



EFFECTIVE STRATEGIES FOR QUALITY MENTORING OF HEALTH RESEARCHERS

Developed by :

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Date of last revision

June 2018

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This document has been produced with funding supporting from IDRC provided through the COMCAHPSS program (www.comcahpss.com)



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1. Introduction:

Mentoring is an important strategy for sustaining the next generation of health researchers in Africa. Published literature shows that mentoring is a powerful and critical tool for a researcher's career development. Mentoring allows for the mentee's career to flourish by "consolidating professional identities (knowing why), knowledge and skills (knowing how) and networking and relationships (knowing who)". Attracting and maintaining young African's interest in the field of health research is vital to the development of African communities. There's a significant need for well-organized and viable mentoring programs in African institutions.

The career path of an African researcher is paved with numerous obstacles and challenges such as lack of interest in research by policymakers, few funding opportunities and overwhelming academic and administrative workload leaving no time for research activities. Mentoring attenuates some of these concerns by providing inspiration, encouragement, guidance and counsel from experienced researchers that have successfully traveled the same road.

With this module, we aim to provide skills, knowledge and resources to experienced researchers in order to instill a culture of mentoring in African research institutions. In the long term, this module will help to build a cadre of African mentors that will have a positive effect on the retention and promotion of Africans in the field of health research.

2. Aim and Learning Outcomes Summary

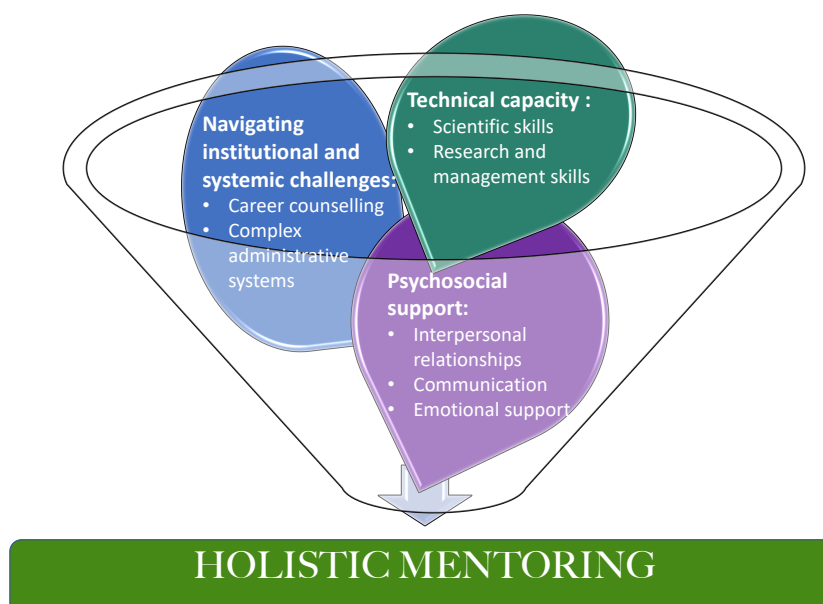
2.1. Aim

This module is to provide background understanding regarding the meaning, purpose, features, benefits and practical applications of mentoring for health researchers in the African context. The training will help create contextually appropriate mentorships in order to support health researchers in achieving success in their careers.

2.2. Learning outcomes summary

This module is designed to enhance the knowledge and skills of mentor in providing support and guidance to early-career health researchers. With this module, the mentors will learn through thought provoking activities and discussions through which they will gain an understanding of their roles, responsibilities, and the mentoring process. The activities will also provide mentors with an opportunity to share ideas about mentoring, learn and practice specific mentoring skills, including how to facilitate good communication and provide support and guidance to mentees. Practically, the aim is that mentors will contribute meaningfully to establishing and maintaining a mentoring culture in their health research communities.

3. Conceptual Outline



The conceptual outline of this module is rooted on an integrated structure which focuses not only on technical capacity-building for health research. It also provides support that enables the mentee to develop the ability to cope with the African psycho-social environment which is not always conducive for the researcher's career growth. Hence, this module takes a holistic approach with career counseling, promoting interest in health research, build networks as well as maintaining a work-life balance in order to flourish professionally and personally. The outline reflects the key attributes required for a successful mentorship in Africa such as leadership, competence, availability, networking, interpersonal relationships, communication, emotional support and challenge.

The course has three modules as follows:

MODULE 1: BEING A MENTOR

- *Session 1: Defining mentorship*
- *Session 2: Personal attributes of a successful mentor*
- *Session 3: Scientific Competence*
- *Session 4: Leadership skills*
- *Session 5: Benefits of being a mentor*
- *Session 6: Effective communication skills*

MODULE 2: MENTORING

- *Session 7: Principles of mentoring*
- *Session 8: Developing and sustaining a mentoring relationship*
- *Session 9: Research guidance and career development*
- *Session 10: Holistic mentoring*
- *Session 11: Evaluating mentorship*

MODULE 3: FACING CHALLENGES IN MENTORING

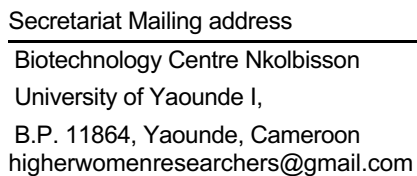
- *Session 12: Potential setbacks in mentoring*
- *Session 13: Conflict resolution*
- *Session 14: Allotting time for mentoring*

4. Assessments

Assessment will consist of reading assignments and daily assessments. A pre-assessment consisting of multiple choice questions will be sent to learners prior to attending the course. During the training, daily exercises with the same questions will be administered to make up the post-assessment.

5. Teaching Strategy

The course is based on lectures, readings, interactive activities and discussions. Discussions will draw on the experience and insights of the learners and the lecturers. Learners will be expected to critically read and analyze material and participate fully in the discussions. Learners will be expected to participate fully in the discussions of any group work that may be assigned.



DAY ONE - MODULE 1 BEING A MENTOR		DAY TWO - MENTORING		DAY THREE - FACING CHALLENGES IN MENTORING	
Time	Activity	Time	Activity	Time	Activity
9:00 AM	Session 1: Defining mentorship	9:00 AM	Session 7: Principles of mentoring	9:00 AM	Session 13: Conflict Resolution
9:45 AM	Session 2: Personal attributes of a successful mentor	10:00 AM	Session 8: Developing and sustaining a mentoring relationship	10:00 AM	Session 14: Allotting time for mentoring
10:30 AM	BREAK	11:00 AM	BREAK	11:00 AM	BREAK
11:00 AM	Session 3: Scientific Competence	11:30 AM	Session 9: Research guidance career development	11:30 AM	DAILY ASSESSMENT
11:45 AM	Session 4: Leadership skills	1:00 PM	LUNCH BREAK	12:00 PM	COURSE EVALUATION
1:00 PM	LUNCH BREAK	2:00 PM	Session 10: Holistic mentoring	12:30 PM	ADJOURN
2:00 PM	Session 5: Benefits of being a mentor	3:00 PM	BREAK		
2:30 PM	Session 6: Effective communication skills - PART ONE	3:30 PM	Session 11: Evaluating mentorship		
3:30 PM	BREAK	3:30 PM	Session 12: Potential setbacks in mentoring		
4:00 PM	Session 6: Effective communication skills - PART TWO	4:30 PM	DAILY ASSESSMENT		
4:45 PM	DAILY ASSESSMENT	5:00 PM	ADJOURN		
5:00 PM	ADJOURN				

7. Detailed outline of modules

7.1. Module one – BEING A MENTOR

Module learning Objectives

In the first module, the sessions will help mentors to understand the definition of mentorship, to understand their roles and responsibilities as leaders and to sharpen their communication skills. The activities also will provide mentors with an opportunity to role play so to contrast and compare the role of mentor as opposed to that of a mentee. In addition, the activities and discussions will give mentors a chance to deepen their appreciation of the significant place that mentors have in the evolution of a researcher's career.

Suggested Reading

Bennett S, Paina L, Ssengooba F, Waswa D, M«SQ»Imunya JM. Mentorship in African health research training programs: an exploratory study of Fogarty international center programs in Kenya and Uganda. *Educ Health* 2013;26:183-7

Cole DC, Johnson N, Mejia R, McCullough H, Turcotte-Tremblay AM, Barnoya J, Falabella Luco MS. Mentoring health researchers globally: Diverse experiences, programmes, challenges and responses. *Glob Public Health*. 2016 Oct;11(9):1093-108. doi: 10.1080/17441692.2015.1057091. Epub 2015 Aug 3.

7.1.1. Session 1: Defining mentorship

Duration: 45 minutes (25 minutes for the presentation and 20 minutes for the activity)

7.1.1.1. Session objectives

At the end of this session, mentors shall be able to:

- Describe the concept of mentorship
- Define mentoring, mentoring goals, and a mentor's role
- Identify what is included in a mentor's role as opposed to the mentee's role
- Discuss a mentoring agreement

7.1.1.2. Presentation

What does it mean to be a mentor?

At its core, being a mentor is being a trusted advisor. It can mean a lot of different things, but it all boils down to making yourself available to support and advise someone when they need it, delivering that support in a way that makes sense to them, and always, always keeping that person's best interests in mind.

A mentor/mentee relationship can last for years, or it can last one coffee date. When you mentor someone long-term, you really get to know and understand their personality, learning style, and goals, which gives the opportunity to offer richer, more relevant advice over time.

Mentorship does not need to be long-term, it can also be a short-term relationship. For example, someone may need help working through a specific problem - such as a career transition or a problem with a coworker or manager.

Mentorship is a relationship in which a more experienced or more knowledgeable person (**mentor**) devotes knowledge, experience and time to guide a less experienced or less knowledgeable person (**mentee**). It is noteworthy to mention that the mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise.

