

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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Professional development

1. Brainstorming Mentor Roles in Professional Development
2. Reviewing Individual Development Plans and Mentoring Plans
3. Using the Individual Development Plans and Mentoring Plans
4. Discussing Mentor Roles in Professional Development
5. Revising Individual Development Plans and Mentoring Plans
6. Life Changes
7. Using Individual Development Plans and Mentoring Plans to Guide Conversation
8. Promoting Professional Development Full Session
9. Choosing a Different Path
10. Mentors Supporting Professional Development
11. Specifics About Expectations
12. Expectations Align
13. Advising Mentees Work-Life Balance

Learning Objective:

Mentors will learn to identify the roles mentors play in the overall professional development of their mentees

Activity

Brainstorming Mentor Roles in Professional Development (30 min)

- **ASK (10 min):** In pairs, list all of the roles mentors can or should play in the professional development of their mentee, beyond research training.
- **DISCUSS (15 min)** in a large group the roles each pair listed. You may want to record the ideas generated in this discussion on a whiteboard or flip chart.
- **NOTE:** Some elements of professional development include:
 1. Networking—social and professional
 2. Finding funding
 3. Managing staff
 4. Time management
 5. Writing
 6. IRB protocol development
 7. Career path guidance
 8. Leadership skills
 9. Work-life balance
 10. Public speaking
 11. Research Ethics
- **DISCUSS (5 min)** in a large group the following questions:
 - Which of the roles on the list are the most important? Why?
 - Are there some roles on the list that should not be the mentor's concern? Why?

Learning Objective:

Mentors will learn to develop a strategy for guiding professional development using a written document

Activity

Reviewing Individual Development Plans and Mentoring Plans (15 min)

- **REVIEW (15 min):** Individually, mentors review example plans individually and make note on them to indicate which aspects of the plans they would like to adopt for use with their own mentees. Some mentors may already use such plans and may wish to share their own versions.

Learning Objective:

Mentors will learn to initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies

Activity

Using the Individual Development Plans and Mentoring Plans

- **ACTIVITY (15 min):** In pairs, mentors share specific ways they could introduce the idea of an individual development plan to their mentee and how the completed plan can be used to navigate the mentoring relationship.
- **FOLLOW-UP ACTIVITY:** Mentors should choose or adapt one formal one an individual development plan and ask their mentee to complete it annually (at a minimum). The completed plan should be used to guide a conversation between mentor and mentee about professional development needs and expectations.
- **NOTE:** These plans are an important step towards creating some form of expectations document that can be used to initiate a discussion on goals and expectations with mentees. Mentoring compacts, like those included in the “Aligning Expectations” session can be utilized in concert with these IDPs 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>
- http://cte.uwaterloo.ca/teaching_resources/tips/self-directed_learning_learning_contracts.html

Learning Objective:

Mentors will learn to identify the roles mentors play in the overall professional development of their mentees

Activity

Discussing Mentor Roles in Professional Development (30 min)

Have mentors discuss the ways in which their own mentors supported and promoted their professional development in the past (or that they wish their mentors had done). You may want to record the ideas generated in this discussion on a whiteboard or flip chart.

Learning Objective:

Mentors will learn to develop a strategy for guiding professional development using a written document

Activity

Revising Individual Development Plans and Mentoring Plans

Ask mentors to revise the draft compact they created in the Expectations session to include more specifics about professional development expectations.

Learning Objective:

Mentors will learn to engage in open dialogue on balancing competing demands, needs, and interests of mentors and mentees

Case Study

Life Changes

Your mentee had been productive with manuscripts and pilot grants, but over the last year your mentee's mother was diagnosed with and recently died from pancreatic cancer. Prior to her diagnosis and illness, the mentee's mother provided substantial support for the mentee's family including childcare, cooking, and general support. This life event has put the mentee's productivity on a slower course, and your mentee needs support to complete a pilot project for future funding from the NIH. What is your advice?

Guiding Questions for Discussion:

1. What are the main themes raised in this case study?
2. To what extent should mentors have a role in helping mentees with work-life balance?
3. How have you as a mentor dealt with similar situations?

Learning Objective:

Mentors will learn to initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies

Activity

Using Individual Development Plans and Mentoring Plans to Guide Conversation

Have mentors use the revised expectations compact created in the Expectations session as a guide to conversation with their mentee about professional development. Ask mentors to make certain their expectations are in alignment with those of their mentee after this conversation.

