

This handbook provides resources for mentees and mentors at every stage. Whether you are just getting started or are looking for ways to get more out of the mentoring relationship, we have resources to help you. We explore topics such as [deciding on the right mentoring model](#), [communicating effectively](#), [giving and receiving feedback](#), and [finding strategies for problem solving](#).

Need help finding a mentor? Search our [ICRE Mentoring Network](#).

Why Mentoring Matters

Why does mentoring matter?

Mentoring is the key for developing and sustaining a satisfying professional career. Mentoring enables each of us to grow, learn, transform, and accomplish goals in education or in basic, clinical, and translational research. Whether you are a senior educator or world-renowned investigator or you are in the early stages of your professional training—whether you are the mentor or the mentee—mentoring helps build a dynamic community while ensuring the success of each individual as he or she achieves personal and professional career goals.

What are the benefits of mentoring?

For the mentee:

In today's complex and often highly competitive world of academic medicine, having a mentor can mean the difference between success and failure. Whether seeking advice on how to ask the right research question, how to best design a new experiment, how to team-teach a course, or how to find all the needed resources, mentoring can help to ensure a successful outcome. By serving in the role of a guide, coach, or ally, a mentor can answer questions as they arise for the mentee and thereby ensure steady progress and completion of project milestones. By serving in the role of an advocate, a mentor can help a mentee navigate the terrain of academia and move forward professionally. By providing knowledgeable and strategic advice, a mentor can serve to empower a junior faculty member, postdoc, or fellow to pursue an innovative opportunity. The interest and the support of a mentor often provide the mentee with confidence to undertake a new and exciting challenge.

For the mentor:

Mentoring provides the mentor with numerous benefits, including enhancement of his or her own personal and professional knowledge while teaching and learning from the mentee. By providing guidance, support, advice, strategic feedback, and other insights to a mentee, the mentor can learn and enhance leadership skills. Mentees often bring a fresh perspective to a difficult problem, and serving as a mentor can provide a renewed sense of purpose in meeting the challenges of leading an educational endeavor or a research program. While working with a mentee, the mentor also has the opportunity to gain a new talented colleague—one with whom the mentor may collaborate for years to come. Most of all, a mentor is provided with an important sense of satisfaction in contributing to a legacy of developing the next generation of creative faculty.

Communication

Communication engages verbal, nonverbal, and auditory signals. It occurs both intentionally and accidentally. It is a process that allows people to exchange information, confer knowledge, give advice and commands, and ask questions. Effective communication requires that all parties understand a common language expressed through verbal actions (e.g., speaking, singing, and tone of voice) and nonverbal actions (e.g., body language, touch, and making eye contact).

- [Effective Communication](#)
- [Active Listening](#)
- [Giving and Receiving Feedback](#)

Effective Communication

▼ What does it mean to communicate effectively?

Communication is a transaction between two or more people, with all participants having an active role in the process. A speaker transmits a message and must ensure that the message is delivered clearly. A listener takes delivery of the message and must be an active listener. Effective communication takes place only when the listener clearly understands the message that the speaker intended to send.

▼ Why is effective communication important for the mentoring relationship?

By its very nature, the mentor-mentee relationship is not equally balanced, since the mentor holds greater power than the mentee. However, because communication is integral to the mentor-mentee relationship, the ability to communicate effectively is essential. The mentee must be able to be forthright with the mentor, and the mentor must be able to listen carefully and provide feedback while maintaining a cordial and productive relationship.

▼ What are common methods of communication?

Information can be shared face-to-face or by telephone, fax, e-mail, text messaging, videoconferencing, e-portfolios, instant messaging, memos, letters, reports, etc. The number and types of methods increase as information technology systems become ever more sophisticated.

▼ How do you convince someone successfully?

Successful communication is accomplished by being able to make people believe in what is being said. To do this, the speaker must be sincere and enthusiastic and have all the facts needed to back up the message.

▼ How do you know if communication is effective?

An effective communicator will succeed in persuading someone to act in a way that is desired and to enjoy acting in this way (e.g., to be motivated to carry out a task). If there is a concern with the effectiveness of the mentor-mentee communication, it is important to reiterate the message and determine if the message was sent and received.

▼ How can you use nonverbal communication?

With practice, the speaker sending the message can pick up visual clues (nonverbal feedback) about how the message is being received and then modify or rephrase the message to make it more understandable or acceptable.

▼ What are the most important skills for becoming an effective communicator?

- The ability to understand the situation, the message, the listener, and the quality of the communication.
- The ability to frame a message clearly, concisely, and directly.
- The ability to ask or tell someone to do something without evoking negative emotions on either side.
- The capacity to listen actively.
- The ability to be attentive and observant.
- The confidence to be sure of the message and convincing in relaying it.

▼ Why is listening such an important skill in effective communication?

Listening is critical because it provides direction. It helps to form good relationships and to encourage more open communication. Active listening helps move this process along.

▼ What can help most in understanding?

Understanding involves developing the ability to perceive, store, and recall the relevant information to reach an understanding of the situation as quickly as possible.

▼ What are the barriers to effective communication?

Both mentors and mentees can foster barriers to communication. Barriers include the following:

- **Barrier: The use of imprecise language that could be misunderstood or could distract from the message.** Vague language can complicate a relationship and leave the listener unsure of what message is being conveyed. "Loaded" words can inflame a conversation and inhibit communication. The result of this could be that the listener carries out an activity that was not intended by the speaker or that the listener has the disadvantage of misunderstanding and then feeling defensive or angry.

Solution: Before conveying the message, the speaker should think carefully about the message that he or she wants to send and select the words carefully. During the conversation, the speaker should pay attention to the words he or she is using and to the expressions and body language of the listener. If the listener looks defensive, hostile, puzzled, or confused, the speaker should repeat the message in clearer or more neutral words. On the one hand, it is not particularly useful for the speaker to ask, "Do you understand?" or "Did you get it?" The listener may feel that saying "No" may be construed as a weakness or failure. On the other hand, if the listener asks for additional information, it is critical to restate the message in different terms and not convey impatience or frustration with the listener. [Active listening](#) will contribute to a mutual understanding of the communication. The listener must take care to attend to the speaker fully and then repeat, in the listener's own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker or the tone or words with which the speaker communicates; the listener must simply state what he or she thinks the speaker said. This enables the speaker to find out whether the listener really understood and to offer additional explanations if the listener did not.

