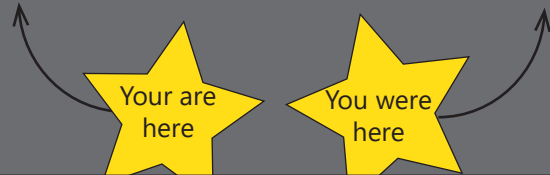


# MENTORS AND MENTEES: UNDERGRADUATES IN RESEARCH



Most mentors are never taught how to mentor. This sheet will help you start thinking about your role, identity, and goals as a (future) mentor.

**Safe Environment** Start by setting up a safe environment for students to learn. Get rid of biases and assumptions

## Biases and assumptions.

Biases and assumptions are unfounded judgements, made consciously or unconsciously, about a person's abilities and character based on one or more attributes. These interfere with our abilities to select and train good mentees. Consciously rid yourself and your workspace of these inhibitions.

## Attributes that may cause bias or

Race  
Gender  
Gender Identity  
Sexual orientation  
Religion  
Age  
Protected by Law

Clothing style  
Body weight  
Educational background  
Eye contact  
Language fluency  
No legal protection

Remember your first research experience? Was it positive? Why? What memories make you smile? Cringe? What was helpful? Stressful? Fun? Scary? Strong mentors can empathize with mentees. Be the mentor you would have wanted (and hopefully did have!).

## Adapt

Like mentors, all mentees are different. Mentors and mentee may have to adapt their styles to work as a team.

Assess understanding. How do you know whether a mentee understands? What if they say they do, but they do not?

Be accessible. There is an awe factor to beginning research. Mentees have questions and make mistakes.

Reassure frustrations. Mentees can get frustrated if their work is not what they expected, or if their project just isn't working. How will you guide them through this feeling?

## Goals and Objectives

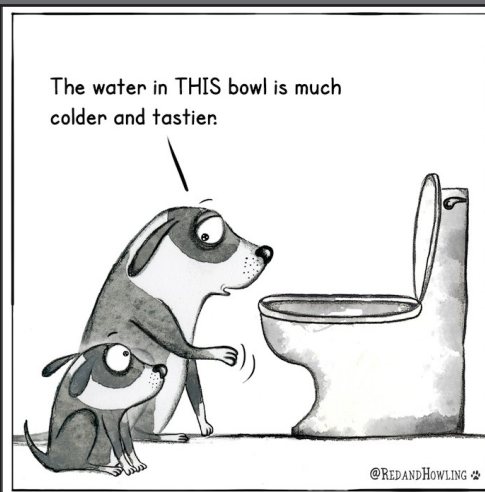
Mentoring principles are universal. Consider these learning outcomes for your mentees:

**Disciplinary Objectives**  
Knowledge of field  
Understanding of methods

**Research (Intellectual) Objectives**  
Critical thinking, problem solving  
Process of inquiry  
Creativity

**Professional Objectives**  
Communication  
Overcoming Obstacles  
Ethical Conduct

**Personal Objectives**  
Career options and aspirations  
Autonomy  
Self confidence



It is okay to adapt your style based on a mentee's background knowledge, experience, and personality. Make sure your mentee feels comfortable speaking with you about their work style.

## Mentor Styles

There are many different mentoring styles. (Refer to the previous training sheet.) Mentors won't fit cleanly into one category.

*Where do you fit? What do you do if your style doesn't fit for a particular mentee?*

Have a plan for how you will work with a mentee:  
Are you doing hands-on training?  
How often and for how long will you meet?  
How will you assess the mentee's understanding?

Communication always helps. Talk to your mentee and encourage them to be open and honest: there are no stupid questions, everyone messes up, and everyone wants you to succeed. This is the first professional role many undergraduates assume. You are helping them learn what that means.