

Effectively Mentoring Student Research: Leading a Productive Lab

Symposium at the Annual Convention of the National Association of School Psychologists
Wednesday, February 19, 2020
8:30 AM–9:50 AM

Moderators: Lindsay Fallon, Ph.D., & Katie Maki, Ph.D.

Panelists: Bridget Dever, Ph.D, Bridget Hier, Ph.D.,
Shane Jimerson, Ph.D.

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Learner Objectives

This session will help participants

- understand features of **productive research teams** and ways to structure effective student mentorship.
- **engage with an expert faculty panel** to ask questions and learn from panelists' experiences to improve their own professional practice of building and sustaining research teams.
- be prepared to **apply information learned to their own practice**, leading to high-quality scholarship in the field.



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Getting to know you!

- Raise your hand if you are within your first year of graduate school.
 - Seven years as a faculty member at a higher education institution.
 - Five years as a faculty member at a higher education institution.
 - Three years as a faculty member at a higher education institution.
 - Year as a faculty member at a higher education institution. (Hooray!)



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Panelist Introductions

Katie Maki, Ph.D.
University of Florida

Bridget Dever, Ph.D.
Lehigh University

Bridget Hier, Ph.D.
Syracuse University

Shane Jimerson, Ph.D.
University of California, Santa Barbara

Special thanks to
Faith Miller, Ph.D.
University of Minnesota



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Panel Question:

How would you describe your research team or lab?
How many students are involved, how frequently do you meet, and what is your focus?

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Research on Work Groups

It's important to apply **organizational principles** (inputs, processes, and outcomes) to create a framework for effective research teams

This includes:

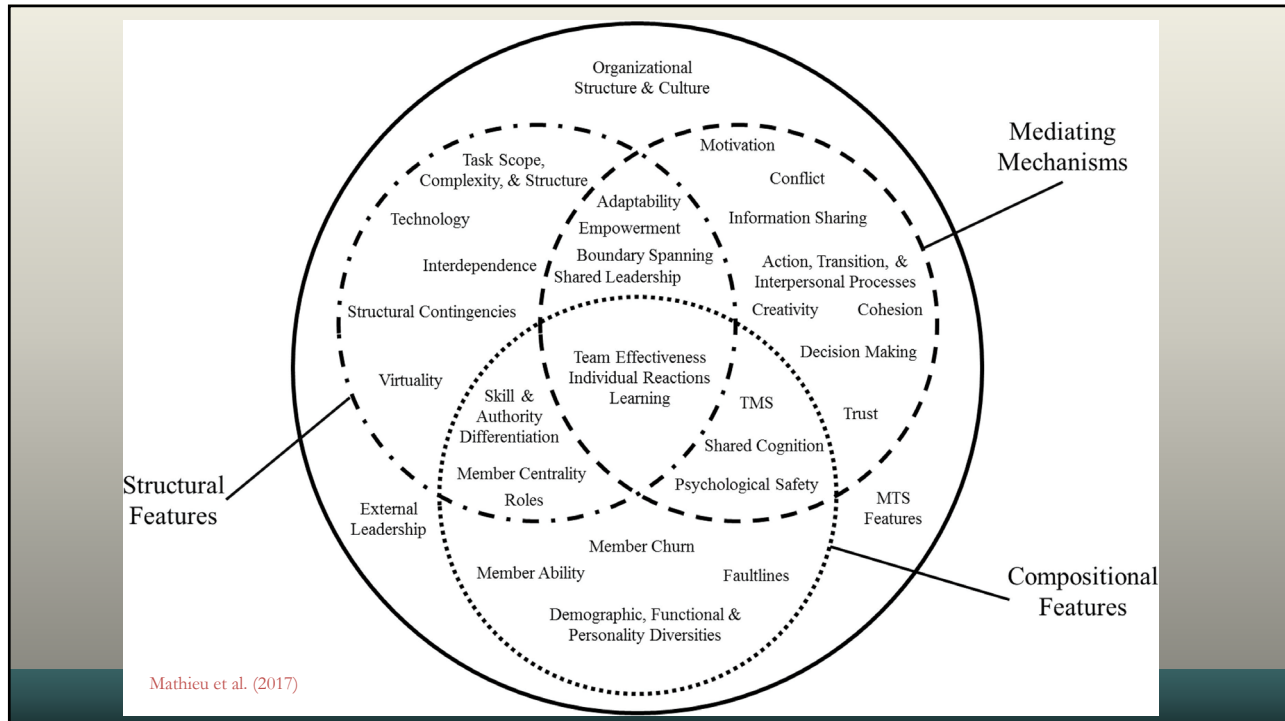
- **structural features** (e.g., access to virtual meeting technology, identifying team roles),
- **compositional features** (e.g., attention to members' skills, diversity of team membership), and
- **mediating mechanisms** (e.g., importance of building trust amongst team members, fostering a shared leadership approach)



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Mathieu, Hollenbeck, van Knippenberg, and Ilgen (2017)