- **Barrier: The display of inappropriate body language or the misreading of body language.** Body language helps us pick up visual clues from people's reactions to what we are saying to them. A defensive, hostile, antagonistic, or fearful posture can create concerns on the part of the listener or the speaker and can therefore inhibit communication.

Solution: Body language can offer valuable feedback and help us interpret how others are responding to the message or style of communication. By consciously and actively being aware of our body language, the speaker and listener can defuse the negative energy surrounding an interaction.

- **Barrier: Defensiveness or premature assumptions.** A defensive listener will be less able to "hear" what the speaker is saying. In some cases, instead of listening, a person is thinking about why an interaction is occurring or perhaps preparing a response to a message that he or she hasn't heard. By making assumptions about the speaker and the reasons that a conversation is taking place, the listener keeps himself or herself from paying attention to the real message.

Solution: The listener should not presuppose that he or she knows the reason for or the basis of the communication, nor should the listener feel defensive without knowing what is being said. Being open and nonjudgmental will allow the listener to truly hear what is being said.

- **Barrier: Judgments based on cultural differences or interpersonal relationships.** This problem goes hand in hand with that of making assumptions. In this case, the problem involves presupposing things about another person based on cultural differences and personal associations. This can result in not hearing a message or misinterpreting the message.

Solution: It's important for the speaker and listener to be open with each other to dispel assumptions and biases. For this to happen, it may be useful to address biases straight on in an open dialogue. By revealing and discussing biases and assumptions, it is possible to eliminate them and thereby communicate more fully and effectively.

- **Barrier: A distracting environment.** An environment that is crowded or noisy tends to be distracting, and this can prevent effective communication.

Solution: Protect the receiver of information by providing a quiet and safe environment for conversation. It is helpful to use a private space. This allows the listener to focus on the message, instead of focusing on the venue and its noise.

- **Barrier: Mixed messages.** A conversation that conveys contradictory messages or conflates the intended message with extraneous issues can cause confusion, concern, or resentment.

Solution: Before speaking, people should think carefully about the points to be made. Written talking points can be useful in this regard. If there are multiple messages to convey (perhaps some positive and some negative messages), it may be better to present them on separate occasions or in different environments. Conveying only one message at a time can help avoid confusion and misunderstanding.

▼ How can you overcome these barriers?

Beyond the solutions suggested above, the barriers to communication can generally be lessened by making sure that the speaker is trying to be clear and explicit, that the listener is engaged in [active listening](#), and that the speaker and the listener are bringing their complete attention to bear on the conversation and are considering the feelings of each other.

Active Listening

▼ What is active listening?

Active listening is an art, but it is an art that can be learned. Often, when you listen to another person speak, you are listening to some extent but you can also be distracted and engaged in other pursuits—thinking about something else, looking around, typing, listening to others, reading, etc. Sometimes, you assume that you know what the speaker is going to say and you start to formulate a response, rather than paying complete attention. Active listening involves forgoing all other activities for the time being

and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words.

▼ What do I do to be an active listener?

- Maintain eye contact with the speaker while he or she is talking.
- Avoid distractions.
- Stop all other activities.
- Pay attention to what the speaker is saying.
- Ask for clarification.
- Paraphrase or restate what the speaker has said.
- Pay attention not only to the words but also to the feelings behind the words. (By referring to the speaker's feelings ["It seems that you are angry about..."], you can make it clear that you understand what the speaker is saying and also understand the speaker's feelings about the topic.)

▼ Why should I become an active listener?

Active listening has several benefits. It forces people to listen attentively to others, and it helps avoid misunderstandings. Restating what the speaker has said makes certain that there is a common understanding between the listener and the speaker. Active listening can also give the speaker confidence that the listener is interested in what the speaker has to say. When people are in conflict, they often contradict each other. This tends to make people defensive, and they will either lash out or withdraw and say nothing more. However, if they feel that people are really attuned to their concerns and want to listen, they are likely to explain in detail what they feel and why. Active listening allows individuals to end conflict or avoid conflict by making sure each party understands what the other is saying.

Giving and Receiving Feedback

Giving feedback

▼ Why should I give feedback?

As a mentor, it is crucial that you provide guidance to your mentee. It is your obligation to help your mentee identify and learn the skills and knowledge needed for a successful career. Feedback allows you to acknowledge your mentee's strengths and to motivate the mentee to work on areas of weakness. Keep in mind that your mentee wants and needs your feedback to move forward in his or her career.

▼ When should I provide feedback?

There is no answer set in stone, but the general answer is that you should provide feedback frequently. It is helpful to provide it on a regular basis so your mentee doesn't get bogged down pursuing the wrong path in his or her research or professional development. Feedback should be given on a timely basis as well. It is not helpful to provide feedback about a behavior or research method long after the behavior has occurred or the experiment has been completed. Prompt and frequent feedback will go a long way toward cementing your relationship.

▼ How do I give constructive and effective feedback?

The most important element in providing effective feedback is establishing an atmosphere of mutual trust and regard. When a feeling of trust has been created, it is easier both to give and to accept feedback. Make sure that the mentee understands that you are working toward a mutual goal—the mentee's success. When you give feedback, it is important to acknowledge the mentee's accomplishments and successes along with the areas in which he or she needs to improve. You should always be specific in providing feedback. It is not terribly helpful to say, "Your work is sloppy." It is much more useful to describe the specific element of work that concerns you. Keep the feedback simple.

