

Mentoring Skills Inventory – For Mentors¹

Research on mentors suggests 5 capacity domains for individuals to diagnose, incorporate, link, focus and conduct effective mentoring to junior peers in organizations. The following is an illustrative list that highlights some requisite skills in these domains. The skills are essential for mentors who approach mentoring peers in a deliberate and self-aware manner. Each of the following statements provides insights into what mentors ought to consider as important to carry out a successful mentoring relationship.

Indicate your agreement with each of the following statements.

My willingness to mentor	Always	Sometimes	Not Always	Don't Know
I am able to follow through on my willingness to mentor				
I understand the factors that can interfere with my ability to mentor				
I am aware that my background influences my mentoring relationships with others who are <u>different or similar</u> to me, such as in gender, race, generation, cultural background..etc.				
Cost-benefit analysis and the decision to be a mentor				
I evaluate the costs and benefits to me in mentoring junior faculty				
I know how to incorporate research findings about diversity, broadly speaking, and generational differences in my mentoring				
Selection of mentee				
My selection of mentees is driven by their potential to succeed				
My selection of mentees is motivated to help newcomers				
Personal characteristics				
I have attributes that are associated with effective mentor behaviors: _____				
I recognize aspects about me that are not helpful in a formal mentoring relationship: _____				
I am aware of how my belief system (e.g., values, priorities, personal history) influences how I operate as a mentor (e.g., advise, behave..): _____				
My Role at Stanford/ in the Department/ in the Division				
I understand how demands on my mentee (e.g., clinical workload, research productivity, family commitments) can be a barrier to their receiving supportive mentoring in their unit				
I appreciate ways in which the organizational history and context shape the experience of junior faculty at Stanford (positively or negatively)				
I can identify questions/areas where I should seek support for my mentoring				
Ability to provide career and psychosocial mentoring				
I can help my mentee develop a research agenda that takes into account their needs while considering broader aspects within Stanford/ their unit				
I can build a relationship where I can pick up cues about my mentee's psychosocial needs				
I feel comfortable talking openly with my mentee about seeking other mentors or advising them in difficult situations				
Orientation to achieve and show results				
I have a record of mentoring junior faculty who advanced in their research and clinical careers				
I see myself gaining skills from mentoring a junior faculty member: _____				
I recognize that my mentoring, even if only in research or in the clinic, likely has a direct impact on my mentee's sense of belonging and wellbeing at Stanford				

¹ Developed by Rania Sanford, EdD, with adaptation from *Mentoring Relationships from the Perspective of the Mentor*, by Tammy Allen, in Belle Rose Ragins and Kathy K. Kram's **The Handbook of Mentoring at Work: Theory, Research and Practice**. Sage. 2007.

Mentoring Skills Inventory – Next Steps for Mentors

Next Steps

- The goal is to enter mentoring ready to execute on a commitment to:
 - o a) your prospective mentee’s success, and
 - o b) effective mentoring.
- The arch of the mentoring process starts with an articulation and definition of expectations and goals, is sustained through mutual accountability to support and act towards goals, and evolves into recognition when the relationship has matured into successful closure (celebration of mentee success).
- Use your responses on page 1 to reflect on the following questions:
 1. To what extent do my background, values, awareness of difference, position, and awareness of Stanford’s context are helpful to my mentor?
 2. How do these dimensions influence my behavior as a mentor? How do they shape the advice I give? Influence the quality of content in my mentoring conversations?
 3. In what areas did I indicate: “Not Always” or “Don’t know”:
 - Where I was “Not Always” in agreement with the statement:
 - Why?
 - Would I like to change that?
 - How might I be able to change that?
 - Where “I didn’t know”:
 - What steps can I take in order to develop a better awareness of my skills in this area?
 - How might I be able to develop those skills further?

Actions

- Take advantage of opportunities and resources available to you! Learn more about mentor skills by going to the School of Medicine’s Office of Academic Affairs Faculty Mentoring website:
<http://med.stanford.edu/oa-mentoring>

This extensive website hosts virtual online training, a calendar of upcoming workshops for faculty mentors, research highlights, and other opportunities to develop your mentoring skills.

- Consultation, further discussion, and coaching related to your mentoring responsibilities may be provided by Rania Sanford, EdD, Director of Faculty Professional Development at
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