

## Attachment 15: Mentee Mentor Assessment (Revised 7.31.17)



<Name of institution> is involved in a large effort funded by the National Institutes of Health (NIH) to support students and faculty in science, technology, engineering, and mathematics (STEM) fields. This effort, the NIH Diversity Consortium, is seeking to understand what programs and strategies can benefit students interested in STEM careers.

The University of California, Los Angeles (UCLA) will be collecting information about these programs. For some analyses, it will be important to compare students and faculty in STEM majors at <Name of institution> to those at other institutions as well as students and faculty interested in other fields.

Your mentor provided your name as part of a survey about mentoring. Your mentor will not have access to any of the information your provide. All of the information you provide will be protected and secured to the extent permitted by law. We ask for your name and address so that the researchers at UCLA can contact you at some later date for follow-up study.

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-xxxx\*). Do not return the completed form to this address.

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1. Thinking about your primary research mentor, please indicate how skilled you feel this person is in each mentoring component listed below. Use a scale from 1 to 7 where 1 = "Not at all skilled" and 7 = "Extremely skilled." If you cannot comment, indicate N/A (not applicable) in the last column.

	Not at a Skilled		M	loderate Skilled		i	Extreme Skilled	
Active listening	0(1)	0(2)	0(3)	0(4)	<b>O</b> (5)	0(6)	0(7)	○(n/a)
Providing constructive feedback	<b>O</b> (1)	<b>(2)</b>	$\bigcirc$ (3)	<b>(4)</b>	<b>(</b> 5)	0(6)	<b>(7)</b>	<b>○</b> (n/a)
Establishing a relationship based on trust	<b>O</b> (1)	<b>(2)</b>	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>○</b> (n/a)
Identifying and accommodating different	<b>O</b> (1)	<b>(2)</b>	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>○</b> (n/a)
communication styles								
Employing strategies to improve	0(1)	0(2)	<b>(</b> 3)	<b>(</b> 4)	0(5)	0(6)	<b>(7)</b>	<b>○</b> (n/a)
communication with you								
Coordinating effectively with your other	0(1)	0(2)	$\circ$ (3)	<b>(4)</b>	0(5)	0(6)	<b>(7)</b>	<b>○</b> (n/a)
mentors								
Working with you to set clear expectations of	f <b>O</b> (1)	<b>(2)</b>	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	0(6)	$\circ$ (7)	<b>○</b> (n/a)
the mentoring relationship								
Aligning their expectations with yours	0(1)	0(2)	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	$\circ$ (7)	<b>○</b> (n/a)
Considering how personal and professional	$\circ$ (1)	0(2)	$\circ$ (3)	<b>(</b> 4)	0(5)	0(6)	$\circ$ (7)	<b>○</b> (n/a)
differences may impact expectations								
Working with you to set research goals	$\circ$ (1)	$\circ$ (2)	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	0(6)	$\circ$ (7)	<b>○</b> (n/a)
Helping you develop strategies to meet goal	s o(1)	$\bigcirc$ (2)	$\bigcirc$ (3)	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	$\bigcirc$ (7)	<b>○</b> (n/a)
Accurately estimating your level of scientific	$\circ$ (1)	$\circ$ (2)	$\circ$ (3)	0(4)	$\circ$ (5)	0(6)	$\circ$ (7)	<b>○</b> (n/a)
knowledge								
Accurately estimating your ability to conduct	$\circ$ (1)	$\circ$ (2)	$\bigcirc$ (3)	$\bigcirc$ (4)	<b>(</b> 5)	<b>(6)</b>	$\circ$ (7)	<b>○</b> (n/a)
research								
Employing strategies to enhance your	$\circ$ (1)	$\circ$ (2)	$\circ$ (3)	<b>O</b> (4)	$\circ$ (5)	<b>o</b> (6)	$\circ$ (7)	<b>○</b> (n/a)
knowledge and abilities								
Motivating you	<b>O</b> (1)	$\circ$ (2)	$\circ$ (3)		0(5)	0(6)	$\circ$ (7)	⊙(n/a)
Building your confidence	$\circ$ (1)	$\circ$ (2)	$\bigcirc$ (3)	$\bigcirc$ (4)	<b>(5)</b>	<b>(6)</b>	$\circ$ (7)	○(n/a)
Stimulating your creativity	$\circ$ (1)	<b>(2)</b>	$\bigcirc$ (3)	<b>(</b> 4)	<b>(5)</b>	0(6)	$\circ$ (7)	<b>○</b> (n/a)
Acknowledging your professional	0(1)	$\circ$ (2)	$\circ$ (3)	<b>(4)</b>	<b>(</b> 5)	0(6)	$\circ$ (7)	<b>○</b> (n/a)
contributions								



