

MENTORING TECHNIQUES



About the presenter

About your presenter

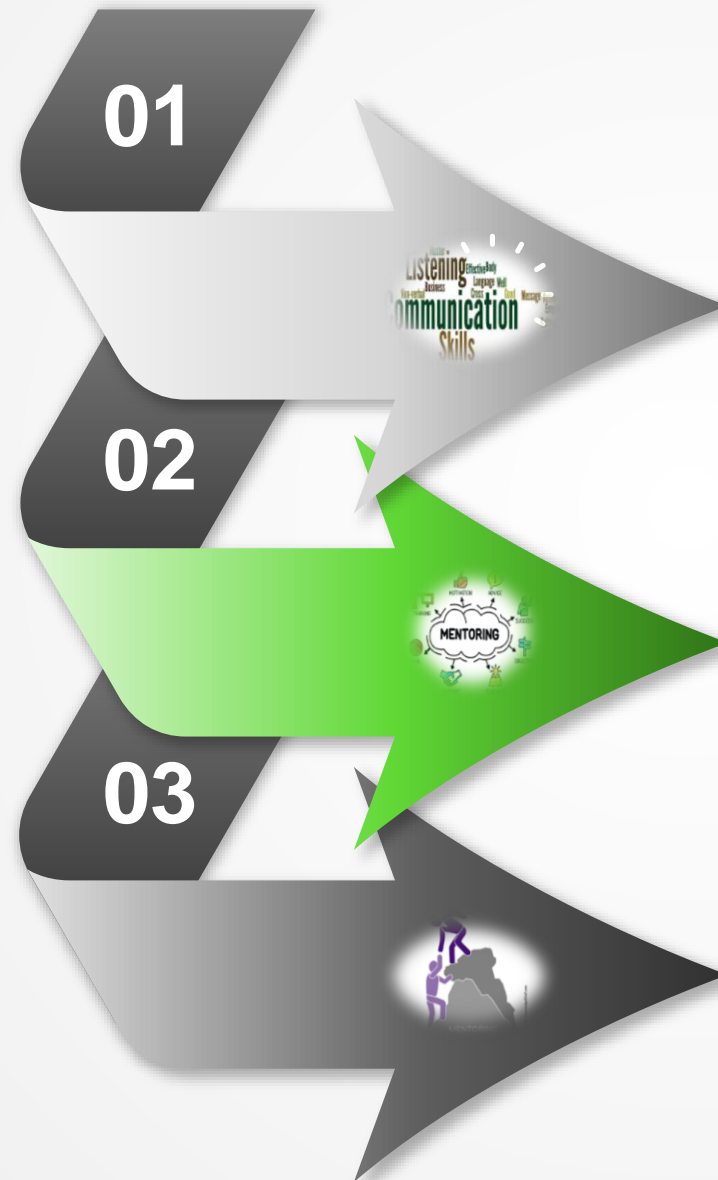
- Professor of Psychiatry, University of Maiduguri
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Disclosure

No potential conflict of interest



Learning Objectives



Communication

How to employ effective communication techniques to manage mentoring relationship

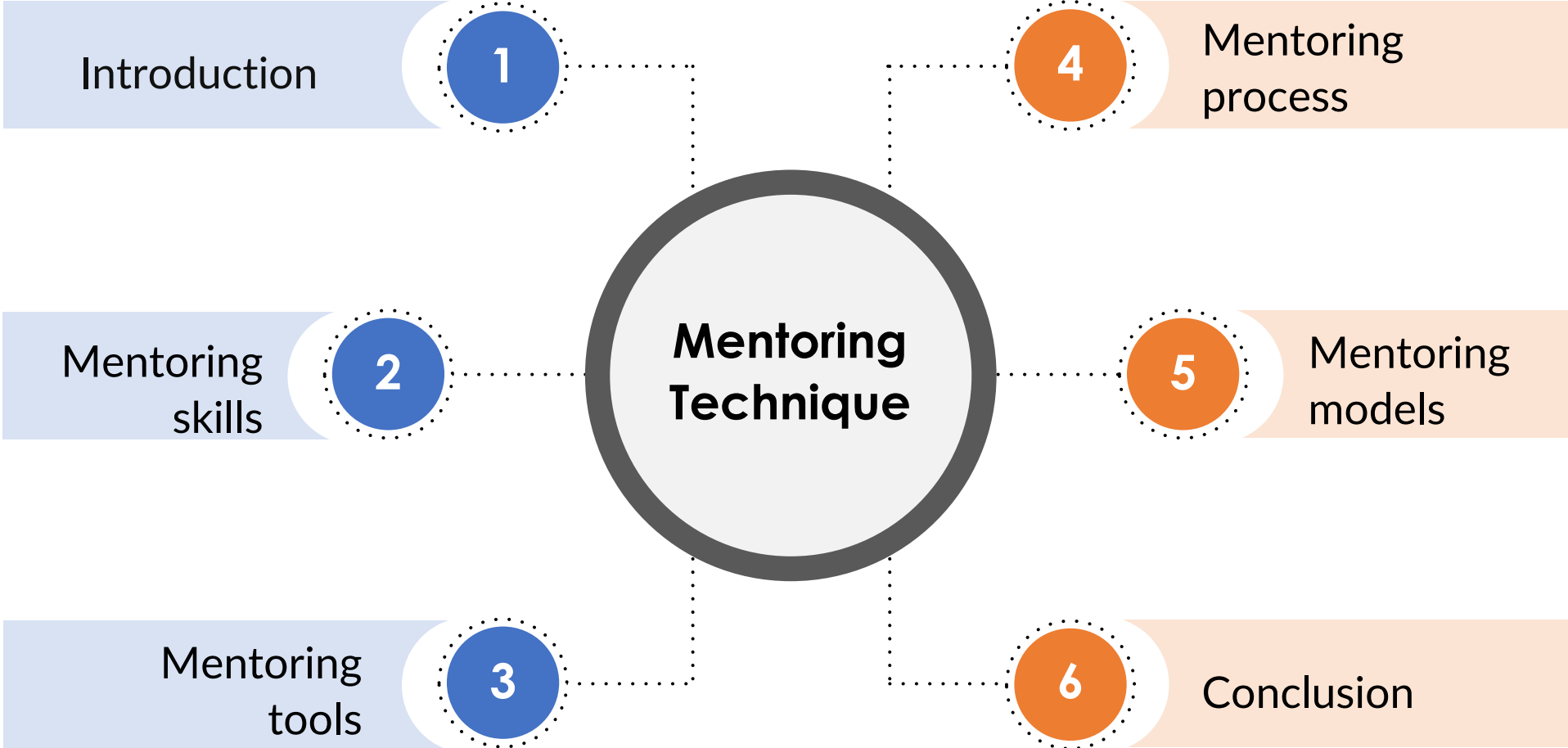
Mentorship

How to build a mentorship by focusing on thinking and acting strategically

Mentoring skills

Examine ways to improve your mentoring skills

Outline



Programs &
References

Proverb/Quotes

If you want 1 year of prosperity,

GROW GRAIN.

If you want 10 years of prosperity,

GROW TREES.

If you want 100 years of prosperity,

GROW PEOPLE.

Chinese Proverb



www.elijahogutu.com



“Show me a successful individual and I’ll show you someone who had real positive influence in his or her life” –D. Washington

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

John C. Crosby

BrainyQuote



JOHN C. CROSBY

Director, Mentor Academy University of Florida

01

I Wish My Mentor Knew...

02

That sometimes we both need to sit together to interpret my results and google is not my mentor, she is!!

03

The importance of being transparent.

04

That I need to feel like I belong in science.

05

That the colour of my skin does not determine the quality of my work!



NATIONAL RESEARCH MENTORING NETWORK

www.nrmn.net

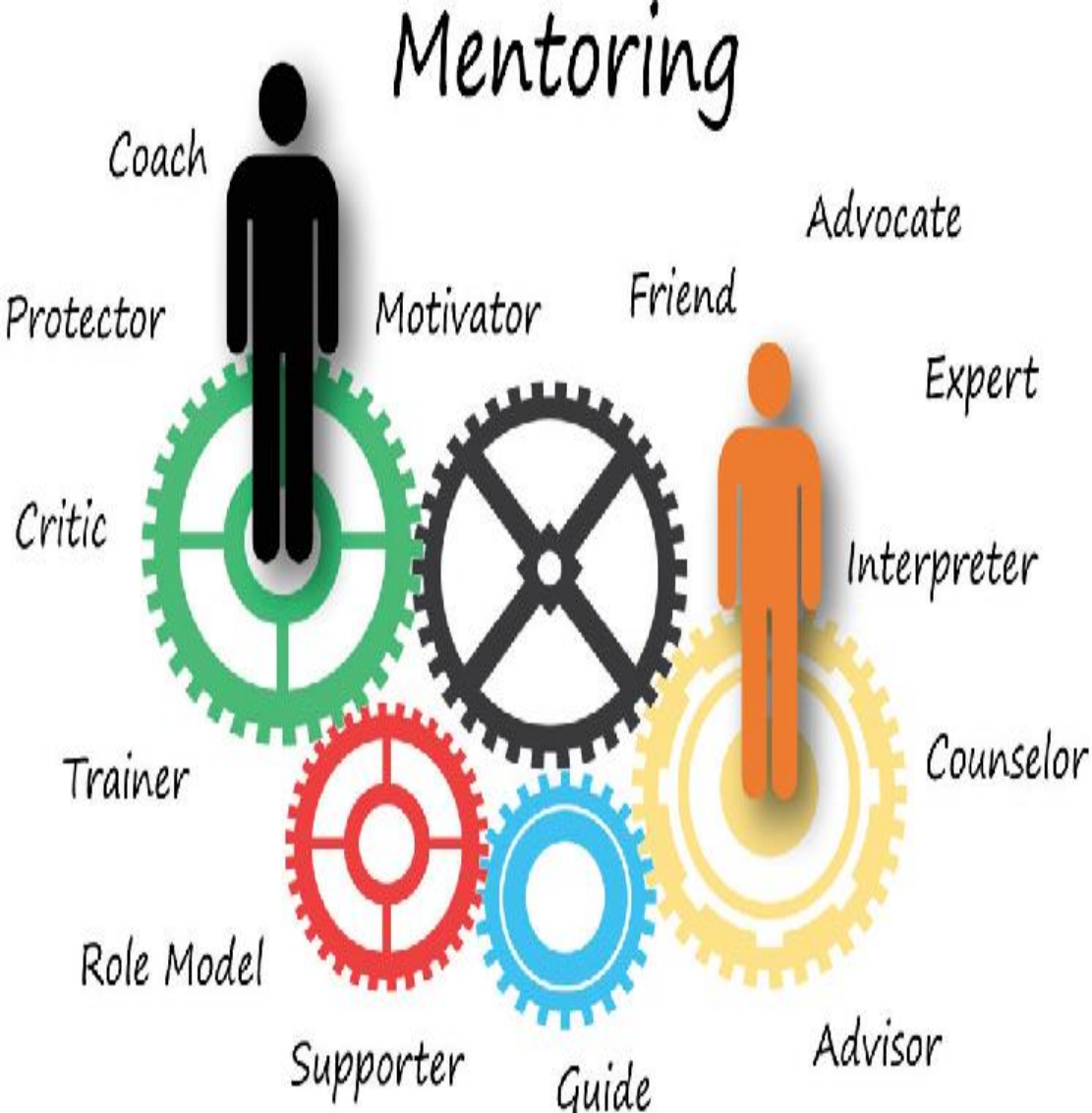


Think about people you met in the past, to whom you have provided the **brain** to pick, an **ear** to listen or a **push** in the right direction.

