

Tufts University Research Administration Mentoring Guide
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OVERVIEW

OBJECTIVE AND GOALS OF THE RESEARCH ADMINISTRATION MENTORING PROGRAM (RAMP)

The objective of RAMP is to expand and strengthen the professional research administration network at Tufts by fostering the professional development of research administration staff. The Mentor and Mentee will build a relationship working towards the completion of goals identified by the mentee at the beginning of the partnership. The goals of RAMP include enhancing onboarding of new research administration staff, providing guidance and knowledge for professional development, promoting a positive work environment, and reducing barriers between local and central research administration.

HOW THE MENTORING RELATIONSHIP WORKS

Each Mentor/Mentee team will be paired together for a 6-month period to work towards the goals identified by each Mentee. Mentors and Mentees will be jointly responsible for contributing to the success of their working relationship and to the smooth winding down of their engagement once they have fulfilled their mutual commitment. Beyond a monthly meeting, mentors and mentees will respect each other's time and other responsibilities, ensuring that they do not impose upon one another beyond what is reasonable. Should a conflict arise between the mentor and mentee, the RAMP Committee Chair may help facilitate resolution. After consultation with the RAMP Committee Chair, either party may dissolve the mentoring relationship at any time during the mentoring relationship if necessary.

BECOMING A MENTOR OR MENTEE

Becoming a Mentor

Anyone in the Research Administration Job Family who meets the criteria below can become a Mentor. We are looking for individuals with a strong background in research administration and a passion for supporting colleagues as they meet their professional goals. Mentor criteria are the following:

- Senior Research Administrator level or higher unless has passed the CRA exam
- No less than 18 months employment at Tufts University
- Attendance at the mentor training session in the fall
- A commitment to a 6-month program of no less than monthly meetings with the Mentee as well as a mid-program check in meeting
- Attendance at the kick off meeting and ending luncheon
- A Mentor cannot be a Mentee's supervisor
- Staff that do not fully meet all eligibility criteria will be considered on a case by case basis for the New Employee mentor track.

Becoming a Mentee

Anyone in the Research Administration Job Family can request a Mentor and become a Mentee. The Lead Research Administrator of the School or Center may recommend staff in non-research administration positions for a Mentoring opportunity by emailing their recommendation to Mentoring Committee. Mentee requirements are the following:

- A desire to work to achieve ones' goals and be able to identify a professional development goal that can be completely or partially achieved within a 6-month period
- A commitment to a 6-month program with a Mentor including monthly meetings and a mid-program check in
- Attendance at the kick off meeting and ending luncheon.

PART ONE: FOR MENTORS

BEST PRACTICES FOR SUCCESSFUL MENTORS

- Think of yourself as a learning facilitator rather than the person with all the answers. Help your Mentee find people and other resources that go beyond your experience and wisdom on a topic
- Emphasize questions over advice giving. Ask questions that help your mentee think more broadly and deeply. If they talk only about facts, ask about feelings. If they focus on feelings, ask them to review the facts. If they seem stuck in an immediate crisis, help them see the big picture.
- When requested, share your own experiences, lessons learned, and advice. Emphasize how your experiences could be different from their experiences and are merely examples. Limit your urge to solve the problem for them.
- Resist the temptation to control the relationship and steer its outcomes; your Mentee is responsible for their own growth. Support the Mentee in the achievement of their own identified milestone and goals.
- Help your Mentee see alternative interpretations and approaches.
- Build your Mentee's confidence through supportive feedback.
- Encourage, inspire, and challenge your Mentee to achieve their goals.
- Help your Mentee reflect on successful strategies they have used in the past that could apply to new challenges.
- Be spontaneous now and then. Beyond your planned conversations, call or e-mail "out of the blue" just to leave an encouraging word or piece of new information.
- Promote a positive atmosphere and demonstrate a helpful and constructive attitude, acting in a way which respects diversity and promotes equal opportunities.
- Reflect on your mentoring practice. Request feedback from your Mentee and colleagues.
- Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your Mentee's development as well as your own.

