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Making Mentoring Work for You:

Advising and Collaborating with Students

The Early Career Forum

Society for the Study of School Psychology

Presenters

- Amy Briesch, Northeastern University

- Amanda Sullivan, University of Minnesota

- Robert Volpe, Northeastern University

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Objectives

- Define mentoring.

- Describe strategies for mentoring and collaborating with graduate students.

- Describe strategies for developing and sustaining research groups.

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ONE-ON-ONE MENTORING

What It Is and How to Make It Work
Amanda L. Sullivan, University of Minnesota

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Mentor Defined

"Mentors are **advisors**, people with career experience willing to share their knowledge; **supporters**, people who give emotional and moral encouragement; **tutors**, people who give specific feedback on one's performance; **masters**, in the sense of employers to whom one is apprenticed; **sponsors**, sources of information about and aid in obtaining opportunities; **models**, of identity, of the kind of person one should be to be an academic."

-Council of Graduate Schools, 1995

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Mentor Defined

"**reciprocal and collaborative** learning between two or more individuals who **share mutual responsibility and accountability** for helping a mentee work toward achievement of **clear and mutually defined learning goals**."
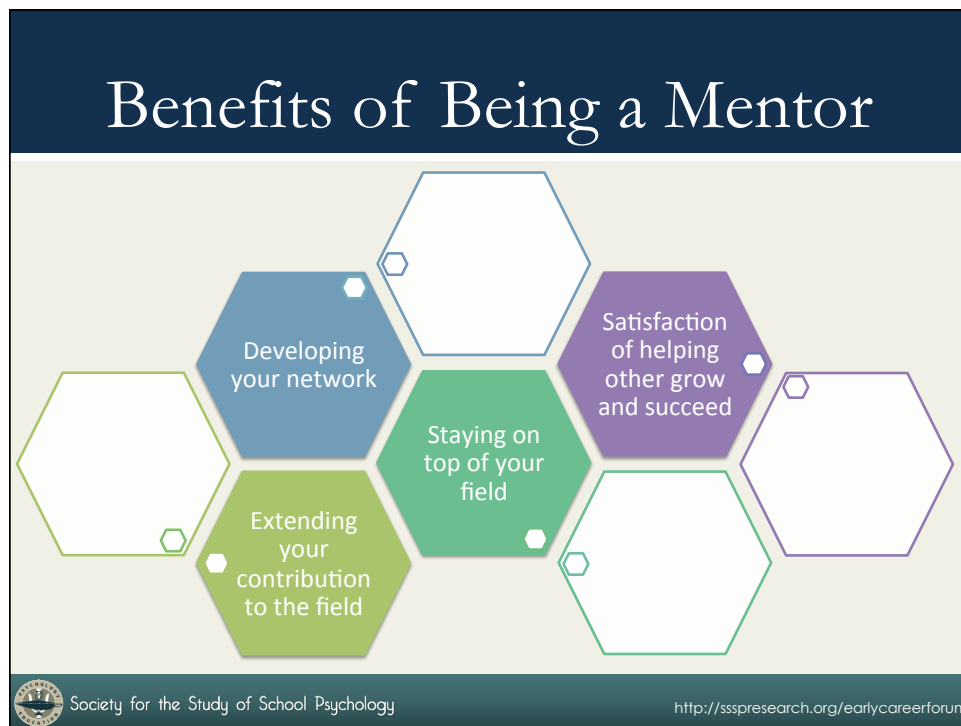
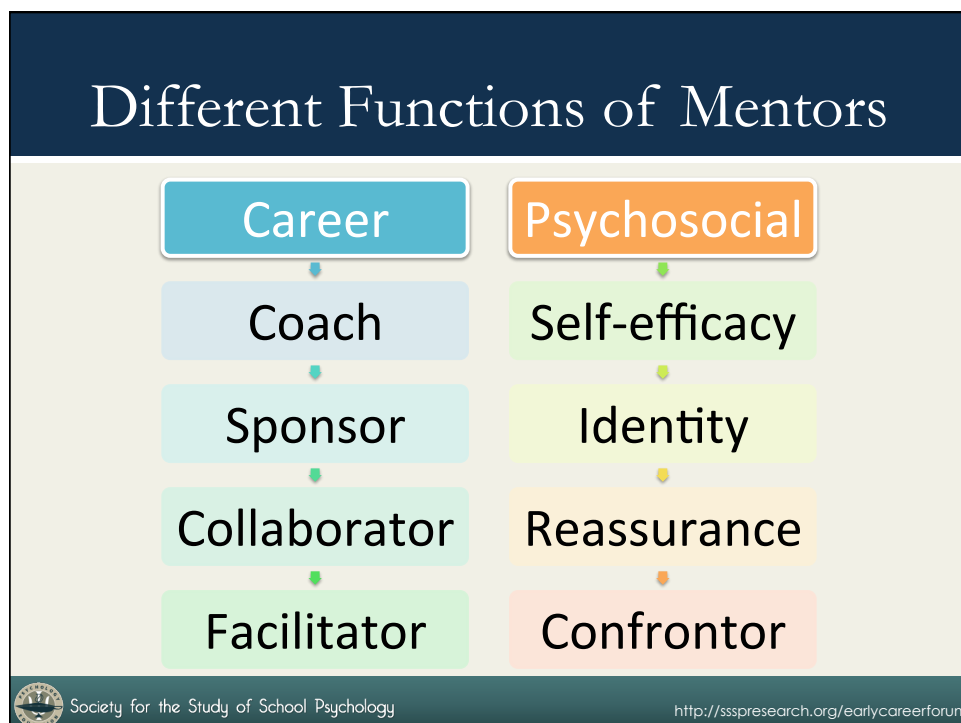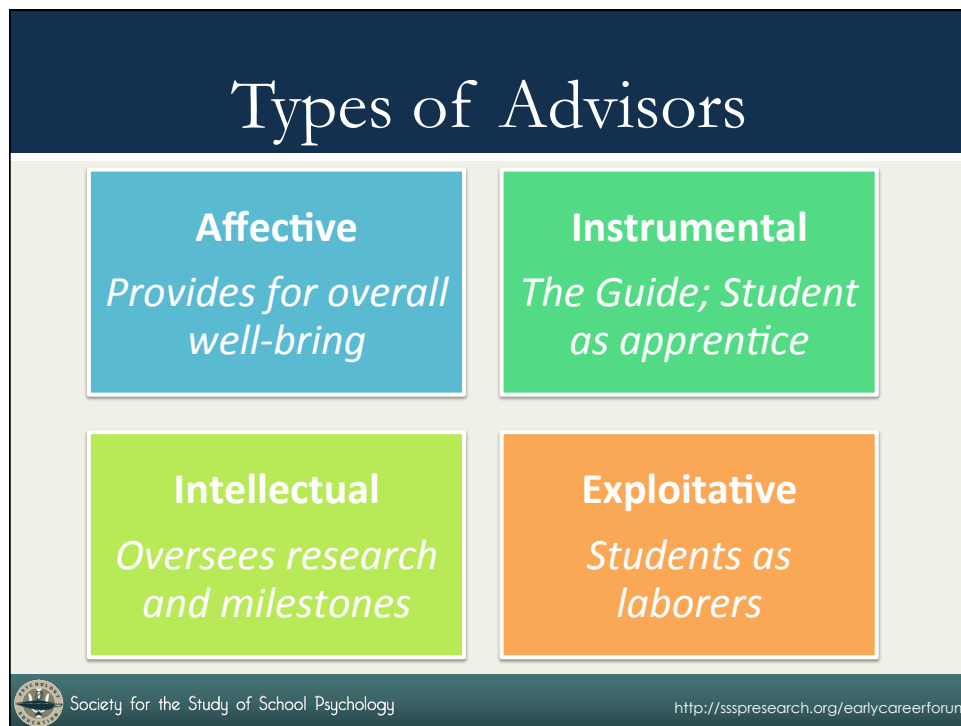Zachary (2005)