With those people and experiences in mind, what makes a good mentor?

What mentoring is NOT

Mentoring



Mentoring misconceptions

01

A coach or trainer usually addresses a particular need, whereas a mentor builds a broader relationship, and their reward is altruistic

02

Conversation between the mentoring peer should be frequent, and goal-orientated communication.

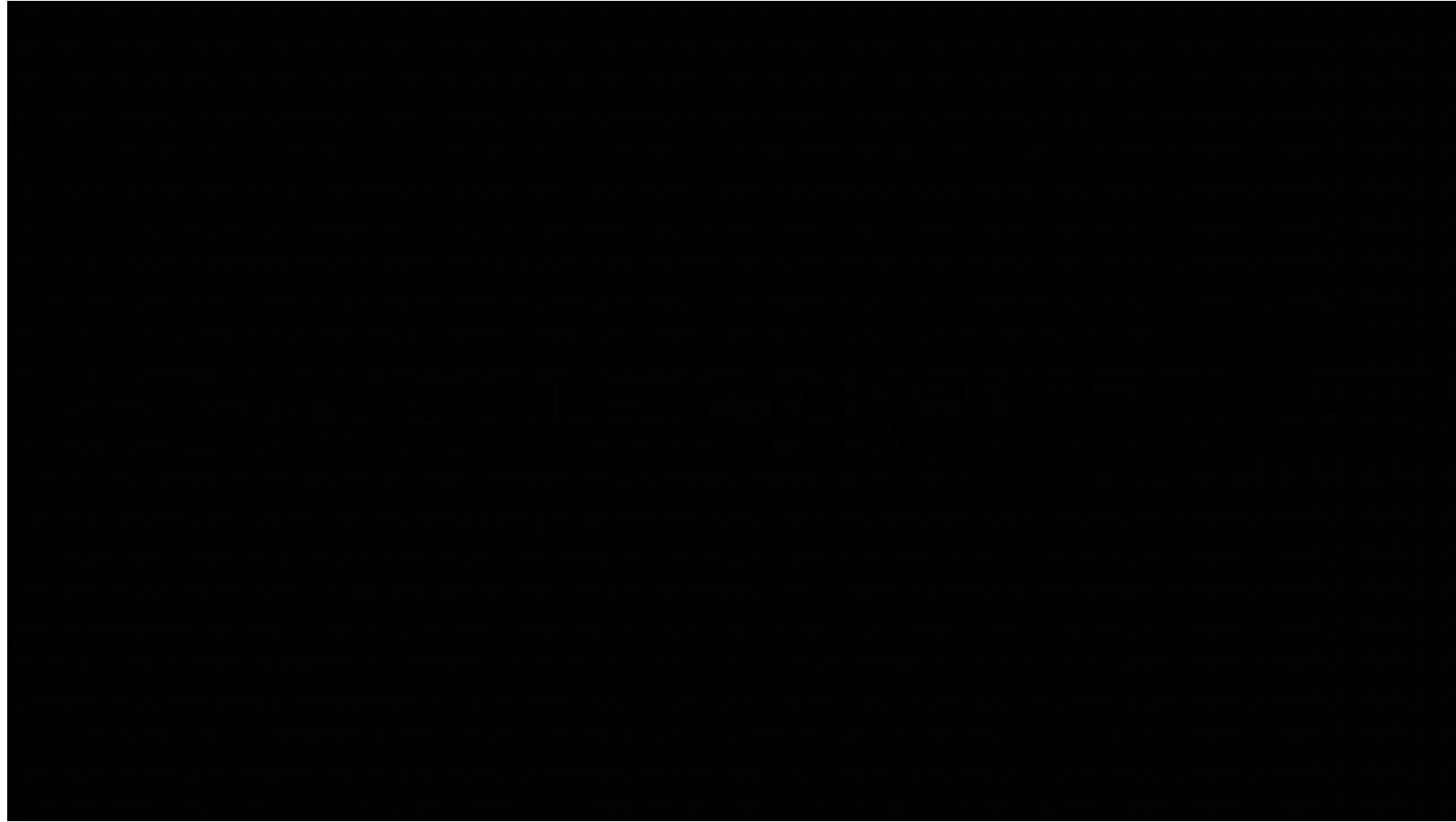
03

Mentoring should have a constant under-current of positivity, involving moving forward and making progress.

04

The relationship must be about making a connection and sharing knowledge and experience.





Watch this video and listen to Simon Sinek's (leadership expert) opinion on mentorship





Key Points 2

WHICH DEFINITION?



The one most widely cited in the UK literature defines it as:

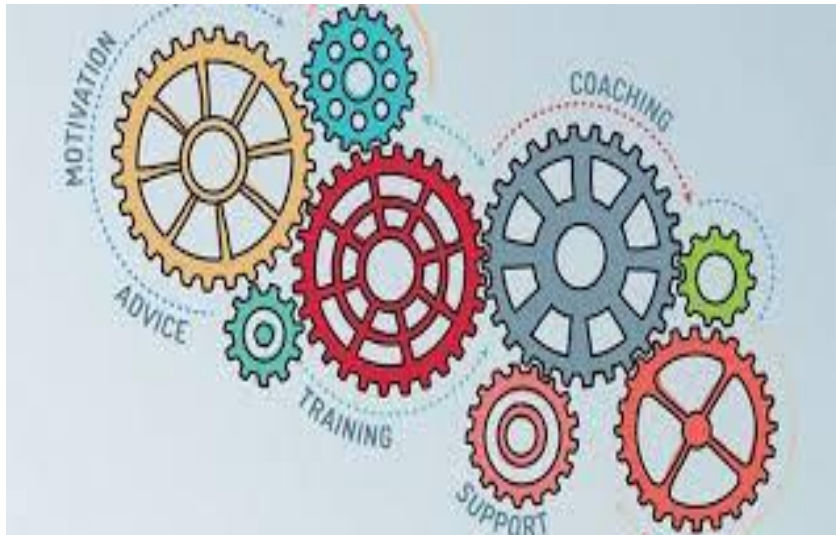
“A process whereby an experienced, highly regarded, empathic person (the mentor) guides another usually younger individual (the mentee) in the development and re-examination of their own ideas, learning, and personal or professional development.” —SCOPME, 1998

Standing Committee on Postgraduate Medical and Dental Education), 1998. Supporting Doctors and Dentists at Work: An Enquiry into Mentoring (London, SCOPME).



Key Points 3

DEFINITIONS



Clinical/academic mentorship

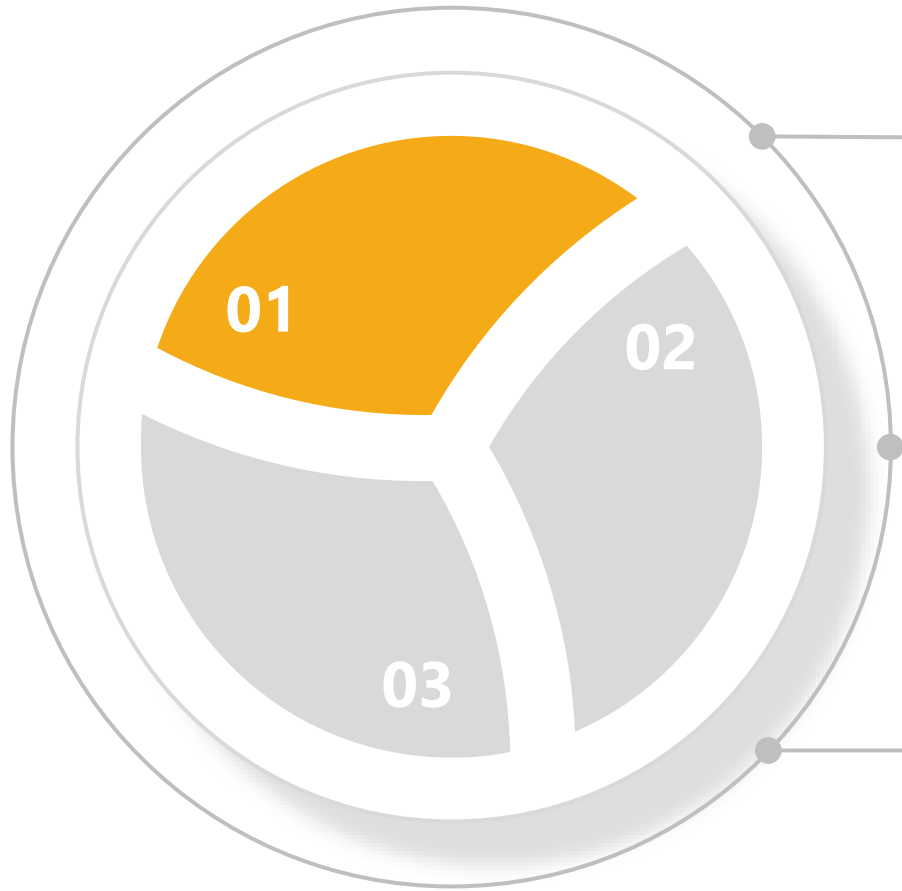
Clinical/academic mentorship is a system of practical training and consultation that fosters ongoing professional development, to yield sustainable high-quality clinical/academic outcomes.

Clinical mentors

Are experienced, practising clinicians in their own right, with strong teaching skills.

Mentoring

Should be seen as part of the continuum of education required to create competent health care providers.



Mentoring Skills

An effective mentor needs several key skills which include:

1

Ability to listen

2

Ability to question and challenge effectively

3

Honesty and a respect for confidentiality



Key mentoring skills

4

An open mind

5

A positive approach that motivates and encourages

6

Ability to build rapport

7

Empathy

8

Patience and time to
commit to the relationship

9

Relevant knowledge and
experience



Key mentoring skills

10

Self-awareness

1

Respond appropriately to a variety of needs of the mentees

2

Recognise and adapt appropriately to the phases of the mentoring relationship

3

Respond with the appropriate level of directiveness and balance between stretch and nurture

**David Clutterbuck
(2008)**

All mentors must:

