

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.

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Mentoring Philosophy and Plan

1. Articulating Your Mentoring Philosophy and Plan Full Session

Articulating Your Mentoring Philosophy and Plan

OVERVIEW, LEARNING OBJECTIVES, AND ACTIVITIES

Introduction

Reflecting upon your mentoring relationships is a vital part of becoming a more effective mentor. This is especially important immediately following a mentor-training session so that you can consider how to implement changes in your mentoring practice based on the training. Reflection on your mentoring practice at regular intervals is strongly encouraged.

Learning Objectives

Mentors will:

1. Reflect on the mentor-training experience
2. Reflect on any intended behavioral or philosophical changes across the mentoring competencies
3. Articulate an approach for working with mentees in the future

From Pfund, et al. Mentor Training for Clinical and Translational Researchers (2012).

New York, NY: W.H. Freeman & Co.

For additional information, resources and detailed facilitator notes—visit: CIMERProject.org

Overview of Activities for the Mentoring Philosophy and Plan: Please note that only core activities are included for this final training session.

	Learning Objectives	Core Activities
1	Reflect on the mentor-training experience	Mentors engage in a open discussion of the knowledge and skills they have learned from the mentor-training sessions (Activity #1)
2	Reflect on any intended behavioral or philosophical changes across the mentoring competencies	Mentors reflect on each of the mentoring competencies and write about their mentoring practices before and after the mentor-training sessions (Activity #2)
3	Articulate an approach for working with mentees in the future	Mentors discuss approaches for working with a new mentee (Activity #3)

FACILITATION GUIDE

Recommended Session for Articulating Your Mentoring Philosophy and Plan (30 minutes)

Materials Needed for the Session

- ▶ Table tents and markers
- ▶ Chalkboard, whiteboard, or flip chart
- ▶ Handouts:
 - ▷ Copies of description and learning objectives for *Articulating Your Mentoring Philosophy and Plan* (page 105)
 - ▷ Copies of the *Mentoring Competencies Reflection Worksheet* (page 108)
 - ▷ Copies of the *Mentor Self-Reflection Template* (page 109)

Objective 1: Reflect on the mentor-training experience (10 min)

- ▶ ACTIVITY #1: Group Discussion of Lessons Learned from Mentor Training
 - ▷ ASK: Please share with the group one or two ideas that stand out from the mentor-training sessions. These can include lessons learned, ideas that did or did not resonate with you, etc. Once everyone has had a chance to contribute, we can all follow up with additional comments.

Objective 2: Reflect on any intended behavioral or philosophical changes across the mentoring competencies (10 min)

- ▶ ACTIVITY #2: Individual Written Reflection Across the Competencies
 - ▷ Have each participant individually complete the *Mentoring Competencies Reflection Worksheet*.
 - ▷ If there is not enough time to complete the writing activity, they may finish later.

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New York, NY: W.H. Freeman & Co.*

- ▷ NOTE: Encourage mentors to edit their compact (if applicable) with these ideas. They can use the *Mentor Self-Reflection Template* to aid in this process as well. Another similar tool can be found in “Nature’s Guide for Mentors.”⁴

Objective 3: Articulate an approach for working with new mentees in the future (10 min)

- ▶ ACTIVITY #3: Discussion of Ways to Begin a New Mentoring Relationship
 - ▷ TELL: You will soon begin formally mentoring a new junior faculty member in your department. The two of you have talked by phone several times over the past year to discuss project ideas, and you have met a few times since her arrival at your institution.
 - ▷ DISCUSS (8 min) in a large group. You may want to record the ideas generated in this discussion on a whiteboard or flip chart. Guide the discussion using the following questions:
 1. Specifically, what steps would you take to prepare for meeting with the new mentee in three weeks?
 2. What will you do before the mentee arrives?
 3. What will you do within the first month of the mentee’s arrival?
 4. What do you think is the most important thing you can do to start this new mentoring relationship off on the right foot?

⁴ Lee, Adrian, Carina Dennis, and Philip Campbell. 2007. Nature’s Guide for Mentors. *Nature* 447: 791–797.

Mentoring Competencies Reflection Worksheet

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

Competency	Approaches you have used in the past	Approaches you intend to try in the future
Maintaining Effective Communication		
Aligning Expectations		
Assessing Understanding		
Addressing Equity and Inclusion		
Fostering Independence		
Promoting Professional Development		

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Mentor Self-Reflection Template				
	What were the unique challenges and opportunities from the past year?	What was your role?	What happened? What were the results?	Was there any further action?
Meetings & Communication + –				
Expectations & Feedback + –				
Career Development + –				
Research Support + –				
Psychosocial Support + –				
Upcoming Year				
<ul style="list-style-type: none"> ▶ What do you want to keep doing? ▶ What would you like to try differently with your mentee in the upcoming year? ▶ What different resources or training would be helpful to you as the mentor? 				

From Anderson L., Silet K., Fleming M. “Evaluating and Giving Feedback to Mentors: New Evidence-Based Approaches.” *Clinical and Translational Science* 2011. Article first published online: 28 NOV 2011 | DOI: 10.1111/j.1752-8062.2011.00361.x

From Pfund, et al. Mentor Training for Clinical and Translational Researchers (2012). New York, NY: W.H. Freeman & Co.