UNIVERSITY OF
South Carolina

Arnold School of Public Health

Arnold School of Public Health Team-Based Approach to Faculty Mentorship
Updated Fall 2025

The Arnold School of Public Health (ASPH) supports a team-based model for its faculty mentorship program. Effective mentorship has the potential to enhance the achievement of faculty members' goals and career success. Strong and supportive team-based mentorship enables faculty members to benefit from multiple mentors' diversity of perspectives and knowledge that can be valuable in navigating academia and decision-making. In addition to fostering individual growth, this model promotes interdisciplinary collaboration, strengthens departmental and school-wide culture, supports faculty retention, and advances academic excellence in teaching, research, and service. It also ensures that mentorship is integrated into the school's mission as a core value.

A. Mentor Team Approach:

- Each Faculty Mentor Team should include a Primary Mentor (Mentor Lead).
- There is flexibility in the makeup of Mentor Teams, depending on faculty composition in the department.
- A Mentor Team can mentor one or more faculty Mentees. **Group mentorship** (one team with multiple Mentees) is also encouraged, allowing Mentees to learn from each other and share collective guidance.

For Tenure-Track Faculty Members (applies to both Assistant and Associate Professors), Mentors Should Include:

- A minimum of two tenured faculty members in the department (e.g., 1 Full Professor and 1 Associate Professor OR 2 Full Professors OR 2 Associate Professors), and
- One tenured faculty member (either Full or Associate) in a different department within ASPH or a different college.
- As noted above, Mentor Teams can also include other Mentees to facilitate peer support and guidance.

For Professional-Track Faculty Members, Mentors Should Include:

- Both professional-track and tenure-track faculty members may serve as Mentors.

Mentor Teams can also include other Mentees to facilitate peer support and guidance.

- A minimum of two faculty members within the department (e.g., 1 Full Professor and 1 Associate Professor OR 2 Full Professors OR 2 Associate Professors as long as at a more advanced rank than the faculty Mentee), and
- One professor (either Full or Associate) in a different department within ASPH.

B. Who is Mentored?

- All Assistant Professors and all Associate Professors across all tracks (tenure-track, professional track)

C. Who Mentors?

- All Full and Associate Professors across all tracks are eligible to be Mentors.

D. Frequency of Mentor Team Meetings:

- Meetings of the Mentor Team, at minimum, will occur three times per year and will be established collaboratively by the faculty Mentee and their Mentor Team. This is a recommendation for the meeting schedule:

  - **August or September** – within one month of the start of the semester to set academic year goals
  - **December or January** – this can be timed for the review and discussion of faculty members' annual review file and progress
  - **May** – following the end of the spring semester to plan for the summer and reflect on the past year

- Additional meetings can occur at the discretion of the faculty Mentee and their Mentor Team.
- Group meetings (Mentor Team and Mentee[s]) are strongly encouraged.

E. Responsibilities of Each Individual & Group

Departmental Chair:

Each department has the responsibility to lead and oversee its mentorship assignments. Department Chairs play a central role in the ASPH Faculty Mentorship Program by:

- Establishing and monitoring Mentor Teams (the Mentor Teams should be decided each year by October 1)*.*

- Actively shaping and supporting the Mentor Teams.
- Making adjustments in assignments as necessary (e.g., based on Mentors' and Mentee's perceptions of fit).

Expectations**:** Departments are accountable for cultivating a culture of mentorship that values collaboration, open communication, and faculty growth and development.

Primary Mentor (Mentor Lead):

The Primary Mentor has the following responsibilities:

- Helps facilitate Mentor Team meetings.
- Summarizes Mentees' progress and areas of growth in a written half-page annual report.
    - Shares the summary with the Department Chair (for annual review) and with the Mentee after feedback.

Expectations: Acts as liaison between Mentees and other Mentors on the team; ensures feedback is clear, constructive, and actionable; encourages all Mentors to contribute; checks in regularly with Mentees between group meetings.

