

HANDBOOK FOR FACULTY MENTORS

PURPOSE

Mentoring is often linked with the philosophy of higher education, particularly at the graduate school level. Yet, how many of us know the difference between mentoring and advising? Sometimes an individual will agree to being a mentor without knowing what he or she is supposed to do. The purpose of this text is to guide you through the necessary steps to create effective mentoring relationships.

A successful mentoring relationship is non-threatening and non-judgmental to both parties.

DEFINITION

There is a great deal of "magical thinking" about what happens when mentors and mentees come together. Mentoring skills are thought by many to be intrinsic and naturally done; yet in many cases what passes as mentoring is not mentoring at all.

Broadly defined, a mentor is an advisor, teacher, counselor and role model. Formal mentoring programs, like ours, match a senior or more experienced person - the mentor - to a junior or less experienced person - the mentee or protégé. Mentors can help mentees to achieve, succeed in school, or prepare for the workforce through a one-on-one relationship that is non-threatening and non-judgmental to both parties. Typically, the mentor provides guidance, facilitates the transition from school to work, serves as a role model, counsels on different topics of concern, or offers insights and perspective on the world, relationships or any topic of interest to the mentee.

A mentoring relationship changes over time as the mentor and mentee grow, learn and gain experience in the relationship. A mentor can be a friend and a colleague, but neither is a necessary prerequisite to a successful relationship. Successful mentoring relationships can be formed regardless of the gender, age, sexual orientation, ethnicity, race, educational level, field disciplines, marital and parental status of the mentor or mentee.

A mentor can help a mentee by:

- introducing new people***
- helping with career decisions***
- increasing technical knowledge***
- helping develop potential as a job candidate***
- helping them develop as a person***
- teaching career-related politics***

MENTORING YOUR ADVISEES

Advising and mentoring are often equated; although an advisor may serve as a mentor, they don't necessarily. Though advisors and mentors have many of the same characteristics, the goals of mentoring and advising are different. Advisors focus on promoting the growth of a student through the educational institution. Once through those stages, the advisor's role generally ends. Mentors are concerned with the growth of the student in areas beyond academe. An advising relationship usually terminates when the student graduates. A mentoring relationship can last a lifetime.

There are pros and cons for you filling both of these roles for a student. Some of your advisees may prefer not establishing a mentoring relationship with you because of the power and authority you have over their academic record. A student may feel that he or she cannot separate you from your instructor-teacher role enough to accept you as a trusted colleague. You may feel that you are already too close to the student to be able to mentor effectively. Or, you may be overburdened with committee work, teaching and research and have little time to offer anything more than advisory support. Occasionally personalities clash and though the professional aspect of advising enables you and a student to work together, the more personal aspects of mentoring are impossible to achieve.

However, findings in studies on academic mentoring indicate that students are more satisfied with their career success when their advisors are also their mentors.¹ You may discover that establishing a mentoring relationship with some of your advisees is natural, and happens without any discussion on the subject. But a lack of the inclination to mentor a student does not necessarily indicate a mismatch as that student's advisor. Nor does it mean that mentoring the student is an impossibility. Some mentoring relationships require more effort to establish than others.

Besides aspects of academic life, your student mentees will need to learn skills that are difficult to learn otherwise, such as risk-taking behavior, communication skills, political skills, and skills specific to her/his field of study.² As an advisor, you will typically not have enough contact with your advisees to convey all of these skills. On the other hand, as a student's mentor, you should make it a priority to do so.

TYPES OF MENTORING RELATIONSHIPS

Mentoring can take place at any age and in different types of settings, including schools and workplaces. Mentors can be older than their mentees, the same age, or even younger. A single mentee can have multiple mentors that mentor them in different ways or on different aspects of their lives. The most frequent types of mentoring relationships include:

- Peer Mentoring is when the mentee and mentor are of equal status within an organization or in a life situation. Common peer mentoring programs include big sister/big brother programs, student to student mentoring, and faculty to faculty mentoring.
- Group Mentoring occurs when a mentor has multiple mentees and meets with all or a group of them concurrently. In group mentoring situations, every mentee contributes to the experience, exposing each mentee to peer mentoring as well.

