



## Diabetes Educator Mentorship Program

# Mentee Information & Resources



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# Phases of a Mentoring Relationship

## Initiation phase

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance and can transmit mentor's values

## Cultivation phase

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

## Separation phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

## Redefinition phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

(Kram 1983)



# ***Initiation:*** **Structuring Meeting Time**

Determine how to use your time together. One suggestion is the “**10/20/60 Rule**” that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

## **First 10 Minutes**

Engage in personal/professional “check-in”

## **Next 20 Minutes**

Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)

## **Next 60 Minutes**

Discuss current and long term goals and priorities

Summarize discussion, clarify tasks, schedule follow-up meeting



# ***Initiation:*** **Expectations**

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

## **Mentors and mentees need to agree on:**

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- “Off-limits” conversations
- Giving and receiving feedback
- Working with formalized mentee goals



# ***Cultivating the Relationship: Building Trust***

When people trust each other, they allow their most authentic self to emerge. They feel free to share concerns, insecurities and doubts. Listening to each other builds trust. Sharing reservations and uncertainties builds trust. Most importantly, demonstrating by our acts that we are trustworthy builds trust.

<b><i>Behaviors That Build Trust</i></b>	<b><i>Behaviors That Destroy Trust</i></b>
Being a proactive listener	Not Paying attention to what is being said
Cooperating with others	Being competitive
Openly sharing and being vulnerable	Withholding and keeping people out
Actions are parallel to words	Acting contrary to words
Accepting and non-judgmental	Criticizing and disapproving
Authentic and true-to-self	Acting with a hidden agenda
Freely admitting mistakes and errors	Blaming others for mistakes
Actively seeking out different perspectives	Keeping a closed mind to new ideas
Encouraging others to succeed	Discouraging others from taking risks
Having a positive, upbeat outlook	Projecting a negative perspective
Honoring and respecting confidentiality	Breaking confidence

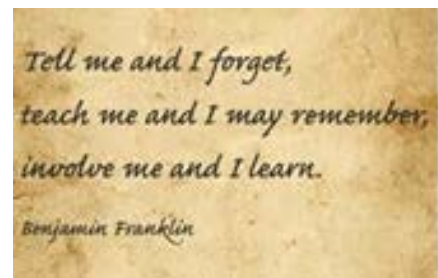


# Being a Pro-Active Mentee

The most successful mentoring partnerships are those in which the mentee takes the initiative and truly drives the partnership. In a mentee-driven partnership, the mentee determines the pace, route and destination. The mentor is then able to offer insights and counsel that is focused on the mentee's goals.

## Consider the following questions:

- Are my goals clear and well defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Am I receptive to constructive feedback?
- Am I able to show I value and appreciate feedback?
- Am I willing to change or modify my behaviors?
- Do I consistently follow through on commitments?
- Do I make an effort to instill trust?
- Do I openly show appreciation and gratitude?



# Mentee Strategies to Achieve Mentoring Goals

Whether your goals focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those goals will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your goals and the challenges to achieving them.

**Use the questions below to appraise your goals.**

## **Specific**

- Have you identified specific goals?
- Are the goals definite and precise?

## **Measurable**

- Are your goals quantifiable?
- Have you decided how to measure success?

## **Attainable**

- Do you have an action plan to achieve your goals?
- Have you considered the outcome of achieving your goals?

## **Realistic**

- Are your goals realistic?

## **Timely**

- Have you determined a completion date?
- Can you achieve success within the time allotted?

## **Other**

- Are your goals in line with the examination content outline?
- Will you need additional resources or tools to be successful?





