



GRADUATE SCHOOL

MENTORING VS. ADVISING

Web sources on graduate student mentors and mentees:

- the Horace Rackham Graduate School (University of Michigan) web site at <http://www.rackham.umich.edu>
- Especially “How to get the mentoring you want: A guide for graduate students at a diverse university,” <http://www.rackham.umich.edu/downloads/publications/mentoring.pdf> and
- “How to mentor graduate students: A guide for faculty in a diverse university” <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

This source gets FIVE STARS *** for usefulness!!**

- The *How to succeed in Graduate School: A guide for students and advisors* <http://www.acm.org/crossroads/xrds1-2/advice1.html> has much more than just mentoring. You’ll find advice here on all aspects of life as a graduate student.
- The full content of the National Academy Press book *Adviser, teacher, role model, friend: On being a mentor to students in science and engineering* is available on-line at <http://books.nap.edu/catalog/5789.html> (click on "Open Book" or "HTML" buttons).
- The NAP book has a useful Faculty Mentor Assessment Form at <http://www.nap.edu/readingroom/books/mentor/mentform.html>

Advising Definition:

When advising, we give counsel to students about issues relating to the degree program. This may include, but is not limited to, course schedules, timing of courses, committee composition, thesis/dissertation directing. In advising, there is less of a partnership and less interactive learning than in mentoring.

Mentoring Definition:

In mentoring, we have responsibilities beyond advising. Faculty mentors focus more personally on a mentee's achievements, success in school, and preparation for the workforce through a non-threatening and non-judgmental one-on-one relationship. This relationship changes over time as each grows, learns and shares experiences in the mentoring relationship.

Mentoring Is ...

- ❑ A powerful growth experience on both sides
- ❑ A process of engagement
- ❑ A reflective process for mentor and mentee
- ❑ Focused on learning in a learning partnership
- ❑ Sponsorship
- ❑ Coaching
- ❑ Protection
- ❑ Exposure
- ❑ Challenging Work
- ❑ Role modeling
- ❑ Counseling
- ❑ Acceptance and Confirmation
- ❑ Friendship

Mentoring Has A...

- ❑ Career Focus
- ❑ Psychosocial Dimension
- ❑ Peer Relationship Continuum
 - Information peer – information sharing is primary function
 - Collegial peer – career strategizing, job-related feedback, friendship
 - Special peer – confirmation, emotional support, personal feedback, friendship

Mentoring can be...

- ❑ Institutionalized or informal
- ❑ Externally structured or internally driven
- ❑ For all members of the academy at all levels
- ❑ Mutually beneficial to mentor and mentee

Good Mentoring Skills include:

- Brokering relationships
- Building and maintaining relationships
- Coaching
- Communicating
- Encouraging
- Facilitating
- Goal setting
- Guiding
- Managing conflict
- Problem solving
- Providing and receiving feedback
- Reflecting

Faculty mentors can teach their mentees aspects of academic life that are not offered in any class or textbook. These aspects include:

- ❑ Who are the powerful and important people in the department, the institution, and the discipline worldwide;
- ❑ Which sub-fields are expanding or contracting;
- ❑ Which professors have contacts with faculty at other institutions;
- ❑ How people in the field find out about, get nominated for and win assistantships, fellowships, grants, awards and prizes;
- ❑ Which journals lead the field; who can bring a submission to the attention of the editors;
- ❑ How to get feedback on a paper;
- ❑ How to handle co-authorship;
- ❑ Which organizations are important to join; what is the structure of the organization; what roles should the student seek to fill in the structure;
- ❑ Which conferences are important to attend; how to play a role in the conference;
- ❑ How people in the department find out about job openings in academia, private industry and government;
- ❑ What an effective vita should say; what the job search is like; how to negotiate a contract;
- ❑ How to appropriately raise concerns, issues and problems and with whom;
- ❑ How to build a tenure portfolio.

Because mentoring is a two-way relationship, a faculty mentor can expect a graduate student mentee to be:

- ❑ Aware of his/her own expectations;
- ❑ Committed to the mentoring relationship;
- ❑ Reliable;
- ❑ Responsible;
- ❑ Desiring to advance in his/her career and making an effort to do so.

Mentoring Challenges for Students

- 1) Who do I turn to?
- 2) What questions should I ask?
- 3) Does my department use formal or informal mentoring?
- 4) Is mentoring rewarded?
- 5) Do mentoring needs differ across gender, age, and culture?
- 6) What can I do to be a better protégé?
- 7) Should I seek one mentor, or a mentoring team?
- 8) What are potential mentoring roadblocks?
- 9) What attributes should I look for in a mentor? (e.g. Does the person fit my value system? Does the person treat me with respect? Can I accept that the faculty mentor is committed to my success even if he/she is not “warm and fuzzy”? Is the person well networked in the profession and will he/she help with my networking? Is the person willing to honor students’ rights? Is he/she willing to put agreements in writing?)