Following the above-mentioned definition, it is understood that by talking about mentorship, at least two components are required: the mentor equipped with experience, and the mentee, a motivated person engaged to be trained, for a capacity development. It is possible for a mentor to guide two or more mentees. Although informal mentoring could take places in organizations that develop a culture of mentoring without any formal mentorship in place, an effective and sustainable mentorship is suitable in a context of a well-defined program. Therefore, mentees are matched with a mentor by a program administrator or a mentoring committee, or may self-select a mentor depending on the program format.

What is a mentor's role

The notion of being a mentor seems simple at first as it is thought of as someone who supports a less experienced person. But once you are in the mentor role, you may find yourself in situations where you are uncertain about your part in the relationship. In general, here are some basic guidelines to help you determine your role with your mentee.

The Mentor's role is to:

- Provide an example of an experienced professional that traveled the road to be travelled by the mentee
- Provide support and build trusting relationships
- Contribute to setting the mentee's career goals and objectives
- Monitor mentee progress frequently to ensure alignment with set career goals and objectives

- Keep the lines of communication open with the mentee by meeting frequently and keep records of the meetings
- Advocate for the mentee to curtail technical and administrative challenges
- Create a learning environment that is welcoming, supportive and flexible enough to meet individual mentee's needs
- Be a role model by providing an observable image for imitation, demonstrating skills and qualities for the mentee to emulate
- Act as a coach by not only providing constructive feedback, but also promote a flexible approach to accepting feedback
- Be a problem solver by helping the mentee critically analyze and solve problems, thereby promoting the development of critical thinking, problem solving and decision-making skills
- Share knowledge and experience with the mentee, identify the mentee's individual needs and provides a conducive learning environment
- Counsel the mentee so to encourage self-development by helping the mentee to think about and reflect on their career and research activities
- Link the mentee with helpful contacts and relevant networks

What is a mentee's role

Mentoring is a partnership between two individuals, the mentor and the mentee. In considering the roles of the mentor, it is also important to examine the mentee's role. In the mentorship, the mentee is expected to absorb the mentor's knowledge and have the ambition and desire to know what to do with this knowledge. The mentee is the "gauge" to measure how interactive the connection between the mentor and mentee will be. This means that the mentee determines the capacity of the mentoring connection. The mentee decides upon the amount of help and guidance he or she needs.

The Mentee's role is to:

- Allow the mentor to take the lead in the relationship
- Respect the opportunities, limitations and format of the relationship the mentor is able to provide for you
- Prepare career goals and objectives to be discussed and expanded by the mentor
- Take the initiative to ask for feedback
- Be open to receive new ideas and suggestions for professional and personal development
- Be considerate and respect the mentor's time
- Seriously consider all advice or suggestions given by the mentor without being obligated to follow the mentor's recommendations
- Work towards moving beyond the mentoring connection once it has served its purpose.
- Follow up with the mentor after termination to share progress and to continue to express gratitude.

7.1.1.3. Session 1 activity: Creating a Mentoring agreement

This activity trains mentors on how to develop mentoring ground rules. While a mentoring relationship is not something bound in written law, it helps to explore the terms of the mentoring relationship in advance. This will clarify the relationship's goals and terms. Writing a mentoring agreement will ensure that both parties clearly understand their responsibilities and expectations. Mentors should be sure to discuss the mentoring agreement with their mentee.

For 15 minutes, the facilitator will organize the mentors in groups of 3 or 4 to review and comment on the mentoring agreement in Handout 1: Mentoring Agreement Worksheet.

For the last 5 minutes of the activity, the facilitator will bring the groups back together and discuss with the entire class on how the agreement would be adapted to their particular context.

7.1.1.4. HANDOUT #1 : Mentoring agreement

Mentor:	Mentee:
Name:	Name:
Phone number	Phone number
Email	Email

1. Description of work that will be the subject of mentoring focus during mentorship. *(Briefly describe the work area around which mentoring will occur and state its objectives. Do not be overly ambitious - think carefully about a realistic scope of work that fits with the time and resources available to mentor and mentee.)*

2. Define skills development objectives for the mentee *(Describe the skills that will be the focus of the mentoring. Provide one or two realistic objectives that the mentorship will attempt to achieve during the 12 months that relate to these skills.)*

4. Description of communication plan *(Clearly articulate the expectations for contact and exchange during the mentorship. Avoid ambiguous terms and specify the mutual expectation of exchange in terms of frequency, duration, and method. Clarify responsibilities for coverage of any costs associated with this program of exchange.)*

5. Expectations of each other *(List the types of expectations you both have of the mentor and the mentee during the mentorship. Keep these brief and at a general level. For example: expectations of mentor - review of career development goals; guidance on overall strategy of research activities; review of manuscript. Expectations of mentee - preparation of career development goals; preparation of draft manuscript; securing of any necessary approvals.)*

8. Outputs *(List the outputs the mentorship is expected to deliver, and indicate the time it is expected for these to be finalized. Try and be as specific as possible - this will be an aid to both of you to determine that the mentorship is proceeding as planned. Ideally, specify outputs expected after 3, 9, and 12 months of mentorship.)*

Commitments of mentors and mentees

I have read the above and undertake I will conduct my participation in this mentorship in accordance with the *Mentoring agreement* and principles and description provided above.

(Signature mentee)

(Signature mentor)

7.1.2. Session 2: Personal attributes of a successful mentor

Duration: 45 minutes (20 minutes for the presentation and 25 minutes for the discussion)

7.1.2.1. Session objectives

The purpose of this session is to highlight the predispositions that are required to succeed in mentoring and to help mentees cultivate and adopt the right attitudes and good practices before and during the mentorship.

7.1.2.2. Presentation

The transmission of a body of knowledge and other cultural teachings are an expectation of the mentor relationship. A formal mentor relationship can jump start the learning curve and help an early-career researcher succeed in her career and life.

Who is a successful mentor?

Successful mentors do not take their responsibility as a mentor lightly. They feel invested in the success of the mentee. Usually, this requires someone who is knowledgeable, compassionate, and possesses the attributes of a good teacher or trainer. She or he is committed to helping mentees find success and gratification in their chosen profession. Overall good mentoring requires empowering the mentee to develop their own strengths, beliefs, and personal attributes.

A successful mentor exhibits the personal attributes it takes to be successful. By showing the mentee what it takes to be productive and successful, they are demonstrating the specific behaviors and actions required to succeed in the field.

Willingness to share skills, knowledge and expertise

A successful mentor is willing to impart knowledge and accept the mentees' current stage in the professional journey. A successful mentor takes time to talk about her own experience so to let them learn from her experiences and her stories. It is important to share the professional successes as well as the trials and tribulations that were overcome. The mentor should not take the mentoring relationship lightly. He or she should understand that good mentoring requires time and commitment and is willing to share information and their ongoing support with the mentee continually.

Demonstrates a positive attitude and acts as a positive role model

A successful mentor exhibits the personal attributes it takes to be successful in the field. She demonstrates the specific behaviors and actions required to succeed in the field by showing the mentee what it takes to be productive and successful. A successful mentor empowers the mentees to develop their own strengths, beliefs, and personal attributes.

A role model is a person who inspires and encourages others to strive for greatness and to live to the fullest potential. A role model is someone is admired and inspire others to emulate similar behavior. As such, mentors ought to be committed to excellence in order to cultivate the mentees' ability to realize their own personal growth.

Exhibits enthusiasm for mentoring

A mentor needs to show enthusiasm in order to succeed in mentoring. This enthusiasm can be contagious and energizes the mentoring relationship. The positive energy brought on by enthusiasm makes the mentor approachable and allows the mentee to feel safe in order to open up to the mentoring process.

Values ongoing learning and growth in the field of expertise

A mentor is expected to be committed to professional growth and, hence, needs to stay abreast of recent advances in their field of expertise. Health research, as any scientific field, is constantly changing and so it is important to continually learn in order to avoid being left behind. New technology is constantly being developed which makes continuous learning a necessity. With regular learning and training, the mentor is readily able to identify and fill any gaps in the field of expertise and skill within the existing workforce.

Provides guidance and constructive feedback

A successful mentor provides guidance and constructive feedback to her mentees. This is where the mentee will most likely grow the most by identifying her current strengths and weaknesses and learning how to use these to make herself successful in the field. A successful mentor will also provide the mentee with challenges that will foster research development and a feeling of accomplishment in learning the field.

7.1.2.3. Session 2 activity: Discussion on a successful mentor

At the end of the presentation, the facilitator will ask the mentors to complete the phrase “ **A successful mentor is a someone who....**”

The facilitator should guide the discussion so it reflects personal attributes discussed during the presentation. For example, some expected answers are:

- Has the knowledge necessary to effectively teach an early-career researcher significant research knowledge.
- Is familiar with the research norms and culture.
- Can articulate and teach the culture.
- Demonstrates honesty, integrity and both respect for and responsibility for stewardship.
- Demonstrates effective communication skills both verbally and non-verbally.
- Is willing to help develop another researcher through guidance, feedback, and occasionally, an insistence on a particular level of performance or appropriate direction.
- Initiates new ideas and fosters the mentee
- Is willing and able to make changes in his or her performance based on the constant change occurring in their work environment.
- Has enough emotional intelligence to be aware of her personal emotions and is sensitive to the emotions and feelings of the mentee
- Demonstrates success in establishing and maintaining professional networks and relationships, both online and offline.
- Is willing to communicate failures as well as successes to the mentored researcher.

