying their gaps in knowledge and advising them on appropriate tasks to fill these gaps • Understand personal gaps in expertise and knowledge in order to link mentee to experts in those topic areas and disciplines

Adapted from: Abedin Z, Biskup E, Silet K, Garbutt J, Kroenke K, Feldman M, McGee R, Fleming M, Pincus H. Deriving Competencies for Mentors of Clinical and Translational Scholars. *Journal of Clinical and Translational Sciences* 2012; 5(3): 273-280. http://onlinelibrary.wiley.com/doi/10.1111/j.1752-8062.2011.00366.x/ful

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	Address availability and accessibility	• Demonstrate commitment to mentor relationship (e.g., attend meetings on time, respond promptly to feedback provided)
	Enhance interactional skills	• Engage in active listening • Effectively manage conflict and disagreement • Articulate needs for self-advocacy • Take into consideration perspectives and realities other than mentee's own • Effectively negotiate dialogue across diverse backgrounds, disciplines, departments, generations, ethnicities, and positions of power
Psychosocial Support	Establish capacity to reflect on and enhance relationship	• Reflect and document advances made • Make sure successes are celebrated
	Pursue peer mentoring	• Seek guidance and help from other peers
Career and Professional Development	Prepare and advance implementation of a career development plan	• Create and update a realistic career development plan • Increase responsibilities over time to foster independence • Seek out other needed mentors
	Learn to navigate the academic/institutional environment	• Learn fiscal realities of an academic career (e.g., negotiation skills, working with contracts and grants) • Learn to navigate the institutional systems • Maintain institutional/professional requirements
	Demonstrate ethical behavior	• Assures patient confidentiality

APPENDIX

Proposed Attributes, Example Objectives and Potential Metrics for Improving and Assessing Mentoring Relationships[a]

Attributes for effective mentoring relationships	Example measurable learning objective Effective mentors can	Example measurable learning objective Effective mentees can	Existing metrics*
Research			
Developing disciplinary research skills	Teach mentees to design and carry out a research project; Provide opportunities to observe techniques	Develop the skills to design and carry out a research project	[73, 76, 82–84]
Teaching and helping to learn disciplinary knowledge	Identify the knowledge mentees need to be successful in the discipline and guide them in learning that knowledge	Seek guidance from their mentors to identify the disciplinary knowledge they need and be receptive to mentor feedback that guides their learning	[73, 83]
Developing technical skills	Provide instruction in core disciplinary research techniques	Commit to learning and gaining proficiency in disciplinary research techniques	[46, 85]
Accurately assessing understanding of disciplinary knowledge and skills	Assess mentee learning of disciplinary knowledge and skills and provide feedback and guidance to address gaps	Self-assess learning of disciplinary knowledge and skills and respond to mentor feedback	[73, 75, 84]
Valuing the practice of ethical behavior and responsible conduct of research	Model the ethical conduct of research and actively engage in conversations with their mentees	Actively familiarize themselves with and follow ethical practices in their research	[33, 46]
Developing mentee research self-efficacy	Foster mentees' internalization of their own research success	Effectively manage anxiety associated with independently conducting research	[55, 56]
Interpersonal			
Listening actively	Give their undivided attention and listen to both their mentees' words and the emotion behind the words	Give their undivided attention and listen to their mentors	[75]
Aligning mentor and mentee expectations	Establish and communicate mutual expectations for the mentoring relationship	Establish and communicate mutual expectations for the mentoring relationship	[73, 75, 84]
Building trusting and honest relationships	Offer honest and open feedback on how the relationship is progressing	Offer honest and open feedback on how the relationship is progressing	[73, 83, 86]
Psychosocial and career			
Providing motivation and facilitating coping efficacy	Scaffold research work in ways that yield periodic success; celebrate the successes and offer support after failures	Acknowledge that research frequently involves setbacks and develop strategies to deal with them	[78, 79]
Developing mentee career self-efficacy	Foster and affirm mentees' career aspirations	Seek opportunities to explore and prepare for a career	[87]
Developing science identity	Recognize mentees as scientists	Affirm themselves as scientists	[44, 53, 76, 78, 79, 82]
Developing a sense of belonging	Create a welcoming and inclusive research environment, especially at transition points	Actively engage and establish relationships with research team members	[88]