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Benefits of Being a Mentor

Developing your network

Satisfaction of helping other grow and succeed

Staying on top of your field

Extending your contribution to the field

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Graduate Advising

- Clarifying developmental tasks associated with success in program
- Program building and course selection
- Identify research topics and guide research process
- Suggest practica and work experience
- Provide career guidance
  – Discuss career expectations
- Evaluates progress and competencies

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Types of Advisors

Affective

Provides for overall well-bring

Instrumental

The Guide; Student as apprentice

Intellectual

Oversees research and milestones

Exploitative

Students as laborers

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Different Functions of Mentors

Career	Psychosocial
Coach	Self-efficacy
Sponsor	Identity
Collaborator	Reassurance
Facilitator	Confrontor

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Mentor as a Skills Consultant

Evaluate

- Communication skills
- Writing
- Practical skills
- Teaching
- Time management
- Leadership
- Interpersonal skills
- Team work and collaboration

Act

Help them identify strengths and weaknesses

Develop professional development plans

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Mentor as Role Model

Ethical behavior

Scientific conduct

Professional behavior

Teaching and mentoring

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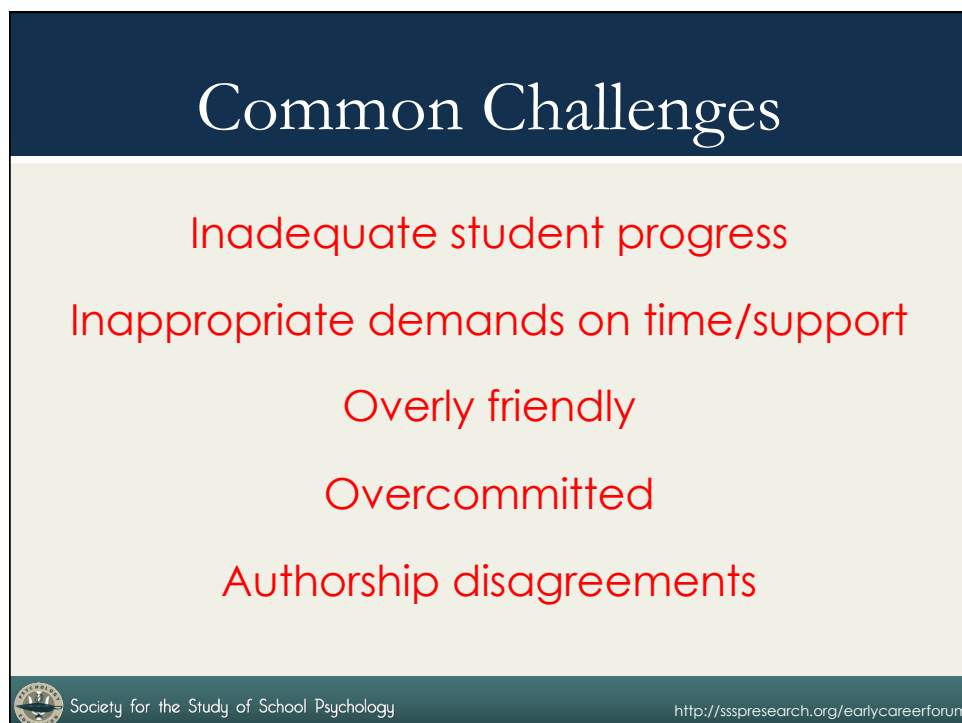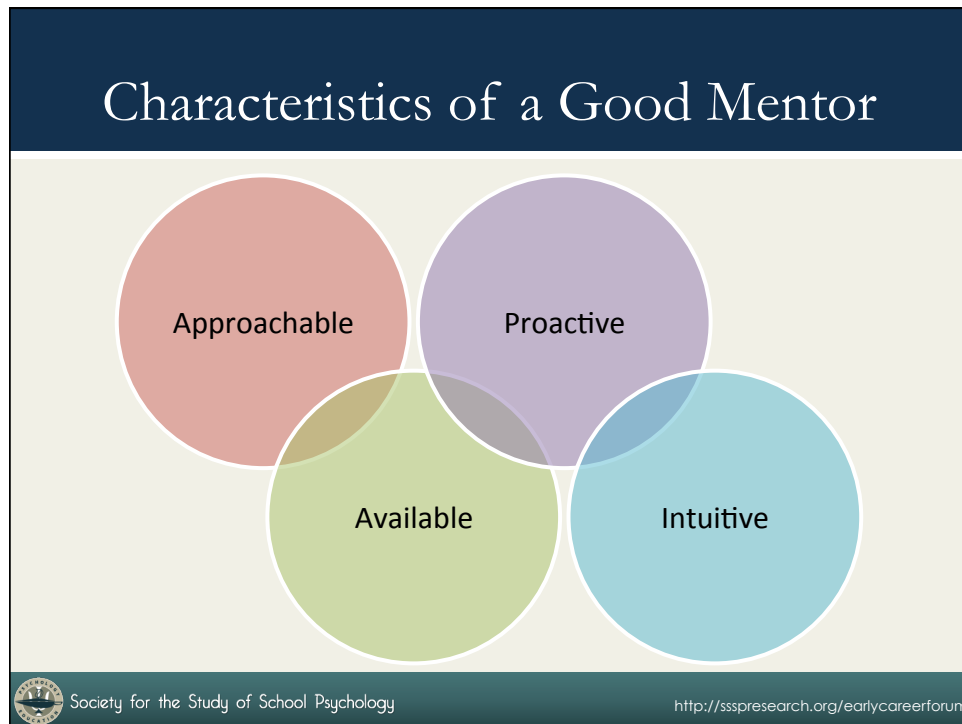
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Groundwork