										OMB #	0925-0747 1/2019
			1	Not at a Skilled		M	loderate Skilled			Extreme Skilled	
Negotiatin dence with	ig a path to p h vou	rofession	al indepen-	<b>O</b> (1)	<b>(2)</b>	<b>(</b> 3)	<b>O</b> (4)	<b>(</b> 5)	<b>(</b> 6)	<b>(7)</b>	<b>○</b> (n/a)
Taking int	o account the			<b>O</b> (1)	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	○(7)	⊙(n/a)
Working effectively with you-whose personal background may be different from your mentor (age, race, gender, class, region, culture, religion, family composition etc.)				O(1)	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	⊙(n/a)
Helping yo	ou network ef	ffectively		<b>(1)</b>	<b>(2)</b>	<b>(</b> 3)	<b>(</b> 4)	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>○</b> (n/a)
Helping yo	ou set career	goals		<b>O</b> (1)	0(2)	<b>O</b> (3)	<b>(</b> 4)	<b>O</b> (5)	0(6)	<b>(7)</b>	<b>○</b> (n/a)
Helping you balance work with your personal life				<b>O</b> (1)	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	⊙(n/a)
Understanding their impact as a role model			<b>O</b> (1)	0(2)	0(3)	<b>(</b> 4)	<b>O</b> (5)	0(6)	<b>(7)</b>	<b>○</b> (n/a)	
(e.g. gran	ou acquire rests, etc.) would you <u>ra</u>		erall quality c	o(1)	o(2)	o(3)	⊙(4) ou <mark>are</mark>	O(5)	○(6)	⊙(7) <mark>m you</mark>	⊙(n/a) <mark>r</mark>
	Very low		,	Average	9				Very H	igh	
	1	2	3	4		5	6	6	7		
	0	0	0	0		0	(		0		
3. Overa	all, how <u>satis</u>	<u>fied</u> are y	ou with your	mento	<mark>ring/c</mark>	<mark>oachir</mark>	<mark>ıg/trair</mark>	<mark>ning re</mark>	lations	ship?	
	Not at all 1	2	3	loderat 4	ely	5		6	Comple 7	etely	
	0	0	0	0		0	(	0	0		
4. To wh	nat extent do	you feel t	:hat <mark>your</mark> me	ntor is	meeti	ng you	ır expe	ectatio	<u>ns</u> ?		
	Not at all 1	2	3 N	1oderat 4	ely	Comp 5 6		Comple 7	etely		
	0	0	0	0		0	(	0	0		



5. Please indicate how frequently each of the following occurred in your relationship with your primary research mentor.

	Never	Rarely	Sometimes	Frequently	Time	N/A
a. My mentor created opportunities for me to bring up issues of race/ethnicity as they arose.	0	0	0	0	0	0
b. My mentor encouraged me to think about how the research related to my own lived experi-	0	0	0	0	0	0
ence. c. My mentor was willing to dis-	0	0	0	0	0	0
cuss race and ethnicity, even if it may have been uncomfortable for him/her.						
d. My mentor raised the topic of race/ethnicity in our research	0	0	0	0	0	0
mentoring relationship when it was relevant.						
e. My mentor approached the topic of race/ethnicity with me in a respectful manner.	0	0	0	0	0	0



**6.** Please respond to the following statements regarding your primary mentor:

Skill	My mentor did not do this	My mentor tried to do this but was ineffective	My mentor did this sometimes, and was effective	My mentor did this frequently, and was effective
a. My mentor gave me an overview of how my research fit into an overall research project.	<b>1</b>	O 2	<b>3</b>	O 4
b. My mentor helped me develop my research skills.	<b>1</b>	O 2	3	0 4
c. My mentor showed interest in my research project.	O 1	O 2	0 3	0 4
d. My mentor was available to me when I had problems or questions about my research.	O 1	O 2	O 3	O 4
e. My mentor offered constructive feedback when necessary.	O 1	O 2	O 3	O 4
f. My mentor and I developed a relationship based on trust.	O 1	O 2	3	0 4
g. My mentor understood how I learn best.	<b>1</b>	<u>2</u>	O 3	0 4
h. My mentor created an environment that allowed me to achieve my goals.	$\bigcirc_1$	$\bigcirc_2$	<b>3</b>	O 4
i. My mentor seemed so busy that I was afraid to interrupt her/him.	$\bigcirc_1$	$\bigcirc_2$	O 3	O 4
j. My mentor had an effective mentoring style.	O 1	O 2	O 3	0 4
k. My mentor had an effective mentoring style.	0 1	O 2	O 3	0 4



My mentor acted as a positive role model.	<u> </u>	O 2	0 3	0 4
m. My mentor showed interest in me as a person.	01	O 2	O 3	0 4
n. My mentor fostered my independence.	<b>1</b>	O 2	0 3	0 4
o. My mentor fostered confidence in my skills.	<b>O</b> 1	0 2	O 3	0 4
<ul><li>p. My mentor appreciated my contributions.</li></ul>	$O_1$	0 2	3	0 4
q. My mentor encouraged me to be creative.	$O_1$	0 2	3	0 4
r. My mentor made me enthusiastic about my project.	$O_1$	O 2	3	O 4
s. My mentor helped me feel curious about my project.	<b>O</b> 1	0 2	O 3	0 4
t. My mentor treated me as a colleague.	<u> </u>	0 2	0 3	0 4
u. My mentor helped me decide on a career path.	<b>1</b>	0 2	O 3	0 4
v. My mentor communicated his/her expectations of me.	<b>O</b> 1	0 2	3	0 4
w. My mentor respected my goals.	<b>O</b> 1	0 2	O 3	0 4
x. My mentor allowed me to take ownership in my research.	O 1	0 2	O 3	O 4
y. My mentor created an environment where I felt safe to make mistakes.	0 1	0 2	O 3	0 4
z.My mentor made me feel included in the lab.	<b>1</b>	0 2	3	0 4
aa. My mentor regularly assessed skills and knowledge that I gained in the lab	<b>O</b> 1	O 2	3	0 4