

Research Mentor Training

The selections you have chosen for your customized curricula are drawn from materials based on *Entering Mentoring* (Pfund, Branchaw, and Handelsman, 2014).

The Entering Mentoring-based materials have been developed and tested by many partners across the country. Individual acknowledgements can be found in footers of each page.

A full listing of partners and funders can be found at CIMERProject.org.

CIMER mentor/mentee training curricula ("CIMER Curricula") are based upon the curriculum in the publication *Entering Mentoring* (Pfund, Branchaw, and Handelsman, 2014) and *Entering Research* (Branchaw, Butz, & Smith, 2019) and are used/adapted with permission from W.H. Freeman/Macmillan Learning. Copyrights for the CIMER Curricula are managed by CIMER and the Wisconsin Center for Education Research on behalf of each work's respective author[s]. The user of the CIMER Curricula shall have and is hereby granted a limited license to copy and distribute the CIMER Curricula for personal and educational in-service uses only. Any use of the CIMER Curricula shall maintain the provided attribution[s]. Any use of the CIMER Curricula beyond this limited license requires express written permission from CIMER.

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Aligning expectations between mentor and mentee

1. Reviewing Mentor Mentee Contracts
2. Mentor-Mentee Alignment Toolkit
3. Determining Reasonable Expectations
4. Challenges When Working With Multiple Mentors
5. Establish Mentee Goals Using Compacts
6. Mentor Expectations
7. Misaligned Expectations
8. Eliciting Mentee Learning Goals
9. Strategies to Identify Expectations
10. Strategies to Define Expectations
11. Reviewing Mentor/Mentee Compacts
12. Eliciting Mentee Learning Goals
13. Aligning Expectations Full Session

Learning Objective:

Mentors will learn to clearly communicate expectations and how to align mentee and mentor expectations

Activity

Reviewing Mentor-Mentee Compacts (15 min)

- **ASK:** Do any of you use mentor-mentee compacts? If so, what has your experience been in using them?
- Mentors review sample compacts and circle or highlight the items in the examples that they would like to include in their own compact.
- **NOTE:** The sample compacts include one from the University of Pittsburgh Clinical and Translational Science Award (CTSA) Program, one from the University of Wisconsin-Madison, and another from the American Association of Medical Colleges. Some of the items will resonate with you, while others will not. The goal today is to identify those elements that you would definitely include in your own compact and note additional items you might want to incorporate later.
- **TELL:** Remind mentors that while they may create a template expectations document that can be used to initiate a discussion on the topic with mentees, an essential component in this process is eliciting the goals and expectations of each mentee. Individual development plans, like those included in the “Promoting Professional Development” session can be utilized in concert with your expectations template to tailor a holistic plan for each mentee.
- **DISCUSS (10 min)** in pairs: Mentors discuss items chosen for their compacts.

Measuring Mentor-Mentee Alignment: A Toolkit



**Institute for Clinical and
Translational Research**
UNIVERSITY OF WISCONSIN
SCHOOL OF MEDICINE AND PUBLIC HEALTH



Center for the Improvement of
Mentored Experiences in Research

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Use of the Toolkit

This toolkit exists for the benefit of the academic community. These materials are available free of charge, nonetheless, we ask that you contact us before using the toolkit so we can provide information on usage to our funders. If you decide to use these materials, we ask that you please credit the University of Wisconsin – Institute for Clinical and Translational Research and the Wisconsin Center for the Improvement of Mentored Experiences in Research.

Citation: Pfund, Christine, and Spencer, Kimberly. Measuring Mentor-Mentee Alignment: A Toolkit.. University of Wisconsin – Madison School of Medicine and Public Health, and Wisconsin Center for the Improvement of Mentored Experiences in Research – Madison, WI; 2020.

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Background

Mentoring is defined as a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support (National Academies of Sciences, Engineering, and Medicine. 2019. *The Science of Effective Mentorship in STEMM*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25568>.) Evidence strongly supports the role effective mentorship plays in the success of biomedical researchers in training. This success translates to greater academic productivity, career satisfaction, and confidence. Despite this importance, only recently is there evidence to suggest which specific factors in mentoring relationships are critical for these positive outcomes.

One of the most critical aspect of an effecting working alliances is alignment of expectations between the partners. How do we know mentors and mentees are on the same page? How do we assess alignments and address misalignment?” Understanding these expectations, allows for the design of measures to assess mentoring relationships, and thereby build healthier and more effective relationships.

The Measuring Mentor-Mentee Alignment Toolkit was created by Christine Pfund, PhD and Kimberly Spencer, MS, at the University of Wisconsin Madison, Institute for Clinical and Translational Research (ICTR, <https://ictr.wisc.edu/education-training/>), and the Center for the Improvement of Mentored Experiences in Research (CIMER, www.cimerproject.org). This toolkit is currently in use by the ICT KL2 Scholar Program as a means to assist in assessment of the mentorship relationships critical to KL2 scholar success.

Who should use this Toolkit?

The toolkit is useful for mentees and their mentorship teams seeking to gain an understanding of the perceived alignment of needs and supports across six domains of mentorship (research, career development, psychosocial, interpersonal, cultural responsiveness, sponsorship). In addition, directors of career development and training programs can use the toolkit to guide conversations among mentors and mentees to assess, align, and to optimize mentoring relationships and the outcomes resulting from those relationships.

What does the Toolkit contain?

The toolkit contains surveys for mentors and mentees developed to measure mentee needs, mentor supports, and the alignment between these two. The toolkit guides users through one potential implementation strategy and provides suggestions for assessment and interpretation of outputs from the surveys. We include surveys as Microsoft Word attachments, as well as provide a Microsoft Excel template of the Alignment Survey Results spreadsheet.

How should the Toolkit be used?

The surveys in the toolkit are intended as practical aids to assist in the development, ongoing cultivation, and continuous improvement of effective research mentoring relationships. They are meant to be modified or used as is, in whatever way best serves the goals of the mentees, mentors, and their program/organization/institution. The toolkit is most useful to facilitate and foster discussion of mentorship with the mentee and the mentorship team. We suggest asking the mentee if they are comfortable sharing the results with the mentorship team; if so, the mentee should enumerate areas they would like to focus on in the discussion to optimize alignment and support. Alternatively, mentees can use the mentee survey to assess whether their mentorship needs are being met. An example of the alignment survey response spreadsheet from the University of Wisconsin Madison is provided on page 16.

Development of this Toolkit

The Measuring Mentor-Mentee Alignment Toolkit was created by Christine Pfund, PhD and Kimberly Spencer, MS, at the University of Wisconsin Madison, Institute for Clinical and Translational Research, and the Center for the Improvement of Mentored Experiences in Research. Toolkit development was supported in part by Clinical and Translational Science Award 1UL1TR002373 from NIH/NCATS.