Faculty Mentee:

Effective mentorship depends on clear and regular communication among Mentors, Mentees, and Department Chairs. Faculty Mentees are encouraged to:

- Organize and attend at least three Mentor Team meetings annually.
- Develop agendas for meetings while leaving time for open discussion.
- Clarify goals and expectations at the start of the mentorship relationship.
- Share regular progress updates via email in between meetings (frequency to be discussed as a team).
- Remain open to feedback for professional development and growth.
- Invite Mentors to teams in consultation with the Department Chair. Chair and Mentee will discuss and decide upon who will do the initial outreach to invite Mentors to the team.
- Engage in onboarding activities as appropriate to their faculty role, including:
    - Research: USC Propel, ASPH orientation, Office of Research offerings.
    - Teaching: Observe senior faculty classes, connect with Center for Teaching Excellence.

Expectations**:** Active participation and communication with Mentors, openness to feedback, setting goals, and tracking progress.

Faculty Mentor Team Members:

Mentor Team members are expected to:

- Meet regularly with Mentee(s).
- Provide feedback and guidance on:
    - Tenure and/or promotion criteria.
    - Annual review, third-year review, tenure and/or promotion package, and post-tenure review.
    - Career and professional development across teaching, research, service, and/or administration.
- Encourage opportunities for collaboration, grants, and publications.

Expectations: Offer candid, timely, and constructive advice; foster faculty members' independence and growth.

F. Monitoring Implementation

To ensure consistency and accountability this coming year, ASPH will monitor implementation of the mentorship program as part of the faculty annual review process. An updated table in the primary annual review document will capture:

- Names of Mentors on each team.
- Frequency of meetings (goal of at least three per year).
- Type of mentorship (formal [ASPH Mentor Team] vs. informal [other Mentors beyond the ASPH Mentor Team]).
- Types of support provided (e.g., guidance on research, teaching, service, career development).

This structured monitoring process will provide more transparency, highlight effective mentorship practices, and ensure that faculty members receive the support they need.

G. Summary

The ASPH team-based and group-oriented mentorship model recognizes that we thrive from multiple, collaborative perspectives, structured guidance, clear communication, and access to high-quality mentorship resources.

H. Mentorship Resources

Mentors and Chairs are encouraged to use evidence-based training and resources to continue strengthening mentorship skills. Examples include:

- **University of Wisconsin–Madison, Center for the Improvement of Mentored Experiences in Research (CIMER):** https://cimerproject.org/ – Online mentor training curricula and resources.

- **National Research Mentoring Network (NRMN):** https://nrmnet.net/ – Evidence-based training programs and mentor/mentee resources.

- **USC Office of the Provost:** https://sc.edu/about/offices_and_divisions/provost/academicpriorities/faculty/mentor/ - Mentorship-related resources

- **USC Center for Teaching Excellence:** https://cte.sc.edu/ – Resources for teaching-focused mentorship.

Additional resources follow.

Mentoring Modules External Registration Guide

Enhancing Motivation Using the CARES Mentoring Model
Optimizing the Practice of Mentoring 101
Optimizing the Practice of Mentoring 102

Step One: Create Guest Account at
https://my-account.umn.edu/create-guest-acct

Step Two: Enter all fields and click Submit at the bottom

Create Guest Account

Name

First Name

Middle Initial (optional)

Last Name

Contact

Email Address

This email address will be your University Internet ID

Phone Number

Step Four: Visit https://z.umn.edu/ctsi_mentoring. Sign in using the email address and password you used to create your guest account. Your email address is entered in the Internet ID field.

Sign In

INTERNET ID

👤 Recover your Internet ID

PASSWORD

🔍 Reset your passw

Sign In

Login to Training Hub

Training Hub is the University of Minnesota's system for required and optional training. Anyone affiliated with the University of Minnesota can use this system to view and track their training.

Get an Account

Find the University Internet account that's right for you.

Step Five: Select the course you wish to enroll in.