- Professional/Academic Mentoring is usually a one-on-one relationship between a mentee seeking assistance with career and professional development and a mentor who has experience working either in an industrial or business setting or in an academic setting.

Mentoring provides you with a good sense of who you are and where you fit into your organization.

GOAL AND OBJECTIVES

Goals for having a mentee vary. When mentoring a student, you should expect to facilitate his or her personal and career development by being a role model. Your specific objectives of being a mentor may include:³

- Building a professional network;
- Personal and career growth; or
- Passing on knowledge;
- Establishing close professional relationships.

As a mentor, you will not cure problems or magically open doors for your mentees. Be realistic about your goals given the amount of time you can contribute.

BENEFITS

Mentoring is a two-way relationship. Both you and your mentee will gain something. It may be difficult for you to identify the benefits you will gain from being a mentor in the beginning. Mentoring allows mentors to feel that they are being helpful to others

Mentoring is a two-way relationship. Both you and your mentee will gain something. It may be difficult for you to identify the benefits you will gain from being a mentor in the beginning. Mentoring allows mentors to feel that they are being helpful to others.⁴ Feelings of success are associated with the act of giving. Mentoring brings together people that are in different life stages to promote growth in each. Some of the benefits you and your mentee may receive from mentoring include:

Benefits of Having a Mentor:	Benefits of Being a Mentor: ⁵
<ul style="list-style-type: none"> • Individual recognition, encouragement, and support. • Increased self-esteem and confidence when dealing with professionals. • Confidence to challenge oneself to achieve new goals and explore alternatives. • A realistic perspective of the workplace or academe. • Advice on how to balance work and other responsibilities and set priorities. • Knowledge of workplace “do’s and don’ts”. • Indoctrination to networking. 	<ul style="list-style-type: none"> • Satisfaction of helping a student reach his or her academic and professional goals. • Recognition at work for participation. • An expanded network of professional colleagues. • Recognition for service to the community. • Enhanced self-esteem, self-confidence, and affirmation of professional competence. • Revitalized interest in work. • Close relationship with the mentee.

Stimulated by experience, course work and readings, students may bring fresh perspectives and insights to your conversations.⁶ Students may even comprehend your work in a manner that your colleagues do not.

As a mentor, you may also be able to “talk up” the mentee’s research to senior colleagues and introduce the mentee to top authorities in the field. Because of first hand experience with the student’s research, a mentor is the ideal acquaintance for nominating his or her student mentee for awards or prizes.

ROLES AND RESPONSIBILITIES OF MENTORS AND MENTEES

In addition to clarifying your objectives for mentoring, you and your mentee need to understand your roles and responsibilities in the relationship. Since this is a two-way relationship, each of you should be accountable for your own actions or neither will benefit. Part of your role as a mentor is to help your mentee learn responsibility in a professional relationship.

ROLES

The most crucial role as a mentor is to be a role model who makes time for the mentee and is interested in his or her success. Mentors may also take on the following roles:⁷

- Education, Career, and Professional Development Advisor
- Networking Resource
- Work Culture Instructor
- College and Work Experience Narrator
- Non-judgmental Confidant
- Honest and Constructive Critic.

Because mentees are generally less experienced than mentors, they seem to fill fewer roles. Mentees need to be active learners and communicators. At times, they should be initiators in your relationship, calling to schedule a meeting with you, or informing you of an event that may benefit you both. Most importantly, mentees must show interest in the mentoring and actively participate. Encourage your mentee to feel comfortable in doing so.

We often hear from mentees and mentors that they have fallen out of touch. Sometimes this happens because a mentee feels as though their mentor is too busy or uninterested in them. As a mentor, you should contact your mentee when this happens and help to get the relationship back on track.

In successful mentoring relationships, the mentor and mentee learn to adapt quickly and easily to whatever role a particular situation requires. The roles that you and your mentee assume will change as the relationship develops.

Being responsible in your mentoring relationship builds respect and trust.