Promoting Professional Development

OVERVIEW, LEARNING OBJECTIVES, AND ACTIVITIES

Introduction

The ultimate goal of most mentoring situations is to enable the mentee to identify and achieve some academic and professional outcomes after the training period. Along the way, there are many objectives to be achieved, all of which must be consciously considered so they do not get lost or forgotten. Non-research professional development activities are sometimes seen as distractions from the core business of doing research, but are often critically important to identifying and successfully meeting the mentee's long-term career objectives.

Learning Objectives

Mentors will have the knowledge and skills to:

1. Identify the roles mentors play in the overall professional development of their mentees
2. Develop a strategy for guiding professional development using a written document
3. Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies
4. Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees (e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.)

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

	Learning Objectives	Core Activities	Additional Activities
1	Identify the roles mentors play in the overall professional development of their mentees	Mentors brainstorm a list of the roles mentors play in the professional development of their mentees beyond research, then rank them in order of importance (Activity #1)	Mentors discuss the ways in which their own mentors supported and promoted their professional development in the past (Activity #5) Mentors review and discuss Case #2: <i>Mum's the Word</i> (Activity #6)
2	Develop a strategy for guiding professional development using a written document	Mentors review and discuss three different documents that could be used as guides to create Individual Development Plans (IDPs) (Activity #2)	Mentors revise the draft compact they created in the <i>Expectations</i> session to include more specific expectations for professional development (Activity #7)
3	Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies	Mentors use the written professional development plan created in Activity #2 as a guide for a conversation with their mentee about career development (Activity #3)	Mentors use the revised expectations compact created in the <i>Expectations</i> session to guide a conversation with their mentee about career development (Activity #8)
4	Engage in open dialogue on balancing competing demands, needs, and interests of mentors and mentees (e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.)	Mentors read and discuss Case #1: <i>To Be or Not to Be a PI</i> (Activity #4)	Mentors read and discuss Case #3: <i>Life Changes</i> (Activity #9) Mentors read and discuss Case #4: <i>Looking for Balance</i> (Activity #10)

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

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FACILITATION GUIDE

Recommended Session on Promoting Professional Development (90 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 *Professional Development* (page 83)
 - ▷ Copies of the three example *Individual Development Plans* (pages 89–98)
 - ▷ Copies of the *Professional Development Case #1: To Be or Not to Be a PI* (page 88) and the additional cases if desired (pages 99–100)
 - ▷ Copies of the annotated bibliography *References for Navigating the Work-Family Interface* (pages 101–103)

Introduction (10 min)

- ▶ REFLECTION: Ask mentors to write down any new mentoring activities they have engaged in since the last session. If none, they should write down something they are thinking about regarding their mentoring relationship based on the previous session.
- ▶ TELL: Review the introduction and learning objectives for the session.

Objective 1: Identify the roles mentors play in the overall professional development of their mentees (30 min)

- ▶ ACTIVITY #1: Brainstorming Mentor Roles in Professional Development
 - ▷ ASK (10 min): In pairs, list all of the roles mentors can or should play in the professional development of their mentee, beyond research training.
 - ▷ DISCUSS (15 min) in a large group the roles each pair listed. You may want to record the ideas generated in this discussion on a whiteboard or flip chart.
 - ▷ NOTE: Some elements of professional development include:
 1. Networking—social and professional
 2. Finding funding
 3. Managing staff
 4. Time management
 5. Writing
 6. IRB protocol development
 7. Career path guidance
 8. Leadership skills
 9. Work-life balance
 10. Public speaking
 11. Research Ethics

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

- ▷ DISCUSS (5 min) in a large group the following questions:
 - ▷ Which of the roles on the list are the most important? Why?
 - ▷ Are there some roles on the list that should not be the mentor's concern? Why?

Objective 2: Develop a strategy for guiding professional development using a written document (15 min)

- ▶ ACTIVITY #2: Reviewing Individual Development Plans and Mentoring Plans
 - ▷ REVIEW (15 min) individually: Mentors review example plans individually and make notes on them to indicate which aspects of the plans they would like to adopt for use with their own mentees. Some mentors may already use such plans and may wish to share their own versions.

