

**Mentorship:**

**What is a mentor?**

A mentor is anyone who provides trusted advice or guidance over an extended period of time during the development of the project. This may be a parent, teacher, older student, professional scientist, engineer etc. Typically a mentor is someone who will regularly converse with the student about their project, provides specialist training and may help with analysis if too complex for the student(s).

**Why use a mentor?**

Not all projects involve mentorship, many are self-driven investigations. However, a mentor will often be involved where the project calls for specialised techniques to be learned or access to controlled environments or professional laboratories. In these cases the mentor should provide guidance in the correct technical and ethical practices required to carry out an investigation safely and properly.

**Will having a mentor help or hinder an entry for Powering Potential?**

Having a mentor is not a bad thing. It can lead to amazing projects and open doors into areas not normally accessible to students. The selection panel are well aware that some projects simply could not be completed without a mentor. The panel will be looking for **clear acknowledgement** and a simple description of the mentor’s role in the various stages of the project. A timely, **well documented** record of the student(s) interactions with the mentor is essential.

**Mentorship/Client Declaration Form**

The selection panel understand that many student projects cannot proceed unless expert advice and guidance from a mentor is sought. Selection is based on the student’s ownership of their project. The purpose of this form is to establish, from you the expert in the field, the relative input you and the student have had in developing the project and how much the student has gained from being mentored. Please answer the following questions concisely.

Your name:

Organisation:

Position:

Contact phone number in case the selection panel has any queries:

1. Who instigated the investigation?
2. Is the investigation part of a larger ongoing project, based on a regular training programme e.g. internship, or a one-off?
3. How much input did the student have in planning, designing and execution of the investigation?
4. Did the student require occasional guidance or were they directed in their investigations?
5. What specialist techniques were learned by the student(s), and in your expert opinion, how well were these carried out?
6. How did the student overcome obstacles to their research?
7. What are the most significant gains for the student in carrying out the investigation?

Name: Signature

Please send this to pmscienceprizes@royalsociety.org.nz by 4pm on Firday 25 October