RESPONSIBILITIES

Mentors and mentees must fulfill certain responsibilities in order to perform the roles required in the mentoring relationship. Some practical responsibilities include:

Mentee's Responsibilities	Mentor's Responsibilities
<ul style="list-style-type: none">• Be considerate.• Return phone calls and emails.• Attend meetings scheduled with the mentor.• Call or email the mentor if you have questions or need to discuss something.• Notify your mentor of address or phone number changes.• Notify your mentor if you are unable to continue the mentoring.	<ul style="list-style-type: none">• Contact the mentee regularly.• During each phone call or meeting, schedule the next contact.• Notify the appropriate person listed in the resource section if the mentee is having school or personal problems.• Notify your mentee of address and phone number changes.• Notify your mentee (or the mentoring program coordinator) if you are unable to continue the mentoring match.

You and your mentee may decide that there are other responsibilities that need to be met during the mentorship. Stress to your mentee that following through on any of the responsibilities that you agree upon is an important aspect of professionalism.

As a mentor, you should be aware of the following aspects of academic life that students need to learn, that are not in any class or text book. These aspects might include:⁸

- Who are the powerful and important people in the department, the institution, and the discipline world wide;
- 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.
- What organizations are important to join. What is the structure of the organization. What roles should the student seek to fill in the structure.
- What 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 file.

SETTING EXPECTATIONS

The mentoring experience can be tailored to your needs and those of your mentee. Fundamental to the success of your mentorship is a common understanding of the expectations you and your mentee

have for the relationship. Many potential conflicts can be prevented if you set the ground rules for the relationship at the outset. Defining your expectations and using our mentoring agreement, discussed below, can help you to do this.

DEFINING YOUR OWN EXPECTATIONS

Before your first meeting with your mentee, you may want to reflect on your expectations for the relationship. By doing this in private, you can freely think about your own needs without being influenced by your mentee. You may use the “Expectation Worksheet” provided in this handbook to facilitate your reflection. Examples of what mentors expect to contribute include:

- guidance;
- resources;
- collaboration;
- networking contacts;
- information;
- a positive experience; and
- time as a sounding board.

What mentors expect from their mentees include:

- awareness of the mentee’s expectations;
- commitment to the relationship; and
- reliability.

Mentees often expect their mentors to:

- be good listeners;
- be supportive;
- have real experience in their field;
- communicate the social and political structures of the workplace;
- give guidance and direction;
- recommend resources;
- invite mentees to visit their workplace;
- offer “hands-on” involvement;
- deserve respect;
- be experienced in the workplace but not a bureaucrat;
- offer tips on the reality of the field, not just the philosophy;
- give frank feedback;
- be on-going problem-solvers; and
- be enthusiastic.

Your and your mentee’s expectations may be different than those listed above. Do not limit yourself by these examples, but define your expectations based upon your own needs. As your relationship develops and grows, your expectations will change. Try to stay aware of your expectations and be sure to express them to your mentee.

MUTUAL EXPECTATIONS AND MENTORING AGREEMENTS

During one of your initial meetings with your mentee, you need to discuss expectations and establish a set of goals which can be worked on during your mentoring commitment. You should try to:⁹

- Discuss why you and your mentee want to be in a mentoring relationship.

- Define your roles in the mentoring relationship.
- Share what you have to offer in the relationship, i.e., knowledge, skills, resources, etc.
- Outline the concrete skills your mentee hopes to gain.
- Review specific information your mentee hopes to learn.
- Clarify any limits that you may have for the relationship.
- Discuss how you want to deal with confidentiality issues.
- Determine any time constraints in the length of the mentoring relationship.
- Discuss your preferred ways of interacting: phone calls, email, or face-to-face.
- Decide on the number and length of contacts per quarter, and plan the dates and times in advance.
- Agree on a procedure for notifying each other if you will be late or absent.
- Agree on the appropriateness of where and when to call.

Discussing such topics may seem task oriented and unfriendly, but in fact, sharing your expectations, hopes, and desires up front with your mentee establishes an honest and open communication pattern. Both you and your mentee will begin to feel at ease and comfortable with one another as you discover mutual and shared expectations.

