

HORIZON SCHOLARS MENTOR GUIDELINES

MENTOR ROLE

- Establish a relationship with the mentee through regular, weekly minimum ½ hr meetings.
- Make attempts to connect to student by revealing yourself, what piqued your interest(s) in the field and Health Disparity Research, your successes, lessons learned.
- Be careful to listen, ask open-ended questions.
- Be prepared before your mentee arrives; go over what was discussed in last meeting and what you would like to accomplish in current meeting.
- Recognize that mentee will view you as a role model.
 - Be sure to be a model worth emulating in treatment of lab members, technicians, cleaning staff, colleagues, students and underrepresented minorities.
 - Model appropriate ethics in research.
 - Do not use abusive language.
 - Only offer constructive criticism.
 - Openly discuss your concerns directly with mentee.
- Do not attempt to fill more than your role as mentor, research shows this diffuses the success as mentor (i.e., if student is in need of counseling and support beyond what you have committed to, you should problem-solve together how s/he may receive this through other available mechanisms, such as UMass Boston on-campus Counseling Center <http://www.healthservices.umb.edu/counselingctr.shtml>)

MENTORING GUIDELINES

- Establish meeting time / place – change venues and do not always meet where you ‘hold the power’ (office / lab).
- Make attempts to be familiar with Program Goals, University Policies / Agencies relevant for student.
- Maintain confidentiality and if you find the need to divulge any information to lab member, HORIZON Scholars Director, check with student first.
- Share “larger picture” of your research program.
- Invite mentee to group lab meetings / activities.
 - Prepare other lab students for the arrival of mentee.
- Network mentees to colleagues on-campus and other partners/partnerships
- Set realistic goals and timelines for your mentee.
 - Give careful consideration to what you expect the student to do on your research project and that this is in line with their skill set.
 - Be sure to provide adequate time for appropriate training and feedback on progress towards goals.
- Write mentor/mentee contract (template will be provided).
- Have conversations about mentee’s career goals and aspirations.
 - Keep your eyes open for things that could help your mentee. Look for articles and websites that refer to things that you have discussed. This shows that you are invested in their success.
- Have open conversations about mentee strengths and weaknesses.
 - Connection to academic progress and performance.

- Performance on research tasks, time to completion, understanding and *connection* to larger conceptual picture.
- Provide feedback, constructive criticism on progress and successes / failures in the lab.
 - Allow student to problem-solve how to make improvements and strengthen growing edges.
 - Assign “homework” if applicable - in order for a mentee to get good at something, they must work at it.
 - Do not do the work for them - not only does this method hinder the learning of your mentee; it does not prepare them for their venture into the real world.
 - If this is a prolonged mentor/mentee relationship give a 3-6 month overview of your partnership- what is working and what is not - and how to move forward.

MENTEE ROLE Successful mentoring involves a dynamic process whereby each participant learns to respect and trust the partner's commitment, expertise and individuality. A firm commitment to the mentoring process and a willingness to invest time and energy are the most important components for a successful relationship. (APS website).

- Your role as a mentee is not a passive one. You and your mentor BOTH must maintain the relationship. Make sure your relationship with your mentor proves to be one of proactive growth.
 - Do this by keeping the lines of communication open.

MENTEE GUIDELINES

- Set goals.
 - What are your aspirations? What do you wish to get out of this mentor/mentee relationship?
- Establish a time to meet.
 - In most cases you are required to adhere to your Mentor’s schedule, however if the time does not work, you are more than free to say so!
- Always arrive prepared for meeting with mentor.
 - Take notes - this guideline is not only beneficial to you and to your mentor, it also helps you to maintain a degree of professionalism pertinent to your growth.
 - Ask plenty of questions.
 - Watch your language.
- Repeat back assignments that are required of you for the next meeting
- Adhere to guidelines you and your mentor establish(below)
- Learn to accept criticism. - This is one of the challenges in garnering a mentor/mentee relationship. Make sure the criticism given to you is constructive. If you are unsure as to how a criticism will help you, ASK for clarification.
- Do not be afraid to ask your mentor how you are progressing along. Praise should be a regular component of your relationship so make sure you get yours.

- Realize that this relationship is not just academic; it is ok to tell your mentor about personal issues that may affect your work.
- Be aware of Mentor's time constraints/other responsibilities/other mentees

MENTORING LANGUAGE (Sample open-ended questions to begin mentor/mentee relationship)

- How do you want me to be with you as your mentor?
- What kind of support do you want from me?
- How do you like to be supported to accomplish goals? (e.g.: Forcefully pushed? Gently encouraged? Challenged? Need a lot of acknowledgement for what is working or what you are doing right in relationship to what you want?)
- How can I best support you?
- How do you want me to be when you have not completed something you agreed to complete?
- Do you know your style of learning?
- What is your style of learning?
- If this mentoring were to have a huge impact on your career what would it look like?

MENTORING CHECK-IN

- You have been in the lab for 3 months, what do you think you have learned about the research process and the research in general?
- Have there been any instances in your daily life that you have used this knowledge?
- There is always room for improvement; how do you think you can expand on the research we have done?
- How can we expand this research to the general population?
- Three months ago we were at this point (...)_____ have you noticed any improvements in how you handle situations?
- How are you getting along with your lab mates?

MENTOR CONTRACTURAL AGREEMENT

SAMPLE MENTORING ALLIANCE

Mentoring partnership objectives: As a result of working with a mentor I would like to accomplish the following:

Specific role of the Mentor: I will support my mentee's developmental process by:

- 1) Helping to develop and monitor his/her mentoring action plan,
- 2) Sharing insight about the academic process,
- 3) Expanding his/her network by introducing him/her to colleagues including inviting him/her to professional conferences,
- 4) Acting as a sounding board, providing developmental feedback and constructive criticism,
- 5) Meeting with my mentee regularly to ensure all the above take place, and
- 6) Asking mentee for help if it is needed;

Specific Role of the Mentee: I will actively be engaged in this relationship by:

- 1) Adhering to my mentoring action plan
- 2) Using my mentor as a sounding board to all I deem necessary for my development
- 3) Keeping my mentor abreast of decisions that will affect my career: academically and professionally
- 4) Meeting with mentor regularly to ensure I am on the right tract
- 5) Learning how to read and interpret empirical research articles
- 5) Periodically checking article databases to see if there is some other innovative procedures pertinent to the research,
- 6) Asking for help if it is needed,

7) Letting my mentor know if there is a problem or learning deficiency.

The logistics of our meetings will generally include the following:

When:

Where:

How long:

Frequency:

Who is responsible for initiating:

We plan to:

- 1) Openly discuss my progress, my strengths and weaknesses both at the bench and with the conceptual understanding of the research program
- 2) Communicate effectively ensuring both parties are satisfied with the result,
- 3) Accept and offer criticisms.

We will honor the following confidentiality agreement:

The agreement may be re-visited at any time by either the mentee or mentor.

Signature:

Signature:

MENTEE

MENTOR

SAMPLE MY PERSONAL PLAN FOR SUCCESS

Name: _____ Date: _____

Mentoring Goals and Objectives:

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Signatures:

Mentee

Mentor

Supervisor