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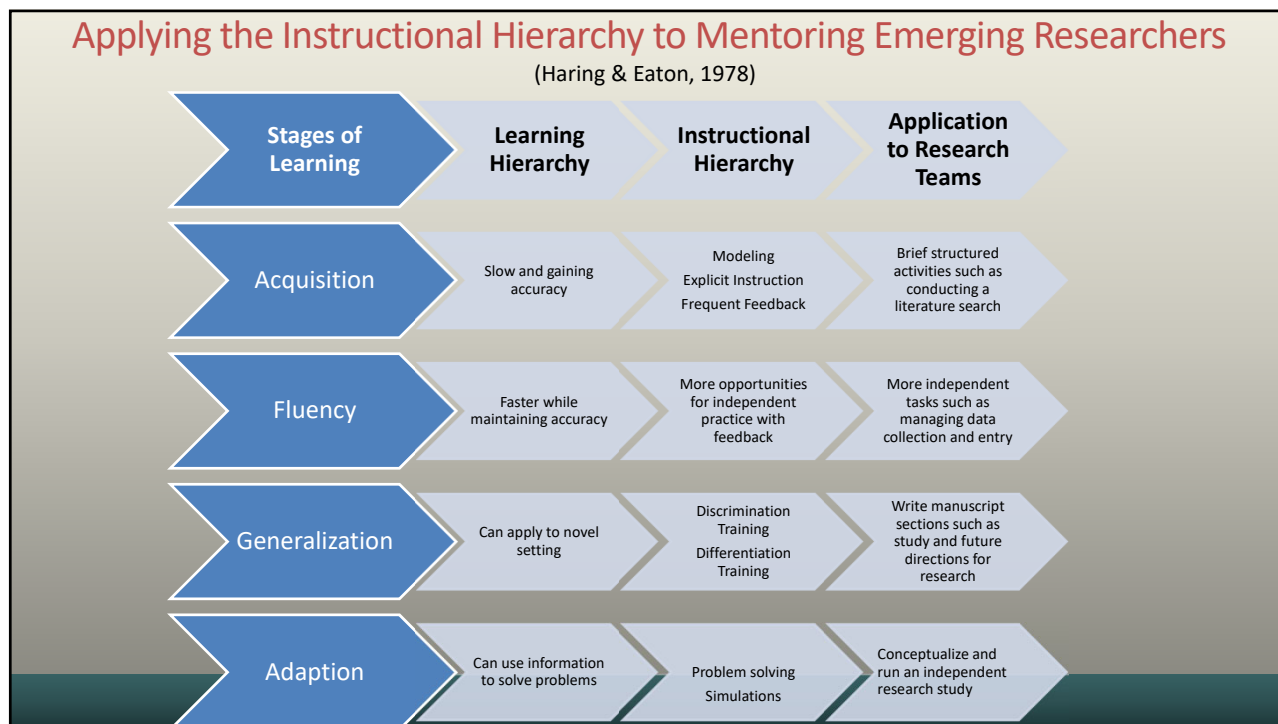


Panel Question:
How do you maximize efficiency and productivity with your team?

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Panel Question:
How is mentorship built in to your research team structure?

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Goleman's 6 Leadership Styles - The Ultimate Comparison Chart

LEADERSHIP STYLE	VISIONARY	AFFILIATIVE	COACHING	DEMOCRATIC	PACESETTING	COMMANDING
TYPE	Resonant			Disonant		
MODUS OPERANDI OF THE LEADER	Mobilizes people toward vision	Creates harmony and builds emotional bonds	Develops people for the future	Forges consensus through participation	Sets high standards for performance	Demands compliance
STYLE IN A PHRASE	"Come with me"	"People come first"	"Try this"	"What do you think?"	"Do as I do now"	"Do what I tell you"
CORE COMPETENCIES	Self confident and empathetic	Relationships and team building	Self awareness and team development	Collaboration and Leadership	Result oriented and principled	Authority and Control
WHEN IT WORKS BEST	When new vision or direction is needed	To heal rifts and motivate people	To help employees build awareness	To build a consensus from employees	To get quick results from a highly motivated team	To turn around a crisis situation
IMPACT ON CLIMATE	☺☺	☺	☺	☺	☹	☹☹
WHEN NOT TO USE IT	When your team knows more than you	When team harmony is not needed	When employees can't be coached or guided	When employees cannot be democratic	Whenever you can avoid	Whenever you can avoid
TRAITS	Motivational and Openly sharing	Creates team harmony and collaboration	Connects team needs to organizational vision	Values members' participation	Shows and expects excellence	Provides clear directions Expects compliance
WEAKNESSES	May fail to motivate everyone	Avoids emotionally conflicting situations	May look like micro-managing	May lead to indecision	Unhelpful and exhaustive	Cold and distant
WHAT SUFFERS MOST	Nothing	Standards for performance	Short term objectives	Clarity	Flexibility	Communication
IMPACT ON CULTURE	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●	●●●●●
HOW TO IMPROVE	Ensure your vision is data driven	Adopt along with visionary style	Listen more and help smarter	Ensure process doesn't waste time	Give people more autonomy	Try to switch when there's no crisis

Panel Question:

What is important for early career faculty to consider when starting their research team or lab?

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Panel Question:

Do you have any other advice about making the most of student research teams that may benefit early career faculty?

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Panel questions from the audience



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Additional Question:

Do you have suggestions for effectively working with students on research if having a research team or lab is a challenge due to the nature of one's position or university?

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Additional Question:

How do you structure research opportunities and responsibilities to match students' developmental levels?

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Concluding thoughts



- **Be explicit about expectations** and lead by example.
- **Train students to engage in vertical mentorship** across cohorts as it can be mutually beneficial. Consider opportunities for leadership on the team, too.
- Find interested student collaborators by **spreading the word about your work**. If you are without funded research assistants, seek student volunteers by visiting classes and talking with students about your projects.
- **Celebrate successes and show appreciation!** Enjoy and acknowledge the team's collaborative efforts.



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Concluding thoughts



Build students' research skills strategically.

- Teach concrete tasks initially (e.g., how to conduct a literature search) and strive to mentor students to engage in more complex processes (e.g., conceptualizing a research study) when ready and appropriate.

Invest time in organizing and planning research team systems

(e.g., regular meeting time, structure, agenda, shared cloud space) to maximize productivity.

Have clear team/lab goals that can be tracked with data.



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[Thank you!](#)

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