The assessment surveys are based upon the framework for mentorship as described in Pfund, C., Byars-Winston, A., Branchaw, J., Hurtadeo, S., Eagan, K. (2016). Defining Attributes and Metrics of Effective Research Mentoring Relationships. *AIDS and Behavior*. 20(2), 238-248. PMID: 4995122.

Acknowledgements

We acknowledge the development and implementation of the surveys and spreadsheet in this toolkit represent the combined efforts of many. This includes Stephanie House from the ICTR Mentorship team, as well as Manish Shah, Corrine Voils, Ana Garic, and Peggy Hatfield from the ICTR KL2 Scholar Program team.

Using the Toolkit

The Mentor-Mentee Alignment tool was developed initially as a set of electronic surveys administered annually by program personnel to mentees and their mentorship teams (primary research mentor, secondary mentor, career coach, etc.). Results of the surveys are interpreted using an Excel spreadsheet to facilitate a side-by-side comparison of responses from the mentee and their mentor(s). Mentees can also use the mentee survey only to assess whether their mentorship needs are being met.

The toolkit contains an example of the Mentor Roles Alignment Survey Results Spreadsheet on page 7. Program leaders/facilitators can use the results to assist mentees in determining unmet mentorship needs and evaluating the current composition of their mentorship team and their ability to meet those needs.

The surveys are divided into six domains of mentorship, with each domain presented as a separate table comprising a set of roles and behaviors. Mentees and mentors indicate a yes or no response to each role/behavior; mentees also indicate the relative importance of each role/behavior to their current career stage.

Survey Administration & Data Compilation

- Identify program personnel who will administer the surveys to the mentee and each member of the mentee's core mentorship team. (At a minimum, this should include the mentee's primary research mentor.) When administering surveys to multiple members within a mentorship team, program personnel should ensure that each mentor understands the identity of the mentee who is the focus of the survey.
- Program personnel enter survey results into the Mentor Roles Alignment Survey Results Excel spreadsheet template using the instructions below. The spreadsheet contains separate information fields for the Primary Mentor and a second column for responses from the Other Mentors. Personnel enter the last name of the Primary Mentor into the appropriate column in the spreadsheet; do not enter the last names of the Other Mentors. Enter responses into the second column when a mentee notes a different mentor(s) does/does not fill a role.
 - **Step 1:** Enter the importance rating for each role in the appropriate column, as indicated by the mentee in the Mentee Survey.
 - **Step 2:** Place an "X" for each role/behavior the mentee identifies the Primary Mentor or Other Mentor provide. Please note there are two columns – one column to correspond with responses for the Primary Mentor, and a second column for responses from the Other Mentors.
 - **Step 3:** Record the Primary Mentor responses in a comparable fashion, by placing an "X" in the corresponding box for Primary Mentor. If others on the mentorship team identify a role they provide, mark an "X" in the corresponding box for Other Mentors. Please note, mark only one "X" in the Other Mentors column, regardless of how many non-primary mentors indicate they provide that role.

Assessing Alignment & Interpreting Results

The tool is most useful to facilitate and foster discussion of mentorship with the mentee and the members of their mentorship team. We suggest asking the mentee if they would be comfortable with the results being shared with the mentorship team. If so, the mentee should define the areas of focus that would help optimize alignment and thereby meet their needs.

- **Step 1:** Code the alignment (by color and number) using the rubric below.
- **Step 2:** Review the alignment between mentors and mentees as indicated in the spreadsheet. It is recommended for program personnel to focus first on any needs that are deemed important by the mentee, but are not currently being met.
- **Step 3:** Schedule a meeting to share the results with the mentee and ask for reflections and interpretation of the results. Context is critical for appropriate interpretation and decision making – alignment or lack thereof in itself is not indicative of good or poor mentorship. This discussion should include any issues the mentee would like program personnel to discuss with the mentorship team during annual mentor meetings.
- **Step 4:** Discuss identified issues with the mentorship team and suggest resources available for career development of the mentee.

Limitations: Please note, the mentee survey included allows the mentees to identify if their primary mentor serves a particular role. Mentees may also indicate whether “another mentor” provides that role. The current version of the survey does not include a place for mentees to identify by name any specific non-primary mentor. This however could be added and mentees could indicate roles provided by specific non-primary mentors. In addition, a mentee could respond as to whether it is a role they expect their mentor to play vs. role the mentor has actually provided (i.e., mentor role to give feedback on grant may be expected, but opportunity for mentor to do so has not yet occurred.)

Scoring Rubric Example

Use of a color-coded scoring rubric may be used to help interpret the survey data. Data should be coded following entry of mentor and mentee survey responses entry into the Mentor Roles Alignment Survey spreadsheet. Individual organizations are free to use whatever color schema they choose. The description below is the schema in use by the UW ICTR KL2 Scholar Program.

		Mentor Responses	
		Primary Mentor Provides	Primary Mentor Doesn't Provide
Mentee Responses	Primary Mentor Provides	Green	Orange
	Primary Mentor Doesn't Provide	Yellow	Red

Aligned responses are coded green (both agree role is provided) or red (both agree role is not provided). Alternatively, non-aligned responses are coded orange or yellow, depending upon who believes the role is provided. Alignment, both positive (green) and negative (red) is noted by automatic placement of a "1" in the Alignment column upon entry of responses. Non-alignment (orange and yellow) is noted by placement of a "0" in the Alignment column.

We calculate percent alignment individually for both the primary mentor and the rest of the mentorship team: $[(\# \text{ of positive} + \text{negative matches} / \text{total number of matches}) + \text{number of mismatches}] \times 100$, as well as the percent alignment for the entire mentorship team.

This information, plus the mentee's indication of importance, allows program personnel to foster and facilitate review and discussion of the mentorship and resources available for career development of the mentee. Such conversations are a crucial part of the use of this tool.