- Is able to spend an appropriate amount of time with the mentee.
- Is open to spending time with diverse individuals who may not share a common background, values, or goals.
- Is able to manage conflict to ensure the mentee successful integration into the research area.
- Is able to say when the relationship is not working and back away appropriately without regard to ego issues or the need to assign blame or gossip about the situation.
- Knows what the mentee goals are and what she hope to take away from the research.
- Helps the mentee set realistic expectations. Also, if she knows she will be unavailable because of business or personal travel, let the mentee know.
- Is truthful in her evaluations, but also be tactful.
- Engages in her own learning while she is mentoring, collaborate on projects, ask questions and experiment.
- Is consistent so that she is trusted.

7.1.3. Session 3: Scientific Competence

Duration: 45 minutes (30 minutes for the presentation and 15 minutes for the discussion)

7.1.3.1. Session objectives

In this session, the mentors will explore the role of scientific competence for a mentor of health researchers as well as present and discuss their own views on research excellence in Africa and the impact that mentoring could have on this field in the continent.

7.1.3.2. Presentation

Science is at the core of mentoring health researchers. Therefore, a mentor is expected to be a prominent scientist in the given field of expertise. A scientist is someone who systematically gathers and uses research and evidence, making a hypothesis and testing it, to gain and share understanding and knowledge. In health research, a mentor should therefore possess adequate scientific competence meaning that he or she has the ability and willingness to use the body of knowledge and methodology. Scientific competences include the ability to see and understand the surrounding world, to orient in it and to choose specific settings for actions and to make decisions. A health research mentor possesses a level of knowledge and abilities to organize, plan, analyze, reflect, self-assess research activity.

Core competencies of a scientist

These are the skills that a scientist should have in order to be a successful mentor. These competencies were developed by the US National Postdoctoral Association.

- **Scientific knowledge**
 - Analytical approach to defining scientific questions
 - Design of scientifically testable hypotheses
 - Broad-based knowledge acquisition
 - Interpretation and analysis of data
- **Research skills development**
 - Laboratory techniques and safety
 - Experimental Design
 - Data analysis and interpretation
 - Statistical analysis
 - Effective search strategies and critical evaluation of the scientific literature
 - Principles of the peer review process
- **Communication Skills**
 - Writing (publications, Grants/applications)
 - Career (CV, cover letters, research and teaching statements)
 - Speaking (presenting your research, posters, conferences/seminars, powerpoint presentations)
 - Teaching (classroom, public)
- **Interpersonal skills**
 - Style, tone and nonverbal cues
 - Negotiation
 - Performance reviews/feedback
 - Managing difficult conversations/minimizing conflict
 - Networking
- **Leadership Skills**
 - Creating a vision and setting goals
 - Running meetings
 - Delegating responsibilities
 - Motivating/inspiring others
 - Mentoring/serving as a role model
 - Diversity-working with individuals with diverse gender, ethnic, cultural and religious backgrounds
 - Conflict management/resolution
- **Project Management**
- **Time management**
 - Establishing priorities
 - Respecting timelines

7.1.3.3. Session 3 activity: Discussion on research excellence in Africa

The mentors will be provided with the following article before the class so to allow the time to read the content.

Tijssen R, Kraemer-Mbula, E. Research excellence in Africa: Policies, perceptions, and performance. Science and Public Policy, 2017, 1–12 doi: 10.1093/scipol/scx074

For 10 minutes, in groups of 3-4, they will discuss on the following questions:

1. How would one summarize research excellence in Africa?
2. What are some of the successes of research in Africa?
3. What are some of the weaknesses of research in Africa?
4. How would mentoring help to strengthen research excellence in Africa?

For the last five minutes, the facilitator will oversee the restitution of the group work.

7.1.4. Session 4: Leadership skills

Duration: 75 minutes (30 minutes for the presentation and 45 minutes for the activity)

7.1.4.1. Session objectives:

By the end of this session, the participants will be able to:

- Describe the qualities of a good leader
- Analyze different leadership styles
- List and describe how mentoring builds your leadership skills

7.1.4.2. Presentation

What Are Leadership Skills?

Leadership skills are the tools, behaviors, and capabilities that a person needs in order to be successful at motivating and directing others. Yet true leadership skills involve something more; the capacity to help people grow in their own abilities. It can be said that the most successful leaders are those that drive others to achieve their own success.

A Born Leader?

You've certainly heard the phrase "a born leader". Who do you think of when you hear it? Nelson Mandela, Martin Luther King, Jr., Winnie Madikizela Mandela, Wangari Maathai, Mahatma Gandhi, or other world-famous leaders in history? Or perhaps there are leaders in your own life that have had a positive impact on you. What skills did all of these people have that made them effective leaders? Here are a few, but there are certainly others:

- Is Committed to a vision or mission
- Understands his or her role
- Demonstrates integrity
- Sets an example
- Understands how to motivate the behavior of others
- Communicates effectively
- Is willing to take risks
- Adept at problem-solving

Whereas many leaders may be so committed to a vision that they naturally find ways to pull others along with them, most cannot claim to have been born with that level of leadership ability. Some leaders may be born as such, however, more often than not, leadership skills can be learned.

To become a leader, it is required to have an open mind, patience to learn these skills, and the commitment to apply the learned skills.

Leadership styles

While there are numerous suggested leadership styles, it is imperative to be authentic as a leader and to have a personal style. Adopting an appropriate style is likely to build a good relationship between the mentor and the mentee, to establish rapport, trust and respect. Conversely, mentors

who adopt or display an inappropriate leadership style are unlikely to be successful in their mentorship. Some mentees may become disenfranchised, disengaged and uninspired when faced with mentors who lack the self-awareness and know-how to pick the right kind of leadership style. The handout below shows various leadership styles.

Handout: Leadership Styles

Leadership Style	Description	Advantages	Disadvantages
Authoritarian	Leader makes decisions and announces them to staff.	<ul style="list-style-type: none"> • Style saves time. • Decision is usually clear and final. • Leader is in control. 	<ul style="list-style-type: none"> • Other, better options may not be considered. • Staff may lack commitment to the decision. • Staff may be resentful or uncooperative.
Authoritarian, with some input	Leader makes decisions and announces them after receiving input from one or more staff members	<ul style="list-style-type: none"> • Style results in increased information for decision making. • Approach produced decisions relatively quickly. • Decision is usually clear and final. 	<ul style="list-style-type: none"> • Staff not asked for input may lack commitment or be uncooperative. • Other, better options may not be considered.
Consensus-oriented	Entire group discusses and agrees to support group decisions. Leader maintains authority.	<ul style="list-style-type: none"> • Staff feel more involved and committed. • Staff support for decisions may be greater. • Chance of implementation is good. 	<ul style="list-style-type: none"> • Approach is time-consuming and may require long meetings or multiple meetings. • Compromise decisions may be unclear. • Consensus may not always be possible.
Democratic	All members of the group vote for their preferred decision.	<ul style="list-style-type: none"> • Staff feel involved. • Decisions receive a high level of support. • Chance of implementation is good. 	<ul style="list-style-type: none"> • Decisions may take more time. • Most popular decision may not be best option available. • Those on the "losing side" may feel resentful.
Delegating	Leader assigns decision-making task to another person or to a group.	<ul style="list-style-type: none"> • Approach offers opportunity for developing leadership qualities in others. • Chance of implementation is high. 	<ul style="list-style-type: none"> • Leader sacrifices control. • Decisions may take more time. • Team may not have skills and knowledge to make a good decision.

http://www.acquireproject.org/fileadmin/user_upload/ACQUIRE/Facilitative-Supervision/Trainers-Manual/FS_TM_Module_7/FS_TM_Module-7.pdf

Mentoring and leadership

Mentoring is a great way to improve leadership skills. The following are questions to ponder before beginning a mentoring relationship:

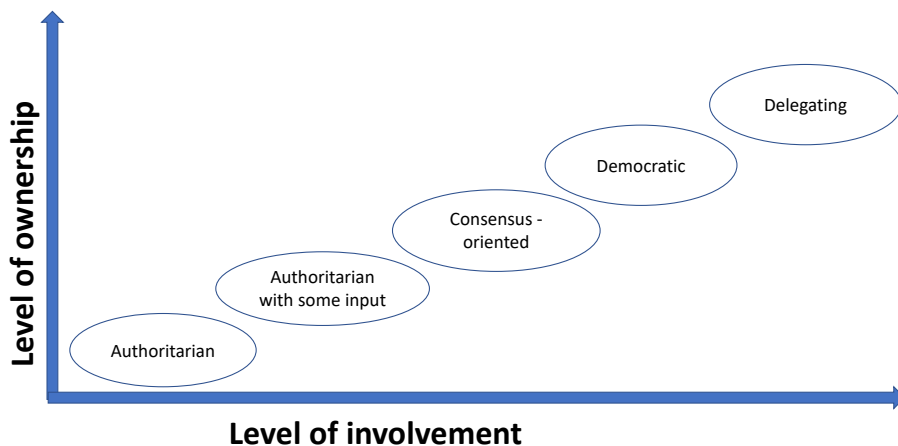
- Are you certain that the skills you have are a good match for the mentee's needs?
- Is there another way of meeting the potential mentee's needs regarding necessary or desired knowledge and skills that would be faster and more effective than mentoring?
- Is this a good use of time for you?
- Are you certain that you have the time to devote to your mentee?
- How will this relationship benefit you professionally? Personally?
- What boundaries do you need to set on the relationship?
- Are there areas of your expertise or experience that you are not willing to mentor in?
- Have you made that clear to the mentee?

These questions will help you ensure that you both understand what the relationship will entail.