Search Results

You have found 3 course(s)

Enhancing Motivation Using the CARES Mentoring Model

CTS100 Administered by: Clinical and Translational Science Institute

(Online, self-paced, ~75 minute completion time). Motivation is a key driver of student and employee engagement, persistence, satisfaction, and performance. This course describes an approach to mentoring that focuses on fulfilling the core psychological needs that enhance a mentee's motivation. Targeted to faculty who are mentoring students, fellows, or other faculty in academic settings, including research training programs.

Optimizing the Practice of Mentoring 101: For Research Mentors of Graduate Students, Fellows, and Early-Career Faculty

CTS101 Administered by: Clinical and Translational Science Institute

(Online, self-paced, ~2 hour completion time). This course is designed to help faculty members or other experienced scientists become more effective research mentors for graduate students, postdoctoral fellows, and early-career faculty. Learners are introduced to different mentoring models, roles that research mentors play in their mentees' development, strategies for building effective relationships with mentees, and application of these strategies to common mentoring scenarios.

Optimizing the Practice of Mentoring 102: For Research Mentors of Undergraduate Students

CTS102 Administered by: Clinical and Translational Science Institute

(Online, self-paced, ~2 hour completion time). This course is designed to help faculty members or other experienced scientists become more effective research mentors for undergraduate students. Learners are introduced to different mentoring models, roles that research mentors play in their mentees' development, strategies for building effective relationships with mentees, and application of these strategies to common mentoring scenarios.

Step Six: Click +Enroll in Course

Training Hub   My Training   Course Catalog   Need Help?

Course Catalog » Optimizing the Practice of Mentoring

Optimizing the Practice of Mentoring

CTS101   Administered by: Clinical and Translational Science Institute

(Online, self-paced, ~2 hour completion time). This course is designed to help faculty members or other experienced scientists become more effective research mentors for graduate students, postdoctoral fellows, and early-career faculty. Learners are introduced to different mentoring models, roles that research mentors play in their mentees' development, strategies for building effective relationships with mentees, and application of these strategies to common mentoring scenarios.

Sections

Section Number	Start Date / End Date	Location	
001		Online	**+ Enroll in Course**

Back to Course Catalog

Step Seven: Click View Details

Training Hub   My Training   Course Catalog   Need Help?

ℹ You have been enrolled in this course.

My Training
View and manage my training.

🖨 Print Full Training Record | Print Completed Training Only

| Current Training | Past Training |

Current Training

Show 25 ▾ entries   Search My Training: [   ]

Course		Required	Status	Due D...	
Optimizing the Practice of Mentoring (CTS101) Section: 001		No	Enrolled		**View Details** **Withdraw**

Showing 1 to 1 of 1 entries   Previous   1   Next

Step Eight: Launch Canvas Course

👤 You are enrolled in this course.

Optimizing the Practice of Mentoring

CTS101 Administered by: Clinical and Translational Science Institute

Section: 001

(Online, self-paced, ~2 hour completion time). This course is designed to help faculty members or other experienced scientists become more effective research mentors for graduate students, postdoctoral fellows, and early-career faculty. Learners are introduced to different mentoring models, roles that research mentors play in their mentees' development, strategies for building effective relationships with mentees, and application of these strategies to common mentoring scenarios.

View full course description

Required Components

All required components must be completed in order to complete the course.

Canvas

Note: Content will open in a new   window.

⊘
Incomplete

[🔗 Launch Canvas Course]

Note: You must complete the component in Canvas.

If you get an "Access Denied" message while trying to launch a course, contact Technology Help at training@umn.edu. Please state "I have a guest account, and I enrolled in a course in Training Hub, but I can't access the training in Canvas."

Step Nine: Agree to Acceptable use Policy

canvas

Acceptable Use Policy

Either you're a new user or the Acceptable Use Policy have changed since you last agreed to them. Please agree to the Acceptable Use Policy before you continue.