Mentor Survey

1. Please type your full name below

2. Please indicate the full name of the mentee.

3. RESEARCH

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Teach them disciplinary knowledge (1)	<input type="radio"/>	<input type="radio"/>
Develop their disciplinary research skills/ research design (2)	<input type="radio"/>	<input type="radio"/>
Develop their technical skills (3)	<input type="radio"/>	<input type="radio"/>
Help them learn to manage data (4)	<input type="radio"/>	<input type="radio"/>
Help them learn to use medical informatics (5)	<input type="radio"/>	<input type="radio"/>
Teach/promote ethical behavior and responsible conduct of research (6)	<input type="radio"/>	<input type="radio"/>

4. CAREER/PROFESSIONAL DEVELOPMENT

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Help them articulate their career goals and the pathway to achieve them (1)	<input type="radio"/>	<input type="radio"/>
Advance their public speaking/presentation skills (2)	<input type="radio"/>	<input type="radio"/>
Advance their writing and professional communication skills; review their manuscripts/publications (3)	<input type="radio"/>	<input type="radio"/>
Help them find funding (4)	<input type="radio"/>	<input type="radio"/>
Help develop and write grant proposals (5)	<input type="radio"/>	<input type="radio"/>
Help improve their time management skills (6)	<input type="radio"/>	<input type="radio"/>
Help them set up and manage budgets (7)	<input type="radio"/>	<input type="radio"/>
Teach them how to hire and manage personnel (8)	<input type="radio"/>	<input type="radio"/>
Advance their leadership skills (9)	<input type="radio"/>	<input type="radio"/>
Empower them to mentor others (10)	<input type="radio"/>	<input type="radio"/>

5. PSYCHOSOCIAL

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Provide motivation and encouragement (1)	<input type="radio"/>	<input type="radio"/>
Help them develop coping mechanisms (2)	<input type="radio"/>	<input type="radio"/>
Build their career self-efficacy (3)	<input type="radio"/>	<input type="radio"/>
Build their research self-efficacy (4)	<input type="radio"/>	<input type="radio"/>
Act as a role model (5)	<input type="radio"/>	<input type="radio"/>
Help them build a sense of belonging (in the research team, in the department/ unit, etc.) (6)	<input type="radio"/>	<input type="radio"/>

6. INTERPERSONAL

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Identify and articulate your expectations for the relationship (1)	<input type="radio"/>	<input type="radio"/>
Improve their communication skills (2)	<input type="radio"/>	<input type="radio"/>
Help them collaborate effectively (3)	<input type="radio"/>	<input type="radio"/>
Help them navigate institutional culture (4)	<input type="radio"/>	<input type="radio"/>
Provide helpful feedback (5)	<input type="radio"/>	<input type="radio"/>
Help them receive feedback (6)	<input type="radio"/>	<input type="radio"/>

7. CULTURAL RESPONSIVENESS / DIVERSITY

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Be culturally responsive (1)	<input type="radio"/>	<input type="radio"/>
Help them work with others from diverse backgrounds (2)	<input type="radio"/>	<input type="radio"/>
Help them address the impact of any bias they might experience (3)	<input type="radio"/>	<input type="radio"/>
Help them address the impact of stereotype threat (4)	<input type="radio"/>	<input type="radio"/>
Connect with them on a personal level (5)	<input type="radio"/>	<input type="radio"/>

8. SPONSORSHIP

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Actively advocate for them (1)	<input type="radio"/>	<input type="radio"/>
Foster their independence (2)	<input type="radio"/>	<input type="radio"/>
Prepare them for promotion (3)	<input type="radio"/>	<input type="radio"/>
Connect them with key people and resources (4)	<input type="radio"/>	<input type="radio"/>
Provide them with structured growth experiences (5)	<input type="radio"/>	<input type="radio"/>

9. OTHER

	Do you provide this role for your mentee?	
	Yes (1)	No (2)
Other (please specify; could be any domain) (1)	<input type="radio"/>	<input type="radio"/>
Other (please specify; could be any domain) (2)	<input type="radio"/>	<input type="radio"/>
Other (please specify; could be any domain) (3)	<input type="radio"/>	<input type="radio"/>

10. How frequently do you meet with your mentee?

- Daily (1)
- Weekly (2)
- Monthly (3)
- Other (please specify) (4) _____

11. How would you rate the quality of those meetings?

- Poor (1)
- Fair (2)
- Good (3)
- Excellent (4)

12. Please rate the following:

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
My working relationship with this scholar (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scholar's working relationship with research group members (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time the scholar spent doing meaningful research (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time I spend with this scholar (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The career advice I give this scholar (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate the following:

How would you rate the overall quality of your mentoring? (1)	<input type="radio"/> Very Low (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> Average (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> Very High (7)
To what extent do you feel you are meeting your mentee's expectations? (2)	<input type="radio"/> Not at all (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> Moderately (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> Completely (7)
How confident are you in your mentoring skills? (3)	<input type="radio"/> Not at all (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> Moderately (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> Completely (7)

Mentee Survey

1. Please type your full name below

2. RESEARCH

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Teach you disciplinary knowledge (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Develop your disciplinary research skills/research design (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Develop your technical skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teach you to manage data (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teach you to use medical informatics (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teach/promote ethical behavior and responsible conduct of research (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. CAREER/PROFESSIONAL DEVELOPMENT

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Help you articulate your career goals and the pathway to achieve them (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Advance your public speaking/presentation skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Advance your writing and professional communication skills; review your manuscripts/publications (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you find funding (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Help you develop and write grant proposals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve your time management skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you set up and manage budgets (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach you how to hire and manage personnel (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advance your leadership skills (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower you to mentor others (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you manage care (clinical settings) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. PSYCHOSOCIAL

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Provide you with motivation & encouragement (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you develop coping mechanisms (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Build your career self-efficacy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Build your research self-efficacy (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Act as a role model (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you build your sense of belonging (in the research team, in the department/ unit, etc.) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. INTERPERSONAL

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Identify and articulate expectations for the mentee/mentor relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Improve your communication skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you collaborate effectively (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you navigate institutional culture (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Give you useful feedback (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you receive feedback (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6. CULTURAL RESPONSIVENESS / DIVERSITY

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Being culturally responsive to you (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you work with others from diverse backgrounds (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you address the impact of any bias you might experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Help you address the impact of stereotypic threat (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Connect with you on a personal level (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

7. SPONSORSHIP

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Actively advocating for you (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Foster your independence (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Prepare you for promotion (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Network/connect you with key people and resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Provide you with structured growth experiences (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

8. OTHER

	Is your primary mentor providing this role?		Is a different mentor providing this role?		How important is it for a mentor to provide this role? 1 = Not At All Important, 3 = Moderately Important, 5 = Extremely Important
	Yes (1)	No (2)	Yes (1)	No (2)	
Other (please specify; could be any domain) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other (please specify; could be any domain) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Other (please specify; could be any domain) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

9. What is your satisfaction with the overall quality of your mentoring relationship?

- Very Dissatisfied (1)
- Dissatisfied (2)
- Neither Satisfied nor Dissatisfied (3)
- Satisfied (4)
- Very Satisfied (5)

10. How frequently do you meet with your primary mentor?

- Daily (1)
- Weekly (2)
- Monthly (3)
- Other (Please note) (4) _____

11. How would you rate the quality of those meetings?

- Poor (1)
- Fair (2)
- Good (3)
- Excellent (4)

Learning Objective:

Mentors will learn to effectively establish mutually beneficial expectations for the mentoring relationship