- Discuss expectations for support
  - Contact: modes, frequency, duration
  - Priorities, assumptions and expectations for roles
  - Boundaries
- Plan long-term goals and immediate tasks
  - Be explicit about expertise and guidance to be provided
- Discuss and negotiate preferred strategies and practices
  - e.g., typical turnaround time, accountability measures
- Communicate consistently and openly

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Supporting Progress

- Goal setting
  + strategy development
  + time management
- Confidence building
  - Nurture self-sufficiency
- Modeling
  - Skill development (communication, problem-solving, self-reflection, self-instruction)
  - Attitude (persistence, help-seeking, provide examples)
- Provide examples of products and processes
- Tailored tasks

See accompanying handouts:
- Advisee Development Plan/Contract
- Sample Program of Study Tables
- 4-month calendar
- Setting Long-term Research Goals
- Micro Goal Setting

Schunk & Mullen, 2013

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Supporting Mentees' Research

- Help identify viable research topics
  - Of interest to both
  - In which you have sufficient expertise to guide the project as needed
- Choosing a committee
- Check in regularly
- Direct to relevant literature
- Provide explicit, constructive feedback
- Review drafts
- Inform of relevant professional development and funding
- Collaborate on projects
- Make introductions
- Be proactive and strategic

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Determining Authorship

- Discuss and negotiate expectations early on and revisit throughout process
- Refer to ethics codes and APA manual
  - Authorship is defined
- Base decisions on professional contributions of collaborators
- Consider using written agreements or summarizing points of discussion in follow up emails.

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Mentee Strategies

- Have a plan
- Come to meetings prepared
- Expect constructive criticism and plan to use it
- Adopt an orientation of continuous improvement
- Take notes
- Clarify expectations as needed