4

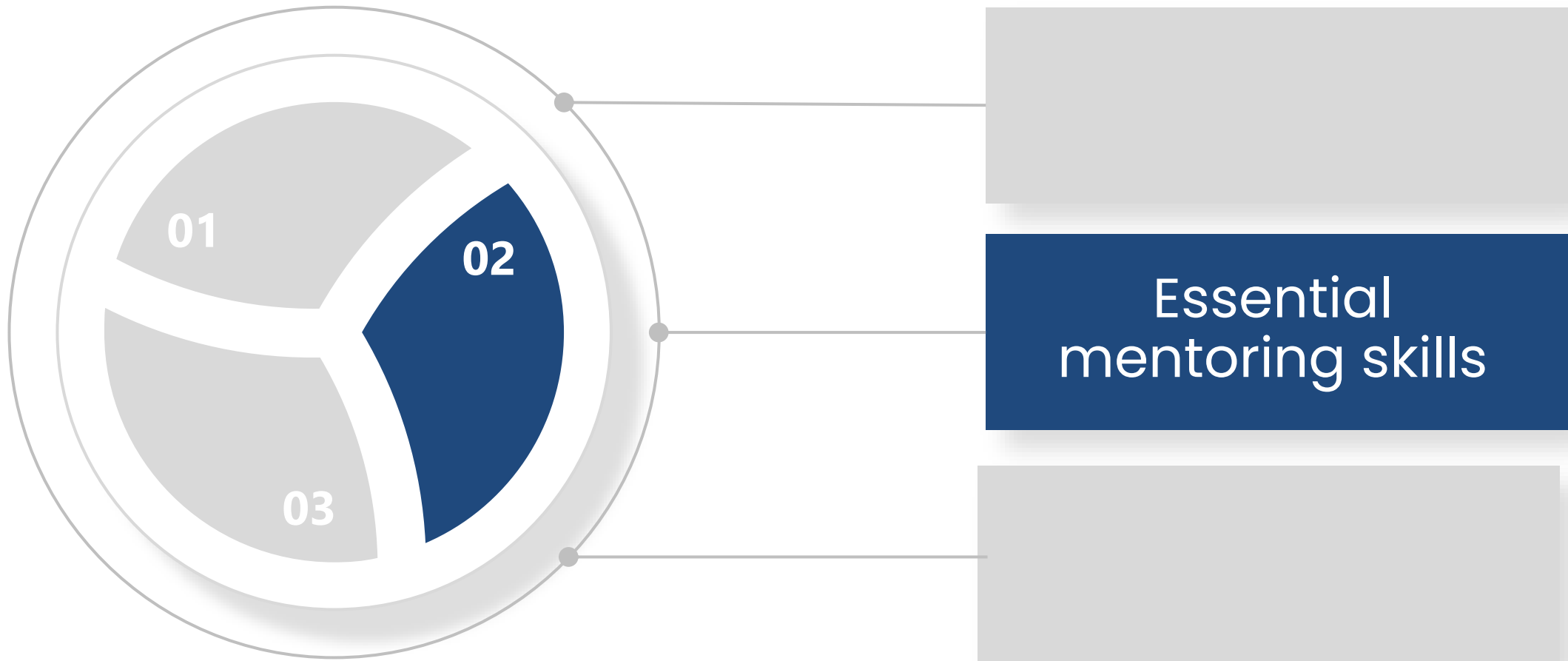
Recognise different developmental roles, and move between them appropriately and comfortably

5

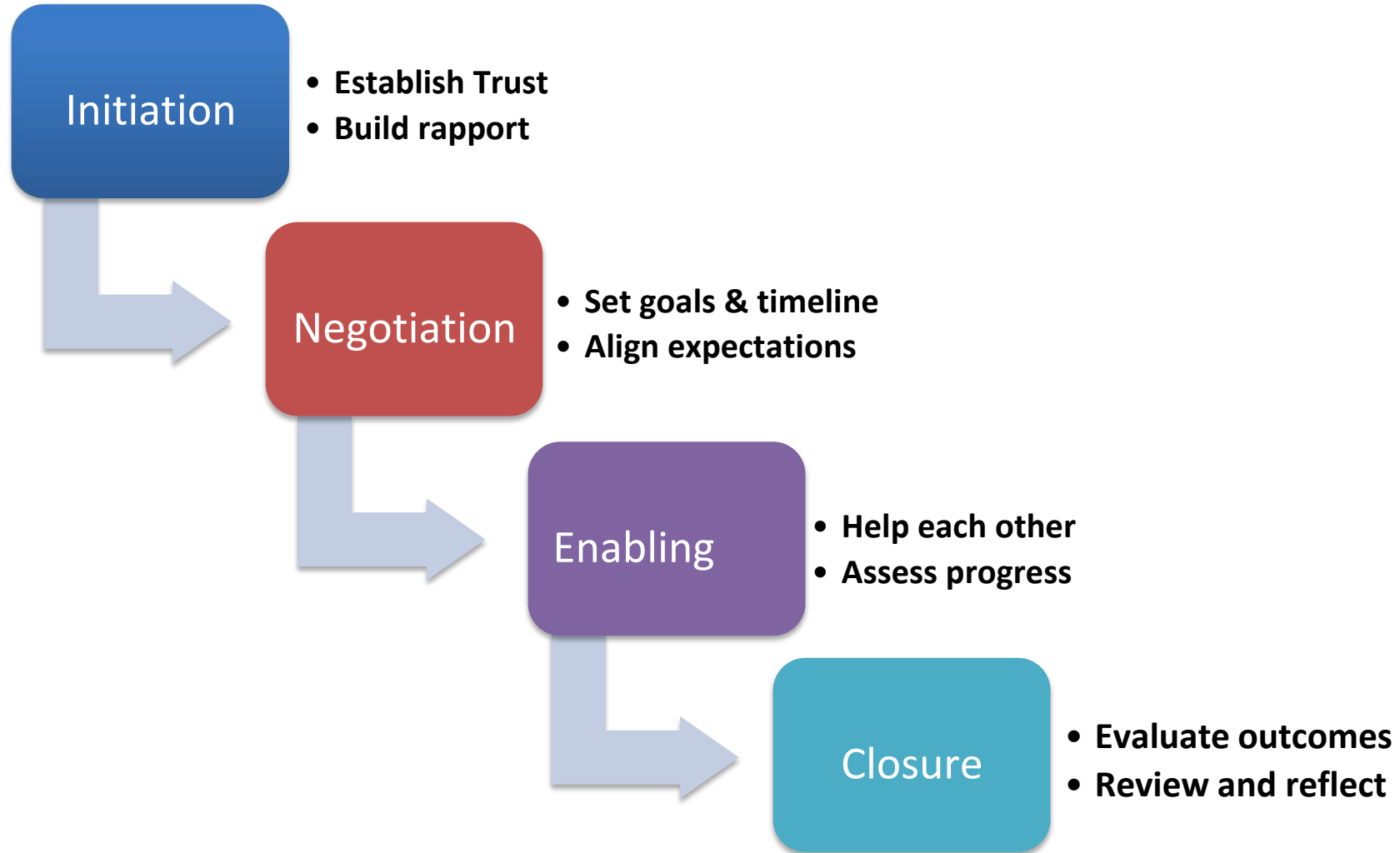
Recognise the boundaries between mentoring and other roles

6

Establish a positive, dynamic atmosphere within the relationship.



The mentoring process



Traditional vs. Non-traditional Mentoring



Traditional

One to one mentoring

It is mentoring between a mentor and a mentee

Speed mentoring

Learn from the experiences of others

Peer mentoring

A new and upcoming type of mentoring. Within a short period the mentee meets multiple mentors, it is a focused approach

Multiple-mentor experience model

More than one mentor assigned to a group of mentees

Non-traditional



Distance mentoring

One-one relationship facilitated by technology, e.g., e-mail, skype etc

Situational mentoring

It is used for a short time to address a specific issue or purpose

Mentoring circles

Members take turns to be mentors or mentee leading to a cycling of information/support in the group

Group or team mentoring It could be mentor with several mentees or a mentee with several mentors

Essential Skills of Mentoring

Knowing Yourself (first step)

Effective communication

What does my future-self looks like?

Obstacles to self-awareness





Essential Skills of Mentoring

Knowing Yourself (first step)

The mentoring pair must know what they bring to the table, in terms of perspectives and talents

Essential skill

KNOWING YOURSELF

01

Sutton (2016) broadly defines it as “the extent to which people are consciously aware of their internal states and their interactions or relationships with others.”

A self-aware person has a clear understanding of their own strengths, weaknesses, motives and emotions and how others perceive him

Self-awareness is the heart of mentoring and it is difficult to understand and develop. It helps mitigate risks and allows you to make the right choices



02

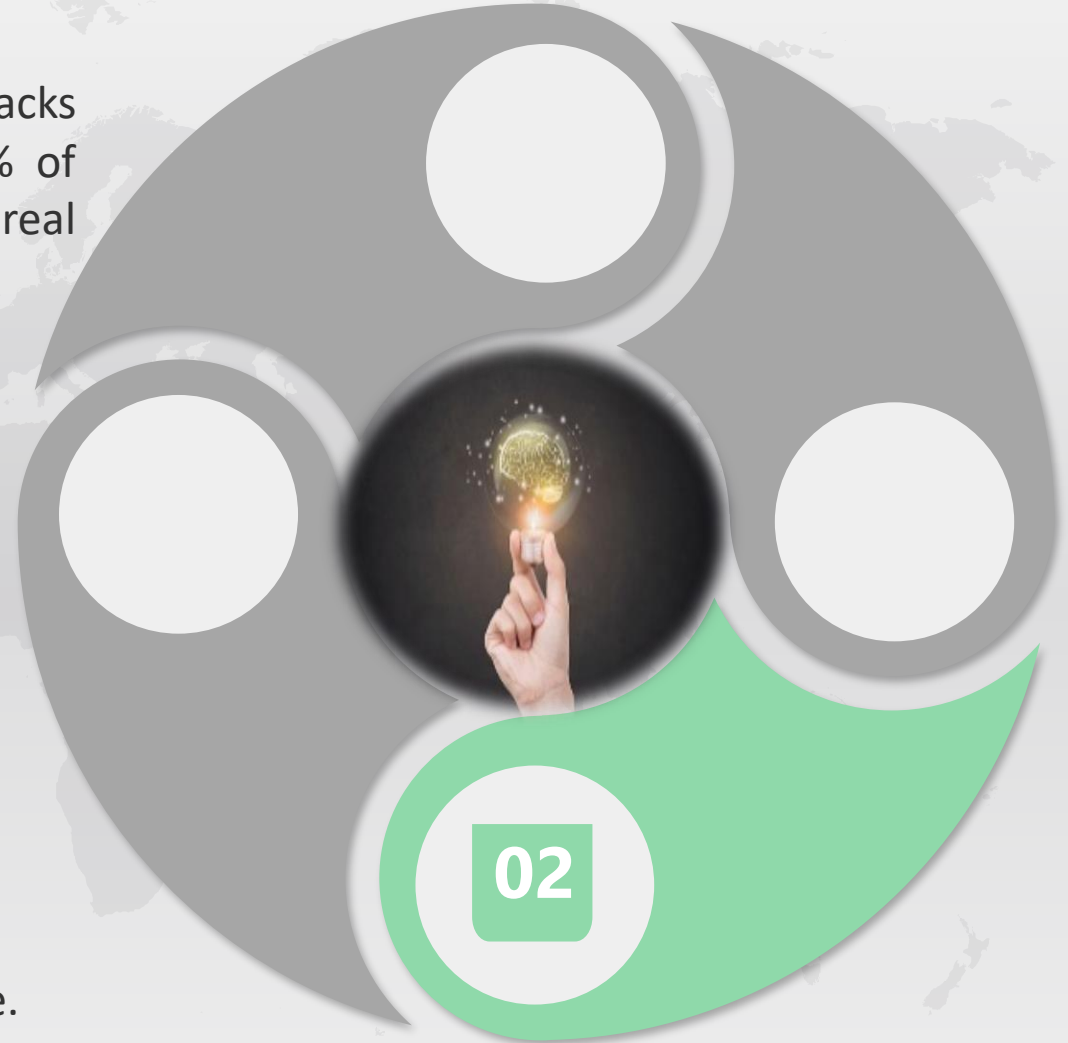
Tasha Eurich's research (2017) backs this up. She found that 'although 95% of people think they are self-aware, the real figure is between 10–15%'.

