

Primary Roles of Mentor

- ◉ Advisor---about all aspects of prof. life
- ◉ Supporter and listener
- ◉ Offering constructive feedback
- ◉ Sponsor---introductions, suggestions
- ◉ Role Model

Benefits to Mentors and Mentees

BENEFITS TO MENTEES

- Individual recognition, encouragement, and support
- Increased self-esteem and confidence when dealing with professionals
- Confidence to attempt new goals and explore alternatives
- A realistic perspective of academia, including workplace “do’s and don’ts”
- Advice on how to balance work and other responsibilities and set priorities
- Contacts and networking

BENEFITS TO MENTORS

- Satisfaction of helping a student attain academic and professional goals
- Improved morale of students helps whole department
- Recognition at work for participation and service
- Expanded network of professional friends and colleagues
- Increased self-esteem, self-confidence and affirmation of professional competence

Mentoring Scenario 1

- Mentor 1 has taken the time to understand Mentee 1's primary strengths and weaknesses (via the use of a Strengths Assessment)
- Mentor 1 helps Mentee 1 create an action plan for putting her strengths to work within the Department and for marketing her strengths when she enters the job market

Mentoring Scenario 2

- Mentee 2 exhibits signs of the “imposter syndrome”: he is concerned about his competence and his ability to function as a graduate student and prospective faculty member
- Mentor 2 has taken the time to understand the concerns of Mentee 2 and has shared his experiences and concerns as a graduate student (and how he ultimately resolved or learned to manage them). The mentoring relationship continues to serve as a buffer for clarification of roles and as a model for effective management of concern within the workplace.

Mentoring Scenario 3

- Mentee 3 is married and has three children. He worries about his ability to successfully balance his work and family life.
- Mentor 3 has recognized and validated the importance of family to Mentee 3 and has offered him tips on time management. The mentor has demonstrated to the mentee that he values every dimension of his own life and has shared his strategies for maintaining balance.

Mentor Scenario 4

- Mentee 4's research group does not involve graduate students in the grant-writing process. However, Mentee 4 feels that this is an important part of his professional development.
- Mentor 4 is aware of Mentee 4's concern and invites the mentee to a university-sponsored grant-writing workshop. She attends the workshop with her mentee and, afterward, she and the mentee have coffee and discuss the specific applications of the strategies discussed in the workshop to Physics.

Basics of Good Mentoring

- Engage students in ongoing conversations
- Demystify graduate school for students
- Provide constructive and supportive feedback
- Provide encouragement
- Listen well
- Provide stability and flexibility
- Foster networks and multiple mentors

Basics of Good Mentoring (cont'd)

- Look out for students' interests
- Treat students with respect
- Provide a personal touch
- Be honest, patient, and trustworthy