MENTORING CONTRACTS

A formal method for setting mentoring expectations is by negotiating a mentoring agreement like the one included in your packet.¹⁰ The success of the mentoring relationship will be determined to a great extent by the clarity and reasonableness of this agreement. The key components of an agreement include:¹¹

- Specific role of the mentor. Establish your role as a mentor first to focus the agreement.
- Goals of the mentee. Tie expectations and goals to skills and specific activities.
- Confidentiality parameters. Discuss how sensitive issues will be handled.
- Duration of relationship. Set a realistic and flexible ending date. Note that although some mentees and mentors choose to end their relationship after a year, many others remain matched indefinitely.
- No-fault termination. Discuss a no-fault conclusion wherein either mentor or mentee may end the relation with no questions asked.
- Frequency and type of meetings. Consider the specific activities to be accomplished and ease of contact when establishing meeting times and types.

GUIDELINES FOR MENTORING

FIRST CONTACT

Because of the matching process that we use, your new mentee may feel anxious and hesitate calling or emailing. You can certainly initiate the contact yourself to help move the mentoring process along. This helps to put your mentee at ease and assure him or her that you are interested in interacting with them and working on their professional development.

Through a phone call or email, you will want to establish when and where to meet and what you expect will happen. Remember it is wise to discuss expectations and goals during your first meeting. It is also a good idea to schedule a second meeting right away. The first meeting should be informal and provide time for you to get to know each other. Break the ice by sharing some of your background, experiences, accomplishments, and goals.

Good mentoring starts with getting to know your mentee beyond a superficial level.

DEVELOPING A MENTORING RELATIONSHIP

At the beginning of your mentoring relationship, you will probably feel the momentum of a new relationship. As time progresses, the relationship may fizzle due to lack of interest, procrastination, or busy schedules. You should diligently schedule your next activity with your mentee each time you meet. If time lapses, you should not feel guilty. It is natural to be busy and to have to postpone an occasional meeting; however, it is irresponsible to allow the relationship to dissolve because of a lack of contact. If you are too busy to continue in the mentoring relationship, contact your mentee and explain your dilemma; end the relationship responsibly. If your relationship ends, please contact the mentoring program coordinator.

As your mentoring relationship develops, discuss your expectations, goals and objectives again. Make it a habit to check-in with one another regularly about what your expectations are and what goals need to be met.

CONVERSATION TOPICS

You will need to learn about your mentee to enable you to mentor in the best way possible. Your mentee may feel uncomfortable talking about herself/himself at first, but mentoring is about helping the mentee grow. You will need to know what the mentee has experienced and understands about the professional world and the field she/he is interested in pursuing.

Learning About the Mentee. Discussion topics that will help you learn about your mentee include:

- Academic. Which classes has your mentee like best or least and for what reasons? What progress has she/he made toward her/his degree? What sort of research is she/he involved in?
- Activities. What activities is your mentee involved in, including recreation, community service, clubs, societies, and jobs?
- Background. What does your mentee's homelife look like? Do they have children? How has her/his family life affected her/his graduate school career?
- Career ambitions. Has your mentee thought about life after graduate school? Does she want to work for a big company, a small company, a consulting firm, a research lab, government, or academia?

Learning About You. As a mentor, you have many life and career experiences to share. The list of topics you could potentially discuss is lengthy. A table of questions is included in the back of the handbook for your use. The topics include: what you do at work; what your workplace and work climate is like; what you perceive as your future; your perspective on job entry and preparation; and your subjective feelings about your career.

Climate Topics. In addition to discussions about your career, you may want to discuss workplace climate issues. Some suggestions for these discussions include:

- Do you have any insights into the basic political realities and interpersonal conflicts which are common in the professional or academic setting?
- Did you ever feel like quitting school and what changed your mind?
- How have you balanced personal relationships, family and a career/education?
- What positive and negative experiences have you faced as a female or minority in the work or academic environment?
- If you faced discrimination, how did you overcome it? ¹²

Semi-Monthly Emails. As a part of our program, twice a month, you will receive topical emails concerning issues about the personal and professional development of graduate students. One of the reasons that we send these emails is to give you ideas about conversation topics you can have with your mentee. If you're struggling to think about something to talk about, go back to these emails for ideas.