She goes on to describe two specific types of insight:

Internal self-awareness is an inward understanding of our passions and aspirations, strengths and weaknesses etc.

External self-awareness – is knowing how *others* see you and how you understanding yourself from the outside.

02



03

Internal self-awareness

Ng (2017) offers tips to increase your internal self-awareness which fit Eurich's definitions as follows:

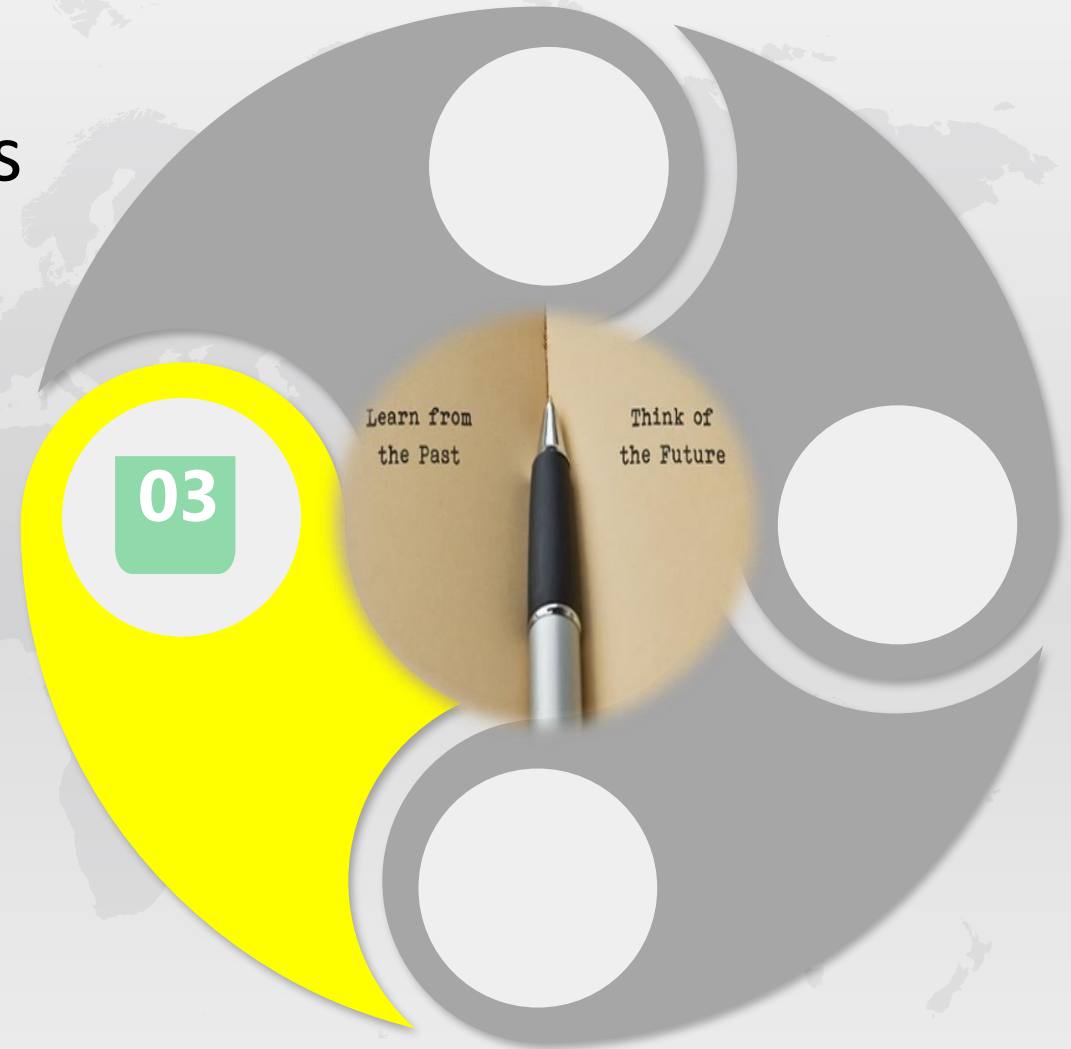
Tell a true story about yourself –allows you to understand your current motives and your future goals

Write a journal – about your experience and finding connections

03

Learn from
the Past

Think of
the Future

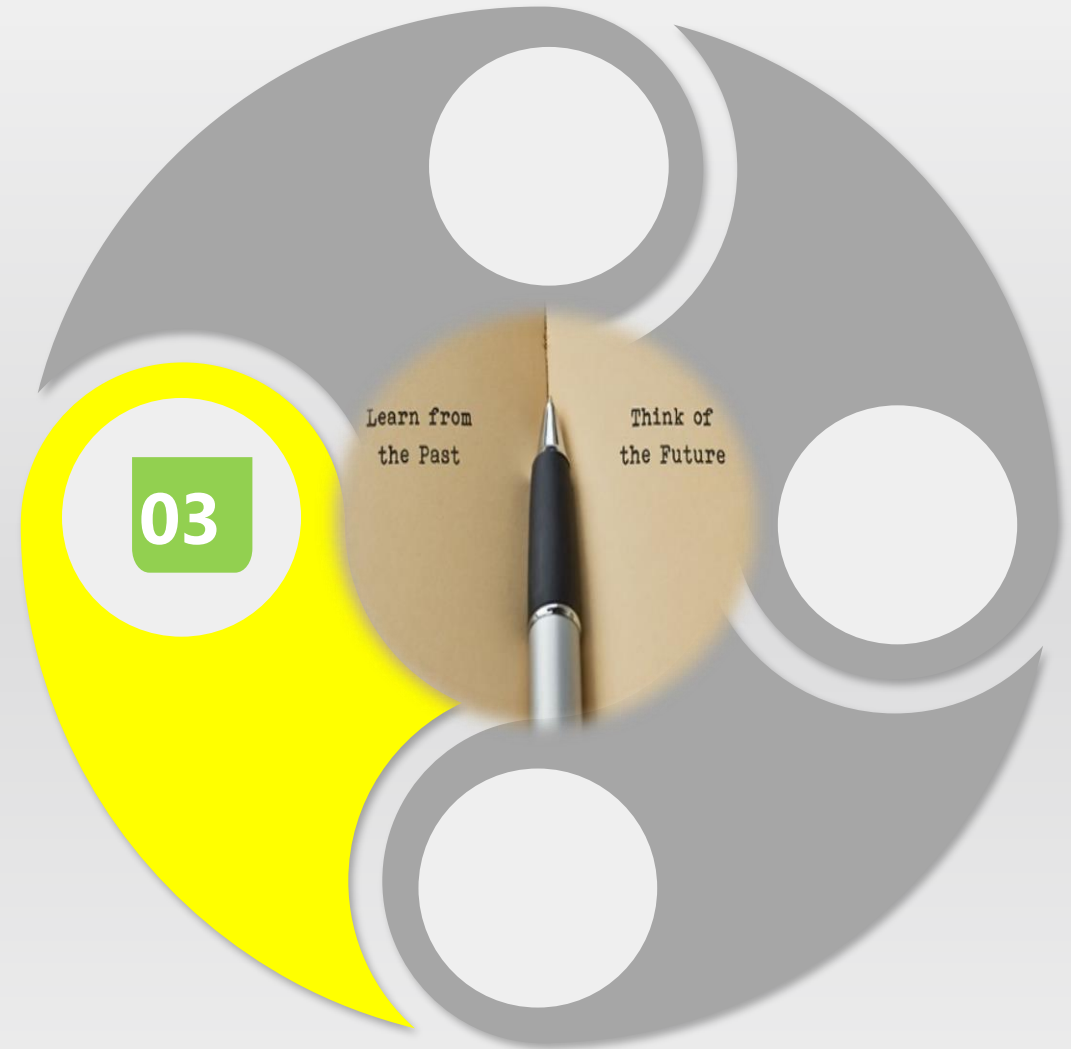


03

Establish inner dialogue with yourself – think regularly about how you feel. Are you happy? Are you under stress?

Try meditation –ask yourself what you want to achieve, what obstacles are in your way and how you will overcome them.

Create a list of your life priorities – and then keep track of progress.



External Self-awareness

KNOWING YOURSELF



Ng (2017) offers tips to increase your external self-awareness which fit Eurich's definitions as follows:



Talk to a friend you can trust – this can help you to see things you've never noticed in yourself.



Get feedback from the people around you – ask them to tell you what you're good at and what you're bad at, and think about what you hear.



Give a video interview – invite a friend to film you and ask you questions. Take some time to watch it back and analyse what you see. Is there anything you want to change about yourself?

Essential Skills of Mentoring

What does my future-self
look like?



Essential skill

What does my future-self looks like?

02

What does my future self looks like?

Your future self, is the person you see yourself becoming as you grow

Mentorship allows you set goals for yourself and make predictions about the world

02

What does my future-self looks like?



Essential skill

What does my future-self looks like?

02

“When the future-self shares similarities with the present-self, when it is viewed in vivid and realistic terms, and when it is seen in a positive light, people are more willing to make choices today that may benefit them at some point in the years to come.” **Hershfield (2011, p. 30)**

02

What does
my future-self
looks like?



Essential skill

OBSTACLES TO SELF-AWARENESS

01

Farmer (2017) writes about 12 obstacles to building self-awareness:

Fear

Fear of unpleasant emotions; of opening a Pandora's Box of memories; of trying something new.

02

Discomfort

People are uncomfortable changing what they've always done, even if it's not working; people feel uncomfortable focusing on themselves.



Essential skill

OBSTACLES TO SELF-AWARENESS

03

Accountability

It's easier to live unconsciously; it's easier to live through other people; it's easier to give responsibility for your happiness or success to someone or something else.

04

Negativity

Self-awareness takes a lot of work; it's difficult to break habits; self-awareness is intangible; people don't see the value in getting to know themselves (Adapted from Farmer, 2017)



5 TIPS FOR EFFECTIVE COMMUNICATION



1. COMMUNICATE RELENTLESSLY.
2. SIMPLIFY AND BE DIRECT.
3. LISTEN AND ENCOURAGE INPUT.
4. ILLUSTRATE THROUGH STORIES.
5. AFFIRM WITH ACTIONS

Essential Skills of Mentoring

Effective Communication

The mentoring pair must know what they bring to the table, in terms of perspectives and talents