7.1.4.3. Session 4 activity: Discussing leadership styles

The learners will be provided with the following scenario:

Dr. Ashokwang has been appointed as Research Director in a highly reputable research institution. One of the teams in the organization has worked together for several months and is already performing effectively on the tasks assigned to her but this team is somewhat overwhelmed by a project and the demands of working together as a team.



http://www.acquireproject.org/fileadmin/user_upload/ACQUIRE/Facilitative-Supervision/Trainers-Manual/FS_TM_Module_7/FS_TM_Module-7.pdf

The facilitator will form groups of five or less mentors. Using the chart above, the group will propose solutions to the problem when assuming each leadership style. The group will write one paragraph for each leadership style and present to the class:

- The authoritarian strategy for this situation would be _____
- The authoritarian with some input strategy for this situation would be _____
- The consensus-oriented strategy for this situation would be _____
- The democratic strategy for this situation would be _____
- The delegating strategy for this situation would be _____

7.1.5. Session 5: Benefits of being a mentor

Duration: 45 minutes (10 minutes for the presentation and 35 minutes for the activity)

7.1.5.1. Session objectives:

In this session, the mentors will learn about the added value of being a mentor of as well as reflect on a mentor's satisfaction in the mentoring relationship with or without the mentees success.

7.1.5.2. Presentation

Mentoring provides the extraordinary opportunity to facilitate a mentee's personal and professional growth as the mentee shares knowledge learned through years of experience. While the primary intent of the mentoring role is to challenge the mentee to think critically and strategically, the mentee is not the only one benefitting from the arrangement. Mentoring is a rewarding experience that is well worth the effort.

The following are a few benefits of mentoring:

- **Skills enhancement:** The experience gained by mentoring can facilitate the mentee professional growth by strengthening skills such as coaching, leadership, time management and networking.
- **Novel insight:** Mentees may bring a fresh approach and novel insight to an experienced researcher.
- **Talent development:** A mentor may have access to undiscovered talent in their mentees. Encountering raw talent provides the mentor with the opportunity to cultivate raw genius that may not have been known otherwise.
- **Create a legacy:** By becoming a mentor, you create a legacy that has a lasting impact on your mentees. Not only will the mentor gain the satisfaction of helping to develop future management talent, the knowledge that the mentor fosters in the mentee can inspire new ideas for generations to come. Furthermore, through mentoring, the African research

legacy can be carry on your organization's legacy by passing on its values and mission to mentees.

- **Personal fulfilment:** Researchers are on an ongoing journey of personal fulfilment. A joy of achievement is experienced with each new accomplishment. The appreciation of mentee can bring about personal fulfilment. Giving time to help another grow offers an awakening to one's nurturing capabilities.

Other rewards of mentoring

- Reinforce your own research skills and knowledge
- Increase your confidence and motivation
- Engage in a volunteering opportunity
- Enhance your CV
- Increase your circle of professional network
- Gain recognition for one's skills and experience
- Benefit from a sense of fulfilment and personal growth

7.1.5.3. Session 5 activity:

As a classroom, the facilitator will lead the discussion on the article: "The success of the mentee is the mentor's ultimate reward". Mentors will be given 10 minutes to read the article and the rest of the time will be allocated to class discussion.

Steer ML. "The success of the mentee is the mentor's ultimate reward". An interview with Dr. Michael L. Steer by Martin E. Fernandez-Zapico. *Pancreatology*. 2006;6(6):507-9. Epub 2006 Oct 10.

For the last 25 minutes, the following should discussed:

1. What is Dr. Fernandez-Zapico's approach to mentoring?
2. How did his experience as a mentee influence his mentoring approach?
3. Can a mentor still be satisfied regardless of the mentee's success?

7.1.6. Session 6: Effective communication skills

Duration: 1 hour and 45 minutes (60 minutes for the presentation and 45 minutes for the activity)

7.1.6.1. Session objectives:

The objective of this session is to empower participants by showing them the importance of good communication in their dealing with mentees and giving them tools for better communication. With effective communication skills, the mentor will also allow the mentee to express her point of view. Communication brings information and respect for each position.

7.1.6.2. Presentation

Defining Communication

Communication has been defined as the process of sharing and understanding information which implies a relationship that involves interaction between participants. The three key words to this definition are process, understanding and sharing. The communication process is a dynamic activity as it may change often. The word “understanding” relates to perceiving, interpreting, and relating our perception and interpretation to what we already know. Meaning is what we share through communication.

Being a good listener is one of the best ways to be an effective communicator. No one likes communicating with someone who only cares about putting in her two cents and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to understand what you're being asked to do.

Seven Essential Components of Communication

In order to better understand the communication process, we can break it down into a series of seven essential components:

1. Source
2. Message
3. Channel
4. Receiver
5. Feedback
6. Context
7. Interference

Each of these seven components serves an integral function in the overall process.

Source

The source imagines, creates, and sends the message. He or she conveys the message by sharing information with the receiver.

Message

The message is the stimulus or meaning produced by the source for the receiver or audience. The message also consists of the way it is expressed in a speech, with the tone of voice, body language, the source's appearance—and in a report, writing style, punctuation, and the headings and formatting

Channel

The channel is the manner in which a message or messages travel between source and receiver. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.

Receiver

The receiver receives the message from the source, analyzing and interpreting the message in ways that may be intended or unintended by the source.

Feedback

Giving feedback is the receiver's response to the source, intentionally or unintentionally. Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately (or how poorly and inaccurately) the message was received.

Context

The context of the interaction involves the setting, scene, and expectations of the source and that of the receiver. A communication context may directly or indirectly influence expectations in the exchange.

Interference

Interference is anything that influences the source's intended meaning of the message. It can come from various sources. For example, the receiver may be distracted which interferes with the ability to listen effectively.

Communication skills

Nonverbal Communication

The body language, eye contact, hand gestures, and tone all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable, and will encourage others to speak openly with you. Eye contact is also important to demonstrate that you are focused on the person and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable). Also pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth.

The local context and culture should be taken into consideration for nonverbal communication.

Verbal communication skills

Friendliness

Through a friendly tone, a personal question, or simply a smile, you will encourage your vis à vis to engage in open and honest communication with you.

It's important to be nice and polite in all your workplace communications. This is important in both face-to-face and written communication.

Confidence

It is important to be confident in your interactions with others. Confidence shows your mentee that you believe in what you're saying and will follow through. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone. Avoid making statements sound like questions. Be careful not to sound arrogant or aggressive, be sure you are always listening to and empathizing with the other person.

Empathy

Even when you disagree with someone, it is important for you to understand and respect his point of view. Using phrases as simple as "I understand your point of view" demonstrate that you have been listening to the other person and respect his opinions.

Open-Mindedness

A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation.

Feedback

Being able to appropriately give and receive feedback is an important communication skill. Mentors should continuously look for ways to provide their mentees with constructive feedback, be it through email, phone calls, or regular status updates. Giving feedback involves giving praise as well as something simple like saying "good job" or "thanks for taking care of that" to a vis à vis can greatly increase motivation.

Similarly, you should be able to accept, and even encourage, feedback from others. Listen to the feedback you are given, ask clarifying questions if you are unsure of the issue, and make efforts to implement the feedback.

Picking the Right Medium

An important communication skill is to simply know what form of communication to use. You should also think about the person with whom you wish to speak. If they are very busy people, you might want to convey your message through email. People will appreciate your thoughtful means of communication, and will be more likely to respond positively to you.

Active Listening

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

"I" Messages

These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else's behavior. Because "I" messages don't accuse, point fingers at the other person

or place blame, they avoid judgments and help keep communication open. At the same time, “I” messages continue to advance the situation to a problem-solving stage.

Paraphrasing

Paraphrasing is a way to check out what you heard for accuracy — did you interpret what your mentee said correctly? This is particularly helpful with youth, as youth culture/language change constantly. Often words that meant one thing when mentors were young could have an entirely different meaning for youth today.

Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. To maintain an active dialogue without interrogating, try to ask a few questions that cannot be answered with a “yes,” “no,” “I don’t know,” or a grunt.

7.1.6.3. **Session 6 activity: communication role play**

The facilitator should give participants words, sentences, examples of miscommunication and ask the mentors to construct an appropriate communication.

For example: **The facilitator:** “You didn’t show up, and I waited for an hour. You could have at least called me and let me know that you wouldn’t be there. You are irresponsible.”

The good communication approach may be: “I really wished you showed up for our meeting last week. I look forward to our meetings and was disappointed not to see you. In the future, I would appreciate it if you could call me and let me know if you will not be able to make it.”

Another example: **The facilitator:** “When I was your age, I was more dynamic”.

The good communication approach may be: “I wish you could do more to seize the opportunities that are presented to you”.

The following skills should be used in the role play:

- Eye contact;
- Body language: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures;

The role play should proceed with additional examples (situations) for the duration of the activity.

Discussion questions after role play:

1. How did the context influence the communication process?

2. Was any interference identified during the communication process?
-

7.2. Module Two – MENTORING

7.2.1. Module learning Objectives

In the second module, the sessions seek to point out different tasks required for effective mentoring by first outlining the different types of mentoring and demonstrating how to work with a partner in a mentoring relationship. The mentors will explore their perceptions of the research mentoring relationship disciplines and become oriented to the processes of monitoring and evaluation of their mentorship. Finally, the mentors will examine the use of modern day technology as a facilitating tool for mentoring.

7.2.2. Suggested Reading

Burnham EL, Schiro S, Fleming M. Mentoring K scholars: strategies to support research mentors. Clin Transl Sci. 2011 Jun;4(3):199-203. doi: 10.1111/j.1752-8062.2011.00286.x.

Straus SE1, Johnson MO, Marquez C, Feldman MD. Characteristics of successful and failed mentoring relationships: a qualitative study across two academic health centers. Acad Med. 2013 Jan;88(1):82-9. doi: 10.1097/ACM.0b013e31827647a0.