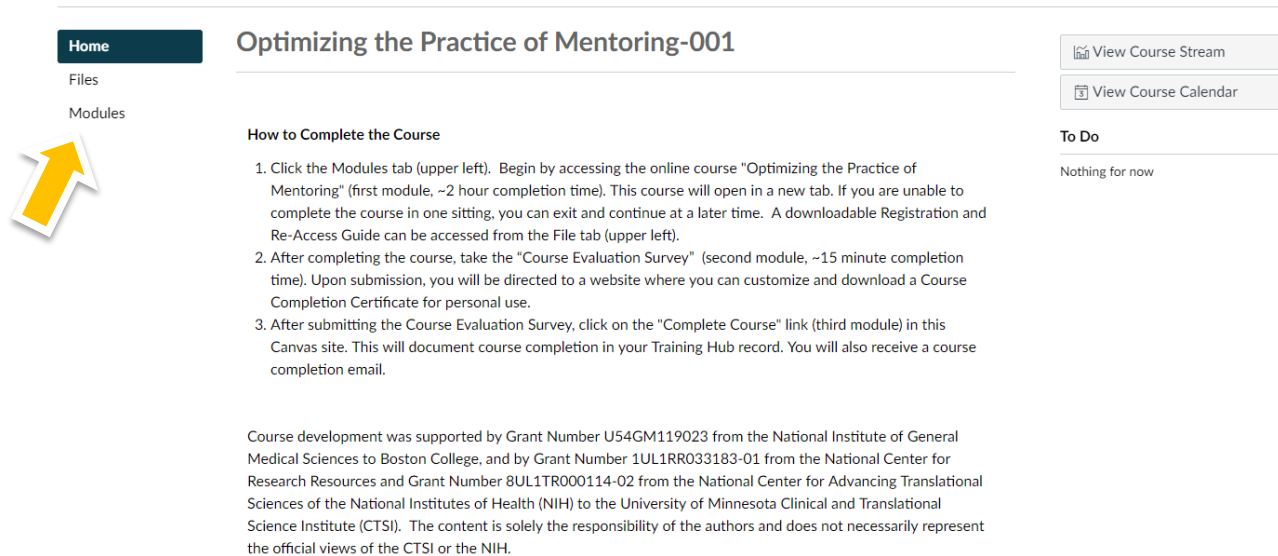☐ I agree to the Acceptable Use Policy.

[Cancel] [Submit]

Step Ten: Click on the Modules tab to begin taking your selected course.

Optimizing the Practice of Mentoring-001

Home
Files
Modules

How to Complete the Course

1. Click the Modules tab (upper left). Begin by accessing the online course "Optimizing the Practice of Mentoring" (first module, ~2 hour completion time). This course will open in a new tab. If you are unable to complete the course in one sitting, you can exit and continue at a later time. A downloadable Registration and Re-Access Guide can be accessed from the File tab (upper left).
2. After completing the course, take the "Course Evaluation Survey" (second module, ~15 minute completion time). Upon submission, you will be directed to a website where you can customize and download a Course Completion Certificate for personal use.
3. After submitting the Course Evaluation Survey, click on the "Complete Course" link (third module) in this Canvas site. This will document course completion in your Training Hub record. You will also receive a course completion email.

View Course Stream
View Course Calendar

To Do

Nothing for now

Course development was supported by Grant Number U54GM119023 from the National Institute of General Medical Sciences to Boston College, and by Grant Number 1UL1RR033183-01 from the National Center for Research Resources and Grant Number 8UL1TR000114-02 from the National Center for Advancing Translational Sciences of the National Institutes of Health (NIH) to the University of Minnesota Clinical and Translational Science Institute (CTSI). The content is solely the responsibility of the authors and does not necessarily represent the official views of the CTSI or the NIH.

Step Eleven: Follow prompts throughout the course

To Reaccess the Course

Step One: Visit http://training.umn.edu and sign in using the email address and password you created with your guest account.

Sign In

INTERNET ID

Recover your Internet ID

PASSWORD

Reset your passw

Sign In

Login to Training Hub

Training Hub is the University of Minnesota's system for required and optional training. Anyone affiliated with the University of Minnesota can use this system to view and track their training.