Three Principles Mentoring

The mentor is the facilitator

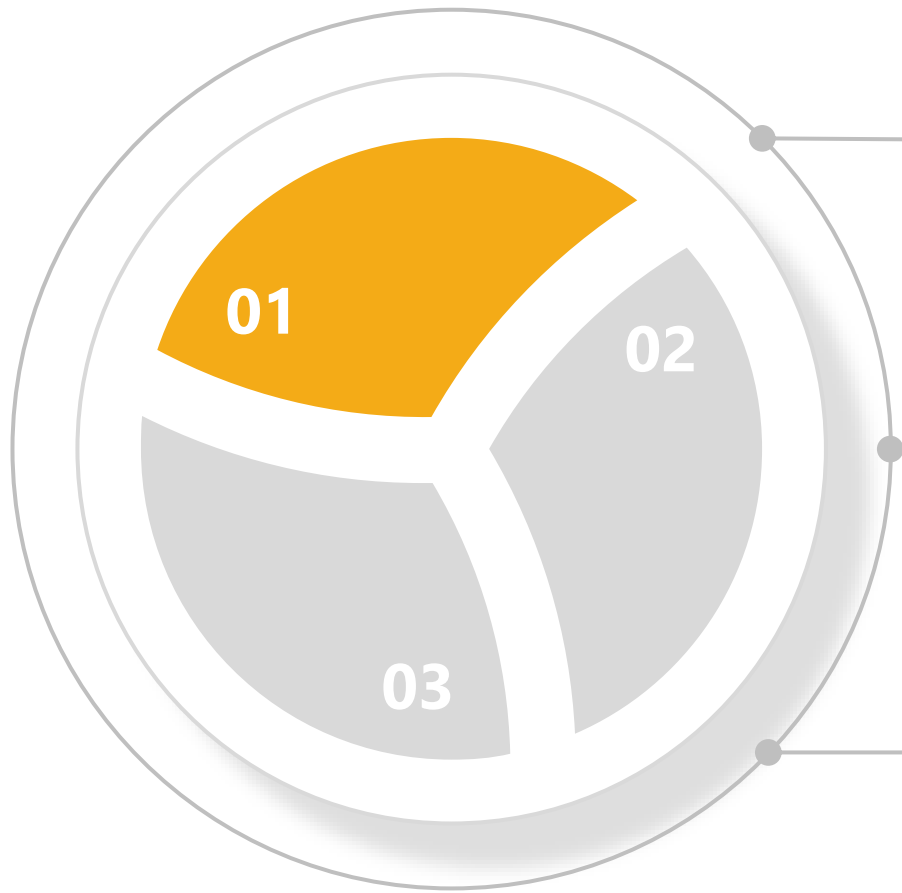
The mentor supports the mentee's goals. The mentee must know his goals and share them clearly with their mentor

The mentee is the leader (a spoiler alert)

It is only the mentee that knows his goals. If the mentee does not take the leadership, the mentor is likely to provide guidance and advice using the wrong assumptions.

The relationship is primary

The relationship is a valuable asset that needs to be managed, the mentoring pair must preserve and/or strengthen the mentor-mentee relationship. This is true whether the relationship is expected to be short or long-term, as managing relationships is a major critical skill for professionals.



Mentoring tools

Clarifying values, needs and goals



Effective mentees must know their values, needs, goals



Mentees must set clear visions



The initial first step is for the mentee to define his personal mission, vision, values, and goals



To clarify his values, the mentee might want to do value clarification exercise. There are lots of free options available online.

Clarifying values

- It's usually a list of dozens of words, like honesty, creativity, innovation, empathy, collaboration, hard work, or fun
- The mentee lists three to five core values
- Knowing this about the mentee will help you engage with him successfully and avoid potential problems

Identify needs

- Assess knowledge and skills, as well as strengths and weaknesses – needs assessment/mentoring gap analysis
- In the absence of knowledge and skills, or in the presence of weaknesses that must be managed, what gaps need to be filled for the mentee to be successful in his career?

Setting Clear Personal Vision and Mission Statements



Let the mentee write his personal mission and vision statements



Ask him to write a short paragraph introducing himself to a new audience



Let him state reasons for his career decisions, elaborate on his values, his reasons for his work, and his passion

The two most important skills of mentoring are active-listening and setting goals/objectives



Active listening has a bad rap

Active listening is not parroting back what you heard



Repeating what someone says doesn't clarify meaning



Active listening, is listening with purpose

You listen for specific things. You listen for focus, for a mindset or an attitude, you listen for skills and capabilities, habits and patterns, goals and aspirations, energy and possibilities



There are five steps in active listening

Active Listening

Pay attention and suspend everything else

A coach or trainer usually addresses a particular need, whereas mentor builds a broader relationship, and their reward is altruistic.

Mentoring is not a passive endeavour

Listen to verbal and non-verbal messages

Mentoring is not therapy

Ask clarifying questions and encourage disclosure using open-ended questions.

Self-awareness or Knowing yourself

Is the mentee aware of his own feelings and opinions and his reactions to what he hears about his personal perspectives?

Defer judgement

Resist drawing conclusions and making meaning of what you hear

Active Listening



Listen to the entire message that the mentee is trying to communicate



What tone of voice is being used?



What is the mentee doing with his or her body while speaking?



What do you think the mentee feels?

Active
Listening



Ask what the mentee would do



When in doubt, let your mentee explain his or her position.

Active Listening



Ability to listen and question

An active listener should:



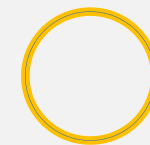
Eye contact



Keep open body language



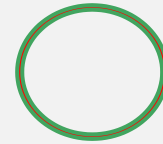
Make encouraging sounds and nods



Allow silence

Active Listening

OARS – Active Listening Skills



Pay attention

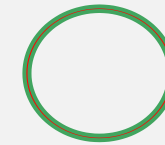
Make eye contact, nod your head, open body posture (arms uncrossed)



Ask questions to clarify as needed

“Just to make sure I understand...”

Active Listening



Affirming presence

- ✓ Give the mentee the message “I see you and hear you”
- ✓ Your tone of voice, eye contact and body language can all be affirming
- ✓ Validate their feelings “It’s normal and okay to feel this way”



OARS – Reflective Listening

Reflect back what you think the mentee is saying, or what you observe. For example:

1. It sounds like...[paraphrase]
2. Is that right?
3. I hear you saying that...[paraphrase]
4. Is that how you're feeling?

These questions help you understand what the mentee is telling you

The mentee can hear what he said, clarify, feel and understand...

Civico (2015) four elements of mirroring

Communication is more than just words. What else is the mentee saying?

Body postures and gestures

- Facial expression
- Eye contact
- Posture
- Gestures
- Match postures and gestures

The rhythm of the breath

- Pay attention to breathing
- Match breathing with rhythm

The energy level

- Energy level
- Shyness and reserved or exuberant and extroverted?

The tone of voice

- Nodding
- Smiling
- Not fidgeting

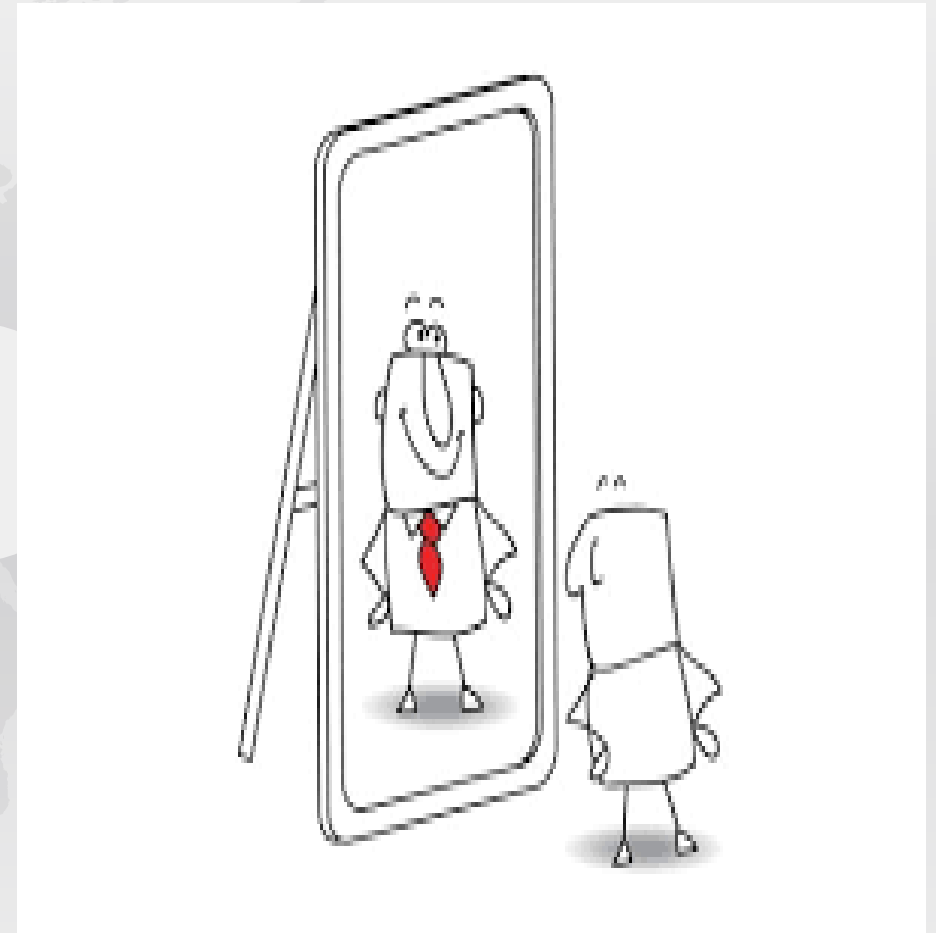
Mirroring



Mirroring is when someone reflects the gesture, speech pattern, or attitude of another



Mirroring can help with building rapport and showing empathy





Rapport and trust are important elements of a mentoring relationship

Empathy

A key component of building rapport and trust is empathy

Some of us might not necessarily have mentoring skills.

Are you empathetic?
You can develop empathy





Things you can do to build trust and rapport

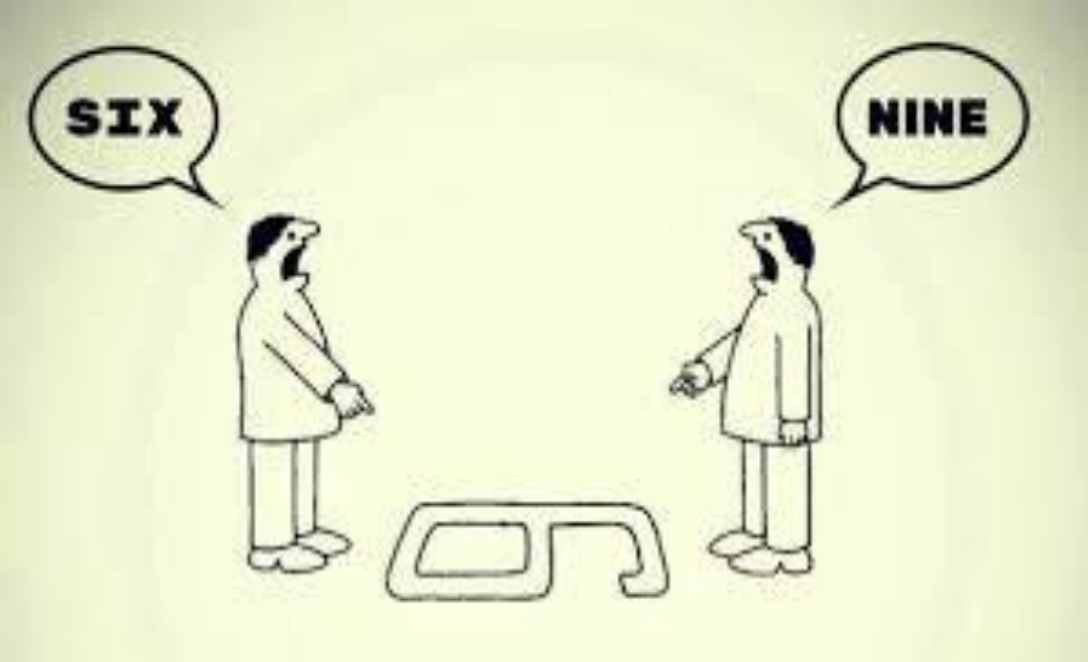
- Break the ice with small talk
- Share some personal information about yourself
- Find some shared experiences
- Good communication skills (OARS, non-verbal)
- Listen with an aim of understanding
- Show empathy
- Use humor, laughing together can create harmony and connection.
- Be patient – trust takes time!