Objective 3: Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies (15 min)

- ▶ ACTIVITY #3: Using the Individual Development Plans and Mentoring Plans
 - ▷ ACTIVITY (15 min) in pairs: Mentors share specific ways they could introduce the idea of an individual development plan to their mentee and how the completed plan can be used to navigate the mentoring relationship.
 - ▷ FOLLOW-UP ACTIVITY: Mentors should choose or adapt one formal one an individual development plan and ask their mentee to complete it annually (at a minimum). The completed plan should be used to guide a conversation between mentor and mentee about professional development needs and expectations.
 - ▷ NOTE: These plans are an important step towards creating some form of expectations document that can be used to initiate a discussion on goals and expectations with mentees, Mentoring compacts, like those included in the “Aligning Expectations” session can be utilized in concert with these IDPs 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>
 - http://cte.uwaterloo.ca/teaching_resources/tips/self-directed_learning_learning_contracts.html

Objective 4: Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees (20 min)

- ▶ ACTIVITY #4: Case Study
 - ▷ Distribute *Professional Development Case #1: To Be or Not to Be a PI* and let participants read the case individually for two to three minutes.
 - ▷ DISCUSS (17 min) in a large group. You may want to record the ideas generated in this discussion on a whiteboard or flip chart. Use the guiding questions following the case study. Additional questions are listed below:
 1. What are the responsibilities of the mentor to every mentee, regardless of career path?
 2. To what extent are the differing value systems of the mentor and mentee a factor in their relationship?
 3. Do the genders of the mentee and mentor affect your assessment of this case?

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4. How do issues of socialization arise in this case study? What does it look like to belong to the academic enterprise?
 5. How might non-research interests and personal goals or obligations play into a mentee's decision of career path? How might the mentor draw these factors out in discussion?
 6. How can the concept of workforce flexibility be translated for scientists in clinical and translational research?
 7. How could issues of the dual-career family play into this mentee's decision and thus influence the discussion?
- ▷ NOTE: Encourage mentors to return to their compact (if applicable) and include text on how both they and the mentee are expected to communicate a sudden change in the work plan due to health issues, family issues, etc., and how they will move forward.

Promoting Professional Development

Case #1: To Be or Not to Be a PI

You are currently mentoring two post-doctoral scholars in your research group. Both are very talented and hard-working; however, one has made it clear that his career goals do not include becoming a PI. The other scholar has her heart set on being a PI in the future. Lately, you find yourself spending more time giving professional development advice to the post-doc who intends to become a PI. You rationalize this by saying that you are more familiar with this career path and thus have more to offer. Secretly you worry that you are writing off the other scholar, believing that he is not worth your time and advice if he is leaving the PI track.

Guiding Questions for Discussion

1. What are the main themes raised in this case study?
2. What should the mentor do now? What value judgments are being made by the mentor?
3. How might non-research interests and personal goals or obligations play into a mentee's decision of career path? How might the mentor draw these factors out in discussion? What has driven the mentee away from this career path? Does he feel he belongs?

*From Pfund, et al. Mentor Training for Clinical and Translational Researchers (2012).
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Example #1: Individual Development Plan (IDP)

1. Name _____

2. Date _____

3. Academic Series and Rank

Ladder Rank	Assistant
In-Residence	Associate
Adjunct	Professor
Clinical	
Health Science Clinical	

4. Primary Mentor _____

Additional Mentor(s) _____

5. Identify Personal and Institutional Long-Term Goals

Why did you decide to work at a medical school?

What do you personally hope to accomplish in your career?

List your Academic Series requirements (see Academic Criteria for Series).

List other goals discussed with Chair/Division head.

6. Areas of Focus: Definition and Distribution of Effort

The following five areas of focus generally describe the areas where faculty direct their efforts to successfully accomplish their personal, institutional, and academic series goals.

► **Teaching—Excellence in Education**

Teaching, student advising, continuing medical education (CME), new course development

► **Research/Creative Activity—Leadership in Innovative Research**

Conducting basic science and/or clinical research, presentations, publications, application for and receipt of grant support, copyrights and patents, editing, peer review

► **Clinical Care—State-of-the-Art Clinical Care**

Direct patient care, chart review, related clinical activities, clinical budget performance

► **Service—Leadership in Governance**

Participation or leadership in governance, committee membership, collegial activities (Suggested service priority: Department, SOM, UCDHS, University, Professional, Community)

► **Self-Development—Networking, Work-Life Balance, and Additional Mentors**

Faculty Development activities, leadership programs, CME training, earning advanced degrees, participation in professional academic associations or societies, developing professional contacts, consulting in one's field, expanding network contacts, balancing work and personal life, utilizing additional mentors in specific areas of focus

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Distribution of Effort

Estimate the hours per week spent in each focus area, then list the percentage of total duties.

Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Service		
Self-Development		
Total		

7. Specific Goals in Focus Areas

Complete the focus areas that specifically apply to the criteria for your academic series that will help you accomplish your personal and institutional long-term goals.

Teaching

Year in Review: Please list last year's goal(s) and significant accomplishments (teaching appointments, invitations, course or program improvements, etc.). If the goals were not met, explain and identify barriers.

Upcoming year's teaching goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

Research/Creative Activities

Year in Review: Please list last year's goal(s) and significant accomplishments (major publications, grants, presentations, invitations, etc.). If the goals were not met, explain and identify barriers.

Identify in a single sentence the focus of your scholarly activity:

Upcoming year's research goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

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

Clinical Care

Year in Review: Please list last year's goal(s) and significant accomplishments (exceptional patient care, development of new techniques, clinical programs, etc.). If the goals were not met, explain and identify barriers.

Upcoming year's patient care goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goals:

Service

Recommended service priority: Department, School, University, Professional, and Community.

Year in Review: Please list last year's goal(s) and significant accomplishments. If the goals were not met, explain and identify barriers.

Upcoming year's administration goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal:

Identify barriers to achieving new goal(s):

Self-Development (Networking, Work-Life Balance, Additional Mentors)

Year in Review: Please list year's goal(s) and significant accomplishments. If the goal were not met, explain and identify barriers.

Upcoming year's self-development goal(s):

Identify resources, collaborators, and time commitment needed to achieve goal(s):

Identify barriers to achieving new goal(s):

8. Optimal Distribution of Effort

Revisit the table, "Distribution of Effort," in step 6. Create a new Optimal Distribution of Effort table, taking into account your specific goals listed in step 7.

*From Pfund, et al. Mentor Training for Clinical and Translational Researchers (2012).
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Focus Area	# Hrs/Week	% of Total Duties
Teaching		
Research		
Clinical Care		
Service		
Self-Development		
Total		

9. We have met and discussed this annual Individual Development Plan (IDP).

Mentee _____

Date _____

Mentor _____

Date _____

Adapted from IDP form presented by Russell G. Robertson, MD, Medical College of Wisconsin. 2004 AAMC Faculty Affairs Professional Development Conference. www.ucdmc.ucdavis.edu/facultydev/docs/NewCareerMntrgIDP.rtf (accessed May 15, 2010)

Example #2: Mentoring Plan Worksheet

Your Goals

Prior to meeting with your mentor, 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 submit an NIH career development grant application” and a long-term goal might be “to have enough publications for promotion to Associate Professor.”

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

Potential Mentors

Identify people who can assist you in meeting your goals. These can be mentors internally or at other institutions. For each potential mentor, identify objectives, develop a list of what you can offer, and propose outcomes. *A blank grid is included 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.

Approaching Mentors

We suggest that you first approach mentors by sending an email 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.

Identify Mentorship Needs

Identify competencies that you will need to gain expertise in (see 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 page 119 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 career	Managing staff
Leading teams	Preparing for promotion
Cultural competence	Navigating institution

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Managing care	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
Organizational dynamics	

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 Name	Objectives (e.g., understand how to manage multi-site research projects)	What I can offer (e.g., grant writing, publications)	Outcomes (e.g., submit multi-center research grant proposal)

Adapted from Ann J. Brown, MD MHS, Vice Dean for Faculty, Duke University School of Medicine. www.hr.duke.edu/training/resources/mentoring/templates.php (accessed February 25, 2012)

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Example #3: Mentoring Worksheet

Mentor: _____ Mentee: _____

Date of Meeting: _____

Goal: Teaching Goal Met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

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

Goal: Clinical Care Goal Met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

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

Goal: Research Goal Met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

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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): _____

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: _____

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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): _____

Goal: Additional Mentors Goal met Making Progress No Progress

Accomplishments: _____

Obstacles: _____

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

University of California, Davis
www.ucdmc.ucdavis.edu/facultydev/pdfs/NewCareerMtrgMentoringUpdateWkst.doc
(accessed May 15, 2010)

