

Goal(s)	Potential Mentor(s)
Professional	
<i>6-12 months</i>	
<i>3-5 years</i>	
<i>10 years</i>	
Personal	
<i>6-12 months</i>	
<i>3-5 years</i>	
<i>10 years</i>	

S.M.A.R.T. goals - Coming up with clear, defined goals can help you achieve your vision!

S: Specific. Be clear on what you are trying to achieve. Retain and grow existing talent What do I want to accomplish? Why is then goal important to me? Who is involved? Where is it located? Which resources are needed?

M: Measurable. How will you know whether you have been successful? How much, many, often? With milestone timestamps

A: Achievable. What is realistic given the current conditions? What are limitations/boundaries?

R: Relevant (Resources). How does each goal support your overall vision? Why is this particular goal where resources should be focused? Does this seem worthwhile? Is this the right time? Does this match your other efforts/needs? Are you the right person to reach this? Why prioritize this?

T: Timebound. How long will it take to achieve this? What deadline will you set for yourself? When will this happen? What can I do one week from now? What can I do eight weeks from now? What can I do today?

Prompt: I will _____ over ____ (time period) _____, resulting in _____

Alignment / Expectation Checklist - For Mentees

Please check of the items that you would like to discuss with your primary mentor(s) to better define your expectations in the mentoring relationship. Think about the list in terms of what you seek from your primary mentor(s):

- How to become a better teacher
- How to become a better clinician
- Help me pick a specialty
- Facilitate networking with leaders in the field
- Helping me to focus / set goals / meet deadlines

- Guiding my research career
- Help me increase my scientific knowledge and skills
- Helping me become an independent scientist with my own grants and lab
- Giving me credit for my contributions to my mentor's team and work
- Discussing authorship as the work as is being completed – before paper is started
- Discussing my role in my mentor(s) grant(s) before the grant(s) is/are written
- Helping me learn how to develop grant budgets
- Helping me to better supervise research staff

- Helping me with work/life balance issues
- Serving as a role model
- Providing me with a supportive environment where I am not worried about my position or receiving a poor letter of reference for my next academic position
- Talking to my supervisors/ other mentors if I am having issues in training

- Meeting frequency
- Response time for emails
- Response time on research questions
- Response time on drafts or revisions of manuscripts
- Response time on grant sections
- Watching me prepare for an oral presentation 1-2 weeks prior to professional meetings
- Helping me with time management skills

- Can I give my mentor feedback? Is there an expectation and safety for honest feedback?
- How often do you want feedback from your mentor?
- Defining whether you want your mentor to be a Passive or an Active mentor

- Additional items not listed?

Table. Diagnosis and Treatment of Mentee Missteps

			Potential Solutions	
Phenotype	Description	Diagnostic Signs	Mentee	Mentor
Conflict Averse				
The Overcommitter	Lacks the ability to say no. Ends up overcommitted and underproducing.	Résumé is filled with a host of committees, volunteer roles, etc, yet few have resulted in academic products such as publications.	Learn to use your mentor or allocated effort as a reason for saying no. Before saying yes to a project, determine which project is now getting a no.	Add new items to this mentee's list only after old ones are completed. Have mentee identify his or her career goals, then stick to projects that align.
The Ghost	Appears extremely enthusiastic and energetic, but then disappears without a trace and without notice—especially when problems arise.	Mentee may agree to assignments but fail to follow up. When questions regarding project deadlines arise, the mentee avoids discussion.	When uninterested, suggest an alternative person who may be interested. Address issues early. To reduce anxiety, be prepared with a planned solution.	Mentees should gauge their true interest in new projects and be allowed to decline. Set goals to address problems forthrightly, and praise mentees for their candor when issues raised.
The Doormat	Mentee is on the receiving end of a manipulative mentor. The mentee's energy is used for things that do not further their career, or for which they do not receive credit.	Mentee spends time on work unrelated to their own career. Review of mentee's progress shows few first-authored papers in mentee's field of interest.	Ask directly how new projects align with goals. Trial of setting goals and boundaries. Seek new mentors. Establish a mentoring committee.	Before assigning a project to a mentee, evaluate if it is in their best interest. Allow mentees to use you as an excuse not to participate in another's projects.
Confidence Lacking				
The Vampire	Mentee requires constant attention and supervision, leaving mentors drained and empty.	Mentee requests approval or clarification for every step of a project, regardless of prior or similar discussions. Lacks conviction; pivots to mirror mentor.	Recognize and embrace feelings of insecurity; talk with other junior faculty likely struggling with similar decisions. Before taking questions to a mentor, vet a solution with a colleague.	Set clear goals and boundaries, including what questions require approval and what do not. Have mentees “put their nickel down” when asking for help.
The Lone Wolf	Assertive, self-motivated, and determined; prefers working alone; believes mentorship is a luxury, not a necessity.	Does not trust others or is afraid to ask for help. Does not work well as part of a team.	Realize that asking for help is critical for learning, not a sign of weakness. Appreciate that working with a team is a key skill for success.	Be specific in things that can be done with and without mentor consultation. Define the mentee's role, as well as the role of other team members.
The Backstabber	This mentee rarely fails, but when this does occur, makes excuses or assigns blame to others rather than to personal missteps.	People who work with this mentee once often don't want to do so again. Has difficulty accepting responsibility for any mistake; avoids negative feedback.	Reframe mistakes as a learning opportunity. Make giving credit and accepting responsibility a daily goal.	Emphasize that honesty, not perfection, is critical in a mentee. If mentee cannot accept this responsibility, seek a new mentee.