# Mentee Responsibilities

- Be proactive – initiate interactions with your mentor
- Look for opportunities to share information with your mentor
- Be respectful of your mentor's time
- Be organized
- Complete your meeting journal
- Communicate agenda and goals with mentor prior to meeting
- Clarify goals and expectations
- Practice self-reflection
- Be willing to step outside your comfort zone
- Consider ending the mentoring relationship when it is no longer helpful

*"One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination."*

*John C. Maxwell*

# ***Sample Documents***

# ***First Meeting Checklist***

## **Get to Know Each Other**

- Share information about your life

## **Establish Guidelines**

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

## **Agreements**

- Review mentorship guidelines agreement, modify if necessary, sign and exchange (optional)
- Review NCBDE partnership agreement, sign and send to NCBDE

## **Confirm Next Steps**

- Schedule date, time and place of future meetings

*"A lot of people have gone further than they thought they could because someone else thought they could."*

- Unknown

# ***Mentoring Guidelines Agreement***

As a mentor and mentee in the Diabetes Educator Mentorship Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis.
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mentee Signature: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# ***Individual Development Plan (IDP)***

## ***Diabetes Educator Mentorship Program***

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#### **Instructions to Mentees:**

Please complete this form on an agreed upon timeframe and give a copy to your mentor before your mentoring session. Attach an updated curriculum vitae (cv) if it has been more than 1 year since you last provided a cv.

#### **Instructions to Mentors:**

Please review the mentee's cv and the IDP prior to each meeting.

Mentee Name: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Date: \_\_\_\_\_

# ***Individual Development Plan (IDP)***

## ***Diabetes Educator Mentorship Program***

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#### **Goals**

Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome).

1. Goal:

Expected outcome:

2. Goal:

Expected outcome:

3. Goal:

Expected outcome:

4. Goal:

Expected outcome:

5. Goal:

Expected outcome:

# ***Designing Your Goals***

Whether your goals focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those goals will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your goals and the challenges to achieving them.

**Use the questions below to design and appraise your goals.**

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- Have you identified specific goals?
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## **Attainable**

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## **Realistic**

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- Have you determined a completion date?
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## **Other**

- Are your goals in line with the examination content outline?
- Will you need additional resources or tools to be successful?

# ***Mentoring Meeting Journal***

Note: Both Mentor and Mentee to Complete Prior to Meeting  
Use this page to record the discussion points in each of your mentoring meetings.

Date:
Check-In (e.g. urgent issues, work-life balance, personal issues):
Goal Discussion:
Action Items:

Next meeting date: \_\_\_\_\_



# Resources

## ***NCBDE Resources:***

Certification FAQs:

[http://www.ncbde.org/certification\\_info/certification-faqs/](http://www.ncbde.org/certification_info/certification-faqs/)

Mentorship Program Information:

[http://www.ncbde.org/certification\\_info/mentorship-program/](http://www.ncbde.org/certification_info/mentorship-program/)

Mentor Listing:

[http://www.ncbde.org/certification\\_info/mentorship-program/mentor-listing/](http://www.ncbde.org/certification_info/mentorship-program/mentor-listing/)

Mentee Application Packet:

<https://www.ncbde.org/assets/1/7/MenteeAppCurrent.pdf>

Eligibility Requirements for Certification:

[http://www.ncbde.org/certification\\_info/eligibility-requirements/](http://www.ncbde.org/certification_info/eligibility-requirements/)

## ***Other Resources:***

A Guide to Training and Mentoring in the Intramural Research Program at NIH

<https://oir.nih.gov/sourcebook/mentoring-training/guide-training-mentoring>

American Heart Association Mentoring Handbook

[http://my.americanheart.org/idc/groups/ahamah-public/%40wcm/%40sop/documents/downloadable/ucm\\_319794.pdf](http://my.americanheart.org/idc/groups/ahamah-public/%40wcm/%40sop/documents/downloadable/ucm_319794.pdf)

Association for Women in Science – Article on Interdisciplinary Mentoring

[http://c.ymcdn.com/sites/awis.site-ym.com/resource/resmgr/Magazine\\_Article/Interdisciplinary\\_Mentoring.pdf](http://c.ymcdn.com/sites/awis.site-ym.com/resource/resmgr/Magazine_Article/Interdisciplinary_Mentoring.pdf)

MentorNet

<http://www.mentornet.net/>

Woman to Woman Mentoring Program

<http://www.womantowomanmentoring.org/>

The American Physiological Society

<http://www.the-aps.org/mm/Careers/Mentor/Mentoring-and-Being-Mentored>

The Mentor Directory

<http://www.peer.ca/mentor.html>

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