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Name _____

Lab Planning Document for Post-Doctoral Scholars

Annual Planning Document

1. Current research activities

Project title	Central hypothesis	Key experiments	Collaborators

2. Publications

Paper title	Authors	Target journal	Main point	Target submission date

3. Grants

Agency/ Program	Project goal	Specific aims	Target submission date

3. Career goals and training

Ideal job description to attain	Training to attain ideal job	Needs to attain goals

4. Training plan for the next year

Created by Dr. Jo Handelsman, Professor of Molecular, Cellular and Developmental Biology, Yale University

*From Pfund, et al. Mentor Training for Clinical and Translational Researchers (2012).
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Additional Activities (if time allows)

Objective 1; Activity #5

Have mentors discuss the ways in which their own mentors supported and promoted their professional development in the past (or that they wish their mentors had done). You may want to record the ideas generated in this discussion on a whiteboard or flip chart.

Activity #6

Case #2: Mum's the Word

Jack and Jill are graduate students in Biology, working at the same university but in different labs. They are friends and frequently discuss their projects, which are often along similar lines. One day, Jill tells Jack about her progress and discloses a lot of details about her experimental design and data. However, she mentions to Jack that she has gotten stuck and can't move forward because her lab doesn't have the resources to move her work along. Jack, as it turns out, is not only very interested in Jill's work, but his lab is well supported, and his mentor likes him and would support Jack's ideas. Without telling Jill, Jack spends the next few months working out his own version of Jill's experiment with great support from his mentor. He then publishes an important paper which Jill had no idea about until she sees it appear in a high-impact journal. Jill proceeds to share this information with Jack's mentor.

Adapted from CTSPedia.org, Clinical Research Ethics Educational Materials (John Banja, PhD, Emory University)

Guiding Questions for Discussion

1. What are the responsibilities of mentors to educate their trainees about the ethics of research collaboration and authorship?
2. How can a mentor model these behaviors?
3. As Jack's mentor, how would you follow-up with Jack? Should there also be follow-up with Jill and her mentor?

Objective 2; Activity #7

Ask mentors to revise the draft compact they created in the *Expectations* session to include more specifics about professional development expectations.

Objective 3; Activity #8

Have mentors use the revised expectations compact created in the *Expectations* session as a guide to conversation with their mentee about professional development. Ask mentors to make certain their expectations are in alignment with those of their mentee after this conversation.

Objective 4; Activity #9

Case #3: Life Changes

Your mentee had been productive with manuscripts and pilot grants, but over the last year your mentee's mother was diagnosed with and recently died from pancreatic cancer. Prior to her diagnosis and illness, the mentee's mother provided substantial support for the mentee's family including

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childcare, cooking, and general support. This life event has put the mentee's productivity on a slower course, and your mentee needs support to complete a pilot project for future funding from the NIH. What is your advice?

Adapted from the University of California, San Francisco, Clinical Translational Science Institute (CTSI), Mentor Development Program. <http://ctsi.ucsf.edu/training/mdp-cases> (accessed May 14, 2010)

Guiding Questions for Discussion

1. What are the main themes raised in this case study?
2. To what extent should mentors have a role in helping mentees with work-life balance?
3. How have you as a mentor dealt with similar situations?

Objective 4; Activity #10

Case #4: Looking for Balance

Dr. Feinstein is a 32-year-old Assistant Professor on the tenure track who joined the faculty five years ago and became a KL2 scholar two years ago. Dr. Feinstein's wife is expecting their first child and he would like to request a three-month parental leave. However, Dr. Feinstein has not raised this issue with his mentor, a 60-year-old Professor, whom he senses is already growing frustrated that he does not put in the number of hours that his generation did when they were coming up. Additionally, Dr. Feinstein has heard a rumor that his mentor is considering mentoring a new K-scholar this spring. Dr. Feinstein has heard that this new scholar is a real "go-getter" working 70–80 hours a week. Dr. Feinstein fears this new scholar will make him look as if he is not serious about his research career.

Adapted from the University of California, San Francisco, Clinical Translational Science Institute (CTSI), Mentor Development Program. <http://ctsi.ucsf.edu/training/mdp-cases> (accessed May 14, 2010)

Guiding Questions for Discussion

1. What are the main themes raised in this case study?
2. Discuss the role of the mentee's gender. How is maternity leave treated differently than paternity leave?
3. How can the concept of workforce flexibility be translated for scientists in clinical and translational research?