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Mentoring Research Groups

Amy M. Briesch & Robert J. Volpe
Northeastern University

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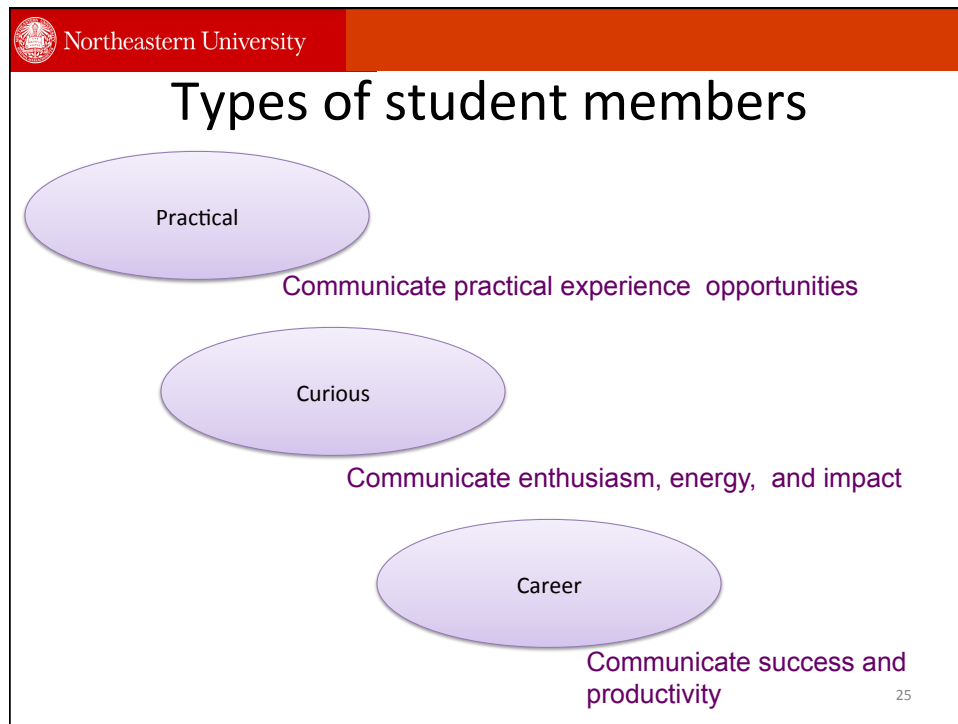
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Mentoring research groups

- Team recruitment

- Establishing goals and expectations

- Determining roles and responsibilities

- Strengthening team dynamics

- Managing conflict

- Determining authorship and credit

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Bennett, Gadlin, and Levine-Finley (2010)

What Is a Scientific Research Team?
...think of it as a continuum...

Low   *Level of Interaction and Integration*   *High*

Independent Research	**Collaboration**	**Integrated Research Team**
• Investigator works largely independently on a research problem with his or her lab.	• Each group member brings expertise to address the research problem. • Group members work on separate parts of the research problem, which are later integrated. • Data sharing or brainstorming among lead investigators varies from limited to frequent.	• Each team member brings specific expertise to address the research problem. • Team meets regularly to discuss team goals, individuals' objectives, and next steps. • Team shares leadership responsibility, decision-making authority, data, and credit.

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RECRUITING TEAM MEMBERS

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Our three basic types of members

- Looking for additional practical experience

- Curious about research

- Committed to pursuing a research career

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Types of student members
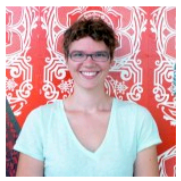
Practical

Communicate practical experience opportunities

Curious

Communicate enthusiasm, energy, and impact

Career

Communicate success and productivity

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Research Team Webpage

- A great tool for recruiting new students

- Conveys who you are, what the team is about

- Creates buzz and excitement

- Highlights faculty and student accomplishments

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Recent Team Publications

Briesch, A. M., Chafouleas, S. M., Neugebauer, S. R., & Riley-Tillman, T. C. (2013). Assessing influences on intervention use: Revision of the Usage Rating Profile. *Journal of School Psychology, 51,* 81-96.

Briesch, A. M., & Daniels, B.* (2013). Assessing the effectiveness and feasibility of a self-management intervention for at-risk middle school students. *Psychology in the Schools, 50,* 366-381. Doi: 10.1002/pits.21679

Briesch, A. M., Ferguson, T. D.*, Volpe, R. J., & Briesch, J. M.* (2013). Examining teachers' perceptions of social-emotional and behavioral referral concerns. *Remedial and Special Education, 34,* 249-256.