7.2.3. Session 7: Principles of mentoring

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.2.3.1. Session objectives:

In this session, the principles of mentorship will be explored by focusing on the notions that are necessary to master the task of mentoring.

7.2.3.2. Presentation

The mentoring relationship is generally based on trust, mutual respect and sensitivity.

Guiding Principles for Mentors: As established researchers in Africa, mentors attending this training have extraordinary accomplishments and contributions to the field of health in the continent. Mentors participate in the advancement of the profession of health research in the continent. Understanding the guiding principles of mentoring will thus provide for a foundation for tackling the task of mentoring.

A mentor is not an academic advisor: An academic advisor is an assigned person with specialized knowledge who delivers necessary and pertinent guidance in order to further a student's academic achievements. They are often tasked to monitor progress. In stark contrast, a mentor is one with a proven track record of leadership and success, and who serves as a combination of teacher, guide and advocate. Mentors take on the responsibility of seeing out the growth and development of the mentee. The exchange between a mentor and a mentee consists of an interplay that is more personal in nature. A mentor shares your experiences, perspective, and strategies for success based on personal journeys. A mentor relates to the mentee by sharing critical incidents, challenges, decision-making processes, actions taken in a way that is relevant to the mentee's experience. A mentor is not purely an information dispenser, parent or supervisor. A mentor is a colleague that is entrusted with the mentee's career development.

Be knowledgeable in your field of expertise: Not only are mentees eager to learn from you in the realm of research, but they are eager to learn the approaches to success and navigation within the African context. As such, mentees must rely on the mentor's knowledge of several topics to make informed decisions. The mentor thus serves as a sounding board for issues related to the technical aspects of the profession. By staying abreast of new developments, the mentor will remain cognizant of appropriate and possible opportunities available for mentees.

Be open to learning: In the traditional conceptualization of the mentor-mentee relationship, the dynamic can be assumed to be hierarchical which is not conducive to a blossoming environment. When the mentor approaches the mentorship with an open mind willing to learn, an environment of trust is built. Openness toward learning from mentees can sometimes add refreshing or alternative insight that can equalize this dynamic.

Mentoring is voluntary: Participation in mentoring should be voluntary as mentors are not paid for their work with mentees. As a voluntary activity, it is challenging to prioritize. However, in giving one's time to support another's career, there can be greater engagement and more positive experiences.

Successful matches: Mentees should be matched to mentors who meet their needs (and vice versa) but who are independent of their appraisal process. The relationship ought to be initiated by the mentee and the mentor should take time to evaluate the request to determine if the match can work before entering into the mentoring agreement.

Focus on change: Mentoring is expected to bring about change. The mentees achieve professional success which makes a positive difference in their work journey. Sometimes, the change experienced can be just in the mentee's attitude. In this case, the mentees will see the upcoming journey with a fresh outlook that can propel them into successful experiences. Change provokes resistance which is a normal reaction to facing up to difficult issues. Willingness to change can be viewed as a sign that the mentoring dialogue is fruitful. Effective mentors work with resistance,

rather than try to overcome it. They use resistance to help the mentee to clarify their values and their goals, and to explore what will help or hinder them in making changes.

Model professional responsibility: It is crucial that the mentor consciously act with integrity in every aspect of his or her work. Mentees must see that their mentors recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials appropriately, use research funds ethically, and treat animal or human research subjects properly and never compromising the standards that bestow validity on the discipline of research.

Demystify research: Many aspects of health research are unwritten or vague, and the ability of new research professionals to understand them is hampered by the fact that they frequently do not know what questions to ask or what certain terminology means. The mentor can help by adjusting the conversations accordingly and clarifying the profession's expectations.

Below are additional suggested mentoring principles to capitalize on:

- 1 • Mentoring requires a trusting, confidential relationship based on mutual respect.
- 2 • Mentoring involves a clearly bounded relationship that is close and uncoerced (unlike friendship or parenting).
- 3 • Mentoring involves a definite time commitment.
- 4 • A mentoring relationship is planned for enhancing specific growth goals of a mentee; not for organizational requirements such as employee evaluation.
- 5 • The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals/ outcomes.
- 6 • Mentors should model performances for mentees thereby providing them with opportunities to observe and develop insights.
- 7 • Mentors provide quality performance assessments, especially of a mentee's self-assessment.
- 8 • Mentees must show progress by "raising the bar" for themselves as their insights and skills increase.
- 9 • The mentoring relationship ends when the mentee is able to operate independently.
- 10 • Mentors follow a servant leadership model by providing value to another without receiving extrinsic rewards.

Tips for Mentoring

In the mentor's role, there is an expectation that the mentor offers purposeful guidance based on the mentee's self-vision. Accordingly, there are some basics to guidance that should be known when engaging with the mentee:

- Assess their skill, knowledge, and attitudes when offering advice.
- Allow them to fail at times.
- Challenge them.
- Be available when you say you will.
- Introduce them to key contacts/possible collaborators.
- Pay attention to their promotion.
- Tailor sessions to individual mentee.
- Lead—don't direct.
- Set high standards and articulate them clearly.
- Give constructive feedback in timely manner.
- Be frank with opinions with your own perspective.
- Foster open communication and be an active listener.
- Collectively set goals and agenda for subsequent meetings.
- Assist with creating and prioritizing their career plan.
- Model professional behavior.
- Assist them with socio-political navigation.
- Inform them of additional professional development opportunities.
- View them as a respected colleague.
- **Don't seek to replicate yourself.**
- **Don't do the work for them.**
- **Don't be offended if they choose not to take your advice.**
- **Don't become best friends.**

7.2.3.3. Session 7 activity: Hopes and Fears

The facilitator will ask all mentors to share one hope (or expectation) and one fear they have about mentoring and building trust with their mentee. The facilitator will record all hopes and fears on a chart paper. When all mentors have expressed their hopes and fears, the group will look for common themes and discuss their relevance in the mentoring experience.

7.2.4. Session 8: Developing and sustaining a mentoring relationship

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.2.4.1. Session objectives:

In this session, the expectations of mentoring relationship are established highlighting the responsibilities and complexities of managing that relationship.

7.2.4.2. Presentation

Stages of mentoring

Initiation - In the initiation stage, two individuals enter into a mentoring relationship. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Mentors search for motivated people who are “coachable”. This stage is a period when a potential mentee proves him- or herself worthy of a mentor’s attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring. Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. In setting up the relationship, it is crucial that both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

At this stage of the relationship, the mentor should focus on:

- Always being consistent.
- Setting healthy boundaries for the relationship
- Being open and honest about the ability to commit
- Being fully present with the mentee
- Being nonjudgmental.

Cultivation: the cultivation stage is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to produce research work effectively and efficiently. Mentors are usually not their mentees’ supervisors. They should not have hierarchical influence on the mentee’s day to day activities. The mentor is however able to provide valuable advice on how to thrive and survive without the pressure of employee/subordinate relationship. The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor’s experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

At this stage of the relationship, the mentor should focus on:

- Accepting that setbacks may happen. As in many life experiences, a mentor will be required to keep coming up with strategies to stay on track with the mentoring relationship.
- Being patient. Frustrations may occur and it is important to always remain calm and understand that progress and change may happen more slowly than you anticipated
- Encouraging the mentee’s participation in decision-making

- Being involved, yet remember to keep perspective.
- Keep working positively towards whatever goals that were set together but remember that realistically those goals may change as time goes on

Separation: The separation stage generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. The mentee may want to establish an independent identity, or the mentor may no longer be able to provide the required guidance. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

At this stage of the relationship, the mentor should focus on:

- Staying focused on any progress made by the mentee.
- Providing opportunities for ending the relationship in a healthy, respectful manner
- Agreeing appropriate situations for staying in touch.

Redefinition: During the redefinition stage, both mentor and mentee recognize that their relationship can continue but that it may need to morph into a different relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.

7.2.4.3. Session 8 activity: Expectations

The facilitator should form mentors in groups of 3 or 4 and each group should choose one of the following scenarios:

Scenario #1: A mentor feels that his mentee is too focused on teaching, and that this is interfering with her research progress. In particular, the mentor feels that the mentee will better realize her potential and do a better job if she spends less time on her teaching activities. He is aware that early career researchers are often expected, consciously or not, to put more effort into teaching, but he wants his mentee to avoid this trap. On the other hand, he believes that teaching is in general undervalued, and feels bad about perpetuating the sense that it is a burden to be tolerated.

Scenario #2: A mentor just explained a complicated technique to a mentee. As the mentor was explaining the technique, the mentee kept nodding to indicate that she understood every word. When the mentor was finished with the explanation, the mentor asked if there were any questions but the mentee did not ask any. When the mentor checks with the mentee three days later and asked the mentee how the experiment is going using this technique, she said she hadn't started because she did not understand the technique.

Below are guiding discussion questions:

- How do you establish and communicate your expectations to your mentee?
- How do you find out what expectations your mentee has of you and of his or her research experience?
- How do you establish goals and projects for a mentee?
- How can you make sure your expectations take into account a mentee's individual learning style, background, and abilities?
- How would you discuss the differences in order to achieve better alignment?

7.2.5. Session 9: Research guidance and career development

Duration: 90 minutes (45 minutes for the presentation and 45 minutes for the activity)

7.2.5.1. Session objectives:

In this session, the mentors will discuss the research process steps and training requirements. They will also receive some tips to assist them in research development.