When planning to give feedback, decide on a small number of areas that you want to cover. You don't want to create a shopping list of faults that could overwhelm and discourage the mentee. If a mentee is falling behind in his or her work, don't automatically assume a lack of commitment. Explore with your mentee what is really going on. When providing feedback, offer to work with your mentee to develop solutions to any problems that he or she is encountering. Providing and receiving feedback can be a very positive experience for the mentor and the mentee as long as you both understand that you share the same commitment to developing the mentee's career.

▼ How do I set up a feedback episode?

First, e-mail or call your mentee to make an appointment and let your mentee know what the meeting is about. There is no quicker way to dissolve the atmosphere of trust than by "sandbagging" your mentee. Hold the meeting in your office or other private space; never provide negative feedback in an open area with others around. While you are giving feedback, maintain eye contact and a measured tone. Young mentees need a bit of gentleness so as not to get discouraged. If your mentee wants to respond to your feedback, let him or her do so and actively listen to his or her thoughts and words. At the same time, be prepared to give your mentee some space. He or she might be upset and not prepared to discuss the issues right then and there.

Receiving feedback

▼ Is feedback a way to criticize the mentee's work?

No. Absolutely not. Remember that your mentor is invested in your future and wants you to succeed. Feedback is intended to provide you with information on your strengths and areas that need more work. Feedback involves a critique of your work, not a criticism.

▼ What do I do while I am getting feedback?

First, listen while your mentor is giving feedback, and wait until he or she is finished before you respond. Make sure you understand the feedback. It's useful to paraphrase the feedback to your mentor to ensure that you captured the intended meaning. Ask the mentor to clarify or to be more specific if he or she has not been. Or ask for strategies to resolve the issues and work together to develop solutions. Second, try not to be defensive. Your mentor is trying to help you succeed. If you're feeling defensive, it might be a good idea to ask if you can make an appointment to discuss the feedback later, after you've had time to consider it. You don't want to continue the conversation while you are upset. It's best to have a cooling down period. You also don't want to ask your mentor to defend the feedback, since feedback generally involves subjective perceptions and opinions. Finally, whether you agree with the feedback or not, thank your mentor for his or her time and for being helpful to you.

▼ What if I get feedback that I don't agree with?

First, step back a bit. It's useful to consider the feedback calmly and to think about it in the overall context of moving forward in your career. An important element of receiving feedback is evaluating it, but evaluate it without emotion. It may be useful to ask a trusted peer for his or her point of view or to talk with another of your mentors. While your mentor has more experience and expertise than you have, the decision about whether or not to use the feedback is ultimately your own. If you decide not to use the feedback, let your mentor know and let your mentor know your reasons. Your mentoring relationship is long-term, and you don't want to jeopardize it by alienating your mentor. Your mentor may want to give you additional feedback. Listen to it and think about it before you finalize your decision. And if you decide not to use the feedback at this time, keep the feedback in mind, since it may make more sense to you down the road.

Contracts for Mentors and Mentees

Once the expectations of both the mentor and the mentee have been clarified with regard to the mentoring relationship, it is important to develop a contract that codifies the expectations. A contract is a tool that can be used to remind the mentor and mentee of their agreed upon expectations and responsibilities.

Here, we provide some sample contracts. (Note that we do not necessarily endorse the content of each contract. We are merely providing them to illustrate the types of contracts used.)

- [Sample Contract for CTS-KL2 Scholars](#)
- [Sample Contract for CTS-TL1 Trainees](#)

Diversity in Mentoring

Mentoring Underrepresented Populations

▼ Do mentees or mentors need to think about culture, background, race, or other aspects about a person when they enter into a mentoring relationship?

Yes. Although the general requirements and needs discussed in other sections of this Web site are applicable to all mentee-mentor relationships, mentees from underrepresented populations often face different barriers to academic success. In our experience these include:

- Less research experience.
- Less academic writing experience.
- Fewer faculty role models.
- Fewer colleagues.
- More obligations and involvement in clinical and administrative activities because of the need for representation on committees and service as teachers and mentors to younger trainees.

Mentors of mentees who are from underrepresented populations need to be aware of background and cultural differences and the challenges that their mentees face. As in any mentee-mentor relationship, the mentors must assess the skills and competencies and address them in a proactive and positive way.

▼ What are some things that mentors can keep in mind when they mentor students from underrepresented populations?

- Mentors should understand that different groups face different issues and experiences. Do not assume that groups or people within groups will share the same thoughts and perspectives.
- Remember that social class, geographic origin, and other factors play an important role in shaping behaviors and attitudes.
- Think about ways you have been socialized with regard to ideas about race, religion, and socioeconomic background, and make efforts to increase your awareness and knowledge about these ideas.

Mentoring Women

▼ Are there special issues concerning the mentoring of women?

Yes. Evidence suggests that women are less likely than men to have strong and successful mentoring relationships. As a result, women are less likely to be promoted to senior academic ranks, according to studies that control for the number of publications, grant support, hours worked, and specialty. Women often have different issues to deal with than men do. For example, women often have to worry about managing their home life while tackling a demanding job; they may be perceiving gender bias; and they often are forced to deal with the pressures of their biological clocks.

▼ What is different about the mentee-mentor relationship when the mentee is a woman?

Women traditionally think of the mentoring relationship in terms of support and advocacy. In contrast, the traditional, male-centered version of mentoring tends to involve competition and hierarchy.

▼ What are the challenges and potential barriers that women face in establishing successful mentoring relationships?

Women face several challenges with regard to establishing successful mentoring relationships. First, women and men look for different traits in a mentor. While both groups strive to find respected mentors with proven track records, women more often seek mentors who are approachable, understanding, and female. Given that fewer women are available to be mentors in academia, it's not surprising that women face difficulties finding mentors who match their needs and expectations. Second, there are inherent differences in the career paths of women and the model of academic success built around these paths. Men often begin their careers relatively unencumbered by family obligations, and they often choose to spend less time working as they get older. This traditional career pyramid is inverted for women. Women who decide to bear children do so at younger ages and face the brunt of family commitments at an earlier age. They are consequently more able and prepared to develop careers in the later stages of their life. This difference in life stage and family obligations presents another challenge, as it changes the needs of women as mentees.