Note: This case is taken from the mentee's perspective, providing mentors a slightly different lens.

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

References for Navigating the Work-Family Interface

Below is a list of articles on the work-family and work-life interface. This list is intended to be a contemporary perspective on themes in the literature, not an exhaustive review.

Barnett, R.C. and J.S. Hyde. 2001. Women, men, work, and family: An expansionist theory. *American Psychologist* 56:781–796.

The authors describe and evaluate traditional theories of gender, work, and family and then proposed a broader contemporary expansionist theory that challenges classical assumptions. Included are four empirically derived and testable principles that contribute to benefits for individuals. Multiple roles, in general, improve one's mental health, physical health, and relationship health. Several processes, including buffering, income, social support, and expanded frame of reference. Conditions such as role quality and time demand. Psychological gender differences are not large or absolute, are a product of cultural norms, and continue to change over time.

Chen, Z., Powell, G.N. Powell, and J.H. Greenhaus. 2009. Work-to-family conflict, positive spillover, and boundary management: a person-environment fit approach. *Journal of Vocational Behavior* 74:82–93.

Using a “person-environment fit approach,” this study examined employees' and employers' perspectives on preferences for segmenting one's work and home life. Using a sample of 528 management employees, the authors asked if greater congruence between roles resulted in decreased work-to-family conflict and greater positive spillover. They found that individuals who experience a work environment that is congruent with their preferences for keeping work at work had lower stress related to time with work or family and less conflict at home due to work; but less carryover of positive emotion from work to home. The authors offer several considerations for employers to facilitate congruence. For instance, if employees prefer greater segmentation between work and home life and are experiencing time-based conflict, employers should reconsider the number of interruptions and how they are handled (e.g., expectation for quick response to email messages, no matter when they are sent or where they are received). Work-to-family spillover may be augmented by offering programs such as seminars for employees who are parents of pre-college-age children or are caring for aging relatives. Instrumental positive spillover may in turn increase employees' positive family affect.

Grzywacz, J. G. and D.S. Carlson. 2007. Conceptualizing work-family balance: Implications for Practice and Research. *Advances in Developing Human Resources* 9:455–471.

This article offers a new conceptual understanding of work-family balance. The authors define work-family balance as “accomplishment of role-related expectations that are negotiated and shared between an individual and his or her role-related partners in the work and family domains,” emphasizing a system of interdependent relationships rather than a single working individual. Thus, what may work well for one person in a social unit cannot be considered without evaluating the impact on the other individuals in the work and family systems. Moreover, multiple levels of systems must be engaged appropriately when planning interventions to meet the needs of the individual, work unit, and larger organizations. Strategic ways to employ this definition in management practice are explored.

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

van Steenbergen, E. F. and N. Ellemers. 2009. Is managing the work-family interface worthwhile? Benefits for employee health and performance. *Journal of Organizational Behavior* 30:617–642.

This study examined the relationship between subjective observations of work-family conflict and objective measures of employees' health and well-being. Work-family facilitation predicted better health one year later as measured in terms of cholesterol level, body mass index, and physical stamina, even after controlling for baseline health markers. This is all the more striking given that physical health indicators often largely depend on genetic predispositions, acquired food preferences, and living circumstances. They further found that conflict experiences negatively affected health markers. Employer-sponsored programs that promote ways for employees to combine work and family roles not only enhance subjective well-being of employees but also objectively benefit the organization they work in.

Westman, M. and P. Brough. 2009. Expert commentary on work-life balance and crossover of emotions and experience: Theoretical and practice advancements. *Journal of Organizational Behavior* 30:587–595.

In this interview Mina Westman, head of the Organisational Behaviour Program in Tel Aviv and a leading international expert on the crossover of emotions and experiences in the family and the workplace, she discussed the difference between the interrelated constructs of work-life balance and crossover. The former focuses on the congruence between work and non-work activities while the latter focuses on how an individual's stress affects family members and coworkers. She further discussed the mechanisms underlying crossover, the significance for organizations, gender differences, and underlying assumptions and implications for these concepts with many illustrative examples throughout.