Get an Account

Find the University Internet account that's right for you.

Step Two: Click "My Training"

Step Three: Click View Details on the course you wish to re-access.

Step Four: Return to Step 8 above.

Optimizing the Practice of Mentoring

Resource Toolkit

This page contains all the resources provided in this course and many more! Click the sections below for the full set of resources.

1. What is Mentoring?

Competencies for Research Mentees

- Core competencies for postdoctoral scholars (http://www.nationalpostdoc.org/?CoreCompetencies) were developed by the National Postdoctoral Association (http://www.nationalpostdoc.org) (NPA).

- Core competencies in clinical and translational research (https://clic-ctsa.org/resources/education/core-competencies) were developed by a work group convened by the National Center for Advancing Translational Sciences (https://ncats.nih.gov) (NCATS) in collaboration with the Clinical and Translational Science Award Consortium.

Advising vs. Mentoring

- This *Science Careers* article (http://www.sciencemag.org/careers/2012/02/mentoring-advice) by Elisabeth Pain offers a perspective on the differences between an advisor and a mentor.

- In this iBiology video, How to Pick a Graduate Advisor (https://www.ibiology.org/professional-development/pick-graduate-advisor) , Dr. Ben Barres describes a mentor's qualities and attributes and gives suggestions on how to identify a graduate advisor who will also be a good mentor.

Mentoring Models

Sample articles on peer mentoring:

- Santucci AK, Lingler RN JH, Schmidt PhD KL, Nolan PhD BAD, Thatcher PhD D, Polk Phd DE. Peer-Mentored Research Development Meeting: A Model for Successful Peer Mentoring Among Junior Level Researchers. (https://www-ncbi-nlm-nih-gov.ezp3.lib.umn.edu/pmc/articles/PMC2839542/) *Acad Psychiatry.* 2008;32(6):493-497.

- Thomas N, Bystydzienski J, Desai A. Changing Institutional Culture through Peer Mentoring of Women STEM Faculty. (https://link.springer.com/article/10.1007/s10755-014-9300-9) *Innov High Educ.* 2015;40(2):143-157.

Sample online information about group mentoring:

- Kamens J. Form Your Own Peer Mentoring Group: A How-To Guide for Scientists. http://blog.addgene.org/form-your-own-peer-mentoring-circle-a-how-to-guide-for-scientists (http://blog.addgene.org/form-your-own-peer-mentoring-circle-a-how-to-guide-for-scientists) . February 2014.

Accessed March 8, 2017.

- Phillips-Jones L. Essential of Mentoring Groups, Rings, and Circles, Part 1.
  https://mentoringgroup.com/essentials-of-mentoring-groups-1.html _(https://mentoringgroup.com
  /essentials-of-mentoring-groups-1.html)_ . Accessed November 6, 2018.

2. Roles and Responsibilities

Support the Research Process

- This brief _Checklist for Supporting the Research Process_ _(http://healtheducation.umn.edu
  /mentoring4mentors/assets/docs/Supporting the Research Process.pdf)_ summarizes the types of support
  mentors can provide mentees at different states of a research project (planning, executing, and
  disseminating).

- _Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New
  Faculty_ _(http://www.hhmi.org/developing-scientists/making-right-moves)_ — This free publication from
  the Howard Hughes Medical Institute offers guidance on developing scientific management
  skills such as staffing and leading a laboratory, getting funded, managing projects, and setting
  up collaborations.

Enhance Teaching Practices

- This handout provides example _Questions for Conducting a Peer Review of Teaching
  (https://healtheducation.umn.edu/mentoring4mentors/assets/docs/Questions for Conducting a Peer Review of
  Teaching.pdf)_ .

- This _Science Careers_ article _(http://www.sciencemag.org/careers/2001/04/transition-academia-negotiating-
  your-way-teaching-sanity)_ by Stephen Cheung offers advice to new faculty on managing their
  teaching responsibilities.