Activity

Determining Reasonable Expectations

Have mentors create a list of the things they believe their mentees expect from them and then discuss how they can determine if these expectations are reasonable and how well they are meeting them. You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to consider how personal and professional differences may influence expectations

Activity

Challenges When Working with Multiple Mentors

Have mentors discuss the challenges that mentees may face when working with multiple mentors and then brainstorm solutions to these challenges. You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to clearly communicate expectations

Activity

Establish Mentee Goals Using Compacts

- Mentors discuss how to elicit their mentees' learning goals and incorporate those into individualized compacts. (See comment about Individual Development Plans and learning contracts on page 55-56 and examples pages 153-159). You may want to record the ideas generated in this discussion on a white board or flip chart.
- NOTE: You may want to suggest that mentors focus on only one level of mentee (i.e. undergraduate, graduate student or post-doc) when doing this activity.
- TELL: (Note from Pg. 55-56) Remind mentors that while they may create a template expectations document that can be used to initiate a discussion of this topic with mentees; the essential component is the **process** of sharing goals and expectations and arriving at a common understanding. Individual development plans, like those included in the "Promoting Professional Development" session can be utilized in concert with your expectations template to tailor a holistic plan for each mentee.
- An additional resource mentors may consider are learning compacts:
 - <https://www.msu.edu/user/coddejos/contract.htm>
 - <http://www-distance.syr.edu/contract.html>
 - <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/self-directed-learning/self-directed-learning-learning-contracts>

Mentor Training for **Biomedical Researchers**

Aligning Expectations

Examples of Individual Development Plans (IDPs)

1. University of Pittsburgh Schools of the Health Sciences
- 2.
3. Duke University School of Medicine
- 4.
5. University of California-Davis

Additional examples are available at: <https://mentoringresources.ictr.wisc.edu>. Mentors may also wish to refer their mentees to <http://myidp.sciencecareers.org> where they can develop their IDP through a guided, online process.

**Example #1: Postdoctoral Individual Development Plan
(IDP)***

Individual Development Plan for the Next Year

An Individual Development Plan is a professional tool which outlines objectives that you and your mentor/supervisor have identified as important for your professional development. A comprehensive review of your career goals and objectives identified at the beginning of your appointment and during your semi-annual appraisal provide constructive feedback from your mentor/supervisor that can help you become an independent investigator.

Career Goals/ Objectives	Educational Activities	Research Projects Products/Dates
Goal One: Objective 1. 2. 3.		
Goal Two Objective 1. 2. 3.		
Goal Three Objective 1. 2. 3.		

Please describe the plan that you and your mentor have for your transition from your current position to the next position.

Additional Comments:

*Adapted from IDP used with post-docs at the University of Pittsburgh Schools of the Health Sciences.
<http://www.caph.pitt.edu/PostDocSemiAnnualEval.pdf> Accessed 04/13/12

EXAMPLE #2: MENTORING PLAN WORKSHEET*

YOUR GOALS

Take some time to think about and write down your research and professional goals. You may want to articulate one- and five-year goals. For example, a short-term goal might be “to complete a series of experiments” and a long-term goal might be “to have enough publications to get a faculty job.”

Short-term Goals (next year)	Long-term Goals (next 5 years)
1.	1.
2.	2.
3.	3.

IDENTIFY MENTORSHIP NEEDS

Identify competencies that you will need to gain expertise in to reach your goals (see Table below for examples). Identify people who can assist you in achieving these competencies and in meeting your goals. These can be mentors internally at your institution, or at other institutions. A blank grid is included on the next page to help you organize your thoughts. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

Designing research	Establishing goals
Writing grants	Finding funding
Managing your career	Managing staff
Leading teams	Preparing for promotion
Cultural competence	Navigating institution
Organizational dynamics	Managing conflict
Speaking before groups	Knowing career paths
Teaching effectively	Hiring personnel
Collaborating effectively	Managing budgets
Managing data	Mentoring others
Giving feedback	Evaluating literature
Assessing students	Medical informatics

POTENTIAL MENTORS

Identify people who can assist you in developing the competencies you identified and therefore help you to reach your goals. For each potential mentor, identify objectives, develop a list of what you can offer, and propose outcomes. Put your initial thoughts down on paper before you approach a mentor, and then revise it as your relationship changes.

Mentor Training for **Biomedical Researchers**

Aligning Expectations

APPROACHING MENTORS

We suggest that you first approach mentors by sending an e-mail that includes a request for a meeting, a brief summary of your goals, and why you think there would be a good fit between you and the mentor. Let potential mentors know how you are hoping to work with them, such as one-on-one, as one of many mentors, or as part of a mentoring team or committee. You might want to let them know how you think they would be able to contribute.

MANAGING RELATIONSHIPS WITH YOUR MENTORS

Relationships should be nurtured and respected. If you and your proposed mentor develop a working relationship, have some guidelines for how you will work together. Here are some tips:

- Schedule standing meetings ahead of time and keep them
- Give your mentor(s) plenty of time to review drafts of grants and manuscripts
- Don't be a black hole of need – limit the number of requests you make of any given mentor
- Develop authorship protocols so that expectations are clear
- Saying thank you is priceless

Mentoring Plan					
Mentor	<i>Long and/or Short Term Goal</i> (e.g. manage own research group)	<i>Competency</i> (e.g. learn how to mentor)	<i>Activity</i> (e.g. mentor an undergrad)	<i>What I can offer</i> (e.g. increase lab's capacity to do research)	<i>Outcome</i> (e.g. increased productivity in lab)

*Adapted from Ann J Brown, MD MHS, Vice Dean for Faculty, Duke University School of Medicine. Accessed 5/28/10 at <http://facdev.medschool.duke.edu>

Part of the W.H. Freeman Entering Mentoring Series, 2014

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit: CIMERProject.org

Mentor Training for **Biomedical Researchers**

Aligning Expectations

Example #3: Mentoring Worksheet*

Mentor: _____ Mentee: _____

Date of Meeting: _____

Goal: Research

Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Goal: Teaching

Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Goal: Service

Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Mentor Training for **Biomedical Researchers**

Aligning Expectations

Goal: Self Development Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Goal: Networking Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Goal: Work/Life Balance Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

Mentor Training for **Biomedical Researchers**

Aligning Expectations

Goal: Additional Mentors Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

New goal or strategy to overcome obstacles (if needed): _____

*Accessed from University of California-Davis on 5/15/10 at
www.ucdmc.ucdavis.edu/.../NewCareerMtrgMentoringUpdateWkst.doc

Learning Objective:

Mentors will learn to effectively establish mutually beneficial expectations for the mentoring relationship

Activity

Mentor Expectations

Have mentors create a list of the things they believe their mentees expect from them and then discuss how they can determine if these expectations actually exist, are reasonable and how well they are meeting them. You may want to record the ideas generated in this discussion on a white board or flip chart. An example table mentors could complete is included below.

