



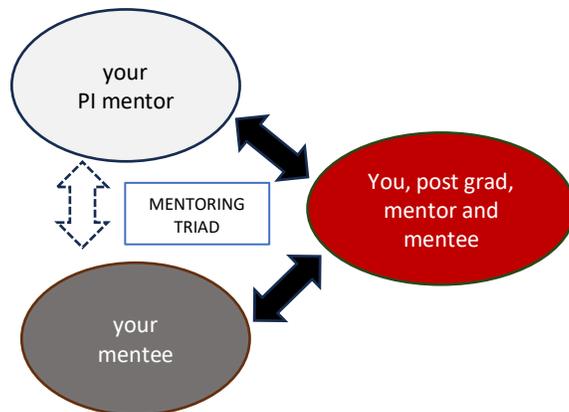
**WSU Intermediate Mentoring Workshop
 Session #2, 05/22/2024**

Session Objectives:

1. Align expectations in “mentoring triads” with mentees and PIs
2. Promoting research self-efficacy in mentees

Plan for Today:

1. Share out “homework” from last time
2. Case study “I Want a Project Like Mark’s”
3. Tools for aligning expectations and promoting research self-efficacy
4. Quick explanation of Bandura’s theory on self-efficacy
5. Case study “Forced Guidance”



ACTIVITY #1: ENGAGE—Check your neighbor: Did they study any tools/reading introduced last time?

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Entering Research

PRIORITIZING RESEARCH MENTOR ROLES

Undergraduate

Learning Objectives

Trainees will:

- Identify the different roles that research mentors can play and prioritize those roles based on needs.
- Establish and align expectations with a mentor(s).

Consider the different roles of research mentors listed below. Add additional roles that may be missing from the list. Cut out the boxes and rank these roles according to your priorities and expectations of a research mentor.

Teach by example
Train you in disciplinary research
Improve your writing and communication skills
Provide growth experiences
Help build your self-confidence as a researcher
Model and promote professional behavior
Inspire
Offer encouragement
Assist with advancement of your career
Facilitate networking with colleagues
Help build the bridge between research and application (i.e., industry, clinical work, etc.)
Provide guidance into future career options
Other:
Other:
Other:

MENTOR BIOGRAPHY

Learning Objectives

Trainees will:

- Begin to establish a positive relationship with a research mentor by getting to know them as a researcher and a person.
- Learn about the diversity of experiences in research careers by comparing a mentor’s experiences to their own.

Interview your mentor using the questions below and at least three of your own questions. Take notes and write a two or three paragraph biography about your mentor that summarizes the information you learned in your interview.

Questions to Ask your Mentor

1. Where did you grow up and what was it like there?
2. Why did you decide to become a researcher?
3. What challenges or obstacles did you have to overcome in order to be successful in your field?
4. What keeps you motivated to do research?
5. Where did you do your training and why did you decide to attend those institutions? (undergraduate degree, graduate degree, etc.)
6. Why did you decide on your disciplinary/research area? Have you done research in any other areas? If so, which?
7. What classes do you currently teach, or have you taught? Which was your favorite and why?
8. Outside of your research responsibilities, what else do you do as part of your job?
9. What do you do when you are not at work?

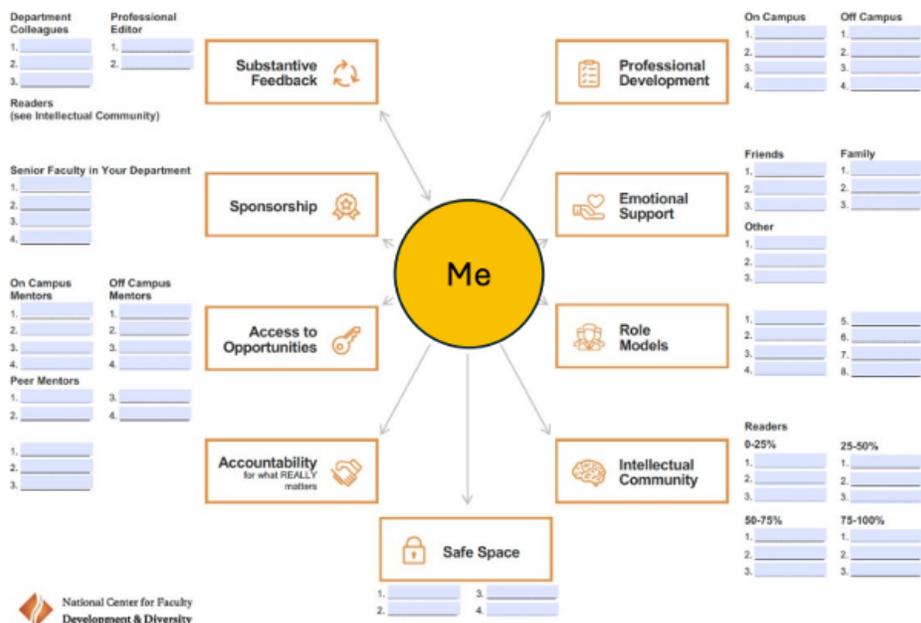
Contributed by A. R. Buz with information from Branchaw, J. L., Pfund, C., and Rediske, R. (2010). *Entering Research: A Facilitator’s Manual*. New York: W.H. Freeman & Company.

Branchaw, J. L., Buz, A. R., & Smith A. R. (2019). *Entering Research* (2nd edition). New York: Macmillan

Contributed by A. Bramson, C. Pfund, and A. R. Buz with information from Branchaw, J. L., Pfund, C., and Rediske, R. (2010). *Entering Research: A Facilitator’s Manual*. New York: W.H. Freeman & Co.