▼ What are some solutions to overcoming barriers for women mentees?

Knowing that women face barriers is half the battle. A mentor who has women mentees can help by being proactive and encouraging them to seek multiple mentors who can help with various aspects of their career (for example, someone to discuss research methodology or curriculum development, someone to discuss career trajectory, and someone to discuss balancing work and home life).

Ethics in Mentoring

▼ How does ethics intersect with the mentee-mentor relationship?

Ethics involves the use of reasoned moral judgments to examine one's responsibility in any given situation. Mentors have the responsibility of teaching and role modeling the appropriate ethical behavior of academic professionals. Mentors have the obligation to teach mentees about the responsible conduct of research as well as the ethical issues associated with being an educator. Both mentors and mentees have the responsibility of behaving ethically in their relationship.

▼ What elements are associated with appropriate ethical behavior in the mentee-mentor relationship?

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

▼ What elements are associated with appropriate ethical behavior as academic professionals?

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

▼ What elements are associated with the responsible conduct of research?

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

Expectations

Why Develop Expectations?

Statistics say that we spend about 80% of our time communicating during any given day. It is likely that we spend much of that time puzzled about the perceptions, views, and responses coming from our mentees or mentors (e.g., What is this meeting about? Why are we meeting now? What am I expected to do? What planet is my mentor/mentee from?). It is to minimize this puzzlement that we develop and use [contracts](#) that spell out the expectations we have for one another. To see sample contracts, [click here](#). Problems in mentorship often come about because we misunderstand what is expected of us. By developing and agreeing upon expectations on behalf of both the mentor and the mentee, we can minimize our chance of running into potential problems.

Mentor/Mentee Expectations

▼ Clarify roles and responsibilities

Mentors should be realistic about what they can do for their mentees and should help the mentees understand what kinds of assistance they can expect. It's important to analyze what mentees need and help them develop a productive balance between seeking help and taking on more responsibility as they move toward independence.

▼ Set realistic goals and develop a work plan

Mentees are often unable to develop realistic goals and timelines and usually try to accomplish more than they can do in a given time frame. Mentors and mentees should work together to develop a work plan that includes short-term goals (usually considered to be six months), long-term goals (which can refer to both 1 year and 5 years), and a time frame for reaching these goals, with milestones (key dates for specific accomplishments). While the work plan should be addressed on an ongoing basis, each mentor and mentee should meet at least every 6 months to formally discuss the mentee's progress as well as any additional training and experiences needed to achieve the defined goals. Mentors and mentees should agree on a time to formally update progress. If modifications to the work plan are necessary, mentees should work with their mentors to develop and agree on a new work plan.

▼ Develop a schedule for regular meetings

Mentors and mentees need to have reasonable expectations for the frequency of meetings. It's important to establish acceptable alternative means of communication (e.g., e-mail and phone calls) and the boundaries of the communication. It is useful to discuss the kinds of issues that require a face-to-face meeting and the kinds that can be dealt with in other ways.

▼ Develop an agenda for each meeting

Some mentors prefer that mentees take responsibility for arranging and leading meetings, while others prefer to share the responsibility. Some prefer mentees to prepare agendas in advance to maximize the productivity of the time together. Mentors should determine which approach is best for them and communicate this to their mentees.

▼ Set rules about feedback

It is helpful to set up expectations about how often feedback will be given and the type of feedback mentees can expect. Mentors should ensure that mentees understand that the feedback is intended to help the mentees grow intellectually and professionally.

▼ Negotiate rules for reminders

Mentors should let mentees know how long it generally takes to review the mentees' work and should also let them know how best to follow up if the mentor is unable to reply within a specified time frame (e.g., through an e-mail or phone reminder a few days before the agreed date).

▼ Clarify expectations regarding papers

Mentees should know what the mentor expects first drafts to look like before they submit them for review. If mentors do not want mentees to hand in rough drafts, the mentor can suggest that they share their work with a trusted peer or writing group first.

Mentoring Models

▼ One-on-one mentoring

The one-on-one model of mentoring is individualized and personal. This is wonderful for developing a close relationship. However, the model offers only one point of view and may not meet the mentee's needs if the mentor is not well versed in all of the mentee's areas of interest.

▼ Team mentoring

The collaborative nature of basic, clinical, and translational research often requires a team-based approach for success. Thus, as a mentee assembles his or her team of research investigators, it may be helpful to consider team mentoring. In the team mentoring model, the mentee and mentors meet jointly as a team. This model has benefits for everyone. The mentors can discover new colleagues with whom to collaborate. The mentee has access to different points of view and to discussions among more senior investigators, and issues regarding conflicting advice or demands can be negotiated without the mentee feeling pulled in different directions.

▼ Multiple mentors

In this model, the mentee has more than one mentor, and the mentors meet individually with the mentee. While some of the benefits of team mentoring are lost, this method may be easier to manage, given busy schedules and the possibility that mentors are located across the country. Having ready access to multiple mentors from different disciplines can be an ideal source of advice and guidance for a mentee on a complex research project such as the following: a phase 1 clinical trial with a fast-moving pace; a project that requires a mentee to have several research specialists and program staff with expertise in a diverse array of fields; or a project in which a basic scientist is now adding a translational research component to the research portfolio and needs to learn about regulatory and statistical issues not previously encountered.

▼ Peer mentoring

Peer mentoring involves mentoring by colleagues who are at a similar point in their career or are maybe a year or two ahead of the mentee. The peer mentoring model is less formal and less inhibiting than other mentoring models. Peers can provide important advice and guidance about negotiating in the academic world and about mentoring relationships, and this advice can be effective, but it is not sufficient as the only mentoring model. Nothing can replace having one or more senior investigators work with the junior investigator and help him or her move toward a successful career as an independent investigator.