Useful check-list to help you practise empathy:

Put aside your view point and try to understand things from your mentee's view point

He is not being unkind, stubborn or unreasonable, he is just reacting to a situation with the knowledge he has



Validate the mentee's perspective

1. Once you “see” why he believes what he believes in, acknowledge it.
2. Some mentees may differ in their opinions, if they offer good reasons, accept it.



Examine your attitude

- Are you more concerned with getting your way, winning or being right?
- Is your priority to find a solution, build relationships and accept others?
- Without an open mind and attitude, you probably won't have enough room for empathy

Empathy and Communication Blocks

Giving advice, fixing

“Why don’t you just do this?”

Rationalizing or ‘explaining away’

“You don’t really mean that”, “It doesn’t make sense to worry about that”

Assumptions

“You must be so excited!”



Empathy and Communication Blocks

- **Dismissing**

“You’ll be fine”, “That’s not a big deal”

- **Playing the expert**

“I know exactly what you mean”

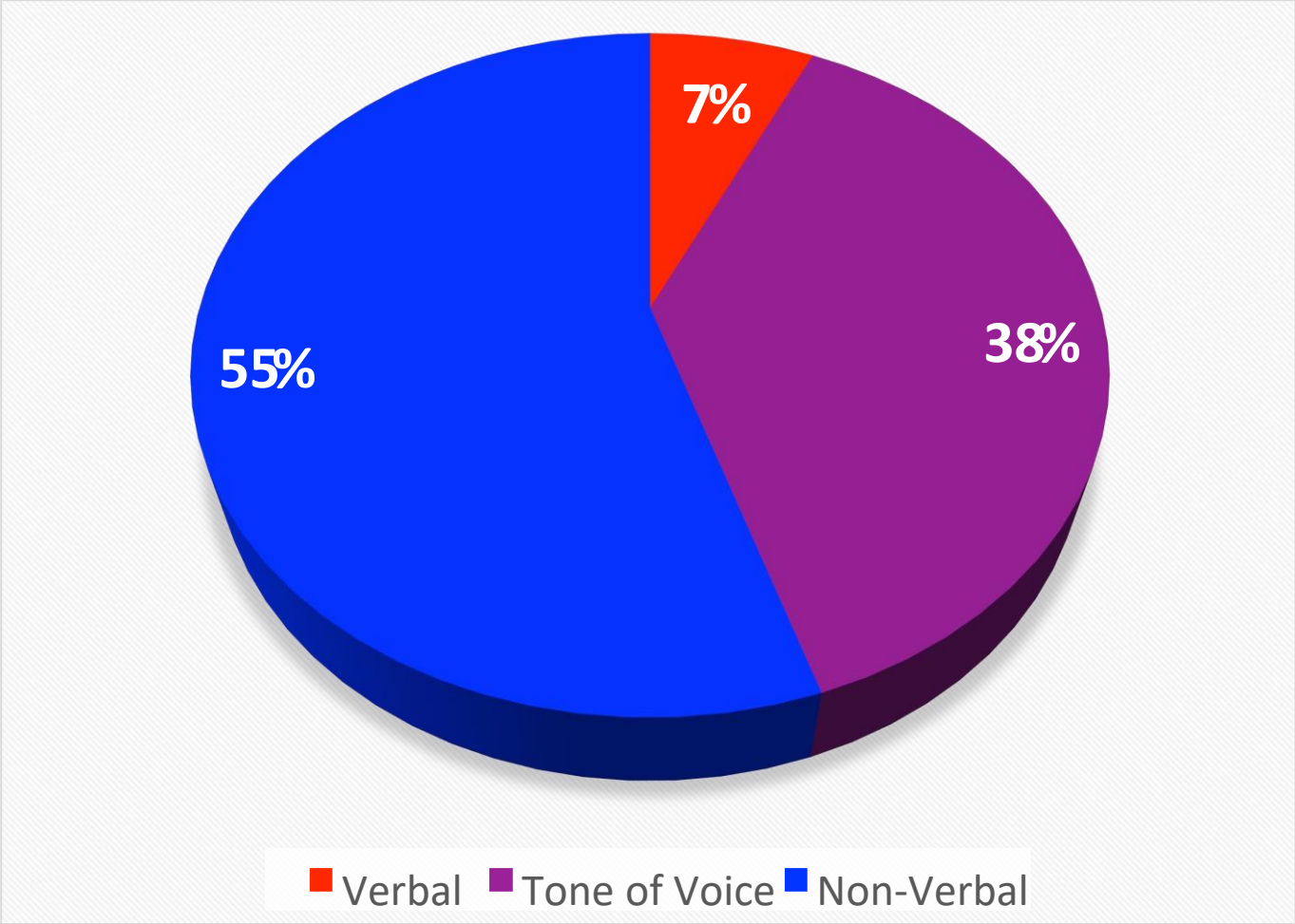
- **Preaching**

“You should...”, “It is your responsibility to...”

Effective communication will not guarantee success,
but poor communication will guarantee failure



Mehrabian's 7-38-55 Rule



Communication Styles

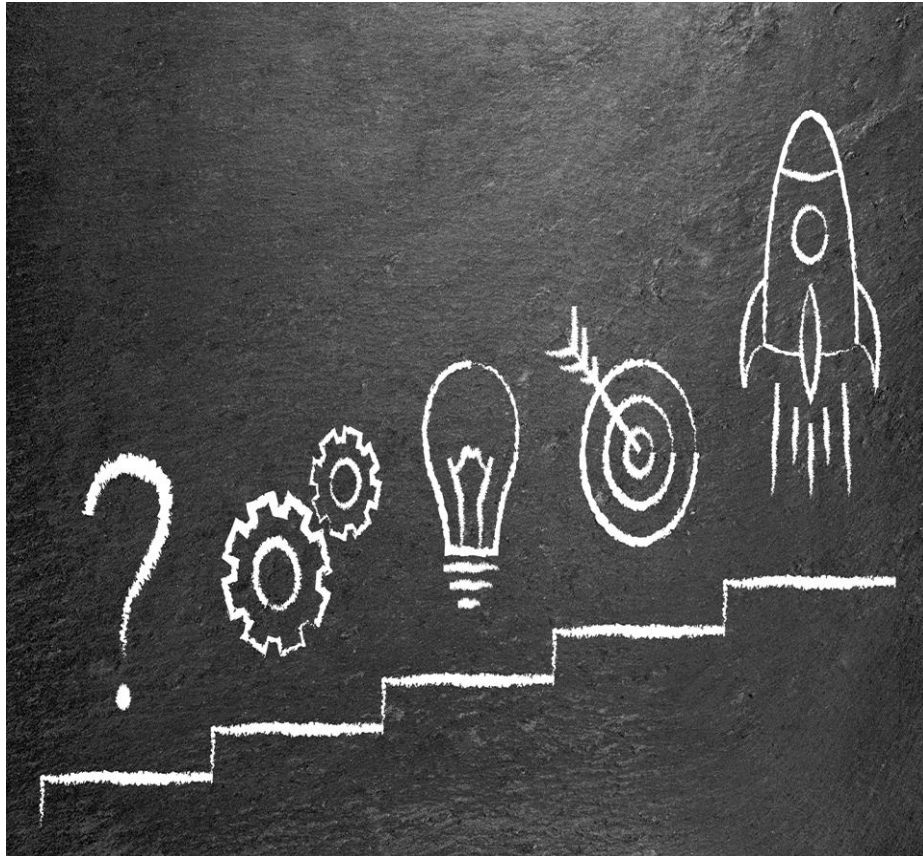
Recap

- Be mindful of your role and limitations
- Practice good communication skills (OARS)
- Listen to understand
- Choose empathy
- Accept without being judgemental
- Avoid assumptions
- Be comfortable with silence
- Self-reflect regularly
- Be yourself!

O Open-ended Questions
A Affirmations
R Reflections
S Summaries



Using models and frameworks of mentoring



Once the mentee identifies his **goal** and set some **objectives**, the mentor will often use a **framework** or **model** to give structure to their discussions.



The 5 Cs Model:

This model (Pegg, 1999) supports a mentee who wants to **focus** on a particular set of **challenges** or has a range of **options** to decide on





The 5 Cs are:

Each letter C of the 5Cs Model stands for a stage in the process:

Challenges

An **issue** or **problem** the mentee is currently facing

Choices

The **options** available to the mentee for dealing with the issue or problem

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Consequences

The **consequences** of choosing one option over another



Creative Solutions

Other **solutions** that you and your mentee might come up with during the discussion



Conclusion

A **decision** about what to do next and a commitment to take action

Keele University offers a useful list of possible questions that a mentor could ask at each stage of the 5Cs Model:

Questions 1



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Challenges

- Which is the first challenge you would like to explore?
- Can you give me a picture of what is happening?
- What would be a positive outcome?

Questions 2



Choices

- What do you see as the possible options you have for tackling the challenge?
- What have you tried before? What were the consequences?
- What do you think would happen if you did nothing?

Questions 3



Consequences

- What do you see as the pluses and minuses involved in pushing option A? B? C?
- How attractive do you find each of these options?
- Take a minute to rate each of the possible solutions (from 1-10) – and to consider why you have given them these ratings?

Questions 4

Creative solutions

- Is it possible to take the best parts from each option and create a new road? How would this look?
- Have you ever been in a similar situation in the past and managed it successfully? What did you do?
- Are there any other people, teams or institutions that have successfully managed this kind of challenge? What did they do to manage it successfully?
- What would you do if you could start all over again tomorrow?