What does my mentee expect from me?	How do I know?	How can I determine if I have met this expectation?

Part of the W.H. Freeman Entering Mentoring Series, 2014.

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit: CIMERProject.org

Learning Objective:

Mentors will learn to consider how personal and professional differences may influence expectations

Case Study

Misaligned Expectations

Dr. Chris Lumen is a fellowship-trained cardiovascular surgeon and has been on the clinical faculty for three years. Dr. Lumen is highly motivated to develop a new translational science line of inquiry. He discussed this exciting new line of research with his mentor, Dr. Pat Stent, a senior research faculty member in the department with a large and well-funded research laboratory. Dr. Stent was very enthusiastic about these new sets of experiments. After a few discussions, Dr. Stent invited Dr. Lumen to join the laboratory, then introduced Dr. Lumen to the lab manager, Dr. Gene Plaque, and instructed them to develop the research together.

The laboratory manager, Dr. Plaque, had previously experienced a great deal of frustration with rotating medical students and residents, and having been “assigned” to assist such individuals with their work, and had concerns regarding the competing demands Dr. Lumen would experience between clinical practice and basic research. However, Dr. Plaque did not feel comfortable expressing any of these concerns directly to Dr. Stent or Dr. Lumen because of the hierarchy of a physician-led surgical department. After about two months, Dr. Plaque did finally express his concerns and frustration to Dr. Stent, indicating that Dr. Lumen frequently leaves the laboratory in the middle of experiments to attend to clinical cases. Dr. Lumen leaves much of the work incomplete and typically asks Dr. Plaque and other laboratory staff to continue the experiments in his absence, placing an unexpected extra workload on Dr. Plaque and other members of the laboratory. Moreover, Dr. Lumen frequently expresses frustration to Dr. Plaque about how much time experiments take to complete.

Guiding Questions for Discussion:

1. What are the main themes raised in this case study?
2. What could have been done to avoid this situation? What should the mentor do now?
3. What are the differences to consider when clinicians work with basic scientists?

Learning Objective:

Mentors will learn to clearly communicate expectations for the mentoring relationship

Activity

Eliciting Mentee Learning Goals

Mentors discuss how to elicit mentees' learning goals and incorporate them into individualized compacts. You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to align mentee and mentor expectations

Activity

Strategies to Identify Expectations

Have mentors develop strategies to identify their own expectations, those of their mentee, and align the two. You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to align mentor and mentee expectations

Activity

Strategies to Define Expectations

Have mentors develop strategies to identify their own expectations, those of their mentee, and align the two. You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to clearly communicate expectations and how to align mentee and mentor expectations

Activity

Reviewing Mentor: Mentee Compacts (30 min)

ASK: Do any of you use mentor: mentee compacts? If so, what has your experience been in using them?

Mentors review sample compacts and circle or highlight the items in the examples that they would like to include in their own compact. Additional compacts can be downloaded from <https://mentoringresources.ictr.wisc.edu/ExampleMentoringCompacts>.

NOTE: We use the term compacts in this curriculum, but others refer to these expectations documents as contracts. Both are agreements between two parties and we use the terms interchangeably. However, contracts are legally binding and compacts are not.

TELL: The sample compacts provided include two that have been used primarily with graduate students, one used with post-docs, and another used with undergraduates. Some of the items will resonate with you, while others will not. The goal today is to identify those elements that you would include in your own compact and note additional items you would like to incorporate later. Notice the differences in expectations across career stage. You may want to check out Norman Ramsey's Guide for Research Students (<http://www.cs.tufts.edu/~nr/students/guide.pdf>).

TELL: Remind mentors that while they may create a template expectations document that can be used to initiate a discussion of this topic with mentees; the essential component is the **process** of sharing goals and expectations and arriving at a common understanding. Individual development plans, like those included in the "Promoting Professional Development" session can be utilized in concert with your expectations template to tailor a holistic plan for each mentee.

An additional resource mentors may consider are learning compacts:

- <http://www-distance.syr.edu/contract.html>
- http://cte.uwaterloo.ca/teaching_resources/tips/selfdirected_learning_learning_contracts.html

DISCUSS (15 min) in pairs: Mentors discuss items chosen for their compacts.

Examples of Mentor-Mentee Compacts

1. Post-Doctoral Fellow Mentee Examples
 - a. AAMC Compact Between Postdoctoral Appointees and Their Mentors
 - b. Professor Jo Handelsman, Yale University
2. Graduate Student Mentee Examples
 - a. AAMC Compact Between Biomedical Graduate Students and Their Mentors
 - b. Professor Trina McMahon, University of Wisconsin - Madison
3. Undergraduate Student Mentee Examples
 - a. Entering Research Mentor-Mentee Contract
 - b. Ashley Shade, University of Wisconsin-Madison

Note: All of the examples presented here are designed for one-on-one mentor-mentee relationships. If a mentee has multiple mentors, then s/he may have individual compact agreements with each mentor or create one compact to which everyone agrees.

Learning Objective:

Mentors will learn to clearly communicate expectations for the mentoring relationship

Activity

Eliciting Mentee Learning Goals

Mentors discuss how to elicit their mentees' learning goals and incorporate those into individualized compacts. You may want to record the ideas generated in this discussion on a white board or flip chart.

- NOTE: You may want to suggest that mentor focus on only one level of mentee (i.e. undergraduate, graduate student or post-doc) when doing this activity.

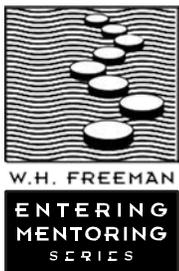


Mentor Training for Social Science Researchers

Aligning Expectations

Stephanie A. Robert and Pamela S. Asquith

Adapted from the
W.H. Freeman *Entering Mentoring Series* 2017



Aligning Expectations

Introduction

A shared understanding of what each person expects is critical to establishing effective mentormentee relationships. Challenges arise when mentors and mentees have misunderstandings about expectations in the relationship, which naturally changes over time. Therefore, ongoing reflection and communication about expectations is needed to maintain positive and productive mentormentee relationships.

Learning Objectives

Mentors will have the knowledge and skills to:

1. Effectively establish mutually beneficial expectations for the mentoring relationship
2. Clearly communicate expectations for the mentoring relationship
3. Align mentee and mentor expectations
4. Consider how personal and professional differences may influence expectations, including differences across disciplines when working in multidisciplinary teams

Overview of Activities for the Expectations Session: Please note that a core activity is listed for each learning objective. We strongly encourage you to engage your mentors in this activity. There is a list of additional activities that can be used if there is extra time in the session or the core activity is not working well for your group.