7.2.5.2. Presentation

Introduction

Research is more than just a factor of progress; it is a necessity. For instance, health research leads to an understanding of the many diseases and events that affect humankind, to the improvement of health and well-being (at the individual and collective scales), and thus to improving access to care for all. Health research therefore involves a number of challenges: institutional credibility (Hospitals, Universities, Research laboratories); career development (promotion and capacity development for students as well as for researchers and promising scientists); economic challenges (pharmaceutical companies industries, source of income for researchers); inclusive research as an opportunity for development. The importance of research is through generating results that could be translated into policies. It is therefore imperative to have some guidance not only to conduct research with high standards, but also to remain active in research and advocacy. This supposes having the appropriate training to develop in research (from a simple research associate to a principal investigator). Such training is most often post academic, throughout seminars, e-learning and interestingly, real mentorship.

Research Guidance

Highlights and points to be discussed:

The present session presents some milestones and requirements. From the research ideas to the implemented policies, the following steps are compulsory:

- Translating research ideas into research projects
- Developing full research protocols
- Obtaining authorizations (administrative authorization and ethical clearance)
- Implementing or conducting the approved research protocol/best practices
- Monitoring and evaluation of the implementation of research
 - o passive and active monitoring
 - o auto-evaluation and independent monitoring
 - o formative and summative evaluation
- Disseminating the research findings
- Translating research results into policies

Given these compulsory steps, training requirements are as followed:

- Proposal and grant writing training
- Systematic review of the literature
- Research methodology
 - o Qualitative research
 - o Quantitative research
- Training on fund raising for research
 - o Identifying grant calls
 - o Capitalizing the missions and objectives of the funder
 - o Proposing research projects that could interest a given funder
- Good practices training
 - o good clinical practice (GCP)
 - o good laboratory practice (GLP)
 - o good manufacturing practice (GMP)

- Training on research ethics and evaluation
- Online training with certification on relevant topics (e.g. GCP online training, research ethics e-learning: Training and Resources in Research Ethics Evaluation (TRREE), NIH Protecting Human Research Participants)

Career Development

Mentors are expected to enable mentees to establish themselves as independent, self-directed researchers; expand capacity for health research, encourage the translation of research outcomes into practice; bridge the gap between research and industry.

The world of health research is constantly growing and the mentee should be ready to adapt and evolve with it. The mentor should be able to guide show the mentee how to be pro-active in driving her career future. The mentee needs to have resources and information to help explore in terms of their life and career. It is important to have a clear understanding of the mentee's options, and to be able to think of opportunities and then set goals to achieve the mentee's short and long-term objectives.

The following steps can be suggested for career development of a mentee (based on the "Essential Career Organization Toolkit" https://www.jobs.ac.uk/careers-advice/resources/ebooks-and-toolkits/the-essential-career-organisation-toolkit_)

1. analyze what your career means to you :

- Review and reflect on your career path to date. Does it t with your current lifestyle, personal needs and preferences? What does career success look like to you? The career self-exploration tool will help you to consider what is important to you now.

2. Consider your options - different options maybe:

- Stay in your current job and expand your opportunities or change some of your responsibilities
- Stay in your current organization and apply for a new similar role
- Stay within the organization and move into a different role using your transferable skills
- Move to a new organization into a similar role
- Move to a new organization using your transferable skills
- Learn new skills through voluntary work training course
- Start full time study or a vocational training course
- Do something different- like take a break, write a book or follow your passion

3. Make a decision

- To organise your thoughts and make a decision, list the pros and cons for each idea and then prioritize your choices in order of importance. Many people move forwards by being in the right place at the right time. Once you know what is

important to you, use your network of contacts to help you and it. Having a presence on LinkedIn or Facebook can open new doors.

4. Prepare for the future

- **Create opportunities:** Many people move forwards by being in the right place at the right time. Once you know what is important to you, use your network of contacts to help you and it. Having a presence on LinkedIn or Facebook can open new doors.
- **Design your CV:** If you have a clear idea of the role that you want, plan your CV to enable you to secure the position; analyse relevant job descriptions and consider how your skills match the requirements, if there are gaps, find a way to fill them by taking on new responsibilities in your current role or attending courses or training programmes.
- **Make yourself memorable:** Consider ways to make yourself stand out from the crowd when it comes to interviews; aim to work on high impact projects or take up memorable leisure pursuits which demonstrate key skills required for the job. Know how you can add value to an organization and remember a positive attitude is going to make a real difference to your success.

5. **Review your progress:** Setting and reviewing long and short-term goals is something that if done on a regular basis can help you to shape your future and stay focused on what is important in your life and career.

The following scheme of an example of a timeline for becoming an independent Investigator (<https://www.feinsteininstitute.org/programs-researchers/center-for-health-innovations-and-outcomes-research/research-career-development-programs/research-career-development-program/#top-anchor>)



7.2.5.3. Session 9 Activity exercises : Global Health Network Professional Development Scheme

The Global Health Network Professional Development Scheme is a system open to all levels of staff who work on clinical trials and research studies. The scheme has been based upon The Global Health Network and TDR Global Competency Framework for Clinical Research and is a flexible framework which lists all the competencies that should be demonstrated by a research team to carry out a successful study. The framework can be applied to any study, regardless of the size of the team, place, disease focus and type of research. Together with its supporting tools, the framework can be used to plan staffing requirements for a study, to carry out appraisals of staff, to guide career development, and to create educational curricula for research staff.

The Global Health Network Professional Development Scheme provides a comprehensive, high quality mechanism for recording, tracking and guiding training and professional development in the field of clinical research.

The facilitator group should demonstrate The Global Health Network website (<https://globalhealthtrainingcentre.tghn.org/pds/about/>), identify various trainings offered to health researchers. Each mentor can follow on their individual computer. A reliable and functional internet connection is required for this exercise.

7.2.6. Session 10: Holistic mentoring

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.2.6.1. Session objectives

In this session, the mentors will explore their own and their mentee's belief for holistic mentoring as well as develop an understanding of the ways that holistic mentoring manifests itself. Mentors will also practice ways to build trust so to respond positively and supportively to their mentee in a holistic manner.

7.2.6.2. Presentation

It is well documented that personal beliefs, manifesting as self-efficacy, play a significant role in learning and achievement. Self-efficacy appears to predict performance with better outcomes associated with higher self-efficacy and poorer outcomes associated with poor self-efficacy. A mentoring relationship can increase the self-efficacy of not only the mentee, but also the mentor. Increasingly, leaders are realizing that mentoring not only improve performance, but also can facilitate personal and professional development as well as the commitment and motivation to excel. The focus is on supporting individuals to think for themselves and identify their own solutions to work place challenges, tasks, and dilemmas. The shift is intended to unlock each individual's potential in order to maximize their development and performance.

Holistic mentoring and coaching is the process employed to promote the personal growth of the mentee, first and foremost. The holistic mentor's primary goal is to facilitate the positive development of the mentee leadership strengths, emotional intelligence and communication skills.

A holistic mentor works by:

- positioning each mentee according to his or her unique talents, strengths, and potential;
- challenging and further developing potential talents as bona fide strengths;
- supporting individual and organizational strength development;
- providing frequent, positive, constructive, and evaluative feedback, verbal or tangible, as well as reinforcements and rewards; and creating organizational celebrations, acknowledgements, and rituals.

A holistic mentor invites a mentee to reflect on a specific event to help understand and manage associated feelings, attitudes, and behaviors. The mentor asks powerful questions that challenge cognitive comfort zones, encourages openness to new ways of seeing and experiencing feelings, probes effectively for greater insight on the event and assesses the perspectives offered by the mentee.

7.2.6.3. Session 10 Activity: Truth and Lies

Number of Participants: Five or more people in a group

Rules: Sit everyone in a circle facing each other. Have each person come up with two facts (truths) about themselves and one lie. The lie should be realistic instead of extravagant. Go around the circle and have each person state the two facts and a lie in a random order, without revealing which is the lie. After someone shares, the others must guess which is the lie.

7.2.7. Session 11: Evaluating mentorship

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.2.7.1. Session objectives:

By the end of this session, the mentors will be able to:

- Describe the importance of evaluation in the mentoring relationship
- Analyze different factors affecting the evaluation
- List and describe how evaluation contributes to the maintenance of the mentoring relationship.

7.2.7.2. Introduction

The purpose of evaluation for a mentorship is to track implementation and outputs systematically and measure the effectiveness of the mentoring process for both the mentor and the mentee. It helps to determine exactly if the mentorship is on track and when changes may be needed. The

evaluation process forms the basis for modification of interventions and assessing the quality of activities being conducted. An evaluation strategy should include the following as a minimum requirement:

- Involve both mentor and mentee, and other relevant stakeholders in gathering feedback. All relevant stakeholders should be made aware of the various methods of monitoring systems and their purpose
- Identify clear and agreed outcomes for the mentee plus an action plan for achieving them
- Focus on the aims of the mentoring relationship and identified outcomes
- Make it relatively easy to analyze and collate data

7.2.7.3. Presentation

There are two major types of evaluations: **process evaluation** and **outcome evaluation**.

- **Process evaluations** focus on whether the mentoring program is being implemented as intended, how it is being experienced, and whether changes are needed to address any problems (e.g., difficulties in recruiting and retaining mentors, sufficient number of mentors, high turnover of mentees)
- **Outcome evaluations** focus on what, if any, effects mentoring are having on the mentees. Designs may, for example, compare goals to outcomes or examine if the goals of mentees and those of the mentors are being met.

Process Evaluation: a Periodic Mentoring Program Check-up

Over time the nature of the mentoring relationship may alter and support needs could change. Therefore it is valuable for a mentor and mentee, **together**, to review the process of the relationship at appropriate points and make any adjustments as necessary to the way they work together and the type of support provided. It will also be important both for all those experiencing mentoring and those with responsibility for implementing the mentoring program to receive this type of feedback for the effectiveness of its implementation.

