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
- Understand why assess the mentoring relationship

Responsibilities

- Attendance and participation in class
- Completion of homework assignments

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) immediately.

Course Grading Scale:

- Pass/Fail

Required Textbook:

  -  
  -  
- ICRE mentoring web site.  

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:


See individual sessions for additional 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

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<th>Sessions 1: What is a mentor? What is a mentee? Finding the right mentor for you</th>
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**Session 1:** At the conclusion of this session, the student will be able to:

- Describe qualities of effective mentors and the benefits of mentoring.
- Develop strategies for finding a mentor.

**Topics:**

We will define and discuss the roles of both the mentor and mentee and the characteristics of a good mentor/mentee. 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. We will discuss how to find a mentor who is right for you.

**Required Readings:**

- Mentoring overview. [http://www.icre.pitt.edu/mentoring/overview.html](http://www.icre.pitt.edu/mentoring/overview.html)

**Suggested Reading:**

Session 2: Mentoring Models and Great Expectations: Mentoring contracts

Session 2: At the conclusion of this session, the student will be able to:

Understand how different mentoring models work.
Develop appropriate expectations for the mentoring relationship and understand role of mentoring contracts in managing the relationship.

Topics:
In PART 1, 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.
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.

Homework assignment:
Develop list of what you want to get out of the mentoring relationship (e.g., benefits).
Identify your mentoring model.
Identify where you have gaps in your mentor(s).

In addition:
Take communications test to discover your communication ability.
The test will initiate next week’s discussion

Session 3: Gender and Generational Differences

At the conclusion of this session, the student will be able to:
Recognize the difference between mentoring needs of different genders and generations
Understand the benefits of each and when to best apply different strategies

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. The same discussion will take place with differences across generations.
Required Readings: To be announced

Suggested Reading: To be announced

Homework assignments:
Identify a situation where you noticed
  
a) A difference in communication between genders
  b) A difference in communication between generations

Session 4: Resiliency: Surviving and thriving in academic medicine

At the conclusion of this session, the student will be able to:
  Understand the importance of resiliency.
  Identify tools that will help increase or reinforce resiliency.

Topics:
  We know that resiliency is important to support successful academic careers. In PART 1, we will talk about why resiliency works.
  In PART 2, we will have a panel discussion on strategies to promote resilience. Our panelists will tell us about some of the challenges they faced, how they got through the tough times, and how they maintained sanity throughout.

Required Readings:
  DeCastro, R., Sambuco, D., Ubel, PA, Stewart, A., Jagsi, R. Batting 300 Is Good: Perspectives of Faculty Researchers and Their Mentors on Rejection, Resilience, and Persistence in Academic Medical Careers. Academic Medicine, Vol. 88, No. 4, p 1-8, April, 2013

Suggested Reading:
  Mangan, K. Traits of the 'Get It Done' Personality: Laser Focus, Resilience, and True Grit
  http://chronicle.com/article/Traits-of-the-Get-it-Done/133291/

Homework assignment:
  Identify trials you have experienced and describe, in a page or less, how you addressed them and if the problem was solved. What do you need to work on for your own resiliency?
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:

In PART 1, 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).

In PART 2, 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.

Required Readings:


Required text, chapter addressing minorities

Suggested Reading:


Homework assignment:

Identify challenges and issues you have experienced because of differences between you and your mentor and how you handled (or did not handle!) them.

Session 6: On becoming a mentor

At the conclusion of this session, the student will be able to:

- Evaluate personal traits that could be strengths and weaknesses when becoming a mentor
- Identify strategies to lay the foundation for a mutually-enriching mentoring experience

Topics:

In this session, we will address what happens when you move from being a mentee to a mentor to others. How will the relationship with you mentor change? What can you do to make the mentoring relationship successful? How will mentoring affect your life?

Required Readings:

Anita Borg Institute for Women and Technology, Mentoring in Academia mentoringinacademia.pdf


Homework Assignment:
Identify a topic for conversation with your mentor that you need to have and have not yet had. Think about how you plan to bring the topic up and strategize the best approach. OR think about a mentoring problem that you have had in the past and discuss how you handled it (for better or for worse).

**Session 7: Talking about the mentoring relationship: managing difficult conversations**

**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.

We will examine challenging conversations, Including 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.

**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)

**Suggested Readings:**

At the conclusion of this session, the student will be able to:

• Identify and employ social psychology and behavior assessment tools to better deliver and receive feedback from mentors and mentees
• Recognize personal areas for growth regarding communication techniques

Topics:
We will examine the challenges that may arise when receiving feedback. Topics covered include: reasons that an individual cannot appreciate feedback, strategies for receiving feedback, emotional math, attribution error in feedback, and the impact-intent gap.

Required Readings: To be announced