THE MENTORING ROLE

QUALITIES OF SUCCESSFUL MENTORS

- Genuine interest in the mentee and their goals for the partnership
- Encouraging and inspiring approach
- Sensitivity to others' needs and development
- Excellent listening skills
- Trustworthiness
- Commitment
- Confidentiality
- Focus on determining goals and building capacity
- Excellent coaching and feedback skills

WHAT SUCCESSFUL MENTORS DO

A mentor may fulfill all or a combination of roles. A mentor:

- Advocates – Offers sponsorship, provides exposure and visibility within the organization
- Acquires resources – Brings critical readings, opportunities, or experiences to the attention of the mentee
- Acts as a role model – Offers insight on how he or she “made it” in the organization
- Advises – Shares institutional and professional wisdom, makes suggestions
- Coaches – Helps a mentee learn new skills
- Supports – Listens with a sympathetic ear, explains unwritten rules, and acknowledges disappointments and triumphs

STAGES OF A SUCCESSFUL MENTORING RELATIONSHIP

1. Building the mentoring relationship
2. Setting goals to reach relevant Mentoring Milestones
3. Working towards Mentoring Milestones and extending the conversation
4. Closing out the formal mentoring relationship and planning for the future

RESEARCH ADMINISTRATION MENTORING TRACKS

For New Employees

In addition to the OVPR onboarding sessions, during their first year at Tufts, new research administration employees will be assigned a Mentor. There is no need to request such a Mentor, as Lead Research Administrators notify the Mentoring Committee of all new hires.

The New Employee Mentors will introduce their Mentees to colleagues and offices with which they may not come in contact regularly, exposing them to available networking opportunities and resources, and answer general questions related to research administration.

For Established Employees

Established employees can request a Mentor to assist them with achieving their research administration career goals. These goals may include, but are not limited to, gaining knowledge of the research administration field, studying for the CRA exam, presenting on a research administration topic at a conference, writing an article, or leading a team.

RESEARCH ADMINISTRATION MENTORING TIMELINES

For Established Employees - Overall length 6 months

Prior to start: Mentor Training and Kick off Meeting both held during the fall

Month 1

- Initial face to face meeting where Mentor and Mentee finalize mini goals for 6 month period. Begin to work on strategy for meeting initial mini goal. Suggested one hour meeting time.

Month 2

- One hour meeting. Review Mentee's efforts on initial mini goal and/or being work on strategy to meet next mini goal.

Month 3

- Mentor will attend mid-year meeting for informal mid-session check in. Mentees will be contacted individually by a RAMP Committee Member to review how things are progressing. *
- One hour meeting. Review Mentee's efforts on current mini goal and/or being work on strategy to meet next mini goal.

Month 4

- One hour meeting. Review Mentee's efforts on current mini goal and/or being work on strategy to meet next mini goal.

Month 5

- One hour meeting. Review Mentee's efforts on current mini goal and work on strategy for Mentee to complete any unfinished goals.

Month 6

- Mentor and Mentee will attend ending celebration where each will update the group on any successes/challenges faced over the 6 month period. *

* Check the RAMP [website](#) for dates, times and locations of these meetings.

**Mentee can choose to request an additional 6 month mentoring period depending on their end goal and progress towards the goal. Mentors may choose to continue with their Mentee, if requested.

For New Employees - Overall length 6 months

Prior to start: Mentor Training and Kick off Meeting both held during the fall

Month 1

- Initial face to face meeting where Mentor and Mentee meet and discuss working at Tufts as well as the Mentee's new role. Suggested one hour meeting time.

Month 2

- One hour meeting. Review Mentee's adjustment to their new role and address any questions/concerns the Mentee may have. If appropriate, the Mentor could introduce the Mentee to an individual or office that they may not have met yet but may need to work with in the future.

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ACTION PLANNING AND DISCUSSION WITH YOUR MENTEE

SETTING SMART GOALS

- Identify the large-scale goals that you want to achieve: “Big picture”
- Set SMART Goals: specific, measureable, attainable, relevant and time-bound
- Break down the big picture goal into smaller targets to create an Action Plan
- Ask for support if you need it
- Do a periodic comparison of your “big picture goals” with your to-do list and adjust the action plan accordingly
- Track your accomplishments

ACTION PLANNING FOR REACHING MENTORING MILESTONES

Name of Person Being Mentored: _____

Name of Mentor: _____

Mentoring Milestone to Achieve: _____

Objectives	Mentee's Action Steps	Mentor's Action Steps	Success Measures	Target Completion Date
1.				
2.				
3.				
4.				
5.				