- Several resources from the University of Minnesota Center for Educational Innovation
  (https://cei.umn.edu/) are publicly available. These include online tutorial on topics such as
  designing smart lectures, applying active learning, and writing a teaching philosophy.

- _Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New
  Faculty_ _(http://www.hhmi.org/developing-scientists/making-right-moves)_ — This publication includes a
  chapter aimed at helping biomedical researchers improve their teaching, revise and design
  effective courses, incorporate active learning in their research labs, and assess learners.

Develop Career Management Skills

- This brief *Checklist for Developing Career Management Skills (../../assets /docs/Career_Management_handout.pdf)* summarizes the types of support mentors can provide mentees when they are searching for their first position and progressing in their chosen careers.

- The National Research Mentoring Network (https://nrmnet.net/) maintains a library (https://nrmnet.net/videos/) of career development webinars and videos for creating a successful, satisfying career in science.

- *Science* magazine's website (http://www.sciencemag.org/careers) offers career resources and an archive of articles on strategies for creating a successful, satisfying career in science.

- The National Postdoctoral Association (https://www.nationalpostdoc.org/)'s website includes career planning and exploration resources for graduate students and fellows.

- *Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty (https://www.hhmi.org/developing-scientists/making-right-moves)* — This publication includes chapters on obtaining and negotiating a faculty position, understanding the university structure, and planning for tenure.

Identify Opportunities for Development

- The 12-item *Clinical Research Appraisal Inventory (CRAI-12)* (https://www.ncbi.nlm.nih.gov /pmc/articles/PMC3758379/) can be used to assess the self-confidence of trainees in performing different aspects of clinical research. Robinson GF, Switzer GE, Cohen ED, et al. A shortened version of the Clinical Research Appraisal Inventory: CRAI-12. *Acad Med.* 2013;88(9):1340-5.

- myIDP (http://myidp.sciencecareers.org/) is a web-based, career-planning tool for science PhD students and postdocs. It includes exercises to help users assess their skills, interests, and values.

- The following links can be explored to see how some institutions are using Individual Development Plans to help trainees assess their abilities and create a plan for filling gaps in their knowledge and skills.

  Stanford Office of Postdoctoral Affairs (https://postdocs.stanford.edu/current-postdocs /navigating-your-individual-development-plan-idp/your-individual-development-plan)
  University of Minnesota Medical School (https://www.med.umn.edu/education-training /graduate-programs/career-development)
  University of Nebraska-Lincoln Office of Graduate Studies (https://www.unl.edu /gradstudies/current/development/idp)

Be an Advocate, Broker Opportunities

- This article (https://journals.lww.com/academicmedicine/Fulltext/2013/10000 /Sponsorship___A_Path_to_the_Academic_Medicine.12.aspx) from the journal *Academic Medicine* discusses the value of sponsorship, defined as public support by an influential person aimed at promoting another person's talents and advancement. Mentors also act as sponsors when they are highly placed in an organization and can effectively advocate for their mentees. Travis EL, Doty L, Helitzer DL. Sponsorship: A path to the academic medicine c-suite for women faculty? *Acad Med.* 2013;88(10):1414-1417.

Promote Socialization

- This *Science Careers* article (http://www.sciencemag.org/careers/2002/06/unwritten-rules-graduate-school) by Charles Stewart discusses some of the unwritten rules of graduate school that mentors can impart to their mentees through socialization.

Enhance Research Self-Efficacy

- The 2-page *Self-Efficacy Toolkit* (../../assets/docs/Promoting_Mentee_Self-Efficacy.pdf) offers tips for enhancing a mentee's research self-efficacy. This resource was developed by researchers at the University of Wisconsin-Madison as part of a curriculum to train mentors to be more effective in this role.

Model Professional Behaviors and Attitudes

- A scientist's guide to academic etiquette. *Chronicle of Higher Education.* November 11, 2009. http://www.chronicle.com/article/A-Scientists-Guide-to/49080 (http://www.chronicle.com/article /A-Scientists-Guide-to/49080) . Accessed November 10, 2017.