▼ Distance mentoring

Mentoring via e-mail, supplemented by telephone calls and occasional visits, can be highly effective for mentees with mentors at different institutions. We encourage mentees to look outside their institution to find an external expert. This is especially true if a particular area of expertise is needed and is not represented within the institution. However, there are other reasons for seeking an external mentor, such as broadening networking possibilities and increasing contacts with others in the field. Distance mentoring can be a convenient way to work with a mentor or mentee. But as described in the section on [effective communication](#), the caveat is that e-mail communication comes with an element of risk. If the message is not carefully written, recipients can misunderstand the message or its tone and react in a way that is not expected by the writer. If a relationship has already been established between mentor and mentee, this method of mentoring may be more effective.

Problem Solving

Whenever people work together, there are bound to be times when the relationships are challenged. Disagreements occur in even the best working relationships. In healthy situations, the issues are discussed objectively. Each individual is empowered to state his or her position and feel confident that the other is genuinely listening and wanting to understand. Possible solutions are explored with open minds, and the potential effects of the solutions are considered and weighed. It's an easy process to understand, but more often than not it's incredibly difficult to do. People want what they want, believe what they believe, and value what they value. In this section, our goal is to identify some problems that mentors and mentees have encountered and to suggest potential strategies for resolving each problem.

- [Specific Challenges and Problem-Solving Strategies](#)
- [Practical Tips for Resolving Conflict](#)

Specific Challenges and Problem-Solving Strategies

▼ Providing inadequate direction

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

Strategy: While it is important for the mentor to stay vigilant about his or her actions, this is probably a time when the mentee has to step up and take action. It may be useful for the mentee to talk to peers to get a better picture of the extent of direction they are receiving. When the mentee has a good understanding of the situation and is prepared to discuss it with the mentor, the mentee should do so. Assuming that the mentee has a relationship of trust and uses good communication skills, the mentor will be responsive to the mentee's concerns.

▼ Taking advantage of greater power

Problem: Taking advantage of greater power. It is important that mentors be careful about the requests they make of their mentees, since mentees are inclined to please their mentors and may perceive a request as a demand. In some cases, mentors inadvertently take advantage of their power and have a mentee take on the work of the mentor. In addition to leading to fear and resentment on the part of the mentee, this could increase the mentee's workload and stall progress in his or her career development.

Strategy: It may be that the mentor is unaware of his or her use of power and that a simple conversation will solve the problem; however, it is likely that a third party will be needed to mediate the situation. If possible, the third party should be someone who is senior to both the mentee and the mentor (perhaps a division chief or department chair). A meeting of the mentor, mentee, and mediator will often lead to a positive conclusion.

▼ Dealing with conflicting demands

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

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

▼ Dealing with conflicting advice

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

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

▼ Lacking commitment

Problem: Lacking commitment. On the one hand, a mentor may find that his or her mentee lacks the motivation and commitment to carry out the considerable work required to develop a successful career in academia. This situation is difficult for both the mentor and mentee because the mentee has a real chance of failing and because the mentor may believe that he or she has wasted a great deal of valuable time working with the mentee. On the other hand, it is also possible that the mentee feels that the mentor lacks commitment (e.g., the mentor misses meetings or does not respond to a mentee's e-mails). The mentee's frustrations and lack of guidance can inhibit his or her movement toward independence. Because of the differential in power between the mentor and mentee, this problem is difficult to resolve while maintaining a productive and amiable relationship.

Strategy: If a mentee is viewed as lacking commitment, it is important for the mentor to try to discern the cause. It may be that the mentee-mentor match is not working well, or it may be that the mentee has discovered that his or her career focus is no longer appealing. The junior people here tend to be highly motivated and committed to academic careers, so while there may be an occasional case in which there is a real lack of commitment, there is usually another issue underlying the problem and it is the mentor's job to identify it and help resolve it. Conversely, if a mentor is viewed as lacking commitment and is missing meetings and not responding to e-mails, the mentee needs to do something about it. It may be that the mentor is unaware that the mentee is feeling neglected, or it may be that the mentor is so busy with other responsibilities that there is an unfortunate lapse in mentoring. Remembering that individuals who have agreed to be mentors already have a strong commitment to the process, the mentee should raise the issue with the mentor. If it is an especially busy time for the mentor, the mentee can ask if the mentor wants to touch base or have meetings by phone for a few weeks. When discussing a problem such as this, it is helpful to have some solutions to propose.

▼ Neglecting the mentee or the mentor

Problem: Neglecting the mentee or the mentor. It is important to pay appropriate attention to both the mentee and the mentor. Mentees need to respond in a timely fashion to requests and recommendations from their mentors. Mentors need to be available to their mentees on a regular basis but should also be sensitive to the times when their mentees need extra support or feedback.

Strategy: Try to maintain awareness of the other individual and what he or she is experiencing. By being vigilant, you will know when something is up, and you may be able to offer a hand.

▼ Crossing boundaries

Problem: Crossing boundaries. Boundaries—both professional and personal—tend to be sensitive. Crossing boundaries has the unfortunate effect of making both parties uncomfortable and has the potential for creating tension in the mentee-mentor relationship.

Strategy: To avoid this problem, the mentee and mentor should discuss boundaries at the onset of the relationship. Different people may have different ideas about what the boundaries should be. For instance, is it appropriate for a mentor to ask a mentee to babysit? This crosses the line because the power differential between mentee and mentor could result in a perception of coercion. If the issue is work-related (e.g., a mentor asks a mentee to give a talk that the mentor agreed to give), the extent to which a boundary has been crossed is less clear. Being prepared will help avoid problems down the line. It may also be useful for mentees to talk to a peer or a peer's mentors to ask for their perspectives on the issue. As in most other challenges, honest and direct communication can solve a number of problems. However, some boundaries—especially those of a sexual nature—should never be crossed.

▼ Discovering a mismatch between mentor and mentee

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

Strategy: While finding a mismatch is regrettable, it is a problem that is relatively simple to correct. If both the mentor and the mentee believe that a switch is desirable, the mentee can work with his or her division chief, department chair, and even the current mentor to help identify a more appropriate mentor.