DISCUSSION STARTER FOR MENTORS AND MENTEES

Topic, Issue, Milestone, or Action Item to Discuss: _____

Questions:

1. What successes have you had recently on this?
2. What important issues have you had to address related to this?
3. Do you have a strategy for approaching this?
4. What has been particularly difficult about this?
5. What tough decisions have you had to make about this? What tough decisions are you facing about this?
6. Where and how might it be possible to improve effectiveness on this?
7. What changes are affecting this? What challenges and opportunities do these changes present?
8. How do you get relevant feedback on this?
9. What do you see as the long-term vision for this?
10. What do you see as the logical objectives and next action steps on this?

ADDITIONAL RESOURCES FOR MENTORS

Research Administration Training Program: Mentoring: Starting the Adventure (training [slides](#))

General Mentoring:

http://www.huffingtonpost.com/rajesh-setty/9-characteristics-of-a-good-mentoring-relationship_b_6674602.html

<https://www.inc.com/jayson-demers/7-key-qualities-of-an-effective-mentor.html>.

Teaching Styles:

<http://www.umassd.edu/dss/resources/facultystaff/howtoteachandaccommodate/howtoaccommodatedifferentlearningstyles/>

<http://fintrend.com/2012/12/05/learning-styles/>

<https://www.getadministrate.com/blog/how-to-teach-to-different-learning-styles/>

How to Be a Good Mentor:

<https://blog.hubspot.com/marketing/mentor-tips-positive-impact>

<http://polaris.gseis.ucla.edu/jrichardson/documents/mentor.htm>

<https://www.forbes.com/sites/jacquelynsmith/2013/05/17/how-to-become-a-great-mentor/#42bfec24f59>

Videos about Mentoring:

[**Mentorship Will Change the World**](#)

[**The Art of Making Mentors**](#)

[**Be the Mentor You Wish You Had**](#)

[**Modern Mentoring: The Good, the Bad and the Better**](#)

[**Compilation**](#)

PART TWO: GUIDE FOR MENTEES

RESEARCH ADMINISTRATION MENTORING TRACKS

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- Break down the big-picture milestone into smaller targets to create an Action Plan
- Ask for support if you need it
- Do a periodic comparison of your big picture goal with your to-do list and adjust the action plan accordingly
- Track your accomplishments

ACTION PLANNING FOR REACHING MENTORING MILESTONES

Name of Person Being Mentored: _____

Name of Mentor: _____

Mentoring Milestone (Goal) to Achieve: _____

Target Objectives	Mentee's Action Steps	Mentor's Action Steps	Success Measures	Target Completion Date
1.				
2.				
3.				
4.				
5.				

DISCUSSION STARTER FOR MENTORS AND MENTEES

Topic, Issue, Milestone, or Action Item to Discuss: _____

Questions:

11. What successes have you had recently on this?
12. What important issues have you had to address related to this?
13. Do you have a strategy for approaching this?
14. What has been particularly difficult about this?
15. What tough decisions have you had to make about this? What tough decisions are you facing about this?
16. Where and how might it be possible to improve effectiveness on this?
17. What changes are affecting this? What challenges and opportunities do these changes present?
18. How do you get relevant feedback on this?
19. What do you see as the long-term vision for this?
20. What do you see as the logical objectives and next action steps on this?

PART THREE: MENTORING COMMITTEE and WEBSITE

Mentoring Committee Members

Contact the Committee Chair with any questions/concerns you may have.

Denise Rouleau (Committee Chair)

Jori Barabino

Sarah Marina

Meryem Ould-Sfiya

Kelley Whall

Laura Lucas (Trainer)

Zoya Davis Hamilton (Executive Sponsor)

[Research Administration Mentoring Program at Tufts](#) (schedule, forms, and overview)