**Instructions:** This worksheet is used throughout the Advancing Mentoring Excellence Program. It will guide you through the prompts that you should be ready to review with others in advance of the final session, “Defining and Articulating Your Mentoring Philosophy & Plan.”

While mentoring approaches vary, reflecting on your responses to each prompt provides assurance to mentors and mentees that you have thought carefully about and can apply each of the [Four Foundational Principles of Mentoring Practice](https://www.northwestern.edu/provost/faculty-resources/career-development-leadership/all-faculty/mentoring/four-foundational-principles-of-mentoring-practice.html) identified by a committee of faculty peers and endorsed by Northwestern’s Office of the Provost:

**Principle 1**: Intentional. Setting intentionality is the foundation of any successful mentoring activity. Developing an agreed upon set of goals and activities will help both mentor and mentee cultivate a meaningful relationship and attain the defined objectives.

**Principle 2**: Inclusive. Strive to create an inclusive space to which parties can bring their best and most authentic selves.

**Principle 3**: Relational. Mentors and mentees are both responsible for actively building a healthy and productive working relationship. Mentors should model and practice effective communication and conflict resolution skills, while helping mentees to develop these same skills.

**Principle 4**: Holistic. Effective mentoring recognizes and nurtures the development of the whole person by supporting professional and psychosocial growth. Parties should draw on information and resources both within and outside of the institution to expand mentoring networks.

Note: It is your responsibility to relate training content to these principles as well as to develop responses that address each of these items in the context of your own mentoring approach.



**I**

**INTENTIONAL**

***What are my plans for intentional mentoring?***

**Written documentation:** At the beginning of the relationship, what written documentation (such as an agreement or written compact) will I use with mentees to ensure that we have a shared understanding and aligned expectations?

[Enter Text Here]

What specific topics will I use as a draft starting point?

[Enter Text Here]

**Power differential:** What is the context of the mentoring relationship? If I hold evaluative authority over the mentee, how will I approach the power differential? How will I acknowledge and discuss this with the mentee?

[Enter Text Here]

**Intentional agreements typically include the following topics*.*** *As you consider your approach to these topics, think about whether there are any specific aspects of the mentoring agreement or written compact that you perceive to be non-negotiable and why. –*

**Goal setting:** Who proposes goals? How often are goals set, revised and updated? How will we monitor progress?

[Enter Text Here]

**Duration:** How long do we expect the relationship to last? How often do we check in to make sure the relationship is productive and helpful?

[Enter Text Here]

**Time commitment (when applicable):** How many hours/weeks/months is the mentee expected to devote to activities that we agree to? When will we revisit these time requirements?

[Enter Text Here]

**Meeting logistics:** How often will we meet and how long is each meeting? How are meetings scheduled? Where do meetings take place? (Commonly for lab groups: where can team members find documentation for roles and responsibilities, processes, routines, lab meeting protocols, etc.?)

[Enter Text Here]

**Agenda:** Who prepares the agenda? What is typically expected to be on the agenda? How far in advance of meetings is the agenda sent? What are the expectations so each of us is prepared for our meeting?

[Enter Text Here]

**Communication between meetings:** What communication methods will we use? How quickly are responses expected? Are urgent matters treated differently? If so, how? What is each of our stance on “after hours communication”?

[Enter Text Here]

**Review and feedback:** What are our expectations of each other so there is sufficient time to review and provide feedback on written or visual materials (e.g. abstracts, manuscripts, posters, presentations)?

[Enter Text Here]

**Confidentiality:** What topics or areas should we mutually expect to be confidential between us? How do we clearly let each other know whether or not a topic is confidential? When discussing either of our work or advocating on each other’s behalf with a third party, what is our understanding about first communicating in advance with each other?

[Enter Text Here]

**Agreement updates:** How and when will we review the agreement or written compact to make updates and changes? For negotiable items, how will we suggest possible changes with each other?

[Enter Text Here]

**Agreement disputes:** What process will we use if we cannot come to consensus about elements of this agreement or written compact? Who gets to make what decisions? Who else, if anyone, would be involved (e.g. Director of Graduate Studies, Ombudsperson)?

[Enter Text Here]

**I**

**INCLUSIVE**

***What are my plans for inclusive mentoring*?**

**Perspective seeking:** What practices do I use to demonstrate my willingness to learn about the lived experiences, choices, and views of my mentees?

[Enter Text Here]

**Flexibility and Adaptability:** How do I model flexibility to accommodate differences in life situations and learning styles? What resources are available to me to help me best mentor mentees with varied backgrounds, experiences, and expertise?

[Enter Text Here]

**Modeling professional behavior:** What professional traits and values do I want to model for my mentees? What practices do I use so that I am routinely at my best when working with my mentees?

[Enter Text Here]

**Life experience:** To what extent am I comfortable sharing information about my life and experiences with my mentees?

[Enter Text Here]

**Boundaries:** How will I discuss boundary setting with my mentees? Do I have boundaries that I want to establish for discussion topics? How will I learn about my mentee’s boundaries? How do I respond if a boundary has been crossed?

[Enter Text Here]

**Continuous learning:** Where can I find resources to educate myself about mentoring across differences, systemic bias, privilege and representation?

[Enter Text Here]



**I**

**RELATIONAL**

***What are my plans for relational mentoring?***

**Active listening:** What is active listening? What skills and practices do I use routinely for active listening? How can I improve my active listening skills?

[Enter Text Here]

**Feedback:** How do I best communicate feedback, both positive and negative? How do I tailor my feedback for different mentees?

[Enter Text Here]

**Conflict:** How do I best manage conflict between a mentee and me? What resources, including an agreement or written mentoring compact, will aid conflict resolution? Who else might I involve to help navigate conflict?

[Enter Text Here]

**Independence:** How do I foster independence in my mentees? What milestones do I look for along this path? How do I communicate with a mentee when they have reached a milestone? How do I communicate with a mentee when they are failing to make sufficient progress?

[Enter Text Here]

**Mutually beneficial relationship:** How do I know if a mentoring relationship is healthy and productive? What behaviors might indicate the need for improvement or change? If a change needs to be made, what steps will I take? What steps do I expect my mentees to take?

[Enter Text Here]

**Closure:** How do I know when it is time to end a mentoring relationship, including ending it earlier than expected? How do I communicate this to my mentees? Who else might I involve in this process?

[Enter Text Here]



**I**

**HOLISTIC**

***What are my plans for holistic mentoring?***

**Career exploration:** How do I provide insight, information, and access to opportunities to my mentees so that they can learn about and experience career options both within and outside of the academy? What professional development opportunities do I provide to mentees that expose them to options other than research?

[Enter Text Here]

**Professional growth:** What resources do I provide to support the professional growth of my mentees? How do I help my mentees expand their mentoring networks? How do I equitably make my network available to my mentees?

[Enter Text Here]

**Psychosocial growth**: How comfortable am I asking about the health of my mentees? Do I routinely check in on the health of my mentees? What questions do I ask them? How do I plan to respond to non-academic topics that arise in the course of a mentoring relationship?

[Enter Text Here]

**Referral:** Should they arise, whattopics do I feel unprepared to discuss with my mentees or am most worried about? What resources are available, both within and outside of NU to assist when needed? How do I connect mentees to other information and resources within and outside of NU?

[Enter Text Here]