▼ Breaching confidentiality

Problem: Breaching confidentiality. Confidentiality is sacrosanct in the mentee-mentor relationship. A breach of confidentiality has the potential for irrevocably rupturing the mentee-mentor relationship. At a minimum, breaching confidentiality will cause considerable damage to the trust established between the mentor and mentee.

Strategy: This is a difficult problem to resolve, so it is best to avoid it altogether. At the onset of the relationship, mentees and mentors need to identify the kinds of things that should be confidential, and

they need to be up-front about what is acceptable and what is not. When one party thinks there is a reason for disclosing confidential information, he or she should talk with the other to obtain permission in advance. If, however, a breach of confidentiality has occurred and you want to preserve the relationship despite the lapse in confidentiality, you can try to rectify the situation. The mentor and mentee should make clear what they thought happened and what they can do to avoid the situation in the future. It is vital not to assume intentionality, and the mentee and mentor should try to rebuild the relationship through communication and negotiation. Rebuilding can occur only if both the mentee and the mentor want to preserve the relationship.

Practical Tips for Resolving Conflict

▼ What are productive methods of addressing conflict or concerns?

The first course of action for the mentor and mentee should always be to talk openly with each other about the issue at hand and to actively listen to what the other person is saying. Preferably, this dialogue will take place face to face (see the section on communication); however, if this is not possible, a telephone conversation may be a reasonable alternative. This recommendation presupposes that the mentor and mentee have developed a positive relationship and a number of conditions are in place.

▼ What methods are not particularly productive?

Written communication through e-mail, instant messaging, and other electronic means is strongly discouraged when mentees and mentors are trying to resolve a problem. Written communication can easily be misunderstood and lead to an escalation of the issue. Moreover, dashing off an e-mail in anger or frustration does not allow individuals the time they need to cool down and think through the situation.

▼ What conditions should be in place to allow for effective discussions of difficult issues?

- A feeling of mutual trust and respect.
- Past experience with open and frequent communication between mentee and mentor.
- An understanding that everyone makes mistakes.
- An ability to see each other as individuals.
- An ability to admit that one doesn't know everything.
- An understanding that there may be a completely unrelated issue that is the underlying cause of the problem.
- A willingness to entertain different ways of handling the issue.
- Sensitivity to cultural, gender, and personality differences that may influence perceptions.
- Attention to the development of communication and problem-solving skills.

▼ What steps should be taken to discuss the issue?

- Identify an appropriate space for discussion.
- Agree to ground rules.
- Specify needs clearly.
- Be flexible in ways of handling the problem.
- Develop a solution that works for both the mentor and the mentee.

▼ What should be done if the issue has not been resolved?

One way to proceed is through mediation, which involves bringing the issue to another party to help resolve the dispute. This is a well-accepted method for resolving problems, and taking advantage of this method should not be viewed as weakness on anyone's part. Sometimes, another set of eyes and ears is needed to make headway. This tends to be a more formal process.

▼ Who should be the mediator?

The mediator should be an objective, neutral, third party whose judgment both the mentor and the mentee respect and trust. Although the third party may be a colleague, advisor, or peer, it is recommended that the selected mediator be senior to both the mentee and the mentor and have administrative or supervisory oversight of both of them, as is usually the case with a department chair or division chief.

▼ Once the issue has been resolved, is there a way to learn from it?

A useful tool for taking something positive from a difficult experience is reflection. Reflection is the act of thinking carefully and intently about what happened, how it made the participants feel, if there was a way to avoid the situation altogether, and if there is a better way to have handled it. For a sample guide about reflection, [click here](#).

Resources on the Web

University of Pittsburgh Resources

- [Clinical and Translational Science Institute \(CTSI\)](#)
- [Faculty Resources](#)
- [Institute for Clinical Research Education \(ICRE\)](#)
- [Office of Academic Career Development](#)
- [Office of Clinical Research](#)
- [Postdoctoral Services](#)
- [Research Resources](#)

Other Resources

- [American Psychological Association: Centering on Mentoring](#)
- [American Psychological Association: Responsible Mentoring of Researchers](#)
- [Association for Women in Science: Getting the Most out of Your Mentoring Relationships](#)
- [Association of American Medical Colleges: Compact between Postdoctoral Appointees and Their Mentors](#)
- [Federation of American Societies for Experimental Biology: Individual Development Plan for Postdoctoral Fellows](#)
- [Howard Hughes Medical Institute: Entering Mentoring—A Seminar to Train a New Generation of Scientists](#)
- [MentorNet: The E-Mentoring Network for Diversity in Engineering and Science](#)
- [National Academy of Sciences: Advisor, Teacher, Role Model, Friend-On Being a Mentor to Students in Science and Engineering](#)
- [National Institutes of Health: A Guide to Training and Mentoring in the Intramural Research Program at NIH](#)
- [National Institutes of Health: NIH Postdoc Handbook](#)
- [National Research Mentoring Network \(NRMN\)](#)