Attributes for effective mentoring relationships	Example measurable learning objective Effective mentors can	Example measurable learning objective Effective mentees can	Existing metrics*
Research			
Advancing equity and inclusion	Employ strategies for recognizing and addressing issues of equity and inclusion	Identify strategies for recognizing and addressing issues of equity and inclusion	[37, 73, 75]
Being culturally responsive	Effectively negotiate dialogue across diverse dimensions	Effectively negotiate dialogue across diverse dimensions	[42]
Reducing the impact of bias	Consider their unconscious biases and regularly check that they are not negatively impacting their own or their research team's behavior	Recognize unconscious bias, regularly check that it is not negatively impacting their behavior, and address it when they observe it	[89]
Reducing the impact of stereotype threat	Recognize, acknowledge, and work to reduce stereotypes that may negatively impact their mentees	Recognize stereotypes associated with their group identity and address them to reduce potentially negative impacts	[90–92]
Sponsorship			
Fostering independence	Continuously assess mentees' development and design increasingly challenging tasks and projects to advance mentees' independence	Push themselves to increase responsibility for and ownership of their research, while asking for support and guidance as needed	[73, 75, 84]
Promoting professional development	Identify opportunities for mentee professional development and support their engagement in them	Identify and engage in opportunities to develop the professional skills needed to become a successful scientist	[75, 78, 79]
Establishing and fostering mentee professional networks	Introduce and facilitate relationship building between their network of colleagues and their mentees	Actively identify and seek ways to meet and establish relationships with potential future colleagues in the discipline	[79]
Actively advocating	Promote mentees' work; provide professional support	Report successful outcomes to mentor; Seek out and accept advocacy	[79]

[a] This table includes metrics that have been used to assess the knowledge and skill of mentors and to assess mentoring relationships, as well as metrics that have been used outside the context of studying mentoring relationships but have potential to be adapted for that purpose. The list of metrics is not meant to be exhaustive, but rather to offer starting points for further work.

*Pfund C, Byars-Winston A, Branchaw J, Hurtado S, Eagan K. Defining attributes and metrics of effective research mentoring relationships. *AIDS Behav*.2016;20:S238-S248. Table 1.
Refer to this paper for sited metric references.

EXPLORING IMPLICIT BIAS

Explicit Bias	Implicit Bias
Expressed directly	Expressed indirectly
Aware of bias	Unaware of bias
Operates consciously	Operates subconsciously
Example: "I like Whites more than Latinos"	Example: One sits further away from a Latino than a White individual.

Activity:
We all harbor implicit biases. The point of this exercise is not produce guilt or shame but to raise self-awareness.

Go to: **https://implicit.harvard.edu/implicit/**

The strategies below may be employed to address identified biases.

Evidence-based Personal Practical Tactics to Combat Implicit Bias: EPIC
Molly Carnes, Eve Fine, and Jennifer Sheridan. *Breaking the Bias Habit: A workshop to promote racial equity in hiring and clinical practice.* Copyright © 2015 by WISELI and the Board of Regents of the University of Wisconsin System

E: Engage in perspective taking

- look at things from the other's point of view (Todd et al.,2011; Drwecki et al.,2011)

P: Practice the right message

- "The vast majority of people try to overcome their stereotypic preconceptions" (Duguid and Thomas-Hunt,2015)
- Promote multicultural NOT colorblind messaging (Wilton et al., 2015)
- State that clinic staff, physicians and patients are "working as a team" (Penner et al., 2013)
- Tell yourself "Empathy is malleable" (Schumann, Zaki, and Dweck, 2014)

I: Individuate

Prevent group membership from being diagnostic by:

- Obtaining more relevant information (Heilman, 1984; Gill, 2004)
- Increasing opportunities for contact (Allport, 1979)
- Imagining counterstereotype exemplars (Blair et al., 2001)

- Practicing situational attributions rather than dispositional (character) attributions (Stewart et al., 2010)

C: Challenge your stereotypes

- Recognize and label stereotypic thoughts or stereotypical portrayals. Examples:
  - Leaders are tall, White men
  - Asians are good at math
  - Blacks are good at sports
  - Minority physicians prefer to serve in minority communities
  - Hearing someone say: "Blacks are…" or "Hispanic women are…" or "you people are ..." about any group
- Identify precipitating factors. Examples:
  - Were stereotypes reinforced by information, pictures, or media images?
  - Were you fatigued or under time pressure?
- Challenge the fairness of the portrayal and replace it with data. Examples:
  - Studies do not find that gender or race are significant predictors of physician competence
  - Black patients assumed to be less educated than White patients despite comparable education (van Ryn and Burke, 2000)
  - Data show minimal differences in drug abuse among Blacks than Whites (DHHS, 2014)

Another great resource for understanding and combating implicit bias is the Perception Institute: https://perception.org/research/implicit-bias/

Talking About Race Toolkit

WHAT IS THE TALKING ABOUT RACE TOOLKIT?
To advance racial equity, it is critical that we are able to talk about race. Too frequently, race is a topic that is avoided, which means that we perpetuate inequitable outcomes. Other times, when race is talked about, but without an equity strategy, implicit bias is triggered and inequities exacerbated. How we talk about race matters. The good news is that there is a useful field of practice to inform effective communications about race. This toolkit is a collection of the key strategies that we have found are necessary in combating the race wedge and advancing racial equity. Effectively talking about race is an essential skill for advancing racial equity. We believe that this approach can help a variety of stakeholders to effectively talk about race and policy.