- Perlmutter DD. The etiquette of accepting a job offer. *Chronicle of Higher Education.* April 1, 2013. http://www.chronicle.com/article/The-Etiquette-of-Accepting-a/138207/ (http://www.chronicle.com/article/The-Etiquette-of-Accepting-a/138207/) . Accessed November 10, 2017

- Online training materials that address ethical issues in publishing and research are available from the Elsevier Researcher Academy (https://researcheracademy.elsevier.com/publication-process /ethics) .

3. The Structured Process

Expert Advice for Mentoring Phases

- A printable pdf of all the "expert advice" from this section of the course is available here (../.. /assets/docs/Advice_for_Structuring_the_Research_Mentoring_Process.pdf) .

Preparing Phase

- Preparing (selection) resources for mentors (https://ictr.wisc.edu/mentoring/mentors-selection-phase-resources/) and mentees (https://ictr.wisc.edu/mentoring/mentees-selection-phase-resources/) from the University of Wisconsin-Madison Institute for Clinical and Translational Research. These include questions to ask yourself before you enter into a mentoring relationship and a checklist for assessing the fit of the mentoring match.

Negotiating Phase

- Negotiating (alignment) resources for mentors (https://ictr.wisc.edu/mentoring/mentors-alignment-phase-resources/) and mentees (https://ictr.wisc.edu/mentoring/mentees-alignment-phase-resources/) from the University of Wisconsin-Madison Institute for Clinical and Translational Research. These include examples of mentoring compacts and individual development plans.

Cultivating Phase

- Cultivating resources for mentors (https://ictr.wisc.edu/mentoring/mentors-cultivation-phase-resources/) and mentees (https://ictr.wisc.edu/mentoring/mentees-cultivation-phase-resources/) from the University of Wisconsin-Madison Institute for Clinical and Translational Research. These include strategies to support mentee learning, assess mentee understanding, maintain effective communication, manage mentoring challenges, and assess relationship quality.

- Suggested structure (https://healtheducation.umn.edu/mentoring4mentors/assets/docs/1_hour_Meeting_Structure.pdf) for conducting a routine 1-hour meeting with a mentee.

- Journal page template (https://healtheducation.umn.edu/mentoring4mentors/assets/docs/enabling tool - pdf of UCSF mentoring meeting journal.pdf) for recording discussion points from your mentoring meetings.

Closing Phase

- Closing resources for mentors (https://ictr.wisc.edu/mentoring/mentors-closure-phase-resources/) and mentees (https://ictr.wisc.edu/mentoring/mentees-closure-phase-resources/) from the University of Wisconsin-Madison Institute for Clinical and Translational Research. These include steps for ensuring meaningful closure.

- Checklist (https://healtheducation.umn.edu/mentoring4mentors/assets/docs/closure%20tool%20-%20pdf%20of%20UCSF%20closure%20checklist.pdf) for closing phase of mentoring.

4. Strategies for Success

Culturally Aware Mentoring

- Key Terms: Four Common Ways in Which Racism Can Manifest in the Life of a Trainee (/mentoringBundle/assets/docs/CAM-definitions.pdf) - This resource from the National Research Mentoring Network (https://nrmnet.net) provides definitions for terms such as bias, privilege, and microaggressions, with links to additional online readings.

- The Careers section of *Science* magazine's website (http://www.sciencemag.org/) regularly publishes articles about diversity issues salient to research training environments and workplaces.

- The National Research Mentoring Network (NRMN) (https://nrmnet.net/) , funded by the National Institutes of Health, offers training in Culturally Aware Mentoring and other resources to foster greater diversity in the biomedical research workforce.

- A variety of case studies and activities are available to help research mentors gain insight on how to address equity and inclusion within their mentoring relationships. These can be accessed from the custom curricula section (https://www.cimerproject.org/#/customCurricula) of the website for The Center for the Improvement of Mentored Research Experiences in Research (https://www.cimerproject.org/) (CIMER) at the University of Wisconsin-Madison.

