Assessments by Career Stage with Moderate Validity Evidence

Scale Name [No. of Items] (Author, Year)	Subscales	For	Career Stage	Discipline
Mentorship Functions Scale [MFS, 29] (Noe, 1988)	Career Support Psychosocial Support	Mentees	Doctoral	"Hard" Sciences (from use in original text)
Mentor Role Instrument [MRI, 33] (Ragins and McFarlin, 1990)	Career Support Psychosocial Support	Mentees	Graduate	Academic Medical Center, clinical and translational science trainees
Global Measure of Mentorship Practices [GMMP, 18] (Dreher and Ash, 1990)	One factor encompassing career and psychosocial support and networking		Undergraduate Graduate	STEMM
Mentor Satisfaction scale [3] (Ensher and Murphy, 1997)	Satisfaction			
Need Satisfaction Scale [9] (La Guardia et al., 2000)	Three factors: Autonomy Competence Relatedness	Mentees	UR Undergraduate, Postdoc, Faculty	Medical Center
Survey on Doctoral Education – Mentorship Subscale [23] (Golde and Dore, 2001; Noy and Ray, 2012)	Six factors: Affective Instrumental Intellectual Exploitive Available Respectful	Mentees	Doctoral	STEMM
Working Alliance in Advisor-Advisee Relationships [AWAI, 29] (Schlosser and Gelso, 2001)	Three factors: Rapport Apprenticeship Identification-Individuation	Mentees	Doctoral Undergraduate in summer research	STEMM
Mentorship Effectiveness Scale [12] (Berk., 2005)	N/A	Mentees	Undergraduate in summer research	N/A
College Student Mentorship Scale [CSMS, 25] (Crisp and Cruz, 2009, 2010)	Two dimensions of psychosocial support: Psychological and emotional Role model Two dimensions of career support: Goal setting and career paths Academic subject knowledge	Mentees	Undergraduate	N/A

SOURCE: Hernandez, 2018.

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Scale Name [No. of Items] (Author, Year)	Subscales	For	Career Stage	Discipline
Role Model Identification [4] (Hoyt et al., 2012)	Role model	Mentees	Undergraduate in summer research	STEM
Mentoring Competency Assessment [MCA, 26] (Fleming et al., 2013; Pfund et al., 2013, 2014)	Maintaining effective communication Aligning expectations Assessing understanding Addressing diversity Fostering independence Promoting professional development	Mentees	Undergraduate	STEMM
Mentor Effectiveness Scale [26] (Byars-Winston et al., 2015)	Effectiveness	Mentees	Undergraduate in summer research	N/A
Mentorship Structure, Motivation, and Effectiveness [32] (McGinn et al., 2015)	Mentor network structure Motivations to be mentor characteristics Effectiveness	Mentees	Master's in clinical research	N/A
Mentorship Experience in College [24] (Gullan et al., 2016)	Challenge Authenticity Commitment Community	Mentees	Undergraduate	STEMM
Mentorship Strategies and Approaches [14] (Haeger and Fresquez, 2016)	Instrumental support Socioemotional support Culturally responsive support	Mentees	Undergraduate	Science
Deaf Mentorship Survey [DMS, 15] (Braun et al., 2017)	Being a scientist Deaf community capital Asking for accommodations Communication access	Mentees	Undergraduate	Scientific disciplines
Evaluation of Mentoring Relationship [9] (Dennehy and Dasgupta, 2017)	Global measure of similarity, support, and satisfaction	Mentees	Undergraduate	Engineering
Mentoring Competency Assessment [MCA, 26] (Fleming et al., 2013; Pfund et al., 2013, 2014)	Six factors: Maintaining effective communication Aligning expectations Assessing understanding Addressing diversity Fostering independence Promoting professional development	Mentors	Undergraduate faculty	STEMM

SOURCE: Hernandez, 2018.