

Characteristics and Expectations of Mentees

Becoming a Mentee:

- A Mentee can be: 1) veterinarians or veterinary students interested in opportunities in LAM; or 2) veterinarians seeking ACLAM certification; or 3) veterinarians in LAM seeking guidance on career building and professional development.
- Must be willing to commit at least 12 months to the mentoring relationship
- Must be willing to actively communicate and build a strong and effective professional relationship based on honesty, trust, and sincerity.
- Be a good listener and be receptive to corrective feedback.
- After some self-reflection and consideration of the mentor/mentee relationship, if you realize that your mentor does not have the skill and experience necessary to attain the goals identified for the relationship, be comfortable saying so for a reassignment.
- Willing to be “matched up” by the Mentoring Committee with one mentor based on the information provided on the Mentee Registration Form.

Expectations:

- At first introduction, clearly establish:
 - The goals for the relationship – should be specific, attainable and measurable;
 - The scope of responsibilities each partner is assuming, including what the time commitments will be;
 - The logistics of the relationship, that is, how, when (and where) communications will occur – recommend communication by e-mail or by phone (or in person once in awhile if geography permits) during regular business hours at least once per month (recommended);
 - How to deal with confidential information (where appropriate);
 - What topics or issues are outside the scope of the relationship (boundaries);
 - How obstacles or problems are to be dealt with; and
 - How and when to end the relationship.
- Own your personal career development – identify your objectives and keep the relationship focused and moving forward. Be prepared to ask for specific advice on your skill set, ideas, plans, and goals. The more specific you are, the easier it will be for your mentor to respond.
- Ask for suggestions and advice early in the relationship. When advice is given, listen to the mentor, apply at least some of their ideas, and let him or her know the results.
- Provide feedback about the mentoring relationship and be open to receiving feedback. When providing feedback, be honest, yet tactful. If you receive some corrective feedback, don't defend yourself. Thank your mentor for being honest with you. Then ask, “What specifically don't you like about _____?”

Be available to review the progress of the relationship with the Mentoring Coordinator and work out any minor concerns and discuss how the relationship can be improved.

Recommended Reading:

Suckow M.A., Sharp P.E., Alford J.A., Lindsey J.R., Maickel R.P. and Ringler D.H. “Effective Mentoring of Laboratory Animal Science Professionals.” *Contemporary Topics* 34(6): 57-60, 1995.