HOW SHOULD THIS TOOLKIT BE USED?
This toolkit should be used as a guide for your own strategic messaging. Please use the worksheet as a medium to try out your own messaging ideas. Please refer to the glossary at end of this toolkit for definitions. This toolkit contains critical strategies that advocates can use to fight the race wedge frame—but with a caveat that each of these messages must be customized based on issue, audience, and the intention of the message.

WHEN SHOULD THIS TOOLKIT BE USED?
This toolkit should be used not only for winning critical policy fights, but also for the bigger goal of changing our narrative on race. We have tested on issues of healthcare, subprime lending, immigration, and fiscal policies and firmly believe that the following strategies can apply to a broad variety of issues. Using our strategies together with multiple research-based messages can help bring about more racially equitable results. It's not enough to talk about race; we must act on new solutions.

This toolkit is based on over five years of research, and collaboration with leading experts in the fields of messaging, framing, and implicit bias. To learn more about work, visit www.centerforsocialinclusion.org/talkingaboutrace

Affirm– Start off the dialogue by mentioning phrases and images that speaks to audience's values. The key is to hook and engage your audience.

1. *Start with the heart*
   - Start your message with an emotional connector to engage your audience in the message (e.g., We work hard to support our families and all our contributions help make America great)
2. *Explain why we are all in this together*
   - Explain "shared fate" in racially-explicit terms (e.g., It hurts the same to lose a home or job, whether we are White or Black, male or female, a single parent or a two-parent family…)

Counter– Lead the audience into the discussion of race with a brief snapshot of the historical context. The key is to open audience's minds to deeper explanations about racial inequities.

1. *Explain why we have the problem*
   - Give a very brief explanation of what has happened in the past and explain why we have a problem today. (e.g., Public dollars for schools, bus service, health care and a hundred more things we need, helped create jobs in the past. Cutting them now is not the answer to our problems, it will be the cause of more pain and misery.)
2. *Take on race directly*
   - Take on the race wedge by declaring it and dismissing it by naming institutional opportunities and actions (e.g., This is not about immigrants or welfare. This is about whether Americans will see their children off to college…)

Transform– Leave the audience with an engaging solution. The key is to present a solution so that the audience feels committed and feel as though they are progressing forward.

1. *Reframe "makers" and "takers"*
   - Change and define who the real good guys and bad guys are in this fight (e.g., And while oil company and bank CEOs are getting richer, some are laying off workers and fighting for tax loop holes to avoid paying taxes, instead of investing in our nation's future…)
2. *End with heart and solution*
   - Present solution in emotional terms (e.g., They [corporations] can and should do their fair share so we the people can invest in schools, health care, transit and services that help us all make a bright future for our country.)

Source:
http://www.centerforsocialinclusion.org/talking-race-toolkit/

Impostor Phenomenon (IP)

Imposter phenomenon is an internal experience of intellectual and professional incapability despite objective evidence to the contrary. Successes are dismissed as luck, timing, or as a result of deceiving others into thinking they are more intelligent and competent than they believe themselves to be. People who suffer from IP live in constant fear of being unmasked as unintelligent or less capable. Individuals suffering from IP feelings have fear of failure, fear of success and low self-esteem. The IP has been tied to clinically significant mental health symptoms of depression and generalized anxiety.

Pauline R. Clance Impostor phenomenon (IP) Scale link:
http://paulineroseclance.com/pdf/IPscoringtest.pdf

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Stereotype Threat

Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group.

Steele CM, Aronson J. Stereotype threat and the intellectual test performance of African Americans. *J Pers Soc Psychol*. 1995;69(5):797-811.

The term "stereotype threat" was coined by Steele and Aronson (1995) when they showed that Black college freshmen and sophomores performed more poorly on standardized tests than White students when their race was emphasized (i.e. when asked to identify their race before the tests). What did raise the level of black students' performance to that of equally qualified whites was reducing stereotype threat—in this case by explicitly presenting the test as racially fair. The results showed that performance can be harmed by the awareness that one's behavior might be viewed through the lens of racial stereotypes.