Below is a list of some questions that might be useful in this process:

- How is the mentoring relationship working?
- What is working well?
- What, if anything, is working not as well as you had hoped?
- What are you both gaining from your experience of the process?
- What does your mentee appreciate about the support the mentor is providing?
- What additional support might the mentee welcome?
- What external constraints or difficulties are affecting the mentoring relationship? How might these be resolved?

- What changes might be helpful to make in the way the program or either party operates within its expectations ?

Outcome Evaluation: an assessment of the growth and success of both mentors and mentees

The mentoring relationship exists basically for the growth and satisfaction of the participants. Mentoring relationships are successful and satisfying for all parties involved when certain factors are established and both the mentor and the mentee take active roles. The following six factors are offered as key ingredients upon which each party, as individuals, can assess the effectiveness of their mentoring outcomes. These factors should be assessed a minimum of six months no longer than twelve months into your mentoring relationship.

1. **Purpose:** This relationship is a high priority for both mentor and mentee. At the beginning of the mentorship, both parties established goals and objectives of the mentorship. They agreed on what they would work on and should be able to recognize when these goals and objectives are met.
2. **Communication:** As communication is the crux of the mentoring relationship, this process should be frequently evaluated. For example, the timeframe of response from the mentor should be assessed as should the quality of response. The level of satisfaction of the communication processes (verbal and nonverbal) should also be checked.
3. **Trust:** Trust is necessary for both parties to feel safe and confident enough to share information. It is important to avoid any trust-breaking behaviors such as canceling appointments without compelling reasons, talking negatively about others, unfairly criticizing the other party or sharing confident information with others.
4. **Process:** The actual method of handling the relationship should be assessed. For example, are the frequency and length of the meetings sufficient for the mentee's needs? Are the venues or the manner in which the meetings are held beneficial to both parties?
5. **Progress:** For the beginning of the mentorship, the mentee is expected to make progress towards her identified goals and working towards building competencies to reach those goals. If progress is not made, the mentoring relationship is failing and its necessity should be questioned.
6. **Feedback:** feedback should be honest and given in a tactful manner and as frequently as agreed upon. When receiving feedback, each party should be non-defensive and take immediate steps to apply it.

Examples of the aspects of the mentoring relationship that should be assessed:

- Mentoring meeting (attendance, frequency, venue etc...)
- Suitability of the mentoring pairs
- Mentor or mentee dropout rates

- Mentor's and mentee's perceptions of impact of the mentoring relationship
- Progress towards mentee's goals
- Number of mentees who become mentors

7.2.7.4. Session 11 activity: Role Self-Assessment for Mentor and Mentee Exercise

Everyone has been involved in a mentoring relationship (formal or informal) in the past. Each mentor should select ONE role (either a mentee or a mentor) and assess this role in past mentoring relationship on the six key factors discussed. It is important to answer the questions honestly (rate yourself as you **actually are**, not as you'd like to be) .

See Appendix 1 for the mentee's role assessment and Appendix 2 for the mentor's role assessment.

7.3. Module 3 – FACING CHALLENGES IN MENTORING

Module learning Objectives

This third module focuses on the barriers and obstacles in maintaining a mentoring relationship in challenging and limited resources environment such as in African countries. The sessions present the overarching message on the importance of being proactive in seeking the understanding of potential setbacks while devising strategies to sustain mentoring.

Suggested Reading

Straus, SE, , Johnson, MO, Marquez, C, and Feldman, MD Characteristics of Successful and Failed Mentoring Relationships: A Qualitative Study Across Two Academic Health Centers. Acad Med. 2013 Jan; 88(1): 82–89. doi: 10.1097/ACM.0b013e31827647a0

Nakanjako D, Byakika-Kibwika P, Kintu K, Aizire J, Nakwagala F, Luzige S, Namisi C, Mayanja-Kizza H, Kamya Mentorship needs at academic institutions in resource-limited settings: a survey at Makerere University College of Health Sciences. MR.BMC Med Educ. 2011 Jul 29; 11:53. Epub 2011 Jul 29.

7.3.1. Session 14: Potential setbacks in mentoring relationships

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.3.1.1. Session objectives:

By the end of this session, the participants will be able to:

- Understand the hindrances that may arise in setting up and maintaining a mentorship in general and in the African context
- Devise strategies in overcoming these obstacles

7.3.1.2. Presentation

Introduction

Mentorship has been identified as a vital component in the successful development of careers in research as it encourages progress and promotion into leadership positions. Nevertheless, a fruitful mentoring relationship is not without its challenges. Obstacles faced by mentors and mentees are not only related to their personal relationships, but environmental factors could also present barriers to successful mentoring. In Africa, mentoring faces particular hindrances due to the socio-cultural factors and limited resources (financial and human resources). Not knowing how to overcome these challenges can be detrimental to the success of the mentoring relationship.

The aim of mentorship is to build the mentees capacity, enhance their skills and improve their ability to produce desired outcomes. However, the mentoring relationship is vulnerable to a number of challenges that may undermine its effectiveness and sustainability.

The mentoring relationship can also be prone to a number of challenges that may undermine its effectiveness and efficiency. Several challenges have been identified including:

- a limited pool of mentors,
- insufficient understanding of the mentoring process,
- an excessive workload for the mentor or mentee that precludes regular or in-depth mentorship meetings,
- and responsibilities and needs that undermine the sustainability of the mentoring programs, e.g., clinical, research or educational demands on time

It is important to note the difference between mentoring in high income countries and in countries with limited resources such as the ones in Africa given the importance of contextual issues in mentoring. For example, differences in academic culture, particularly related to the degree of hierarchy between mentors and mentees in African institutions have been documented.

In an African setting four key factors can be noted as being potential setbacks in a mentoring relationship. These include the following: 1) understanding the role of the mentor; 2) trust issues

in the mentoring relationship; 3) issues with identifying mentors; 4) Lack of allocated time for mentoring.

Understanding the role of the mentor

Since formal mentoring is not always defined in African academic or research institutions, roles and responsibilities related to mentoring can be understood differently by both the mentor and mentee. In some instances, the role of the mentor is confused with that of an academic or technical supervisor. A mentor that attempts to play the role of an academic or technical supervisor meaning will likely be in conflict with the mentee's legitimate academic/technical supervisor which is likely to negatively affect the mentoring relationship. The mentor's role should focus on providing motivation and encouragement to the mentee as well as helping mentees realize their strengths and minimize their weaknesses. The role of a mentor also includes providing guidance in professionalism and ethical issues.

Trust issues in a mentoring relationship

Mutual trust and respect are key to a successful mentorship. The mentoring relationship is most likely to be successful if it is reciprocal and based on shared interests and an established relationship. Unfortunately, African countries are plagued with societal ills such as corruption, lack of respect for the rule of law and gender inequalities. A mentorship can only succeed if both parties prove themselves to be trustworthy at every opportunity. In a mentoring relationship, both the mentor and mentee need to be comfortable enough to share personal experiences. In order for this to happen the mentoring relationship needs to be free of intimidation and the mentee needs to feel empowered. Trust is earned. Both parties need to build credibility by following through promptly on all promises.

Issues with identifying mentors

African institutions are limited in terms of the numbers of potential mentors which may lead to significant difficulties in identifying mentors. Due to lack of formal mentoring programs in Africa, mentees may have to seek their own mentors and they may make the wrong selection without the proper knowledge of selection criteria. There are some logistical concerns in finding and selecting a mentor. In particular, the few potential mentors that are available may already have too many mentees.

Lack of allocated time for mentoring

Mentoring is mostly a voluntary activity and it is not taken into consideration in the mentor's professional duties. An overwhelmed mentor thus needs to find time to spend with the mentee amidst the multiple professional, personal and social responsibilities. Fortunately, in the current information age, mentoring does not always have to occur with face-to-face meetings. The internet is a great tool that facilitates mentoring tremendously. Through electronic communications using the Internet and social media, mentors are able to stay in contact with their mentees. Electronic communication eliminates the challenges imposed by time, distance, and disability that are characteristic of in-person mentoring.

This is by no means an exhaustive list of factors that may impede a mentorship. The mentor and mentee will surely discover more issues as they interact. It is thus critical to be aware of issues and devise strategies to overcome them.

7.3.1.3. Session 14 activity: what other threats could hinder a successful mentorship in Africa?

The mentors should take 5 minutes to identify between three to five other potential setbacks not discussed during the presentation and devise a mitigation strategy for overcoming the hindrance. The facilitators should then call upon volunteers to present their list of setbacks and solutions to the class for the remaining 10 minutes of the activity.

7.3.2. Session 15: Conflict resolution

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.3.2.1. Session objectives

Whether with himself or with his vis à vis, the human being can at any moment of his life find himself in a situation of conflict. It is therefore important to provide participants with tools that will enable them to cope with conflict situations. At the same time that the participant acquires knowledge about the consequences that the conflict may have on himself and on the others, he does a kind of self-analysis and can work on his own limits in the conflict management.

7.3.2.2. Presentation

Introduction

A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat which can be real or not. It is a normal part of any healthy relationship. After all, two people can't be expected to agree on everything, all the time. The key is not to avoid conflict but to learn how to resolve it in a healthy way. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen the bond between people. Whatever the cause of disagreements and disputes, by learning these skills for conflict resolution, you can keep all your relationships strong and growing.

What causes conflicts?

Conflicts arise from both large and small differences. They occur whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. These needs can be a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness.

Conflicts also arise from differing needs. Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely.

The needs of both parties play important roles in the long-term success of the mentoring relationship. A lack of understanding about differing needs can result in distance, arguments, and ending of the mentorship. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved mentorship.

How do we respond to conflict?