References

- Argyris C. Teaching smart people how to learn. *Harv Bus Rev.* 1991;69(3):99-109.
- Bennis WG, Thomas RJ. *Geeks and Geezers: How Era, Values, and Defining Moments Shape Leaders.* Boston, MA: Harvard Business School Press; 2002.
- Benor D. Faculty development, teacher training, and teacher accreditation: twenty years from now. *Med Teacher.* 2000;22:503-12.
- Benson CA, Morahan PS, Sachdeva AK, Richman RC. Effective faculty preceptoring and mentoring during reorganization of an academic medical center. *Med Teacher.* 2002;24:550-7.
- Berk RA, Berg J, Mortimer R, Walton-Moss B, Yeo TP. Measuring the effectiveness of faculty mentoring relationships. *Acad Med.* 2005;80:66-71.
- Bickel J. *Mentors: Overcoming the Shortage of Women in Medicine: Getting In, Growing, and Advancing.* Thousand Oaks, CA: Sage; 2000.
- Bickel J, Wara D, Atkinson BF, Cohen LS, Dunn M, Hostler S, Johnson TR, Morahan P, Rubenstein AH, Sheldon GF, Stokes E. Increasing women's leadership in academic medicine: report of the AAMC Project Implementation Committee. *Acad Med.* 2002;77:1043-61.
- Bland CJ. Maximize mentoring benefits and avoid mentoring landmines. <https://www.slideserve.com/mackenzie/maximize-mentoring-benefits-and-avoid-mentoring-landmines> Accessed October 24, 2019.
- Bland CJ, Chou SN. The productive organization. In: Ridky J, Sheldon GE, eds. *Managing in Academics: A Health Center Model.* St. Louis, MO: Quality Medical Publishing; 1993:130-58.
- Bland CJ, Ruffin MT. Characteristics of a productive research environment: literature review. *Acad Med.* 1992;67:385-97.
- Bligh J. Mentoring: an invisible support network. *Med Educ.* 1999;33:2-3.
- Bogdewic SP, Baxley EG, Jamison PK. Leadership and organizational skills in academic medicine. *Fam Med.* 1997;29:262-5.
- Bower DJ, Diehr S, Morzinski JA, Simpson DE. Support-challenge-vision: a model for faculty mentoring. *Med Teacher.* 1998;20:595-7.
- Buron RJ, McDonald-Mann D. *Giving Feedback to Subordinates.* Greensboro, NC: Center for Creative Leadership (CCL) Press; 1999.
- Burroughs Wellcome Fund and Howard Hughes Medical Institute. *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty.* 2nd ed. Research Triangle Park, NC, and Chevy Chase, MD: Burroughs Wellcome Fund and Howard Hughes Medical Institute; 2006. <https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/Making%20the%20Right%20Moves/moves2.pdf>. Accessed October 24, 2019.
- Carr PL, Bickel J, Inui TS, eds. *Taking Root in a Forest Clearing: A Resource Guide for Medical Faculty.* Boston, MA: Boston University School of Medicine, 2004. http://www.bu.edu/cms/www.bumc.bu.edu/busm-osa/files/Resource_Guide/Resource_Guide_For_Faculty.pdf. Accessed October 24, 2019.
- Castiglioni A, Bellini LM, Shea JA. Program directors' views of the importance and prevalence of mentoring in internal medicine residencies. *J Gen Intern Med.* 2004;19:779-82.
- Chew LD, Watanabe JM, Buchwald D, Lessler DS. Junior faculty's perspective on mentoring. *Acad Med.* 2003;78:652.
- Clark D. Communication and leadership. <http://www.nwlink.com/~donclark/leader/leadcom.html>. Accessed October 24, 2019.
- Connor MP, Bynoe AG, Redfern N, Pokora J, Clarke J. Developing senior doctors as mentors: a form of continuing professional development. *Med Educ.* 2000;34:747-53.
- Coyle YM, Aday LA, Battles JB, Hynan LS. Measuring and predicting academic generalists' work satisfaction: implications for retaining faculty. *Acad Med.* 1999;74:1021-7.
- Dalox LA. *Effective Teaching and Mentoring.* San Francisco, CA: Jossey-Bass; 1986.

- Daugird AJ, Arndt JE, Olson PR. A computerized faculty time-management system in an academic family medicine department. *Acad Med.* 2003;78:129-36.
- Demmy TL, Kivlahan C, Stone TT. Physicians' perceptions of institutional and leadership factors influencing their job satisfaction at one academic medical center. *Acad Med.* 2002;77:1235-40.
- Garman KA, Wingard DL, Reznick KV. Development of junior faculty's self-efficacy: outcomes of a national center of leadership in academic medicine. *Acad Med.* 2001;76(10 Suppl):S74-6.
- Grady-Weliky T, Kettyle C, Hundert E. New light on needs in the mentor-mentee relationship. In: Wear D, Bickel J, eds. *Educating for Professionalism: Creating a Culture of Humanism in Medical Education.* Iowa City, IA: University of Iowa Press; 2000.
- Handeleman J, Pfund C, Lauffer S, Pribbenow C. *Entering Mentoring: A Seminar to Train a New Generation of Scientists.* Board of Regents of the University of Wisconsin System, 2005.
- Hitchcock MA, Bland CJ, Hekelman FP, Blumenthal MG. Professional networks: the influence of colleagues on the academic success of faculty. *Acad Med.* 1995;70:1108-16.
- Howe N, Strauss W. *Millennials Rising.* New York, NY: Vintage; 2000.
- Jackson VA, Palepu A, Szalacha L, Caswell C, Carr PL, Inui T. "Having the right chemistry": a qualitative study of mentoring in academic medicine. *Acad Med.* 2003;78:328-34.
- Karp H, Fuller C, Sirias D. *Bridging the Boomer-Xer Gap: Creating Authentic Teams for High Performance at Work.* Palo Alto, CA: Davies-Black; 2002.
- Kennedy MM. Someone promised mentors: will you deliver? *Physician Exec.* 2001;27(2):77-9.
- King MF. *On the Right Track: A Manual for Research Mentors.* Washington, DC: Council of Graduate Schools; 2003.
- Kirkland K, Manoogian S. *Ongoing Feedback: How to Get It, How to Use It.* Greensboro, NC: Center for Creative Leadership (CCL) Press; 1998.
- Lancaster L, Stillman D. *When Generations Collide.* New York, NY: Harper; 2002.
- Levine RS, Hebert RS, Wright SM. The three-headed mentor: rethinking the classical construct. *Med Educ.* 2003;37:486.
- Levy BD, Katz JT, Wolf MA, Sillman JS, Handin RI, Dzau VJ. An initiative in mentoring to promote residents' and faculty members' careers. *Acad Med.* 2004;79:845-50.
- Limacher M, Zaher CA, Walsh MN, Wolf WJ, Douglas PS, Schwartz JB, Wright JS, Bodycombe DP. The ACC professional life survey: career decisions of women and men in cardiology. *J Am Coll Cardiol.* 1998;32:827-35.
- Linney BJ. Characteristics of good mentors. *Physician Exec.* 1999;25(3):70-2.
- Mark S, Link H, Morahan PS, Pololi L, Reznick V, Tropez-Sims S. Innovative mentoring programs to promote gender equity in academic medicine. *Acad Med.* 2001;76:39-42.
- McMurray JE, Cohen M, Angus G, Harding J, Gavel P, Horvath J, Paice E, Schmittiel J, Grumbach K. Women in medicine: a four-nation comparison. *J Am Med Womens Assoc.* 2002;57:185-90.
- McMurray JE, Linzer M, Konrad TR, Douglas J, Shugerman R, Nelson K. The work lives of women physicians: results from the Physician Work Life Study. *J Gen Intern Med.* 2000;15:372-80.
- Morzinski JA, Diehr S, Bower DJ, Simpson DE. A descriptive, cross-sectional study of formal mentoring for faculty. *Fam Med.* 1996;28:434-8.
- Morzinski JA, Fisher JC. An evaluation of formal mentoring studies and a model for their improvement. *Eval Pract.* 1996;17:43-56.
- Morzinski JA, Simpson DE. Outcomes of a comprehensive faculty development program for local, full-time faculty. *Fam Med.* 2003;35:434-9.
- Moye LA. *Finding Your Way in Science: How You Can Combine Character, Compassion, and Productivity in Your Research Career.* Victoria, British Columbia: Trafford Publishing; 2004.
- Murrell A, Crosby F, Ely R. *Mentoring Dilemmas: Developmental Relationships within Multicultural Organizations.* Mahwah, NJ: Lawrence Erlbaum; 1999.
- National Academy of Sciences. *Enhancing the Postdoctoral Experience for Scientists and Engineers: A Guide.* Washington, DC: National Academy of Sciences; 2000.