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

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	Learning Objectives	Core Activities	Additional Activities
1	Effectively establish mutually beneficial expectations for the mentoring relationship	Mentors read and discuss Case #1: <i>Doctoral Student Blues</i> (Activity #1)	Mentors create a list of predicted mentee expectations and discuss how they can determine if these are being met (Activity #4)
2	Clearly communicate expectations for the mentoring relationship	Mentors review compact examples (Activity #2)	Mentors discuss how to elicit their mentees' learning goals and incorporate those into individualized compacts (Activity #5)
3	Align mentee and mentor expectations	Mentors discuss pros and cons of a compact and consider design of their own (Activity #2 continued)	Mentors develop strategies to identify their own expectations, those of their mentee, and align the two (Activity #6)
4	Consider how personal and professional differences may influence expectations	Mentors read and discuss Case #2: <i>Misaligned Expectations</i> (Activity #3)	Mentors discuss challenges mentees may face when working with multiple mentors and brainstorm solutions to these challenges (Activity #7)

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

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Facilitation Guide

Recommended Session on Aligning Expectations (70 minutes)

❖ Materials Needed for the Session:

- Table tents and markers
- Index cards
- Chalkboard, whiteboard, or flip chart
- Handouts:
 - Copies of introduction and learning objectives for *Aligning Expectations* (page 47)
 - Copies of *Expectations* case studies (*Doctoral Student Blues* and *Misaligned Expectations*) (pages 50-51)
 - Copies of example mentor-mentee compacts (pages 53-61)

❖ Introduction (10 min)

- ASK: Briefly share one important idea you learned from the last mentor-training session.
- TELL: Provide an overview for the day. Review the introduction and learning objectives for the first session.
- NOTE: The time for the introduction is based on the 3-day agenda; it can be shortened if needed.

❖ Objective 1: Effectively establish mutually beneficial expectations for the mentoring relationship (15 min)

- ACTIVITY #1: Case Study
 - Distribute *Expectations* Case #1: *Doctoral Student Blues* and let participants read the case individually for two to three minutes.
 - DISCUSS with entire group. You may want to record the ideas generated in this discussion on a white board or flip chart. Use the guiding questions following the case study.

❖ Objectives 2 and 3: Clearly communicate expectations and how to align mentee and mentor expectations (25 min)

- ACTIVITY #2: Reviewing Mentor-Mentee Compacts
- TELL: Some programs and individual faculty use mentor-mentee compacts, contracts, or statements of expectations that they use with mentees.
- ASK: Do any of you use mentor-mentee compacts? If so, what has your experience been in using them? DISCUSS (5 min)

TELL: If you were to create a mentor-mentee compact for a particular type of mentee to work with (such as a doctoral student or a postdoc), consider what you would include. We are going to look at some sample compacts from a range of programs. Some of the items will resonate with you, while others will not. The goal today is to identify those elements that you would definitely include in your own compact and note additional items you might want to incorporate that you don't see here.

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- Mentors review sample compacts and circle or highlight the items in the examples that they would like to include in their own compact. (5 min)
- NOTE: Some of these compacts were created by faculty as a result of their participation in mentor training.
- TELL: Remind mentors that while they may create a template expectations document that can be used to initiate a discussion on the topic with mentees, the essential component is the process of sharing goals and expectations and arriving at a common understanding. Individual development plans, like those included in the “Promoting Professional Development” session can be utilized in concert with your expectations template to tailor a holistic plan for each mentee.
- DISCUSS in GROUP (15 min): What are the pros and cons of using a compact? Which items did you like and what items would you add to your own that you don’t see here?
 - NOTE: If leading a large group, instead of spending 15 minutes in the large group, consider having people discuss for 10 minutes in pairs and then discuss for 5 minutes as a group.

❖ **Objective 4: Consider how personal and professional differences may impact expectations, including differences across disciplines when working in multidisciplinary teams (20 min)**

- ACTIVITY#3: Case Study
 - Distribute *Expectations Case #2: Misaligned Expectations* and let participants read the case individually for two to three minutes.
 - DISCUSS with entire group. You may want to record the ideas generated in this discussion on a white board or flip chart. Use the guiding questions following the case study.

Aligning Expectations Case #1: Doctoral student Blues

Amy is beginning her third year as a doctoral student. To date, she has enjoyed working on her mentor’s research project but is becoming anxious that she has not yet started an independent research project. She wants to bring up her concerns, but it seems her mentor never has enough time to have a discussion focused on Amy’s research goals. This situation is becoming frustrating for her, as she likes her mentor and she understands that the past few months have been extremely busy for her mentor due to a host of factors, e.g., budget cuts, writing a grant application, adoption of a new family member, etc. Amy is reluctant to make a misstep with her well-established, senior mentor, yet she knows the clock is ticking. She wants to stop feeling stuck.

Guiding Questions for Discussion:

1. What are the main themes raised in this case study?
2. What could have been done to avoid this situation? Moving away from the case study now...
3. How do you establish and communicate your expectations of your mentee?
4. How do you find out your mentee’s expectations of you and for the research experience?
5. What are strategies for uncovering the unspoken expectations mentees and mentors may have about issues such as authorship, job placement, letters of recommendation, etc.?

Adapted from Pfund C, House S, Asquith P, et al. 2012. MentorTraining for Clinical and Translational Researchers. 1st ed., Entering mentoring series. W. H. Freeman and Co, New York, NY.

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit:
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Aligning Expectations Case #2: Misaligned Expectations

Sam is a doctoral student who has recently made some contacts within the local Hmong community who would like to work with him to understand and address high rates of asthma in local Hmong children. Sam is very excited about the possibility of this potential partnership having a direct impact on children's health and wants to apply for a grant to pursue a community-based participatory research (CBPR) project. Ideally, it would be the basis for his dissertation. He approaches his faculty mentor, Dr. Hunter, to ask her to be a mentor on the grant. Dr. Hunter is very reluctant, letting Sam know that she has never done community-based participatory research and doesn't know if she could guide him adequately. Sam assures her that this is not necessary, that he has identified a faculty member in another department with CBPR expertise who can play that role. He further points out that there is no one in their department who has this expertise and reminds her that his community contacts will be able to help guide and mentor him in this area. Dr. Hunter is still uncertain how well she can assess his study design and progress and wonders how well the other mentor can play that role and how they can coordinate assessment and feedback on the project.

Guiding Questions for Discussion:

1. What are the main themes raised in this case study?
2. What kind of conversations regarding expectations might have been helpful earlier in this relationship? What kind of conversation needs to happen now?
3. What can mentors do to improve their ability to work with mentees whose work does not dovetail well with their own?
4. How can you help a mentee navigate the different expectations articulated by multiple mentors?