MENTORING ACTIVITIES

The exchange of ideas, information, and advice can take place in a variety of environments. Some environments are more relaxed and less formal than others. Depending upon the amount of time you and your mentee are able to contribute to your relationship, you may wish to participate in various activities that facilitate shared experiences and stimulate additional conversation and interaction. Typical mentoring activities include:

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|--------------------------------------|---------------------------------|
| • Phone calls | • Campus events |
| • E-mail | • Professional society meetings |
| • Workplace or lab tours | • Practice interviews |
| • Breakfast, lunch, dinner or coffee | • Seminars |

- Museums
- Sports
- Walks

DIVERSE MENTORING RELATIONSHIPS

Many mentoring relationships are pairs of similar people; both of the same gender, race, age, sexual orientation, nationality, and socioeconomic group. Those mentors and mentees that do not fall into this category sometimes face unique issues and potential complications during the course of the mentorship. Mentors and mentees may find that they differ on other aspects of identity, including family background, work experience, religion, and disability, among others.

“Diverse students” is a term that encapsulates many individuals who may face bias in the course of their education: women, students of color, international students, older students, those who have spent time at community colleges, and gay or lesbian students are among those who we would consider to be diverse students. These students are often the least likely to find or even seek mentoring. They often feel like outsiders to the field and to the academic colleague system, which has traditionally been dominated by white men from privileged backgrounds. This is not surprising since members of professional peer systems tend to choose persons most like themselves as subordinates.¹³ Because of their conflict about pursuing graduate degrees, their preconceptions about their abilities, and their status as outsiders to the male colleague system, many diverse students especially need mentoring at the graduate level.

Some students are often concerned about “exploiting” personal ties for professional gains. The potential confusion of personal and professional relationships may limit some mentees from fully utilizing mentors to their advantage.

MENTORING ACROSS IDENTITY GROUPS

If you find yourself in a mentoring relationship with someone whose background differs from your own, the advantages are many. However, you and your mentee may find yourselves facing situations you have never encountered before. Conscious and unconscious biases may effect how the two of you interact.

Over the course of your academic and professional career, you will most likely be in mentoring relationships with people from all backgrounds, just as you have friendships with all kinds of people.

Interactions between individuals whose backgrounds differ, be it by gender, sexual orientation, race, or any other category constitute a cross-cultural situation.¹⁴ Differences of this sort may cause misunderstandings to occur. Consider the following:¹⁵

- *Diverse students may be unaware that they are being mentored.* Because they may not assume that someone would be interested in their professional development, it is important to formalize mentoring intentions.
- *Diverse students may not trust mentoring relationships* and may scrutinize the motivations others have for mentoring them until they receive proof by attaining professional goals.
- *Diverse students may not feel that success and power are the same thing.* This belief can cause conflict and feelings of inadequacy when the successful mentee finds herself or himself lacking power within an organization; or she or he is unsuccessful at a particular task and feels powerless to overcome a set back.
- *Diverse students may believe that mentoring responsibilities include emotional support and contributing to overall well being* as well as encouraging and promoting a high level of career development.

How can a mentoring pair from different backgrounds seek an optimal level of closeness without encountering difficulties? Some suggestions include:¹⁶

- *Individual self-awareness.* If you and your mentee understand how you create and perpetuate stereotypical roles, you can choose not to behave in these ways.
- *Self-reflection and discussion* with others to identify alternatives to your own practices. Discuss with your peers how your personal style contributes to perpetuating a stereotype. Then act to modify the style to increase the respect and equality in the mentoring relationship.
- *Self-education.* Attend workshops and seminars about behaviors you wish to avoid or to acquire.
- *Cultivate other mentoring relationships,* for example, with peers. Mentoring relationships with multiple individuals can enrich your experiences.
- *Enhance your capabilities to manage* the complexities of your mentoring relationship in the context of other relationships. Pay attention to the similarities and the differences that can be attributed to gender or other aspects of identity, as well as to the unique qualities of mentoring.
- *Be aware of intimacy needs in mentoring relationships* and discuss boundaries at the start. Avoid distancing behaviors and work at attaining the appropriate intimacy necessary for effective mentoring.

Studies have revealed many differences in how individuals communicate based on their identity. These differences are often linked to nonverbal cues. The following list highlights some nonverbal cues to be aware of, particularly when speaking with someone from a different background:

- Some people assume that silence indicates that the person has nothing to say. Others hold back their comments if they feel they will be challenged or face public humiliation by having their viewpoint attacked. Make it clear to your mentee that he or she does not need to respond immediately.