- National Academy of Sciences, National Academy of Engineering, Institute of Medicine. Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering. Washington, DC: National Academies Press; 1997. http://books.nap.edu/catalog.php?record_id=5789. Accessed October 24, 2019.
- Neumayer L, Levinson W, Putman C. Mentors for women in surgery and their effect on career advancement. *Curr Surg*. 1995;52:163-6.
- Osborn TM, Waeckerle JF, Perina D, Keyes LE. Mentorship: through the looking glass into our future. *Ann Emerg Med*. 1999;34:285-9.
- Parkerton PH, Wagner EH, Smith DG, Straley HL. Effect of part-time practice on patient outcome. *J Gen Intern Med*. 2003;18:717-24.
- Peddy S. *The Art of Mentoring: Lead, Follow and Get Out of the Way*. Houston, TX: Bullion Books; 1998.
- Pinsky L, Fryer-Edwards K. Diving for PERLS: working and performance portfolios for evaluation and reflection on learning. *J Gen Intern Med*. 2004;19:582-7.
- Pololi LH, Knight SM, Dennis K, Frankel RM. Helping medical school faculty realize their dreams: an innovative, collaborative mentoring program. *Acad Med*. 2002;77:377-84.
- Rabatin JS, Lipkin M Jr, Rubin AS, Schachter A, Nathan M, Kalet A. A year of mentoring in academic medicine: case report and qualitative analysis of 15 hours of meetings between a junior and senior faculty member. *J Gen Intern Med*. 2004;19:569-73.
- Ragins B, Cotton J. Gender and willingness to mentor in organizations. *J Management*. 1993;19:97-111.
- Roth LM. The champions project: a two-tiered mentoring approach to faculty development. *Acad Med*. 2000;75:553-4.
- Senge P, Kleiner A, Roberts C, Ross R, Roth G, Smith B. *The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations*. New York, NY: Doubleday; 1998.
- Steiner JF, Curtis P, Lanphear BP, Vu KO, Main DS. Assessing the role of influential mentors in the research development of primary care fellows. *Acad Med*. 2004;79:865-72.
- Sternbergh B, Weitzel S. *Setting Your Developmental Goals: Start with Your Values*. Greensboro, NC: Center for Creative Leadership (CCL) Press; 2001.
- Stone D, Patton P, Heen S. *Difficult Conversations: How to Discuss What Matters Most*. London, UK: Penguin; 1999.
- Thomas DA. The truth about mentoring minorities: race matters. *Harv Bus Rev*. 2001;79:99-107.
- Thomas DA, Gabarro J. *Breaking Through: The Making of Minority Executives in Corporate America*. Boston, MA: Harvard Business School Press; 1999.
- University of Michigan, the Rackham School of Graduate Studies. *How to Get the Mentoring You Want: A Guide for Students at a Diverse University*. <http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>. Accessed October 24, 2019.
- University of Michigan, the Rackham School of Graduate Studies. *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University*. <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>. Accessed October 24, 2019.
- Vaillaint G. *Aging Well*. New York, NY: Little, Brown; 2002.
- Weitzel S. *Feedback That Works: How to Build and Deliver Your Message*. Greensboro, NC: Center for Creative Leadership (CCL) Press; 2002.
- Wilkerson L, Irby D. Strategies for improving teaching practices: a comprehensive approach to faculty development. *Acad Med*. 1998;73:387-96.
- Windish DM, Knight AM, Wright SM. Clinician-teachers' self-assessments vs learners' perceptions. *J Gen Intern Med*. 2004;19:554-7.
- Woessner R, Honold M, Stehr SN, Steudel WI. Support and faculty mentoring programmes for medical students in Germany, Switzerland, and Austria. *Med Educ*. 2000;34:480-2.

- Wong EY, Bigby J, Kleinpeter M, Mitchell J, Camacho D, Dan A, Sarto G. Promoting the advancement of minority women faculty in academic medicine: the national centers of excellence in women's health. *J Womens Health Gend Based Med.* 2001;10:541-50.
- Wright SM, Carrese JA. Serving as a physician role model for a diverse population of medical learners. *Acad Med.* 2003;78:623-8.
- Zachary L. *The Mentor's Guide: Facilitating Effective Learning Relationships.* San Francisco, CA: Jossey-Bass; 2000.
- Zemke R, Raines C, Filipczak B. *Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace.* New York, NY: Amacom; 2000.