Briesch, A. M., Hemphill, E. M.*, & Daniels, B.* (2013). Check your SLANT: Use of self-management as a classwide intervention. *School Psychology Forum.*

Briesch, A. M., Kilgus, S. P., Chafouleas, S. M., Riley-Tillman, T. C., & Christ, T. J., (2013). The impact of alternative scale formats on the generalizability of data obtained from Direct Behavior Rating Single Item Scales (DBR-SIS). *Assessment for Effective Intervention, 38,* 127-133. *doi:*10.1177/1534508412441966

Grosche, M. & Volpe, R. J. (2013). Response-to-intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems. *European Journal of Special Needs*

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Other considerations

- Guest lecturing

- Networking with faculty

- Getting the word out that you are looking

- Making your research team the place to be

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GOALS AND EXPECTATIONS

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Goals

- Identify student goals early on

- Explain levels of involvement and opportunities for advancement

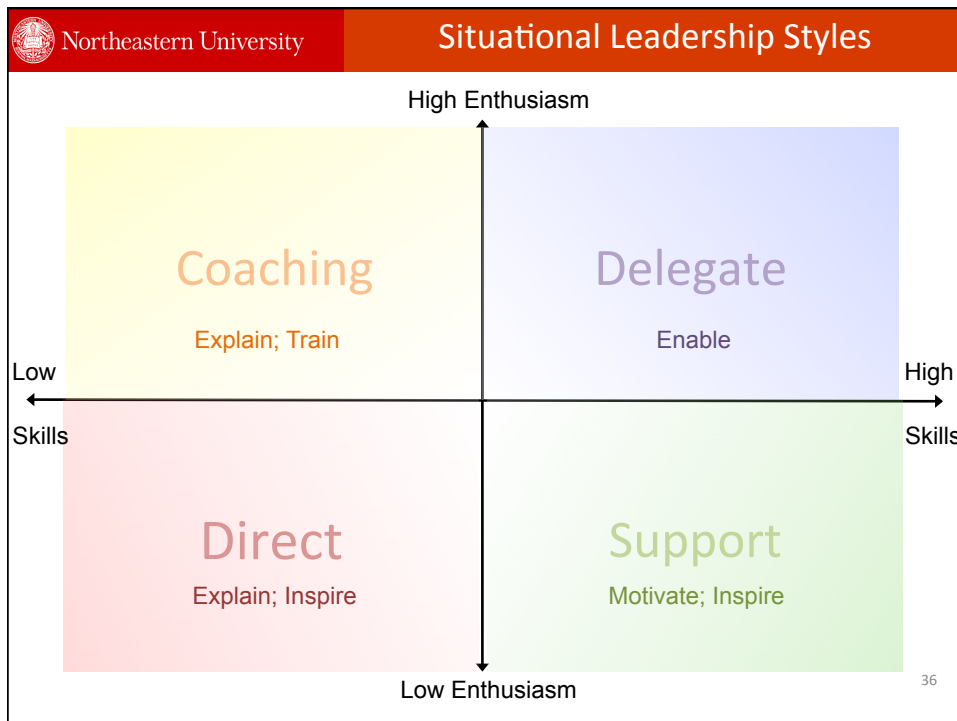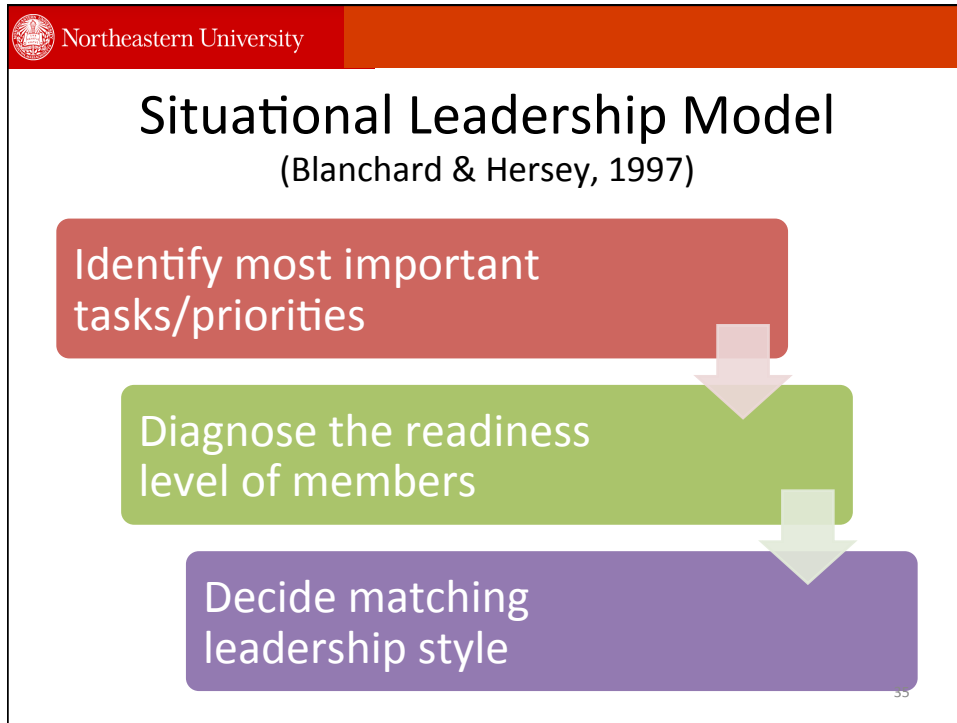- Articulate short-term goals and long-term goals for the team

