

Attachment 19:  
NRMN Mentor Skills Module  
(Revised 7.31.17)

*Note: This module will be part of the annual follow-up survey for selected respondents, so the general information about survey purpose and information protection are described as part of the main survey.*

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-0747). Do not return the completed form to this address.

1. Keeping in mind your role as a mentor or coach within a research context, please indicate how skilled you feel in each mentoring component listed below. Use a scale from 1 to 7 where 1 = "Not at all skilled" and 7 = "Extremely skilled." If you cannot comment, indicate N/A (not applicable) in the last column.

	Not at all Skilled		Moderately Skilled			Extremely Skilled		
Active listening	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Providing constructive feedback	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Establishing a relationship based on trust	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Identifying and accommodating different communication styles	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Employing strategies to improve communication with mentees	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Coordinating effectively with your mentees' other mentors	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Working with mentees to set clear expectations of the mentoring relationship	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Aligning your expectations with your mentees'	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Considering how personal and professional differences may impact expectations	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Working with mentees to set research goals	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Helping mentees to develop strategies to meet goals	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Accurately estimating your mentees' level of scientific knowledge	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Accurately estimating your mentees' ability to conduct research	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Employing strategies to enhance your mentees' knowledge and abilities	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Motivating your mentees	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Building mentees' confidence	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Stimulating your mentees' creativity	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Acknowledging your mentees' professional contributions	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)

	Not at all Skilled		Moderately Skilled			Extremely Skilled		
	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Negotiating a path to professional independence with your mentees	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Taking into account the biases and prejudices you bring to your mentor/mentee relationship	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Helping your mentees network effectively	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Helping your mentees set career goals	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Helping your mentees balance work with their personal life	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Understanding your impact as a role model	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)
Helping your mentees acquire resources (e.g. grants, etc.)	<input type="radio"/> (1)	<input type="radio"/> (2)	<input type="radio"/> (3)	<input type="radio"/> (4)	<input type="radio"/> (5)	<input type="radio"/> (6)	<input type="radio"/> (7)	<input type="radio"/> (n/a)

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

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