Questions 5

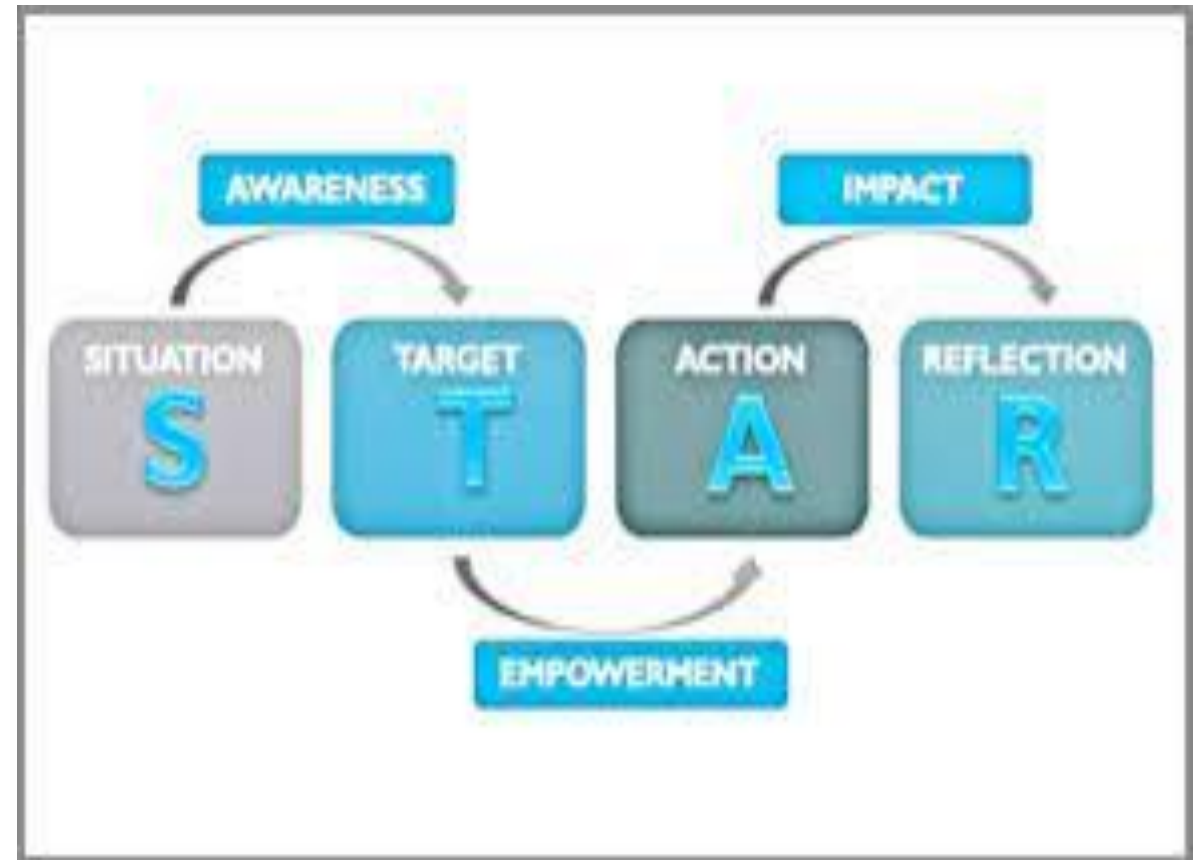


Conclusion

- Let's explore the option you have chosen. What will be the pluses? What will be the minuses? Bearing these consequences in mind, are you prepared to go ahead?
- What steps must you take to reach your goals/outcomes?
- How can you take these steps? When do you want to begin?
- What can you do to get some early successes?

G-STAR Model

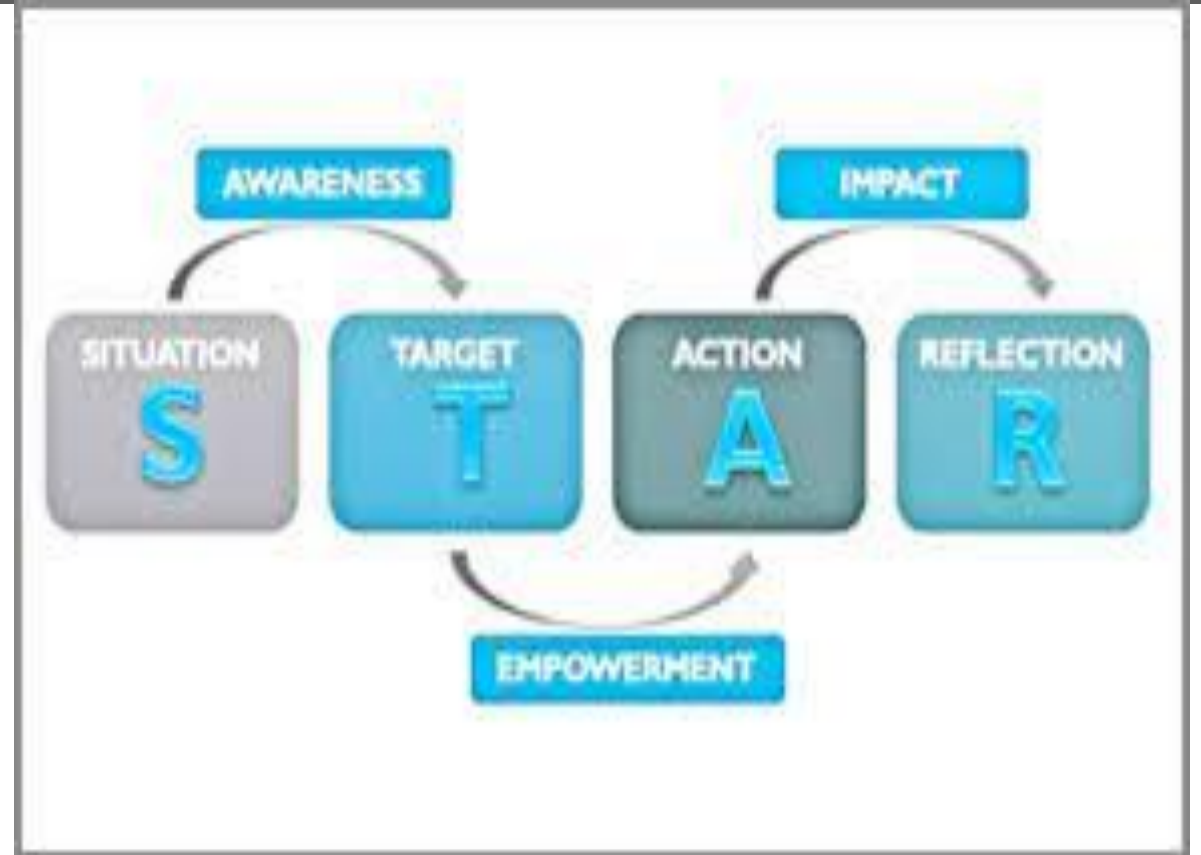
This model can provide useful structure to mentoring conversations, particularly if the mentee is facing a specific issue or has a specific goal he wants to achieve (Lowbridge, 2012).



G-STAR Model

Each letter of G-STAR Model stands for stage in the process:

- What are the mentee's GOALS?
- What SITUATION is mentee facing?
- What is his THINKING at this time?
- What ACTIONS is he considering?
- What RESULTS does he expect?



GROW Model

Other frameworks often used in mentoring are:

GROW model and identifying **SMART goals**



GROW Model

Each letter of the GROW Model stands for a stage in the process:

G = Goal

R = Reality

O = Options

W = Way forward (or 'will')

GROW Model



Think of something specific that you'd like to achieve in a work context and make it your goal for this activity. Example, struggling with his presentation skills.

Throughout the process, the mentor arranges the tools and techniques to encourage the mentee to think about his situation and his goal – encouraging him to look from a different perspective, perhaps even tapping into his subconscious brain.

SMART Goals



Are you really a mentor?



A mentor should ask himself the following questions:

- Do I want to openly and honestly share my knowledge and experience with others?
- Am I able to listen carefully and to give constructive feedback?
- Do I have the time to commit to a mentoring relationship?

Are you sure of your motivation?



If the answer to these questions is yes, the next thing to consider is what you want to gain from the experience.

- Is it the personal satisfaction of helping someone move forward in their career?
- Is it the opportunity to add something positive to your own CV?
- The probability that you'll also learn something, for example, from a younger colleague who might be more technically savvy than you?

Once you're clear on your own motivation, you can consider who you want to help and how.

Summary



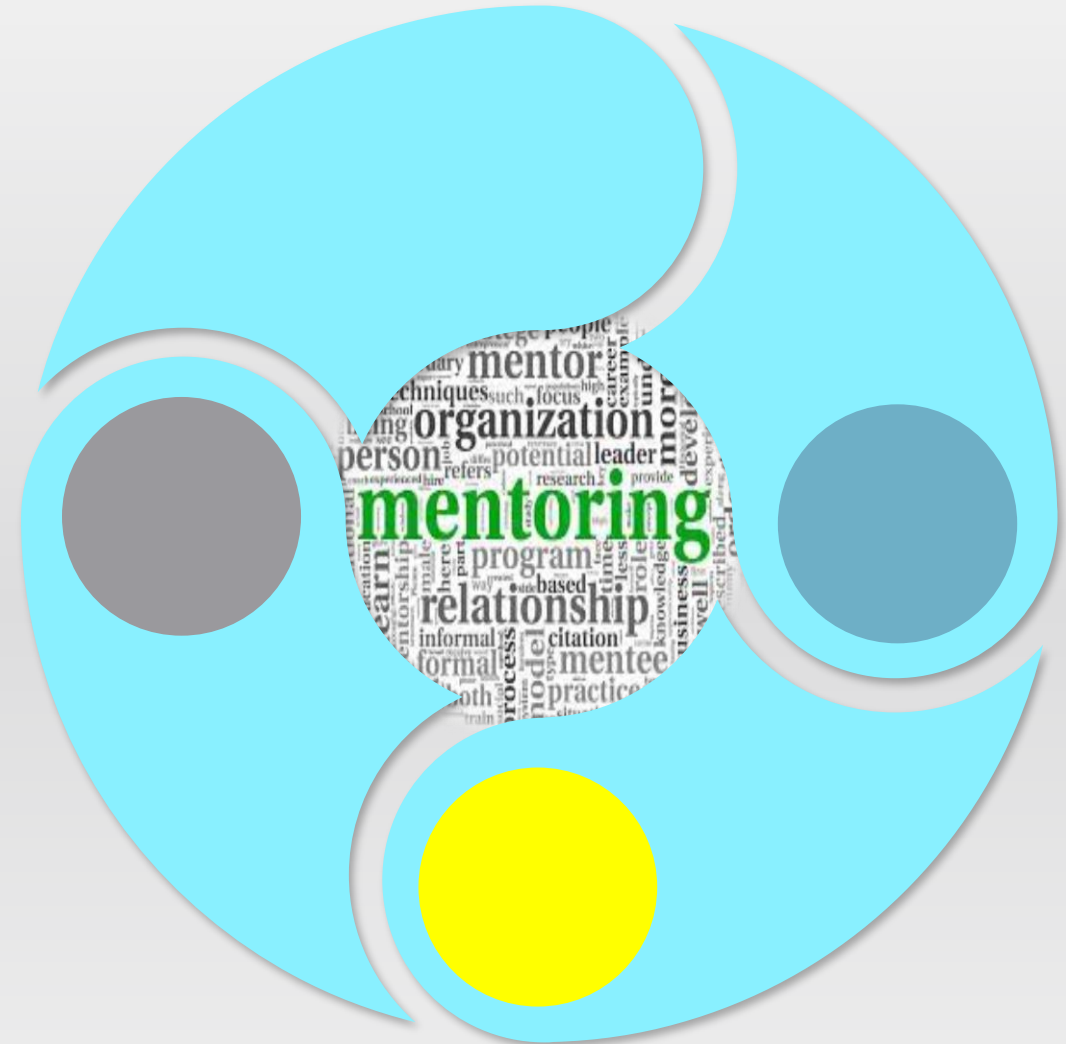
Mentoring is grounded in a relationship



Communication & alignment of expectations are critical



Mentoring benefits both mentee and mentor



Summary



Good mentors and mentees have specific qualities



The mentor is the facilitator while the mentee is the leader of the mentoring relationship





Mentors perform 3 main functions:

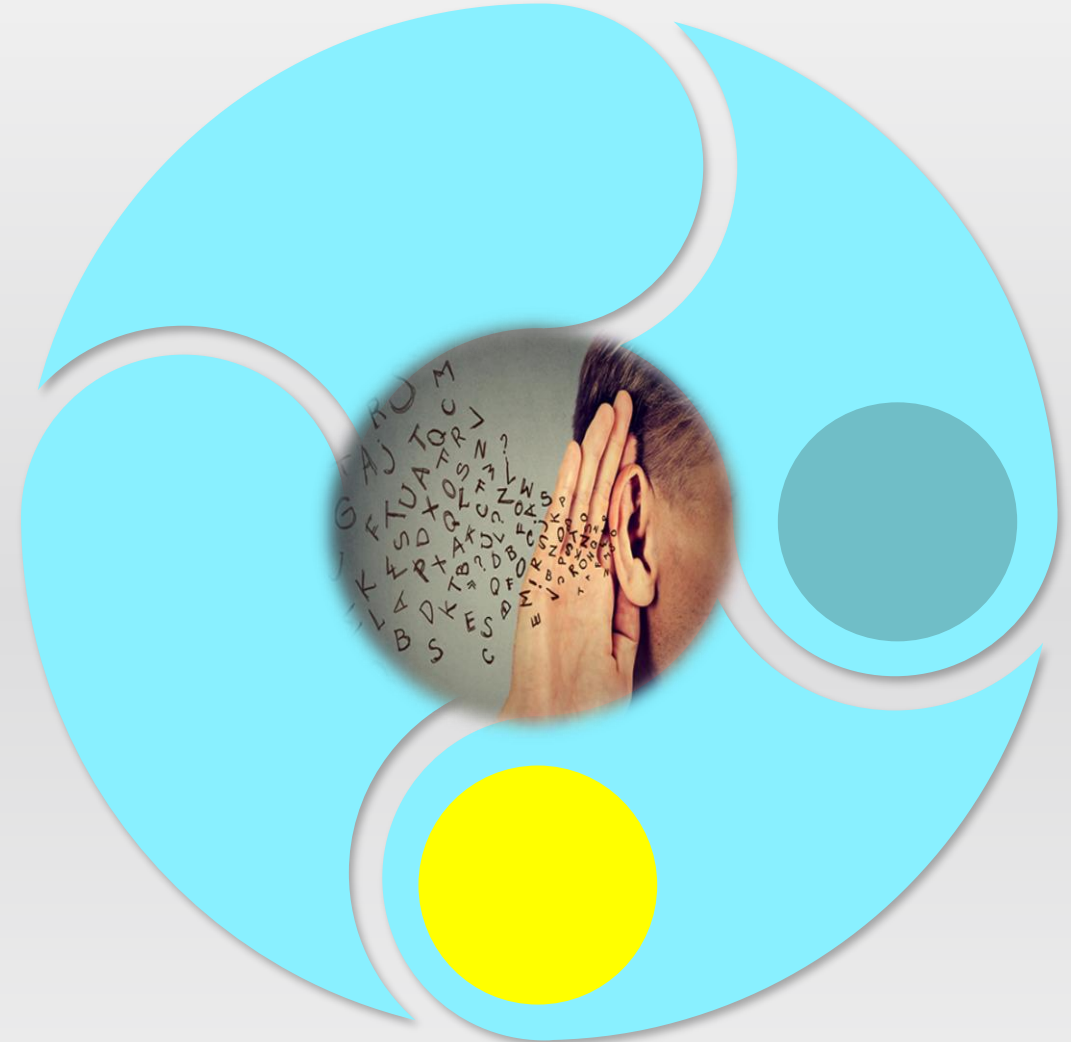
- Guidance
- Emotional Support
- Work-Life Balance



Build your mentoring skills

 **Key areas to work on are** communication skills, empathy and goal setting.

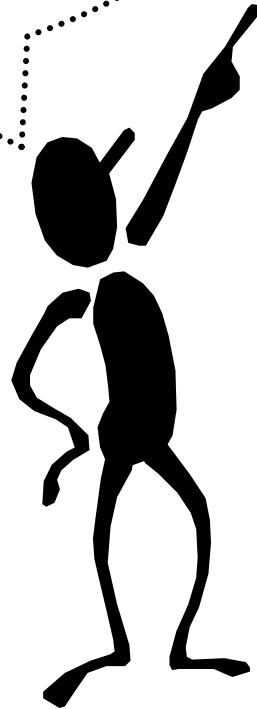
 **Practice being really present in every conversation** – not cutting the other person off or jumping in to finish off what you think they're going to say, but really listening and responding in a measured and thoughtful way.



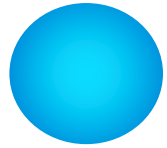
People Learn Differently

I hear and I forget,
I see and I remember,
I do and I understand

See one, do one,
teach one



Conclusion



Many of us are not trained in effective mentoring skills or designing mentoring



Fellows are most often very busy with their core clinical, research, administrative or educational responsibilities



Mentoring is a vital component of medical education

International Mentoring Association

Save The Date!

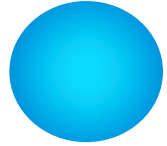
February 23rd And 24th, 2021

University Of Florida Hilton Conference Center

Details Coming Soon

https://mentoringassociation.org/2021_conference.htm

Mentoring programs



authoraid.org



coursera.org



edx.org



Society for scholarly publishing

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Mentoring and Collaboration

The aim of AuthorAID is to help researchers in developing countries to write about and publish their work. One way we achieve this is through developing a global network of researchers. Through the network, researchers can find long-term mentors or short-term advice to help them through the process of research design, writing and publication. This also enables researchers to find others in their field for collaboration, discussion and information.

As research communication is of global benefit, it is vital that researchers can find others in their field and get the information they need to develop their skills or ensure the latest research is shared and accessible.

- Become a mentor
- Find a mentor
- Collaborate with other researchers
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Mentorship Program

Mentorship is an ideal way for professionals at all career levels to develop new relationships, share experiences, and learn from others outside their organizations by connecting with a mentor.

Selected participants are matched with a mentor or mentee by the Career Development Committee, and expected to meet at least once per month for six months. Mentors and mentees are also required to attend an online orientation and virtual discussion groups. There is no cost to apply, but program participants (both mentors and mentees) must be SSP members.

Now in its fourth year, this exciting initiative aims to connect members of SSP for professional development, information exchange, networking, personal growth, and career advancement.

About the Program

The SSP Mentorship program connects professionals at all career levels and provides both mentors and mentees opportunities to develop new relationships, share experiences, and learn from others outside their organizations. It enables established professionals to serve as mentors as a way of giving back to the industry and paying forward the support and guidance they received during the development of their careers. The program aims to connect members of SSP for the purposes of professional development, information exchange, networking, personal growth, and career advancement.

Mentorship is a proven approach to advancing in one's career, particularly for those new in their field or place of employment. Mentorship goes beyond training and education by helping newcomers navigate through the sometimes confusing or complex situations they can face. Mentors and mentees can be of any age or career stage.

Mentors benefit by giving back to the field, enjoying the satisfaction and impact of sharing their knowledge and experiences, expanding their networks, and learning new things from their mentees, to name a few. Mentees benefit from new perspectives on their work, expanding their networks, gaining a sounding board for ideas and projects, and increasing their sense of self-worth.

Mentorship can help scholarly publishing professionals identify potential career paths by expanding their knowledge of career options within the industry and providing learning experiences outside of their workplaces. It can help shape the future leaders of scholarly communications through expansion of their professional competencies, and, therefore, cultivate a diverse and high-quality pool of candidates in the workforce in the process. Mentorship is a critical component to attracting a more diverse workforce by providing opportunities for professionals new to the industry to learn about the culture of scholarly communications, make new contacts, and feel welcome in our community.

How It Works

Mentors and mentees apply online to participate in a mentorship cohort, or a group of mentors and mentees that begin and end the program during the same timeframe. Each mentorship cohort will last 6 months. Each cohort will have a published open and close date and accept a limited number of participants. Mentees and mentors are matched by the Career Development Committee. Mentor relationships are one-to-one matches. Professional development activities, however, include group calls/meetings with all mentors and mentees so mentees can be exposed to other mentors.

A mentor can have multiple mentees, but a mentee can only have one mentor per cohort within the SSP Mentorship Program. A member can be a mentor and a mentee at the same time; however, first-time participants will be given preference for open spaces. Interested members should apply via an online application. Members can reapply for each cohort; however, precedence will be given to first-time mentees.

Mentors and mentees must agree to abide by the SSP Mentorship Code of Conduct. The six-month commitment starts from date of the orientation meeting. The mentor and mentee should meet at least once a month, but can more meet more frequently if they choose. Suggested meeting length is 30-60 minutes. Meetings can be in-person, via telephone, or by other virtual means. The mentor and mentee are required to attend the orientation and virtual discussion groups. The Mentorship Program Handbook provides guidance for mentors and mentees as they navigate the program.

Program Eligibility

1. All participants, mentors, and mentees must be current members of SSP.
2. All membership types, including post-secondary student members with an interest in publishing/library sciences, are eligible to participate in the program.
3. Mentors are required to have at least 3 years of scholarly communication experience.
4. Interested members must apply to participate in the program. A limited number of places per mentorship cohort are available. Selection for participation will be determined by the committee/SSP and will be based on application responses and likelihood of a productive mentor/mentee match. Precedence will be given to first-time mentee applicants over those having participated previously in the program as a mentee.
5. Applications must be received by the posted deadline for consideration in a given mentorship cohort.

Thank you to our sponsors of the Mentorship Program.

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For organizations interested in supporting the SSP Mentorship Program, \$1,000 sponsorship packages are available. For more information about sponsorship opportunities, please download the SSP Media Kit or contact Christina DeRose at partnerships@sspnet.org.

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The Mentor Academy provides research mentors with opportunities to develop mentoring skills through biweekly sessions during a four-month program.

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National Research Mentoring Network <https://www.nrmnet.net>

Training Mentors of Clinical and Translational Research Scholars: A Randomized Controlled Trial

Christine Pfund, PhD, Stephanie C. House, MA, Pamela Asquith, PhD, Michael F. Fleming, MD, Kevin A. Buhr, PhD, Ellen L. Burnham, MD, MSc, Julie M. Eichenberger Gilmore, PhD, W. Charles Huskins, MD, MSc, Richard McGee, PhD, Kathryn Schurr, MS, Eugene D. Shapiro, MD, Kimberly C. Spencer, and Christine A. Sorkness, PharmD

Academic Medicine (2014) 89: 774-82

Abstract

Purpose

To determine whether a structured mentoring curriculum improves research mentoring skills.

Method

The authors conducted a randomized controlled trial (RCT) at 16 academic health centers (June 2010 to July 2011). Faculty mentors of trainees who were conducting clinical/translational research $\geq 50\%$ of the time were eligible. The intervention was an eight-hour, case-based curriculum focused on six mentoring competencies. The primary outcome was the change in mentors' self-reported pretest to posttest composite scores on the Mentoring

Competency Assessment (MCA). Secondary outcomes included changes in the following: mentors' awareness as measured by their self-reported retrospective change in MCA scores, mentees' ratings of their mentors' competency as measured by MCA scores, and mentoring behaviors as reported by mentors and their mentees.

Results

A total of 283 mentor–mentee pairs were enrolled: 144 mentors were randomized to the intervention; 139 to the control condition. Self-reported pre-/posttest change in MCA composite scores was higher for mentors in the intervention group compared with controls ($P < .001$).

Retrospective changes in MCA composite scores between the two groups were even greater, and extended to all six subscale scores ($P < .001$). More intervention-group mentors reported changes in their mentoring practices than control mentors ($P < .001$). Mentees working with intervention-group mentors reported larger changes in retrospective MCA pre-/posttest scores ($P = .003$) and more changes in their mentors' behavior ($P = .002$) than those paired with control mentors.

Conclusions

This RCT demonstrates that a competency-based research mentor training program can improve mentors' skills.

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