

# Disclaimer

The opinions expressed are those of the presenters and may not necessarily reflect Montana State University.



# Mentor/Mentee Relationships "Setting Expectations"

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# Overview of the Session



What is mentorship



Discussions around case studies



Resources available to help with setting expectations



What is  
mentorship?



<b>Department Colleagues</b>	<b>Professional Editor</b>
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2. <input type="text"/>	2. <input type="text"/>
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Readers  
(see Intellectual Community)

**Senior Faculty in Your Department**


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<b>On Campus Mentors</b>	<b>Off Campus Mentors</b>
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**Peer Mentors**


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**Substantive Feedback** 

**Professional Development** 

<b>On Campus</b>	<b>Off Campus</b>
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**Sponsorship** 


**Emotional Support** 

<b>Friends</b>	<b>Family</b>
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2. <input type="text"/>	2. <input type="text"/>
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**Faculty Member**

**Other**

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**Access to Opportunities** 

**Role Models** 

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4. <input type="text"/>	8. <input type="text"/>

**Accountability**  
for what REALLY matters 

**Intellectual Community** 

**Readers**

<b>0-25%</b>	<b>25-50%</b>
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**Safe Space** 

<b>50-75%</b>	<b>75-100%</b>
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# Definition of Mentorship

## MEN·TOR·SHIP

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**Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support.**



- <https://nap.nationalacademies.org/resource/25568/interactive/>

# Some outcomes of mentorship include:

- **PERSISTENCE:**
  - Graduate students are more likely to persist in their academic decisions if engaged in positive mentoring experiences (McGee and Keller, 2007; Williams et al., 2016)
  - Graduate students cite positive mentoring experiences as the most important factor in completing a STEM degree (Ashtiani and Feliciano, 2012; Solorzano, 2000)
- **ENHANCED SCIENCE IDENTITY:**
  - Women and underrepresented students are better integrated into the STEM academic community if engaged in positive mentoring experiences (Anderson and Kim, 2006; Byars-Winston et al., 2015; Estrada et al., 2018; Felder, 2010; Good et al., 2000; Griffith, 2010; Huang et al., 2000; Lewis et al., 2016; Lisberg and Woods, 2018)
  - Positive mentoring experiences increase recruitment of underrepresented mentees into graduate school and research-related career paths (Hathaway et al., 2002; Junge et al., 2010; Nagda et al., 1998; Thiry and Laursen, 2011).
- **SELF-EFFICACY:**
  - A focus on psychosocial needs is associated with increases in how mentees perceive the quality of the mentoring relationship and how satisfied they are with that relationship, which in turn enables them to see themselves as more competent as STEM researchers (Tenenbaum et al., 2001; Waldeck et al., 1997).
- **INCREASED RESEARCH PRODUCTIVITY:**
  - Mentored graduate students and medical trainees are more likely to publish their research than those who are not mentored (Steiner et al., 2004; Steiner et al., 2002; Wingard et al., 2004)

# Case Studies

In Over Their Head

The Slow Writer

Resourceful Mentee





# Group Guidelines



- Stories stay, lessons leave
- Make sure everyone is heard in your small group discussions
  - Limit your comments to a couple of sentences so that you don't dominate the discussion.
  - Three and me principle where you allow three people to speak before you speak again.
- Speak with the expectation you will be heard and listen with the opportunity to be changed.
- Use “I” statements so that you are speaking from your personal experience.
- Take risks and expect discomfort: We ask that you contribute to discussions and exercises by sharing your thoughts, feelings, and experiences. Sometimes this may involve personal discomfort and risk taking. It is up to you the degree of risk or disclosure you make.

# Case Study Discussions



Have one person in the group read the case study aloud and then discuss the guiding questions at the bottom.



Assign a person to report out about the group discussion to the whole session.



You will have **15 min** to read the case study and discuss the questions.

# Setting Expectations

Mentorship  
Agreements

Research Group  
Handbook

Communications

# Mentorship Agreements

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- Collaborative document
- Gives your mentee an idea of what is expected of them and a chance for them to express their expectations of you
- Offers a way to structure your discussion with your mentee
- Helps you to understand what motivates your mentee



# Research Group Handbook

- Safety
- Code of Conduct
- Expectations and Responsibilities
- Meetings and communications
- Data management
- Checklists

## Table of Contents

<b>I. Introduction</b> .....	<b>3</b>
<b>II. First Thing First: Safety First</b> .....	<b>3</b>
<b>III. Code of Conduct</b> .....	<b>4</b>
<b>IV. Expectations and Responsibilities</b> .....	<b>4</b>
Everyone in the Group .....	4
Principal Investigator .....	5
Postdoctoral Fellows .....	5
Graduate Students .....	6
Undergraduate Students.....	6
<b>V. General Guidelines and Policies</b> .....	<b>7</b>
General Advice .....	7
Working Hours .....	8
Publication and Authorship.....	8
Deadlines and Feedback .....	9
Recommendation Letters.....	9
Travel Budget .....	10
Sick Days.....	10
Vacation .....	10
Celebrations .....	10
Work Life Balance .....	10
<b>VI. Meetings</b> .....	<b>11</b>
Individual Meetings.....	11
Group Meetings .....	11
<b>VII. Lab Purchases</b> .....	<b>12</b>
<b>VIII Notetaking, Data Management, Presentation and Writing</b> .....	<b>13</b>
Notetaking.....	13
Literature Reading.....	14
Data Management .....	15
Research Presentation .....	17
Writing a Research Paper.....	18
<b>IX Lab Safety</b> .....	<b>18</b>
Safety Training .....	18
Some Best Practices for Lab Safety.....	19
<b>X Checklist for New Users:</b> .....	<b>21</b>
<b>References:</b> .....	<b>21</b>



# Communications

- To meet or not to meet, that is the question!

# Mentoring Resources

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- CFE website – [Mentoring Support](#)
- [Tips for Effective Mentoring](#)
- [Mentor Network Map](#)
- [Example Undergrad mentorship agreement](#)
- [Graduate School website](#)
- [National Center for Faculty Development and Diversity \(NCFDD\)](#)
- [NIH Mentoring Resources](#)
- [The Science of Effective Mentorship in STEM](#)
- [Other Resources](#)





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Mentoring  
Resources