ACTIVITY #2: EXPLAIN NCFDD mentor map and webinars



To sign up

Webinars for NCFDD core curriculum <https://www.ncfdd.org/core-curriculum>



View Upcoming Curriculum

1 SKILL #1: Every Semester Needs a Plan Watch Now	2 SKILL #2: How to Align Your Time with Your Priorities Watch Now
3 SKILL #3: How to Develop a Daily Writing Practice Watch Now	4 SKILL #4: Mastering Academic Time Management Watch Now
5 SKILL #5: Moving from Resistance to Writing Watch Now	6 SKILL #6: The Art of Saying No Watch Now
7 SKILL #7: Cultivating Your Network of Mentors, Sponsors & Collaborators Watch Now	8 SKILL #8: Overcoming Academic Perfectionism Watch Now
9 SKILL #9: How to Engage in Healthy Conflict Watch Now	10 SKILL #10: How to Manage Stress, Rejection & the Haters in Your Midst Watch Now



ACTIVITY #3: EXPLORE—CIMER “Entering Mentoring” Case Study on Aligning Expectations

Mentor Training for **Multidisciplinary Undergraduate Mentees**
Aligning Expectations

Learning Objective:

Design and communicate clear goals for the research project. Align mentee and mentor expectations.

Case Study I Want a Project Like Mark's

I mentored an undergraduate student who came from another university for the summer. I explained the project to him and taught him some basics techniques and approaches needed for the project. Because my professor and I did not think he had sufficient background for more complicated project, we chose to have him work on a more basic one.

He was very quiet for the first ten days of the project and then he went to my adviser and complained about the project. He said he wanted a project “like Mark’s.” Mark was a student with a strong disciplinary background and his project was much more advanced. My adviser insisted that my mentee keep the project I had designed for him, but the student became sulky. As the summer went on and he didn't get much, if any, of his work done, I began to wonder if he understood what we were doing or even cared about it.

Guiding Questions:

1. As an adviser or mentor, what should you do if a mentee does not like the project?
2. What kind of conversations regarding expectations might have been helpful earlier in this relationship?
3. What kind of conversations would have be helpful once the student asked for a different project? Who should be involved in these conversations?
4. Now, how should the mentor approach the student about his lack of project progress?

From Multidisciplinary Research Mentor Training Seminar (2010).

For additional information, resources and detailed facilitator notes—visit: CIMERProject.org



ACTIVITY #3b: EXPLORE—Fostering Independence Case study
 From CIMER’s Entering Mentoring = “Forced Guidance”

Learning Objective:

Employ various strategies to build their mentees confidence, establish trust, and foster independence. Learn to identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research.

Case Study **Forced Guidance**

I started working with a new undergraduate on a thesis this semester, and I just can't seem to get along with her! I told her at the beginning of the semester that I thought we should have weekly meetings to talk about her progress, and she agreed. At our next meeting, I asked her to run through a list of the things she'd accomplished that week. She had no notes and seemed pretty unprepared for talking about her work in the level of detail that I expected. She's been canceling most of our meetings at the last minute -- either she doesn't feel well, or she suddenly remembers an assignment for another class that's due the next day! I know that she's doing the work, because at the few meetings she keeps, she has a lot to say -- but her progress on this project is very uneven, both in time taken and in quality, and I'm often forced to suggest that she redo crucial pieces. I fear these critical meetings leave her demoralized and less interested in accepting guidance from me, but I don't know how else to get her to understand that she needs my help.

Guiding Questions:

1. What are the main themes raised in this case study?
2. What other issues might be at play in this case? What should the mentor's next steps be?
3. How can you determine if you are making assumptions about a mentee's ability based on their productivity or work style, especially if they differ from yours?
4. What is your responsibility to “force guidance”?

#4: Explain—Sources of Self-Efficacy (Bandura)

What is self-efficacy?

How do mentees attain it?

- } Sources of Self-Efficacy (handout has details)
1. Mastery Experiences (success builds on success)
 2. Social Modeling (others like you made it)
 3. Social Persuasion (positive encouragement)
 4. Emotional and Physiological Responses (minimize stress, elevate mood)

More in handout in the PDF packet

2	CIMER “Competencies” in the “Entering Mentoring” curriculum
	Addressing Equity and Inclusion
	Aligning Expectations
	Assessing Understanding
	Maintaining Effective Communication
	Cultivating Ethical Behavior
	Fostering Independence
	Fostering Wellbeing
	Promoting Research Self-Efficacy
	Promoting Professional Development
	Enhancing Work-Life Integration



ACTIVITY #5: ELABORATE—Tools used for aligning expectations and nurturing mentees

This week's additional resources PDF contains the following list of tools

Sources: 1,2 = *Entering Research*; 3,4 = *Entering Mentoring*; 6 = *NCFDD*



1. ALIGNING MENTOR and TRAINEE EXPECTATIONS for Undergraduate mentees
 - a. "Undergraduate Research Trainee Expectations"
 - b. "Research Mentor Expectations"
 - c. "Mentor-Undergraduate Trainee Expectations Agreement"
2. Same set of three documents for graduate level mentees
 - a. Example of Mentor-Graduate Trainee agreement
3. "Developing Shared Expectations" – a simpler alignment tool for a conversation
4. "Reflecting on Your Mentoring Relationship"—revisit expectations
----- topic change
5. Sources of self-efficacy, a short reading
6. NCFDD mentoring map

6: EVALUATE—

Are you assigning yourself homework?

Some possibilities:

1. Could try one of the mentoring tools with your mentee or mentor.
2. Short reading on self-efficacy included in this week's PDF supplement.
3. Explore NCFDD website

