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		Moderately Skilled			Extremely Skilled		
Active listening	O (1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>⊙(</mark> n/a)
Providing constructive feedback	O (1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>o</mark> (n/a)
Establishing a relationship based on trust	O (1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>⊙(</mark> n/a)
Identifying and accommodating different	O (1)	0(2)	O (3)	O (4)	<mark>0</mark> (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
communication styles								
Employing strategies to improve communi-	O (1)	0(2)	O (3)	○ (4)	O (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
cation with mentees								
Coordinating effectively with your mentees'	O (1)	0(2)	O (3)	○ (4)	O (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
other mentors								
Working with mentees to set clear expecta-	O (1)	0(2)	O (3)	O (4)	O (5)	○ (6)	O (7)	<mark>⊙(</mark> n/a)
tions of the mentoring relationship								
Aligning your expectations with your men-	O (1)	0(2)	O (3)	○ (4)	0(5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
tees'								
Considering how personal and professional	O (1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>⊙(</mark> n/a)
differences may impact expectations								
Working with mentees to set research goals	O (1)	0(2)	O (3)	O (4)	○ (5)	○ (6)	O (7)	<mark>⊙(</mark> n/a)
Helping mentees to develop strategies to	O (1)	0(2)	O (3)	○ (4)	○ (5)	○ (6)	O (7)	O(n/a)
meet goals								
Accurately estimating your mentees' level or	f o(1)	0(2)	O (3)	○ (4)	O (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
scientific knowledge								
Accurately estimating your mentees' ability	O (1)	0(2)	O (3)	○ (4)	○ (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
to conduct research								
Employing strategies to enhance your men-	O (1)	0(2)	O (3)	○ (4)	O (5)	○ (6)	0(7)	<mark>⊙(</mark> n/a)
tees' knowledge and abilities								
Motivating your mentees	O (1)	0(2)	O (3)	O (4)	O (5)	○(6)	O (7)	○ (n/a)
Building mentees' confidence	O (1)	0(2)	O (3)	O (4)	O (5)	○ (6)	0(7)	O(n/a)
Stimulating your mentees' creativity	O (1)	0(2)	O (3)	O (4)	○ (5)	○ (6)	O (7)	<mark>⊙(</mark> n/a)
Acknowledging your mentees' professional	0(1)	0(2)	0(3)	O (4)	0(5)	O (6)	0(7)	○ (n/a)
contributions								



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	Not at all Skilled		Moderately Skilled		Extremely Skilled			
Negotiating a path to professional indepen-	0(1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	O(n/a)
dence with your mentees								
Taking into account the biases and prejudic-	• • (1)	O (2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>⊖</mark> (n/a)
es you bring to your mentor/mentee relation	-							
ship								
Working effectively with mentees whose per	- (1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (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)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	<mark>⊖(</mark> n/a)
Helping your mentees set career goals	0(1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	○ (n/a)
Helping your mentees balance work with	0(1)	0(2)	O (3)	O (4)	O (5)	O (6)	O (7)	○ (n/a)
their personal life								
Understanding your impact as a role model	O (1)	0(2)	O (3)	O (4)	0(5)	0(6)	0(7)	○ (n/a)
Helping your mentees acquire resources	O (1)	0(2)	○ (3)	○ (4)	0(5)	0(6)	0(7)	<mark>⊙(</mark> n/a)
(e.g. grants, etc.)								

2. NIH has identified groups of mentees or trainees from the following racial and ethnic groups as underrepresented in the scientific work force: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders). Approximately how many of your current mentees or trainees are from these underrepresented groups?

3. Approximately how many of your mentees or trainees are individuals with disabilities, first generation college students, or those from a low socioeconomic background.?



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4. 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 back-ground 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.

	Never	Rarely	Sometimes	Frequently	All of the Time	I choose not to answer			
a. I created opportunities fo	rmy _O	0	0	0	0	0			
mentees to bring up issues race/ethnicity as they arose									
b. I encouraged mentees to		0	0	0	0	0			
think about how the researc									
relates to their own lived ex rience.	pe-								
c. I was willing to discuss ra	ce o	0	0	0	0	0			
and ethnicity with my mente	•								
even if it made me uncomfo able.	ort-								
d. I reflected upon how the	0	0	0	0	0	0			
research experience might	rant								
differ for mentees from diffe racial/ethnic groups.	rent								
e. I raised the topic of race/		0	0	0	0	0			
nicity in my research mento relationships when it was re	•								
vant.									
f. I implemented specific stra		0	0	0	0	0			
egies to address racial/ethn diversity in my research me									
ring relationships.									
g. I approached the topic of	0	0	0	0	0	0			
race/ethnicity with my men- tee(s) in a respectful manne	er.								
5. How would you rate the overall quality of the mentoring you are providing to your mentees?									
Very low	0	Average	F	<u> </u>	Very High				
1 2	3	4	5	6 0	0				
						.0			
6. Overall, how <u>satisfied</u> are you with your mentoring/coaching/training relationships?									
Not at all 1 2	3	Moderately 4	5	6	Completely 7				
0 0	0	0	0	0	0				



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7. To what extent do you feel that you are meeting your mentees' expectations?

Not at all				Completely		
1	2	3	4	5	6	7
0	0	0	0	0	0	0