Adapted from House S, Dearlove, A, Spencer K, Ziegahn L. Mentor Training for Community Engaged Researchers. 2013. Pfund C. and Handelsman J., eds. Entering Mentoring Series. Advance online publication

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit:
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Additional Activities (if time allows):

Objective 1; Activity #4:

Have mentors create a list of the things they believe their mentees expect from them and then discuss how they can determine if these expectations are reasonable and how well they are meeting them. You may want to record the ideas generated in this discussion on a white board or flip chart.

Objective 2; Activity #5:

Mentors discuss how to elicit their mentees' learning goals and incorporate those into individualized compacts. (See comment about Individual Development Plans found earlier). You may want to record the ideas generated in this discussion on a white board or flip chart.

Objective 3; Activity #6:

Have mentors develop strategies to identify their own expectations, those of their mentee, and align the two. You may want to record the ideas generated in this discussion on a white board or flip chart.

Objective 4; Activity #7:

Have mentors discuss the challenges that mentees may face when working with multiple mentors and then brainstorm solutions to these challenges. You may want to record the ideas generated in this discussion on a white board or flip chart.

Examples of Mentoring Agreements

1. **Dr. Stephanie Robert, Professor, School of Social Work, University of WisconsinMadison**
2. **Dr. Eric Grodsky, Professor, Department of Sociology, University of WisconsinMadison**
3. **University of Alabama (UAB) Mentoring Contract**

Mentor/Mentee Expectations

Stephanie Robert

Fall 2017

The relationships between doctoral students and their advisors/mentors are special. Doctoral students rely on their mentors for stewardship and support to develop as independent scholars. Mentors often experience the relationships with their mentees as very rewarding – helping individuals reach their goals, seeding the field with strong scholars, and reaping benefits from the intellectual exchange. Because of the importance of these relationships, clarity of expectations and communication can help develop and maintain a strong mentor/mentee relationship. Towards this end, this document aims to make clear some of the expectations that I have for my mentees, and what my mentees can expect from me.

What I expect from my mentees

I expect that you and I will both work to communicate our expectations of each other as clearly as we can, to foster a strong working relationship. This includes being frank with each other about our own strengths and weaknesses and their implications for how we can work together most productively.

I expect you to be the driver of your educational experience. I expect you to understand what is expected of you from our program and the graduate school, but to also determine how to best get your educational and professional needs met and to advocate for yourself.

*I expect that you will read the **Doctoral Student Guidelines**, and update yourself on that information at each stage of your program. I can help *interpret* the Guidelines, but I expect you to take the initiative to review program guidelines first before asking for my guidance.*

It is your responsibility to make sure you are following the Guidelines of the program (taking the appropriate coursework, meeting deadlines, etc.). I am here to help you determine how best to do so, but it is not my job to keep track.

I expect that if something is happening in your life that is getting in the way of your doctoral work, you will tell me so that we can problem solve how to get the work done, determine realistic timelines, etc. You can decide how much to share with me—but I need to know the general scope of the constraints to help you minimize the impact on your professional development and timely progress.

I expect you to let me know when you need to meet with me. At different points in the program, we will have more or less frequent contact. If there is something you need to talk about sooner than our next meeting, you should contact me to set up a time to meet.

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit:
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I expect that you will be open to receiving constructive criticism of your work – or that you will commit to improve on your ability to learn from constructive criticism of your work. You are a student because you have things you want to learn, and learning from critiques of your work is often the best way to improve. I hope to model taking constructive criticism well – test me!

I expect you to disagree with me. This is your life, your career, and your doctoral program. If you disagree with a comment or suggestion I make, you need to communicate that to me and be your own advocate.

I encourage your feedback. I am a flawed individual and I will make mistakes. I still am a work in progress and am trying to become a better mentor and individual over time. If I say something that angers or upsets you, I hope that you will let me know so that we can talk about it. One or both of us will likely benefit from that conversation.

I expect you to respond promptly to my e-mails – within one business day, preferably.

I expect you to take advantage of opportunities other than those I present to you – for example, attending professional development sessions offered by the graduate school, the teaching academy, and institutes and centers on campus. This is a part of you taking control of your professional goals.

I expect you to work hard towards your professional goals while also working towards a sustainable work/life balance. Both hard work and work/life balance are important to sustaining a successful professional career over the long term.

What my mentees can expect from me

I am eager to help you achieve your goals, and am committed to doing the best I can to support and advocate for you. I enjoy helping other people achieve their goals, and my mentees are a priority for me.

I will help you navigate your way through the doctoral program. Although you are ultimately responsible for your deadlines and progress, I am pleased to help you interpret the guidelines and plan with you about strategies to get your professional needs met.

I will make time for you. I am very busy with a range of duties, but my mentees are a priority for me. If you need to meet with me sooner than planned, I expect you to contact me and tell me so. You should trust that I will be honest and tell you what I can and can't do regarding the timing of that meeting.

I do not expect you to be just like me. I am here to help you develop the career that you want for yourself. That may be in academia and it may not be. I am open to you having career goals of various types and am committed to helping you achieve them.

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

For additional resources and complete curriculum—including information on competencies and facilitator notes—visit:
CIMERProject.org

Life is too short to not follow the path you want. I believe that doctoral programs are not for everyone. If, during the course of your study, you decide that you may not want to continue with your doctoral degree, I encourage you to talk with me about it. There are good and bad reasons for doing a doctoral degree. I am open to you changing your goals and deciding that this is not the right path for you. I am willing to help talk you through your options.

I am not Facebook friends with current students. It's just my policy.

I prefer e-mail as the best way to reach me. I don't check my office phone messages consistently. I do not like to text about work, except in special circumstances. I don't like people to call me on my cell phone for work reasons, except in special circumstances (e.g., you are late for a meeting with me, an emergency happens).

I try to respond to e-mail within one business day, when I am in town. If you haven't heard from me in a couple days, or if it is urgent, please resend your message, as it may have gotten lost in the e-pile.

Although I am not responsible for funding you, *I will do my best to help you find appropriate funding for your doctoral studies.*

I don't have to be your primary mentor. If there is someone else who you think would be a better mentor/advisor for you, I am open to having that conversation. Having an appropriate primary mentor/advisor to help you reach your goals is important, and I am committed to helping you achieve your goals, even if it isn't with me as your mentor!

I expect that I will not be your only mentor. I would hate to think that you would be limited by only my advice and guidance. I encourage you to find others who can mentor you to meet different needs that you have. I will not be jealous but rather pleased if you get advice and assistance from others. Inevitably, you will get conflicting advice from me and others, and we can talk about that too.

I will be honest about the strengths and weaknesses of your work. For better or for worse, I am usually straightforward and direct with my feedback and you can expect that from me.