- Some people continue to speak when they have something they wish to contribute. Others monitor and limit their participation in a conversation so they do not appear hoggish, selfish, or egotistical. Encourage your mentee's continued participation in discussion as often as necessary.
- A person's conversation style will change in response to context and other people's styles. Some are more likely to remain consistent in their style than others, who need to test the waters before diving in. If you and your mentee are in an different environment or with a new group of people, check to see if your mentee feels constrained from conversing freely. Mostly likely, you will be able to move to a location that makes both of you more comfortable, or you will be able to assist your mentee in learning to adapt to such situations more easily.
- Some individuals often lean forward toward their mentors indicating that they have something to say but may be intimidated or hesitant to speak up. Pay attention to your mentee's body language. If you can see that he or she is trying to participate in a conversation, but seems to be holding back, prompt a response.

Taking an active part in the growth and development of a mentoring relationship can result in respect, concern, liking, and admiration. Through thoughtful management you can channel these feelings into a productive professional relationship without falling into the pitfalls caused by excessive intimacy.

Some issues both you and your mentee need to consider and discuss about your relationship include:

- What stereotyping could you be doing in the relationship?
- What is the difference in your education and access to professional experience?
- What constitutes an ideal role model?
- What are your mentoring partner's cultural, religious, and familial traditions?

Some mentors sometimes have a reluctance about being too hard on mentees because of the barriers the mentee has faced and because of a fear of being labeled racist, sexist, or biased in some other way. It is important to challenge your mentee and set realistic expectations for him or her.

POTENTIAL PITFALLS AND HINTS

Some of the most common problems in a mentoring relationship and possible solutions include:¹⁷

- Excessive time and energy commitments. You or your mentee may find you have situations arise that infringe on the time you planned to spend in the mentoring relationship. The proper way of handling this is to be honest with your mentee about the situation. It is unprofessional to miss appointments with your mentee and it is important to the relationship to be able to find time to meet or talk with her/him.
- Inappropriate choice of mentor or mentee. You or your mentee may realize that you do not fit well together. There are numerous possible reasons a relationship might not be an ideal match. Perhaps you do not share the same technical area of interest or you or your mentee do not have some of the desired qualities. This does not necessarily warrant ending the relationship; you and your mentee should talk about ways that both of your needs can be met even if the match is not perfect. Because there are a limited number of mentors and mentees, sometimes matches may not be perfect.

- Unrealistic expectations for mentors or mentees. Both of you will feel frustrated if one or the other's expectations for the mentoring relationship are not met. Clearly discussing the expectations and goals of the relationship, the amount of time, and activities will alleviate these problems.
- Expectations of mentee failure. If you feel that you do not have faith in your mentee's abilities, you should reassess your perception of him or her. Is the concern valid or are negative assumptions/stereotypes being made? If you cannot change your feelings, you should promptly end the mentoring relationship.
- Mentee's feelings of inferiority. Your mentee may feel intimidated by you. It can be detrimental to the relationship if he or she is not confident enough to utilize your mentoring or to even call or email you. Assure your mentee that you want to be part of this relationship and want to help him or her map out a successful career path.

Occasionally some people encounter problems in their mentoring relationship that are more difficult to resolve. It is best to practice preventative behaviors that will avoid these types of conflicts. A few of the extreme problems that could arise are:

- Unfair manipulation of one or the other: Mentors and mentees have the potential to manipulate each other in the relationship because they each want to be respected and want to make the relationship work.
- Excessive jealousy of each other: Mentees and mentors can find that they are jealous of one another and their successes.
- Excessive jealousy from others: Other people may become jealous of your relationship with your mentee.
- Unwanted romantic and sexual involvement: It is best for mentees to not become romantically involved.
- Over-dependence on each other: Mentors or mentees may find that they depend on their mentee or mentor for too much.
- Harassment: Verbal or physical harassment, particularly in the form of sexual harassment, can occur between mentees and mentors.¹⁸

Should any of these situations arise, please contact the mentoring program coordinator for assistance.

Suggest that your mentee have multiple mentors. It is unlikely that one mentor can have all the traits, skills, and characteristics that the mentee is seeking.