If your perception of conflict comes from painful memories from early childhood or previous unhealthy relationships, you may expect all disagreements to end badly. You may view conflict as demoralizing, humiliating, or something to fear. If your early life experiences left you feeling powerless or out of control, conflict may even be traumatizing for you. When you're afraid of conflict, it can become a self-fulfilling prophecy. When you enter a conflict situation already feeling threatened, it's tough to deal with the problem at hand in a healthy way. Instead, you're more likely to either shut down or blow up in anger.

Conflicts continue to fester when ignored. They involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.

We use to respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, beliefs and personality.

Conflicts trigger strong emotions and if you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.

Overall, conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements.

Ways of managing and resolving conflict

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts. But when conflict is resolved in a healthy way, it increases your understanding of the other person, builds trust, and strengthens the mentorship.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. This will make it hard to communicate with others and establish what's really troubling you.

Important point on which the facilitator must insist

The ability to successfully resolve conflict depends on the ability to:

- **Manage stress quickly while remaining alert and calm.** Stress interferes with the ability to resolve conflict by limiting your ability to:

- Accurately read another person's nonverbal communication.

- Hear what someone is really saying

- Be aware of your own feelings

- Be in touch with your deep-rooted needs

- **Control your emotions and behavior.** Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or resolve disagreements. When you're in control of your emotions, you can communicate your needs without threatening, intimidating, or punishing others.

- **Pay attention to the feelings being expressed as well as the spoken words of others.** When people are in the middle of a conflict, the words they use rarely convey the issues at the heart of the problem. By paying close attention to the other person's nonverbal signals or body language, such as facial expressions, posture, gestures, and tone of voice, you can better understand what he or she is really saying. This will allow you to respond in a way that builds trust, and gets to the root of the problem.

- **Be aware and be respectful of differences.** By avoiding disrespectful words and actions, you can almost always resolve a problem faster.

7.3.2.3. Session 15 Activity : Tips for managing and resolving conflict

Ask a few participants how they behave in conflict situations, whether interpersonal or intergroup. Identify the consequences of each bad attitude and encourage participants to do some work on themselves for better conflict management. At the end, give them the following tips.

Listen for what is felt as well as said. When you really listen, you connect more deeply to your own needs and emotions, and to those of other people. Listening also strengthens, informs, and makes it easier for others to hear you when it's your turn to speak.

Make conflict resolution the priority rather than winning or "being right." Maintaining and strengthening the relationship, rather than "winning" the argument, should always be your first priority. Be respectful of the other person and their viewpoint.

Focus on the present. If you're holding on to grudges based on past conflicts, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.

Pick your battles. Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. For example you don't want to surrender a parking space if you've been circling for 15 minutes, but if there are dozens of empty spots, arguing over a single space isn't worth it.

Be willing to forgive. Resolving conflict is impossible if you're unwilling or unable to forgive others. Resolution lies in releasing the urge to punish, which can serve only to deplete and drain your life.

Know when to let something go. If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

7.3.3. Section 16: Allotting time for mentoring

Duration: 60 minutes (30 minutes for the presentation and 30 minutes for the activity)

7.3.3.1. Session objectives:

By the end of this session, the participants will be able to clarify and prioritize objectives and goals as well as utilize practical techniques for organizing work. The session presents appropriate strategies for dealing with interruptions and anything else that 'steals' time.

7.3.3.2. Presentation

Introduction

As researchers, we are being constantly pulled in multiple directions. Fractured attention, endless obligations, and an overwhelming sense that everything important was due twenty minutes ago are practically the uniform of our environment. You have to reconsider how you're working, take back your focus from the multitude of distractions around you, and start focusing on the work that matters and will make a difference in your career and personal life.

Multitasking is a myth.

Of course, as a human being you are able to check our email, listen to someone asking us for feedback on a project, and take notes simultaneously. However, in attempting to accomplish all these tasks, you cannot truly be efficient in any single one. It is thus important to focus on one task at a time. This does not mean that you cannot “multi-task”, it merely means that when you working on one activity, your mind and energy are focused on that particular activity. You can still have “several irons” in the fire however, you should only think about one activity at a time, even if you have other ones in your sub-conscious.

To master time management skills, you need to be prepared to make drastic changes. Be creative to find and introduce different ways of doing things. Challenge and question your own habits, routines, and the way you defend your time when others try to dictate how you should use it. You can start by improving on your external environment. Your physical work environment has a strong psychological effect on your attitudes and work habits. Get rid of the clutter on your desk, in your work space or in your laboratory space. Organize your documents in files, drawers etc... and not on your desk.

It is important to limit your work hours. Don't confuse working long hours with being productive. Except for short periods when you are learning on a new job or you have set time-demanding deadline, limit your working hours. For example, if you get home at 6pm, you consciously decide

to leave professional activities and focus on your home and family activities. If you have to work overtime, start your day earlier instead of working late.

Delegation is one of the most important management skills. Delegating is committing or entrusting a task to be carried out by someone else. Good delegation saves you time, develops you people, grooms a successor, and motivates. Poor delegation will cause you frustration, demotivates and confuses the other person, and fails to achieve the task or purpose itself. So it's a management skill that's worth improving. Here are the simple steps to follow if you want to get delegation right:

- **When should you delegate?**
 - When you have a high performing staff and team
 - When delegating will help develop and motivate the other person
 - When you need to higher-level or specialty tasks (i.e tasks requiring technical skills that only you possess)
 - When you are continually under pressure
- **When should you do it yourself?**
 - When you are trying out a new technique or new equipment
 - When the task is beyond the skills and ability and the designated worker

You can delegate authority but it impossible to delegating responsibility. In other words, you can give others the power (authority) to do things on your behalf, but, no matter who does something wrong or right, the final responsibility always lies with you as the owner of that task.

Saying “No” with confidence

Time management is not just about organizing your own day to ensure that you use your time efficiently, it is also about ensuring that you only take on work that you really need to do and not trying to do unimportant non-urgent items while more important, more urgent, items go unattended to. As researchers, we are required to be creative but logical, independent but team players, innovative but grounded, proliferative but focused. Add into the mix your supervisor, your department head, and your co-workers, and it becomes immediately apparent that sometimes you just have to say no: to that next experiment, to attending that conference, to that teaching assistant position, or to organizing that departmental event. If your supervisor insists for you to take a particular task, make sure you present all your priorities and ask what priority this new task takes in your schedule.

This balancing act requires not only a very broad set of skills and talents, but also the ability to manage it all with poise and tact.

- **Understand what is reasonable for you to do.** You need to know your limits before you decide what you can and cannot do. Be aware of your role and job description, and be ready to articulate your objections if you think a particular assignment is beyond the scope of your responsibilities.
- **Make your decision based on data, not emotion.** You need to be organized enough in your work and your scheduling that you know how much you are doing and when. If you're feeling frazzled when a request comes in, take some time to think about it and make a decision based on facts (feasibility of the task, your availability, suitability with your priorities).
- **Be gracious in defeat.** No matter how tactful you are, there is a chance you will be overruled or otherwise “forced” into doing something you'd rather not. In this case, you

lay out your priorities and ask the requestor about the level of priority this particular task have in regards to the rest of your assigned tasks.

Making the best use of time for your individual working style and energy level patterns

The key to working efficiently is to harness your **peak** times. First, though, you need to figure out when they are. For example, if you are a “morning person”, meaning more energetic at the beginning of the day, it would not help to work until the middle of time on time sensitive and complex project. Or, if you are a “night owl”, you will not be at your best at 7:00am.

7.3.3.3. Session 16 Activity : How well do you manage your time

(<https://www.kathryn-mckinnon.com/time-management-activity/>)

Read through the following statements in this quick Time Management Activity and circle the response that best fits your answer:

1. I work more than fifty hours a week.
 NEVER SOMETIMES ALWAYS
2. I feel guilty when I go on vacation or take time off from work.
 NEVER SOMETIMES ALWAYS
3. I feel like I don't have enough time to get everything done.
 NEVER SOMETIMES ALWAYS
4. I feel like I don't have any down time.
 NEVER SOMETIMES ALWAYS
5. I have trouble saying no.
 NEVER SOMETIMES ALWAYS
6. I don't take lunch breaks- I eat lunch at my desk.
 NEVER SOMETIMES ALWAYS
7. I have trouble completing tasks or assignments right on deadline.
 NEVER SOMETIMES ALWAYS
8. I avoid difficult tasks and put them off until the last minute.
 NEVER SOMETIMES ALWAYS
9. I find it difficult to finish what I start.
 NEVER SOMETIMES ALWAYS

10. I am late for appointments or meetings.

NEVER SOMETIMES ALWAYS

11. I blame other people when I don't get everything done.

NEVER SOMETIMES ALWAYS

12. I feel like I don't have enough time for the things I want to do.

NEVER SOMETIMES ALWAYS

13. I allow interruptions to distract me from accomplishing my goals.

NEVER SOMETIMES ALWAYS

Now score your responses.

NEVER = no point, SOMETIMES = one point and ALWAYS = two points

NEVER	
SOMETIMES	
ALWAYS	
TOTAL POINTS	

This time management activity score will help you discover if you have a problem managing your time.

If your score from this time management activity was **over 13 points**: You probably feel like your life is crazy and chaotic. You may feel as though you're spinning out of control and you're doing everything you can just to keep it together. However, you can change that. You can make time work for you and this website and my coaching can help you get there!

If your score from this time management activity was **between 6 and 12**: Sometimes you have control over your time, which is great. And then there are times when your life is still out of control. You could use a little help.

If your score from this time management activity was **five or under** that's great! On the whole you are managing your time pretty well. This website will be more about giving you some fine points to help you sort out one or two trouble spots. But well done so far!