Stereotype threat effects have been shown with a wide range of social groups and stereotypes. For example:

- Women in math (e.g., Spencer, Steele, & Quinn, 1999; Walsh, Hickey, & Duffy, 1999);
- Men compared with women on social sensitivity (Koenig & Eagly, 2005); and
- Whites compared with Blacks and Hispanics on tasks assumed to reflect natural sports ability (e.g., Stone, 2002).

In mentoring relationships, it is important for mentors to avoid situations that cause stereotype threat of a mentee also to be mindful of the experience of mentees who may be experiencing stereotype threat on a regular basis. This can be an important concept to discuss openly.

How can we reduced stereotype threat?

- Encourage individuals to think of themselves as complex and multi-faceted
- Highlight social identities that are not linked to underperformance in a domain can attenuate stereotype threat.
- Encourage self-affirmation
- Emphasize high standards with assurances about the capability for meeting them.
- Provide examples of positive role models.
- Offer individuals explanations for why anxiety and distraction are occurring that do not implicate the self or validate the stereotype.
- Emphasizing the importance of effort and motivation in performance while deemphasizing inherent talent or genius
- Acknowledge the complex systemic and systematic challenges that people of color experience – acknowledge that race matters

Source:

- STEREOTYPE THREAT: AN OVERVIEW EXCERPTS AND ADAPTATIONS FROM REDUCING STEREOTYPE THREAT.ORG By Steve Stroessner and Catherine Good Reprinted and adapted with permission by R. Rhys http://diversity.arizona.edu/sites/diversity/files/stereotype_threat_overview.pdf
- Steele C. Thin Ice: Stereotype threat and black college students. The Atlantic. August 1999. https://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/304663/

RESILIENCE

Resilience *is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences.*

Research has shown that resilience is ordinary, not extraordinary. People commonly demonstrate resilience.

Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, the road to resilience is likely to involve considerable emotional distress.

Resilience is not a trait that people either have or do not have. It involves behaviors, thoughts and actions that can be learned and developed in anyone.

American Psychological Association

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Ten ways to build resilience

- **Make connections.** Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.
- **Avoid seeing crises as insurmountable problems.** You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.
- **Accept that change is a part of living.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
- **Move toward your goals.** Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"
- **Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
- **Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality and heightened appreciation for life.
- **Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

- **Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- **Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
- **Additional ways of strengthening resilience may be helpful.** For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope.
- The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

http://www.apa.org/helpcenter/road-resilience.aspx

From the AMA's Practice Improvement Strategies:

- Simple, evidence-based solutions to enhance your joy in your practice and mitigate stress
- A list of resources to help you further develop resiliency

https://www.stepsforward.org/modules/improving-physician-resilience

Reflective Writing:

- Consider writing for 10 minutes on values important to you and how your daily life/activities relate to that value)
- Identify 3 things they are grateful for

Explore HeartMath

This biofeedback tool that can be connected to an IPhone or other computer and has demonstrated that a higher rate of heart rate variability reduces stress and burnout. It is an objective way to teach mindful practice.

Go to:

https://www.heartmath.com/ and

https://www.heartmath.org/

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VIDEOS/PODCASTS available online:

- Allegories on race and racism by Dr. Camara Jones TEDxEmory: https://www.youtube.com/watch?v=GNhcY6fTyBM
- Implicit bias in health care, Dr. Michelle Van Ryn , PhD https://www.youtube.com/watch?v=igf3telOA5E

WEBSITES:

- UW Institute for Clinical and Translational Research Mentoring website (UW ICTR) https://ictr.wisc.edu/mentoring/

- EDUCAUSE: Phases of Relationships http://www.educause.edu/Mentoring+Home/AboutMentoringandBenefits/PhasesofRelationships/10399
- University of Wisconsin's Office of Talent Management provides regular classes including:
    - "Giving Effective Feedback"
    - "Fully Prepared to Lead" annual coaching course

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- Oregon Health Sciences University School of Medicine mentoring resources: https://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/mentoring/mentoring-resources/
- The Perception Institute: http://perception.org/our-publications/the-science-of-equality-volume-1-addressing-implicit-bias-racial-anxiety-and-stereotype-threat-in-education-and-health-care/
- University of California San Francisco Mentorship "Accelerate" program http://accelerate.ucsf.edu/training/mdp-materials
- University of Minnesota mentoring program http://www.ctsi.umn.edu/education-and-training/mentoring/mentor-training
- National Center for Women and Information Technology (Download the toolbox. Handout number 7)
- https://www.ncwit.org/resources/mentoring-box-technical-women-work
- Active listening resource: http://www.ohsu.edu/xd/education/schools/school-of-medicine/faculty/mentoring/mentoring-best-practices/communication/index.cfm
- Examples of Mentor Development Program Case Scenarios can be found at: http://accelerate.ucsf.edu/training/mdp-cases