I understand that my role as mentor changes over time as a mentees needs change, and as a mentee moves towards independence. I will aim for clear communication about my changing expectations of you and you should aim for clear communication about your changing needs and concerns. Towards this end, every spring the Doctoral Program asks each doctoral student to report on his/her progress over the previous year and to highlight plans for the next year. We will use this as a time to thoroughly discuss your progress and plans.

Adapted from the W.H. Freeman Entering Mentoring Series, 2017.

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Below is a list of some of the topics that I am prepared to help you with. I can either help you with these topics directly, or can help you find other people or opportunities to get your needs met in these domains. These topics will each become important to you at different stages in your development as an independent scholar. You should feel free to raise a discussion of any of these topics below, topics above, and other topics in our meetings.

<ul style="list-style-type: none"> • Choosing appropriate courses 	<ul style="list-style-type: none"> • Networking with others in your area
<ul style="list-style-type: none"> • Supervising independent studies, if appropriate 	<ul style="list-style-type: none"> • Turning your research into publications – developing and submitting the manuscript, responding to reviewers, etc.
<ul style="list-style-type: none"> • Developing a preliminary exam topic and proposal 	<ul style="list-style-type: none"> • Developing protocols for the IRB for your research
<ul style="list-style-type: none"> • Developing a dissertation topic and proposal 	<ul style="list-style-type: none"> • Developing and practicing research presentation skills
<ul style="list-style-type: none"> • Forming and communicating with preliminary exam and dissertation committees 	<ul style="list-style-type: none"> • Preparing presentations and/or posters for professional meetings
<ul style="list-style-type: none"> • Finding appropriate TA and PA opportunities 	<ul style="list-style-type: none"> • Discussing job options and preparing for the job market
<ul style="list-style-type: none"> • Applying for funding, as appropriate 	<ul style="list-style-type: none"> • Brainstorming ideas for time management
<ul style="list-style-type: none"> • Finding other mentors to help you with topics that are not my strengths 	<ul style="list-style-type: none"> • Brainstorming ideas for maintaining work/life balance
<ul style="list-style-type: none"> • Finding teaching opportunities 	<ul style="list-style-type: none"> • Help you develop attainable goals and a plan for attaining them
<ul style="list-style-type: none"> • Developing teaching skills 	<ul style="list-style-type: none"> • Conducting peer review of research

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Mentor/mentee expectations

Eric Grodsky

I value highly the professional and intellectual relationships I enjoy with my students. Despite the respect and affect I feel for my colleagues and for this department as an institution, the graduate students we attract were the strongest draw in my return in 2012.

This document makes explicit the expectations I hold for my advisees and the things my advisees can expect from me. It is not meant as a contract but as a means of clarifying my expectations of you and what I think is reasonable for you to expect from me. I am happy to discuss or clarify any of these things. As you will see, I try to be both direct and clear in my communication. I hope that you will be as well.

What I expect from advisees

Scholarship

- You will attend at least one brown bag consistently.
- My goal is for us to write two papers together, one with me as the first author and one with you as the first author, and another paper with you as the sole author. This may take up to three years.

Communication

- When I email you with a question, concern or recommendation you will respond within one business day.
- We will communicate under the presumption that all communication is intended to be constructive.
- We will meet at least monthly and more often as needed.
- If there is something getting in the way of your progress, personal or professional, you will communicate with me about this in a timely manner. You can decide how much to share with me—but I need to know the general scope of the constraints to help you minimize the impact on your professional development and timely progress.

Academic progress

- You will take three courses per semester until you advance to candidacy unless you are TAing or have some other reason to take only two courses.
- We will discuss course options during the registration period each semester.
- You will see the department's schedule for timely progress as a guideline but not be beholden to it. What you and I agree to, however, is binding.

Professional development

- You will take advantage of opportunities to meet with visiting scholars. This is part of what we do.
- You will present your work when 1) we agree it is ready for presentation and 2) opportunities arise. This includes presenting locally, at brown bags, and at regional or national conferences.

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- You will be explicit with me about your professional goals as they develop. You do NOT need to aim to be a professor at a prestigious research university, or a professor at all (though we clearly think you are capable of doing so- you are here). You may even decide you do not want to pursue a PhD. That's fine. Don't be trapped by your own (mis)perceptions of the path ahead or of the faculty's expectations of you. It's your life.

What advisees should expect from me

Scholarship

- I will do my best to provide you with access to computational resources and data you need to do your work.
- I will read and comment on your written work in a timely fashion.
- I will observe and comment on practice presentations for conferences so long as those presentations occur with sufficient advance notice.

Communication

- I communicate most frequently by email. I am respectful but direct in my communication.
- Unless I am travelling, I will typically respond to your emails within one business day.
- If I am slow getting back to you, please do not hesitate to remind me that I owe you a response, comments, etc.
- I comment on and edit manuscripts extensively, usually with track changes in Word. Do not be overwhelmed or surprised when I have a lot to say about your writing in addition to the substantive and methodological aspects of your papers. It's all part of the process. • I am not Facebook friends with current students.

Professional development

- I will provide you with opportunities to meet scholars in the field.
- I will do my best to help you find funding, either through me or elsewhere.
- I will not be in the least bit hurt or offended if you choose a different mentor/advisor. You need to take ownership of your professional development- and that may include finding a mentor whose expertise and expectations are more closely aligned with your needs. I am completely open to discussing these with you.

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**UAB CENTER FOR CLINICAL AND TRANSLATIONAL SCIENCE
MENTORING CONTRACT**

This contract is intended to serve as a guideline to facilitate communications between a trainee (mentee) and his/her mentors. It is suggested that the document be thoroughly reviewed and completed by the mentee and his/her mentor individually, and then jointly review and discuss each person's answers in order to reach an agreement. The mentee should re-write the agreed upon answers before the contract is signed and dated by him/her and each mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary. For mentees appointed to a training program, a signed copy will be submitted to training program leadership for the trainee's file.

Scholar/Trainee: _____

Mentor Team: (Primary): _____

(Secondary): _____

1. What type of assistance does the mentee want from the mentor?

2. What expectations do the mentors have of the mentee?

3. What expectations does the mentee have of the mentors?

4. How often will you meet, where?

5. What will meeting topics include?

6. What core competencies will be obtained? How will they be obtained? Please refer to the list of core competencies and provide section and number for each competency that you will obtain.

7. What senior level biostatistician will you meet with to discuss design and statistical analysis plan?

How often will you meet with biostatistician?

8. How will you know when the mentoring relationship has served its purpose and needs to be terminated?

9. We have agreed that our initial meetings will focus on these three topics:

1) _____

2) _____

3) _____

Scholar/Trainee Signature Date

Primary Mentor Signature Date

Co-Mentor Signature Date