



Mentoring 101

Office of Undergraduate Research and Scholarship

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Goals of Our Conversation

- Principles of good mentorship
- Working with Students
 - What tools might be helpful
- OURS support structures

How do you define a **mentor**?

Brainstorm your own
definition of a mentor (5
minutes)

Principles of Good Mentorship, Part 1

- From Council of Undergraduate Research (CUR):
 - Meet regularly and as often as your schedules permit
 - Keep any commitments made
 - Set an agenda for your meeting in advance
 - Maintain confidentiality with one another
 - When you meet, give each other your undivided attention

Principles of Good Mentorship, Part 2

- From Council of Undergraduate Research (CUR):
 - Show respect and support for each other
 - Work together to resolve any minor concerns
 - Provide and be open to feedback. Be honest, yet tactful!
 - Plan to be open to trying new things

Define a mentor

- A guide for personal and professional development and/or goals
- Sharer of knowledge, expertise, and advise
- Listener, Supporter, and Confidante
- Guide for accomplishing tasks and problem solving
- Helps with skill development
- Makes time and space for the mentee

Think about your own
mentoring experiences

What are some successful
mentoring practices you have
engaged in?

Mentor Expectations

- Provide help, offer suggestions, and be a sounding board for issues relating to the mentee's career goals and development. Talk about skills mentee could acquire to add value.
- How can your expertise be shared your mentees through a positive learning environment that encourages them to develop?

Mentor Expectations

- Discuss requesting feedback and help the mentee find information on the impact he or she is having.
- You should routinely reflect on and seek mentee feedback regarding their mentorship practices, gathering feedback, and developing a plan for improvement
- You should seek community and professional development opportunities to continue to develop their skills
- What modes of communication work best for you and your mentee(s)?

Mentor Expectations

- Provide suggestions and advice on goals and activities that lead to effective and rewarding work. Share stories about the successful paths others have taken in their careers that might be relevant to the mentee.
- How can you intentionally assess your mentee's knowledge, skills, and behaviors as they develop goals and career paths?

Mentor Expectations

- Be a catalyst for the mentee in developing a network. Suggest others who might be engaged.
- Create a mentor map
- An inventory of all the mentors in your life and the role they play
 - Socio-Emotional
 - Academic
 - Professional

Mentorship Tools

Mentorship Tools

- Setting Expectations
- Using a guiding document:
 - Individual Development Plan (IDP) or Learning Contract
- Mentorship Intake Forms
- Activity to Align Mentor and Mentee Expectations

Individual Development Plan (IDP)

- An IDP is a **personalized strategic plan** used to provide students with **measurable goals and outcomes** that help with career guidance and goal attainment



Learning Contract

- A Learning Contract is a document that helps identify both mentor and mentee goals for the research experience. Goals should be **specific** and **measurable** by the end of the research experience.

Student's Goals for the Research Experience (Developed independently of faculty member):

Examples: To learn more about biological research as a career. • Develop an understanding of sociological research techniques through application. • To improve my critical writing skills.

A.

B.

C.

D.

Mentorship Intake Form

- A tool to assess current knowledge and skills of mentees, as well as any potential concerns or considerations.
- current knowledge or skills
- prior research or coursework experiences
- preferences for communication and receiving feedback
- any concerns the student has about the research itself

Aligning Expectations Activity

When to Use This Activity

This activity is most beneficial when trainees first join a research team, regardless of their career stage (e.g., during lab rotations for graduate students). However, it can be used at any stage of a mentor–trainee relationship to address issues arising from misaligned expectations. An example mentor–trainee agreement can be found in the Trainee Materials. Other activities that may be used with this activity include:

ALIGNING MENTOR AND TRAINEE EXPECTATIONS

Learning Objectives

Trainees will:

- ▶ Understand that their expectations of their research mentoring relationship may be different from their mentors.
- ▶ Establish an open line of communication with their mentor in order to address any differences and align their expectations.

Trainee Level

undergraduate or graduate trainees
novice, intermediate, or advanced trainees

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