

MENTORING AGREEMENT

Research has shown that the most effective mentoring relationships establish clear expectations from the outset. This document is a tool intended to help facilitate a conversation between the mentor(s) and intern to create a communication plan and establish clear expectations of both the intern and the mentor. The form should be completed by the mentor(s) and intern together.

Use these prompts to clarify mentoring expectations with your student:

1. As a mentor, what expectations do you have for your mentee?
(Think about communication, effort, when to reach out for help...)
2. As a mentee, what expectations do you have for your mentor?
3. How often and when will you meet?
4. What platform will you use to meet? Who is responsible for scheduling the meetings?
5. How do you prefer to be contacted outside of these meetings? (Phone, email, chat...)
6. If you are having problems in your research, what should you do?
7. Beyond your research, what topics would you like to discuss (think about careers, academia, work/life balance...)? What are the ground rules for these discussions (e.g. confidentiality, openness, truthfulness etc.)?
8. If problems arise, how will they be resolved?

By Rebecca Batchelor (CU Boulder), based on the best practices and examples shared at <https://www.nap.edu/resource/25568/interactive/tools-and-resources.html#section2>



MENTORING COMMUNICATION PLAN

Objective

This document is a tool intended to help facilitate a conversation between the mentor(s) and intern to create a communication plan and establish clear expectations of both the intern and the mentor. The form should be completed by the mentor and intern together.

Professional Conduct

Professional and respectful behavior is expected at all times, including in email and verbal communication between mentors and interns.

Instructions

Fill out this form together, for example, using Google Drive.

☐ Contact information:

Intern name:	Email:	Telephone:
Mentor name:	Email:	Telephone:

☐ Methods of communication: The preferred ways to communicate with each other are (email, text, video/zoom, etc.):

☐ Check-in Meetings: How do we want to use our check-ins? (Examples include: prioritize tasks, technical support, updates, challenges, problem-solving, time management, work-life balance, career/graduate school options.)

☐ Frequency: How frequently and when will we check in with each other, to start with? (e.g. daily for 15 minutes, MWF for 30 minutes):



☐ Calendar: How will we plan meetings and use a shared calendar? (e.g. use “Appointments” on Google calendar).

☐ Assistance: How should the intern reach out if they need assistance?

☐ Absences: What are the expectations around communication in the event of needing to miss a work day (or longer) due to illness or a family situation?

☐ Peer conflict: If this is a group project, how shall the intern seek help in communicating with another student?

☐ Grad student/near peer mentor: Is there a near-peer or grad student with whom the student can connect with regularly?

Contact name and info:

☐ Is there a student liaison or point of contact for the intern to speak to if they have concerns about their project or mentor?

Contact name and info:



WORK PLAN

Objective

This document is a tool intended to help facilitate a conversation between the mentor(s) and intern to create a communication plan and establish clear expectations of both the intern and the mentor. The form should be completed by the mentor(s) and intern together.

Professional Conduct

Professional and respectful behavior is expected at all times, including in email and verbal communication between mentors and interns. Punctuality for meetings and deadlines is also expected. Teamwork and coordination are required.

Instructions

Fill out this form together, for example, using Google Drive.

What's the objective of your research project?

Milestones (project management):

Let's identify milestones to be accomplished as this project evolves:

1: _____

2: _____

3: _____

Think through more intentionally

What task(s) will you need to do in week 1?

In week 2 (etc.)?



☐ Assistance: How should the intern reach out if they need assistance?

☐ Absences: What are the expectations around communication in the event of needing to miss a work day (or longer) due to illness or a family situation?

☐ Project deliverables: What are the expected deliverables this summer (e.g. a map, poster, a talk, TBD)?

☐ Peer conflict: If this is a group project, how shall the intern handle conflict with another student?

☐ Mentor issues: Who could the intern speak to if a problem with the mentor arises?



GETTING TO KNOW YOUR MENTOR AND MENTEE

These questions can be used in an “informal interview” activity that program directors can organize for mentors and students. They are intended to facilitate conversations.

Remember that people have different comfort levels around “personal” information, so as mentors, stick with subjects related to science, research and academics unless your mentee volunteers more.

That said, don’t be afraid to talk about yourself as more than a scientist. What are your other roles? Why did you become a scientist? What else are you passionate about? If you’re comfortable sharing a little that makes you more “human” it helps break down the idea that scientists are somehow different from “normal people.”

Questions to ask your mentor:

How did you get into this field?

What do you enjoy the most about your work?

What do you find most challenging in your work?

How do you spend your day?

What do you enjoy doing outside of work?

What do you wish someone had told you before you became a scientist?

Questions to ask your mentee:

What got you interested in science?

What have been your favorite topics in college?

What matters to you? What drives you?

Why are you choosing to do research?

What part of being a scientist appeals to you?

What appeals to you as a career? What are your next steps?

