Attachment 19:

NRMN Mentor Skills Module

(Revised 7.31.17)

Note: This module will be part of the annual follow-up survey for selected respondents, so the general information about survey purpose and information protection are described as part of the main survey.

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-0747). Do not return the completed form to this address.



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1. Keeping in mind your role as a mentor or coach within a research context, please indicate how skilled you feel in each mentoring component listed below. Use a scale from 1 to 7 where 1 = "Not at all skilled" and 7 = "Extremely skilled." If you cannot comment, indicate N/A (not applicable) in the last column.

	Not at all Skilled		Moderate Skilled				Extreme Skilled	
Active listening	O (1)	0(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
Providing constructive feedback	(1)	(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
Establishing a relationship based on trust	(1)	(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
Identifying and accommodating different	(1)	0(2)	\bigcirc (3)	(4)	(5)	(6)	(7)	○(n/a)
communication styles								
Employing strategies to improve communi-	O (1)	0(2)	\circ (3)	(4)	(5)	0(6)	(7)	○(n/a)
cation with mentees								
Coordinating effectively with your mentees'	(1)	0(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
other mentors								
Working with mentees to set clear expecta-	O (1)	0(2)	\bigcirc (3)	0(4)	0(5)	0(6)	0(7)	○ (n/a)
tions of the mentoring relationship								
Aligning your expectations with your men-	O (1)	0(2)	\circ (3)	(4)	(5)	0(6)	(7)	○(n/a)
tees'								
Considering how personal and professional	O (1)	0(2)	\bigcirc (3)	0(4)	0(5)	0(6)	0(7)	○(n/a)
differences may impact expectations								
Working with mentees to set research goals	O (1)	0(2)	\circ (3)	(4)	o (5)	0(6)	(7)	○(n/a)
Helping mentees to develop strategies to	O (1)	0(2)	\circ (3)	(4)	(5)	0(6)	(7)	○(n/a)
meet goals								
Accurately estimating your mentees' level o	f O (1)	0(2)	\circ (3)	(4)	(5)	0(6)	(7)	○(n/a)
scientific knowledge								
Accurately estimating your mentees' ability	(1)	0(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
to conduct research								
Employing strategies to enhance your men-	O (1)	0(2)	\bigcirc (3)	O (4)	0(5)	0(6)	0(7)	○(n/a)
tees' knowledge and abilities								
Motivating your mentees	\circ (1)	\circ (2)	\circ (3)	(4)	\bigcirc (5)	(6)	\circ (7)	○(n/a)
Building mentees' confidence	O (1)	0(2)	\circ (3)	0(4)	0(5)	0(6)	\circ (7)	○(n/a)
Stimulating your mentees' creativity	O (1)	0(2)	\circ (3)	(4)	0(5)	0(6)	(7)	○(n/a)
Acknowledging your mentees' professional	(1)	0(2)	\bigcirc (3)	(4)	(5)	(6)	\bigcirc (7)	o(n/a)
contributions								



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	Not at a Skilled		M	loderate Skilled	,	Extremely Skilled		
Negotiating a path to professional indepen-	\circ (1)	\circ (2)	\circ (3)	\circ (4)	(5)	(6)	\circ (7)	○ (n/a)
dence with your mentees								
Taking into account the biases and prejudic-	O (1)	(2)	\bigcirc (3)	(4)	(5)	0(6)	(7)	○(n/a)
es you bring to your mentor/mentee relation-	-							
ship								
Working effectively with mentees whose per	- 0(1)	(2)	(3)	(4)	(5)	(6)	(7)	○ (n/a)
sonal background is different from your own								
(age, race, gender, class, region, culture,								
religion, family composition etc.)								
Helping your mentees network effectively	O (1)	(2)	(3)	(4)	(5)	(6)	(7)	○(n/a)
Helping your mentees set career goals	O (1)	0(2)	(3)	O (4)	(5)	0(6)	(7)	○ (n/a)
Helping your mentees balance work with	O (1)	0(2)	(3)	(4)	(5)	o (6)	(7)	○ (n/a)
their personal life								
Understanding your impact as a role model	O (1)	O (2)	O (3)	(4)	O (5)	O (6)	(7)	○(n/a)
Helping your mentees acquire resources	0(1)	0(2)	O (3)	0(4)	o (5)	0(6)	0(7)	○(n/a)
(e.g. grants, etc.)		, ,	, ,	, ,		, ,		,



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2. For the next set of questions we would like for you to think of your current or most recent research mentoring relationship where the mentee was of a different racial/ethnic background than yourself. If you have not had a research mentoring relationship where the mentee was of a different racial/ethnic background then please think of your most recent mentoring relationship.

ing relationship.											
		Never	Rarely	Sometimes	Frequently	All of the Time	I choose not to answer				
a. I created opportunitie	es for my	0	0	0	0	0	0				
mentees to bring up iss	ues of			O .		0	O				
race/ethnicity as they a	rose.										
b. I encouraged mentee	es to	0	0	0	0	0	0				
think about how the res	earch										
relates to their own live	<mark>d expe-</mark>										
rience.											
c. I was willing to discus		0	0	0	0	0	0				
and ethnicity with my m											
even if it made me unco	omfort-										
able.	O										
d. I reflected upon how		0	0	0	0	0	0				
research experience mi											
differ for mentees from	amerent										
racial/ethnic groups.	ooo/oth	0									
e. I raised the topic of ranicity in my research m		0	0	0	0	0	0				
relationships when it wa											
vant.	25 CIC-										
f. I implemented specifi	c strat-	0	0	0	0	0	0				
egies to address racial/											
diversity in my research											
ring relationships.											
g. I approached the top	ic of	0	0	0	0	0	0				
race/ethnicity with my n											
tee(s) in a respectful ma											
3. How would you rate	o the over	all avality	of the ma	ntoring vou	<mark>ara provid</mark> i	ina ta valu	_				
3. How would you rate mentees?	e me over	an quainy	or the me	intoring you	are providi	ing to you					
Very low			Average		4	Very High					
1	2	3	4	<mark>5</mark>	6	7					
0		0	0		0	0					
4. Overall, how satisfie	<u>ed</u> are you	with you	<mark>ır</mark> mentorin	g/ <mark>coaching/</mark> t	training rel	ationships	<mark>?</mark>				
Not at all			Moderately		(Completely					
1	2	3	4	5	6	7					
0	0	0	0	0	0	0					



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	5. (To wh	nat ex	tent	do y	you '	feel	that	you	are	meet	ting	<u>your</u>	<u>men</u>	<u>tees'</u>	expec	<u>tations</u>	<u>s</u> ?
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Not at all			Moderately			Completely
1	2	3	4	<mark>5</mark>	<mark>6</mark>	7
0	0	0	0	0	0	0