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Situational Leadership Model
(Blanchard & Hersey, 1997)

Identify most important tasks/priorities

Diagnose the readiness level of members

Decide matching leadership style

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Northeastern University | Situational Leadership Styles

High Enthusiasm

Coaching
Explain; Train

Delegate
Enable

Low Skills — High Skills

Direct
Explain; Inspire

Support
Motivate; Inspire

Low Enthusiasm

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Skills and attributes necessary for an effective team leader

Clearly communicate

Model Collaboration Skills

Manage Expectations

Bennett, Gadlin, & Levine-Finley (2010)

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Damaging types of leadership

- Absentee: Unavailable or insufficiently involved
- Inhibited: conflict avoidant or reluctant to handle difficult people or situations
- Defensive leadership: resistant to feedback
- Hostile: promoting competition and conflict within the lab

Bennett, Gadlin, & Levine-Finley (2010)

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Skills and attributes necessary for an effective team member

- Ability to communicate with others
- Ability to give and receive constructive feedback
- Collaborative spirit—interest in sharing decision making and credit with others
- Self-awareness

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STRENGTHENING TEAM DYNAMICS

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Creating a shared vision

- Develop an overall vision/mission statement
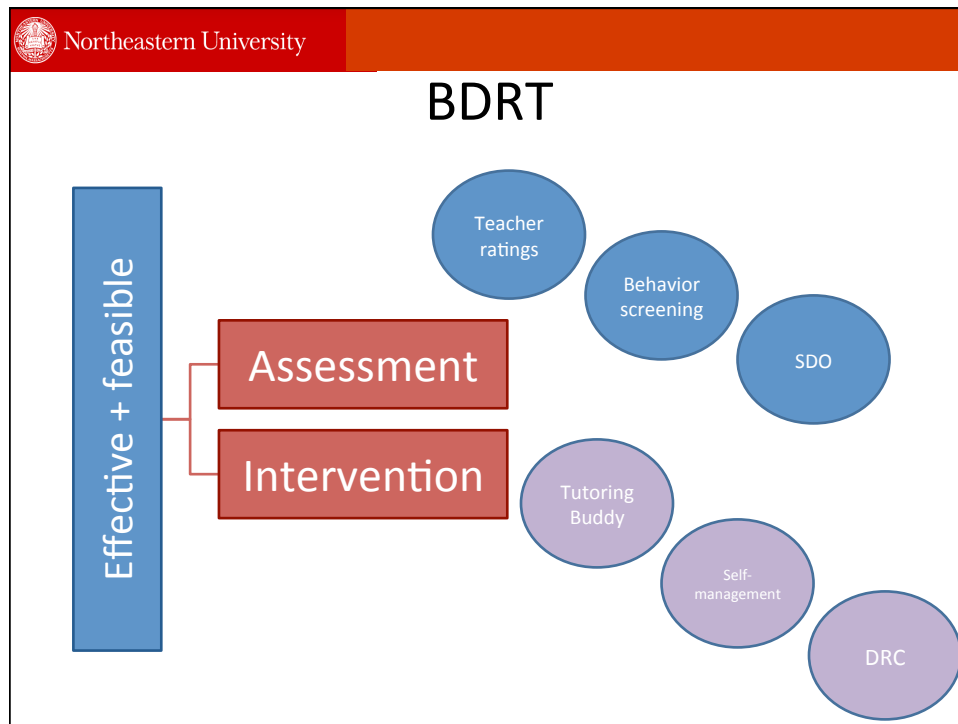- Ensure team member's can describe the mission