Additional References

- Gareis, K. C., R.C. Barnett, K.A. Ertel, and L.F. Berkman. 2009. Work-family enrichment and conflict: Additive effects, buffering, or balance? *Journal of Marriage and Family* 71:696–707.
- Grzywacz, J. G. and B.L. Bass. 2003. Work, family, and mental health: Testing different models of work-family fit. *Journal of Marriage and Family* 65:248–262.
- Grzywacz, J. G. and N.F. Marks. 2000. Family, work, work-family spillover, and problem drinking during midlife. *Journal of Marriage and Family* 62(2):336–348.
- Powell, G. N., A.M. Francesco, and Y. Ling. 2009. Toward culture-sensitive theories of the work-family interface. *Journal of Organizational Behavior* 30:597–616.

The Obama administration held a forum on workplace flexibility to discuss the importance of adopting workplace policies that improve flexibility. Individuals including small business owners, corporate leaders, policy experts, employees, labor leaders, and senior administration share ideas and strategies for improving flexibility for America's workers and families (first link). The Council of Economic Advisors prepared a report that highlights changes in American society over the past half-century, and the consequent increased need for workforce flexibility (second link below). The Council for Economic Advisors suggests :it is critical for the 21st century U.S. workplace to be organized for the 21st century worksore. Specifically, they suggest meeting this need for flexibility in terms of when one works, where one works, or how much one works, including time off after childbirth or

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other life events. The benefits include improved organizational performance, higher retention of high-performing individuals, increased productivity, improvements in morale, and overall benefits to the U.S. economy (second link).

<http://www.whitehouse.gov/photos-and-video/video/forum-workplace-flexibility-opening-session>

<http://www.whitehouse.gov/blog/2010/03/31/economics-workplace-flexibility>

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Learning Objective:

Mentors will learn to engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees (e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance)

Case Study

Choosing a Different Path

You are currently mentoring two post-doctoral scholars in your research group. Both are very talented and hardworking; however, one has made it clear that once completing his fellowship, he would like to work for a private non-profit research institute. The other scholar has her heart set on applying for tenure track positions at large academic medical centers. Lately, you find yourself spending more time giving professional development advice to the post-doc who intends to apply for faculty positions. You rationalize this by saying that you are more familiar with this career path and thus have more to offer. Secretly, you worry that you are neglecting the other scholar, believing that he is not worth your time and advice if he is pursuing a research career outside of academia.

Guiding Questions for Discussion:

1. What are the main themes raised in this case study?
2. What should the mentor do now? What value judgments are being made by the mentor?
3. How might non-academic career interests and personal goals or obligations play into a mentee's decision of career path? How might the mentor draw these factors out in discussion?
4. What may have motivated the mentee to pursue a career path outside of academic medicine? Does he feel he belongs?
5. What other career paths are possible and how do they fit into the overall pursuit of improving human health?

Learning Objective:

Mentors will learn to identify the roles mentors play in the overall professional development of their mentees.

Activity

Mentors Supporting Professional Development

Have mentors discuss the ways in which their mentors supported and promoted their professional development in the past (or that they wish their mentor had done). In general, how did they get where they are now and how did their mentors, formal and informal, play a role in that process? You may want to record the ideas generated in this discussion on a white board or flip chart.

Learning Objective:

Mentors will learn to develop a strategy for guiding professional development using a written document.

Activity

Specifics About Expectations

Ask mentors to revise the draft compact they created in the *Aligning Expectations* session to include more specifics about professional development expectations. Encourage them to incorporate goals and ideas generated from mentees' individual development plans.

Learning Objective:

Mentors will learn to initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies.

Activity

Expectations Align

Have mentors use the revised expectations compact created in the *Aligning Expectations* session as a guide to conversation with their mentee about professional development. Ask mentors to make certain their expectations are in alignment with those of their mentee after this conversation.

Learning Objective:

Mentors will learn to engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees (e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-life integration)

Activity

Advising Mentees Work-Life Balance

What are some challenges you've faced as a mentor when a mentee has struggled with the impact of life events on his/her productivity as a scholar? (The converse is worth discussing as well – i.e., when a mentee has struggled with the impact of the intensity of graduate or post doc research and training on the quality of his/her personal life?)

Some additional questions to consider are:

1. How have you as a mentor dealt with these challenges?
2. Can you recall advice you were given by a mentor that helped you navigate the demands of busy personal and professional lives?
3. To what extent should mentors have a role in helping mentees with work/life balance?

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