Effective Communication

- Mentoring Best Practices in Communication (https://www.ccts.uic.edu/sites/default/files/uploads /MentoringBestPracticesCommunication.pdf) gives particular attention to active listening and the process of giving and receiving feedback. Content was developed and/or adapted by the Center for Clinical and Translational Science at the University of Illinois at Chicago, the Oregon Clinical and Translational Research Institute at Oregon Health & Science University, and the Institute for Clinical Research Education, University of Pittsburgh.

- Building a Relationship With a Mentee (http://www.go2itech.org/HTML/CM08/toolkit/tools /relationship.html) describes effective interpersonal communication techniques that can help mentors build rapport and create positive relationships with mentees. Content is part of the Clinical Mentoring Toolkit developed by the International Training and Education Center on HIV (I-TECH).

- The MindTools Web site offers a 15-item Communication Quiz (http://www.mindtools.com/pages /article/newCS_99.htm) and a brief interpretation of your score.

- The Effective Communication Styles Inventory (http://www.whecare.com/images/form.pdf) from Wanda Hackett Enterprises can be used to identify your dominant communication style and learn how to interact with people whose styles differ from your own.

Aligning Expectations

- This journal article (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3476480/) describes the value of aligning expectations and offers examples of expectations that are important to discuss at the start of a research mentoring relationship. Huskins WC, Silet K, Weber-Main AM, et al. Identifying and aligning expectations in a mentoring relationship. *Clin Transl Sci.* 2011;4(6):439-47.

Boundary Setting

- A how-to guide (http://www.futurpreneur.ca/en/resources/build-a-mentoring-relationship/tips-tools/establishing-boundaries-the-how-to-guide/) for establishing boundaries in a mentoring relationship is available online from the non-profit organization Futurprenuer Canada. Although designed for the business setting, the tool can be adapted for research mentoring relationships.

Trust-Building Behaviors

- This list of behaviors (https://healtheducation.umn.edu/mentoring4mentors/assets/docs/TRUST - Faculty Mentoring Program Toolkit 33.pdf) that cultivate/erode trust was developed for the faculty mentoring program at the University of California San Francisco.

Mentor Self-Awareness

- This journal article (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3476454/) includes a "Mentor Self-Reflection Template" (Table 3) to help you think critically about your mentoring practices. Anderson L, Silet K, Fleming M. Evaluating and giving feedback to mentors: new evidence-based approaches. *Clin Transl Sci.* 2011;5(1):71-7.

5. Addressing Challenges

Balancing Independence and Assistance

- Forrester N. How I learned to ask for help while maintaining my independence. Available at: http://www.sciencemag.org/careers/2018/02/how-i-learned-ask-help-while-maintaining-my-independence (http://www.sciencemag.org/careers/2018/02/how-i-learned-ask-help-while-maintaining-my-independence) . February 22, 2018. Accessed March 27, 2018.

- Shives K. The importance of asking for help. Available at: https://www.insidehighered.com/blogs/gradhacker/importance-asking-help (https://www.insidehighered.com/blogs/gradhacker/importance-asking-help) . November 3, 2015. Accessed March 27, 2018.

Cross-Generational Mentoring

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- List of recommended books on scientific writing (../../assets/docs/recommended-reading-list.pdf) and productive writing habits.

- The Elsevier Researcher Academy (https://researcheracademy.elsevier.com/) offers free e-learning resources on topics such as writing for research and the publication process.

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6. Case Studies

- The University of California San Francisco's Faculty Mentor Training Program (http://accelerate.ucsf.edu/training/mdp-cases) has compiled a variety of case scenarios about mentoring.

- The Center for the Improvement of Mentored Research Experiences in Research (https://www.cimerproject.org/) (CIMER) at the University of Wisconsin-Madison includes numerous case studies in their curricula for training mentors and mentees.

Resource Toolkit (/mentoringBundle/resource-toolkit/)

Bibliography (/mentoringBundle/bibliography/)   Credits (/mentoringBundle/credits/)