Bennett, Gadlin, & Levine-Finley (2010)

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	Intervention	Assessment
Academic		
Socio-emotional/ behavioral		

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BDRT

Effective + feasible

Assessment

Intervention

Teacher ratings

Behavior screening

SDO

Tutoring Buddy

Self-management

DRC

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Creating a shared vision

- Develop an overall vision statement

- Ensure team members can describe the vision

- Encourage team members to articulate their own research goals and relate to them to the vision

- Discuss each team member's accomplishments and how these relate to the vision

Bennett, Gadlin, & Levine-Finley (2010)

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Strengthening team dynamics

- Schedule regular meetings to check in on team functioning

- Create environment that is collaborative and non-threatening

- Recognize strengths of each individual

- Encourage open and honest communication

Bennett, Gadlin, & Levine-Finley (2010)

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Fostering group cohesion

- Create a sense of "we-ness"
- Promote attraction (i.e. liking), group pride, and commitment to task

Need to consider:

- Group size
- Students at different levels

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Key ingredients for creating a positive team mood (Hughes & Bradford, 2009)

- Positive, can-do attitude
- Hopefulness
- Curiosity
- Perseverance
- Playfulness
- Zest

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MANAGING CONFLICT

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Handling conflict

- Seek out the meaning of the conflict

- Actively listen and acknowledge emotions

- Look beneath the surface for hidden meaning

- Focus on satisfying mutual needs rather than who is right and who is wrong

- Understand why others might be resistant to change

Bennett, Gadlin, & Levine-Finley (2010)

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DETERMINING CREDIT/ AUTHORSHIP

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APA Ethical Principles of Psychologists (1992)

- Psychologists take responsibility and credit, including authorship credit, <u>only for work they have actually performed or to which they have contributed</u>

- Principal authorship and other publication credits accurately reflect the <u>relative scientific or professional contributions</u> of the individuals involved, *regardless of their relative status*....Minor contributions to the research or to the writing for publication are appropriately acknowledged, such as in footnotes or in an introductory statement

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Reflections on Determining Authorship Credit and Authorship Order on Faculty–Student Collaborations

Mark A. Fine and Lawrence A. Kurdek

Two potential ethical dilemmas:

- Faculty taking authorship credit that was earned by the student

- Students given undeserved authorship credit
  - May falsely represent the student's expertise

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Reflections on Determining Authorship Credit and Authorship Order on Faculty–Student Collaborations

Mark A. Fine and Lawrence A. Kurdek

Recommendations for authorship determination

- Communicate early on

- Spell out criteria for level of authorship credit

  – akin to informed consent

- Encourage students to participate in the decision making process

- May need to renegotiate authorship in light of revisions made

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Reflections on Determining Authorship Credit and Authorship Order on Faculty–Student Collaborations

Mark A. Fine and Lawrence A. Kurdek

- Level of contribution expected should depend on collaborator's level of competence

- Authors should make a "professional contribution that is creative and intellectual in nature, integral to completion of the paper, and requires an overarching perspective of the project"

  – **YES**: Developing research design, writing portions of the manuscript, designing assessments, contributing to data analysis decisions, interpreting results

  – **NO**: inputting data, carrying out data analyses

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- [Council of Graduate Schools](#)

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