Overview and Objectives:
By the end of the course, students should be able to:

- Understand the roles of a mentor and a mentee
- Better communicate with mentor/mentee
- Use mentor-mentee contracts
- Negotiate with mentor/mentee
- Provide and accept feedback
- Understand issues related to mentoring minorities and women
- Use tools to evaluate the mentoring relationship

Responsibilities
- Attendance and participation in class
- Completion of homework assignment

Course Requirements:
- Facilitated group discussion generated by guiding questions and case studies; role playing. For the first few minutes, we will review assignments and recap subject matter from the previous week. In the remaining time, we will introduce and discuss the new topic. All homework assignments are due the following week.

Attendance Policy:
- Students are expected to sign-in to each class (computer provided in suite lobby). If a problem is encountered with the sign-in system, please contact the course instructor(s) as well as Lauren Talotta (talottals@upmc.edu) immediately.

Course Grading Scale:
- Pass/Fail

Required Textbook:
- ICRE mentoring web site. [http://www.icre.pitt.edu/mentoring/](http://www.icre.pitt.edu/mentoring/)

NOTE: While the titles of some of the required readings are directed at particular groups (e.g., basic scientists, clinician educators, clinical fellows), the content of each has been reviewed, and the content of each is appropriate and pertinent to all.

Supplemental Readings:
Academic Integrity:
Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (http://www.provost.pitt.edu/info/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Course Schedule

Sessions 1 and 2: What is a mentor? What is a mentee? Great expectations
At the conclusion of this session, the student will be able to:

Describe qualities of effective mentors and the benefits of mentoring.

Develop appropriate expectations for the mentoring relationship and understand role of mentoring contracts in managing the relationship.

Topics:

In PART 1, we will define and discuss the roles of both the mentor and mentee, the characteristics of a good mentor/mentee, and the importance of and the reasons for having multiple mentors. We will explore the benefits of mentoring for mentees in terms of career development and personal growth as well as the benefits that accrue to the mentors.

IN PART 2, We will examine why setting expectations early in the mentoring relationship is essential, strategies for negotiating expectations, and the use of mentor-mentee contracts to develop explicit expectations. We will work to achieve a group consensus on the appropriate responsibilities for both the mentor and mentee as well as their joint responsibilities.

Required Readings:

Mentoring overview. http://www.icre.pitt.edu/mentoring/overview.html

Suggested Reading:


Homework assignment:

Develop list of what you want to get out of the mentoring relationship (e.g., benefits).

Develop a mentoring contract with specific expectations and goals for both the mentee and mentor.
Session 3: Identifying gaps : Finding the right mentor for you

At the conclusion of this session, the student will be able to:
  Understand how different mentoring models work and be able to develop strategies for finding a mentor.

Topics:
  We will explore the advantages/disadvantages of different models of mentoring including team mentoring, peer mentoring, and having multiple mentors. We will discuss how to determine the configuration that is best for you. (Part 1) We will discuss how to find a mentor who is right for you. (Part 2)

Required Reading:
  Mentoring models. http://www.icre.pitt.edu/mentoring/models.html

Homework assignment:
  Write about, no more than a page, which model(s) of mentoring you will be (or are) using and why.
  Take communications test to discover your communication style.
  http://www.queendom.com/tests/access_page/index.htm?idRegTest=683
  PLEASE NOTE: THE FORMAL ON-LINE ANALYSIS OF THE TEST COST $. THIS IS OPTIONAL AND NOT NECESSARY. The test will initiate next week’s discussion.

Session 4: Can you hear me now? Learning to communicate

At the conclusion of this session, the student will be able to:
  Understand key elements of active listening and effective communication.

Topics:
  We will discuss tips for effective communication, barriers to communication, active listening, and other issues designed to improve mentor-mentee communication.

Required Reading:

Homework assignment:
  Practice active listening for one day.

Session 5: Celebrating differences : Issues for minorities in academic medicine

At the conclusion of this session, the student will be able to:
  Identify issues related to minorities in academia.

Topics:
  We will discuss key issues related to mentoring and minorities (e.g., negative racial stereotypes, being a minority in a largely white research world, lack of senior mentors of the same race) and strategies to provide appropriate mentoring (with cultural sensitivity). (Part 1) through the use of a panel, we will discuss challenges for minorities in academic medicine and solutions as well as ways in which a mentor can be helpful, how important is it to have a mentor of the same race, and other issues. (Part 2)

Required Readings:
  Required text, chapter addressing minorities

Suggested Reading:

**Homework assignment:**
Identify challenges and issues you have experienced (if applicable, include race issues)

### Session 6: Evaluating the mentoring experience

**At the conclusion of this session, the student will be able to:**
Understand the reasons for evaluating the mentoring relationship, identify key components of effectively giving and receiving feedback, and identify strategies for gracefully ending the mentoring relationship.

**Topics:**
We will examine why, when, and how to give feedback as well as issues related to structuring the feedback session and minimizing emotional impact of feedback. We will identify key “do’s and don’ts” related to giving feedback. We will discuss how to get feedback, including how to avoid defensiveness, how to ask for explanations/clarifications of feedback, how to judge the feedback, how to identify alternative behaviors, and others. We will identify strategies that allow acceptance of feedback with dignity and grace. (Part 1)

In this session, we will discuss the importance of on-going evaluation of the mentoring relationship, appropriate frequency of evaluations, the pros and cons of formal v. informal evaluation, tools for evaluating the relationship, and how to use the results of an evaluation. (Part 2)

**Required Readings:**

Problem-solving. [http://www.icre.pitt.edu/mentoring/problemsolving.html](http://www.icre.pitt.edu/mentoring/problemsolving.html)

Ethics in mentoring. [http://www.icre.pitt.edu/mentoring/ethics.html](http://www.icre.pitt.edu/mentoring/ethics.html)

Giving and receiving feedback. [http://www.icre.pitt.edu/mentoring/feedback.html](http://www.icre.pitt.edu/mentoring/feedback.html)

**Suggested Readings:**


### Session 7: Why men don’t ask for directions: issues of gender and communication

**At the conclusion of this session, the student will be able to:**
Recognize communication styles associated with gender.

**Topics:**
We will discuss key issues related to mentoring and gender (e.g., mismatch of styles or perception of style/attitude—male is aggressive, female is angry) and strategies to provide appropriate mentoring (with sensitivity). We will talk about the ways in which men and women communicate differently and the implications.

**Required Readings:**
Required text, chapter addressing women

**Suggested Reading:**

**Homework assignments:**
Identify a situation in which you have observed gender differences in communication.

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**Session 8: Challenges in the mentoring relationship and Moving on**

**At the conclusion of this session, the student will be able to:**
- Respond to particular challenges in the mentoring relationship.
- Identify strategies for gracefully ending the mentoring relationship.

**Topics:**
We will examine the challenges that may arise in the mentoring relationship, such as behavioral issues, unbalanced mentoring, issues of ethics in mentoring, changing mentors, conflicts in the mentoring relationship. We will brainstorm strategies for dealing with these challenges. Strategies range from doing nothing to actively addressing the issue to terminating the mentoring relationship. We will discuss and role play the wide range of responses to challenges. We will also address issues surrounding becoming independent for both mentors and mentees, such as “how to throw the chick out of the nest and teach it to fly” and how to break free of your mentor while remaining close. We will explore what it means to be an independent investigator, how the mentor-mentee relationship will change, how to end the mentoring relationship gracefully, finding closure, finding new mentors for new challenges, taking advantage of professional societies, and facing the world on one’s own.

**Required Readings:**

**Suggested Readings:**