RESOURCES: WHERE AND WHEN TO GO FOR HELP

There are myriad resources available at the University of Washington should a student have difficulties or need more information. Please see the list of resources in your packet for more information. Among the resources listed are offices like the Graduate School, the Center for Career Services, and GO-MAP. Being familiar with this list can help you point your mentee in the right direction if or when she/he needs help. You might also look at the Graduate School's Mentoring Guide available online at: <http://www.grad.washington.edu/mentoring/> .

The mentoring program coordinator is also a resource that you should use. Among the things that this person can assist you with:

- Getting in touch with your mentee;
- Finding resources on campus;
- Strategizing about how to best help your mentee; and
- Ending the mentoring relationship.

If you feel uncomfortable about something that is happening between you and your mentee, chances are something is going wrong. You need the opportunity to at least talk it out with someone else. A confidential discussion with a friend for their feedback may be all that is needed. In other cases, the nature of your discomfort may require more attention. Use your resources or contact the mentoring program coordinator.

It is not necessary to form strong friendships in order to be a mentor. In many cases, your relationship will be strictly professional.

PERIODIC ASSESSMENT BY MENTORS AND MENTEES

It may be many years before your mentee will realize the positive effects of your mentoring. As a result, you may feel you are not having an impact on your mentee's career. To alleviate this situation, the two of you should periodically assess your relationship.

Periodically re-examine your objectives together to determine if both of you are getting something out of the relationship and meeting the expectations set during your first contact. You both may find that new expectations and goals need to be set for continuing your relationship.

Over time you may find your mentee:¹⁹

- Increasingly interested in meeting with you;
- Opening up to you;
- Paying more attention and asking more questions;
- Happier at school;
- Improving academic performance;
- More enthusiastic;
- Improving eye contact and smiling more;
- Improving his or her appearance;
- Increasingly considerate of others; and
- Feeling more like your colleague.

Remember the positive experiences you have had with your mentors and how they have affected your life. Rest assured that your efforts are contributing to your mentee's life in a similar manner.

A formal assessment happens at the end of the end of the year: we distribute our end of the year evaluation. In this evaluation, we ask you to reflect on your match as well as the program. We will also ask whether you would like to remain matched with your current mentee for the following school year. You may want to talk to your mentee to assess your relationship before filling this out.

SUMMARY

This handbook was designed to serve as basic information about mentoring. The topics covered have included the goals of mentoring; your and your mentee's roles and responsibilities; how to set

expectations; guidelines for establishing and maintaining an effective mentoring relationship; how to communicate; diverse mentoring relationships; a review of potential pitfalls in the relationship and how to handle them; and a list of resources if the mentoring relationship does not work.

Mentoring relationships fill many different needs for different people; some last for a short period and others last a life time. Do not judge the quality of your relationship on the time it lasts, but on the level of growth you experience from interacting with one another.

¹ Anka Skrtic, "Faculty Mentoring Relationships with Counseling and Educational Administration Doctoral Students," Dissertation, University of Akron, 1985.

² Sharan B. Merriam, Thomas K. Thomas, Catherine P. Zeph, "Mentoring in Higher Education: What We Know Now," *The Review of Higher Education*, 11, 2 (Winter 1987): 199-210.

³ S.G. Brainard & L. Ailes-Sengers, "Mentoring female engineering students: A model program at the University of Washington," *Journal of Women and Minorities in Science and Engineering* 1, no. 2 (1994): 126.

⁴ *ibid.*

⁵ Brainard and Sengers, "Mentoring female engineering students", 126.

⁶ Robert R. Bargar and Jane Mayo-Chamberlain, "Advisor and Advisee Issues in Doctoral Education," *Journal of Higher Education*, 54, 4 (July/August 1983): 417.

⁷ Adapted from Women in Engineering Initiative, *Professional Mentoring Program Mentor and Mentee Handbooks*, (University of Washington, 1994).

⁸ Roberta M. Hall and Bernice R. Sandler, *Academic Mentoring for Women Students and Faculty: A New Look At An Old Way To Get Ahead* (Association of American Colleges, 1983): 6.

⁹ Washington State Department of Personnel (1993), [A guide to planning and conducting an agency's mentoring program](#). Olympia, WA, 14.

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¹¹ *ibid.*

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¹³ *ibid.*

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