Vaughn et al, *JAMA*, 2017

Table. Diagnosing and Treating Mentorship Malpractice

	Phenotype	Underlying Pathology	Diagnostic Symptoms and Signs	Complicit Mentee Acts	Potential Countermeasures
Active Mentorship Malpractice	The Hijacker	Self-preserving behavior related to string of failures.	Academic and intellectual insecurity, financial challenges, limited creativity, fear of being overtaken by others.	Sacrifice first-author positions; name mentor as principal investigator on projects.	Quick and complete exit. There is no way to protect yourself in this relationship.
	The Exploiter	Self-serving philosophy with tendency to self-worship; promotes personal interests over mentees.	Assignment of tasks such as supervising staff, managing projects unrelated to mentee. Believes mentee should be privileged to work with them.	Willing to accept nonacademic chores that support mentor rather than self.	Trial of firm boundary setting and use of additional mentors to evaluate requests. If or when mistrust ensues, exit the relationship.
	The Possessor	Anxious personality with powerful feelings of inadequacy, fears loss of mentee to others.	Specific instructions to not engage with other mentors or collaborators; constant supervision of mentee activities.	Foster isolation by following mentor demands; misinterpret undivided attention.	Insist on a mentorship committee; confront mentor with concerns regarding siloed approach.
Passive Mentorship Malpractice	The Bottleneck	Internal preoccupation coupled with limited bandwidth or interest to support mentee growth.	Often busy with own tasks or projects; limited time to meet face-to-face; inadequate response to requests for help; delays in feedback.	Allow the mentor to set timelines; facilitate behavior by silence or lack of insistence on clarity/detail.	Set firm deadlines and be clear about what happens on those deadlines; follow through with action and articulate frustration with mentor inability to prioritize.
	The Country Clubber	Conflict-avoidant personality, needs to be liked by colleagues; values social order more than mentee growth.	Avoids advocating for mentee resources such as staff, protected time; discourages mentee from similar debates.	Fail to ask mentor to advocate for mentee.	Develop a mentorship team so other mentors may engage in conflict on your behalf. Approach conflict/debate with focus on impact if not addressed.
	The World Traveler	Academic success fueling personal ambitions, travel requirements, desire for fame/appreciation.	Internationally renowned, highly sought-after for speaking engagements. Limited face-to-face time due to physical unavailability.	Accept lack of mentor availability; fail to connect with mentor via alternative methods of communication.	Establish a regular cadence of communication. Reserve time well in advance for in-person meetings. Use alternative methods for communication.

Chopra et al, *JAMA*, 2016

The mentoring quiz

Question	Score
Having a mentor has helped build my confidence and satisfaction with my professional career	0-5
I feel that my mentor is equally focused on my performance, career development as well as personal well-being	0-5
My mentor's interactions with me are driven by a specific learning agenda identified by me, and not the organizational or his/her own needs	0-5
I feel that the content of our conversations is completely confidential	0-5
I am able to give my feedback to my mentor in an honest, direct and respectful manner	0-5
We practice active listening skills and agree to disagree on some points	0-5
I can openly share my concerns, insecurities and doubts with my mentor	0-5
I am free to admit my mistakes and errors without the fear of being penalized	0-5
We meet on a regular basis, being thoughtful about each other's time	0-5
I consistently follow through on commitments made in this relationship	0-5
My mentor is open to hearing new ideas and perspectives	0-5
I openly show appreciation and gratitude towards my mentor	0-5
I have identified an action plan in consultation with my mentor with realistic objectives and measurable outcome	0-5
My mentor encourages and motivates me to move beyond my comfort zone	0-5
Score your questions on a scale of 0-5: 0 = "strongly disagree" and 5 = "strongly agree".	
Add your score and turn to Table 2 for results.	

How to interpret your score

Score	Interpretation	Suggestions for future improvement
51-70	Excellent! You are in an effective mentoring relationship and have fully benefit from this relationship in personal and professional development.	Keep up the great work and read on for some more thoughts about maintaining an excellent mentoring relationship.
31-50	Strong work! You are a good mentor or mentee, but you sometimes experience problems understanding each other's needs.	Take some time to rethink your communication method and focus on sharing accurate feedback in a timely fashion.
0-30	You need to work on this. You are not benefiting from this relationship and should consider improving the existing or finding a new mentoring relationship.	Read on for some great tools for improving existing and identifying new mentoring relationships.