

Mentoring 101: How to Find a Mentor How to Be a Mentor

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A Mentor?

Homer: “wise and trusted counselor”

A Mentor = someone who takes a special interest in helping another person develop into a successful professional.

Mentoring = professional + personal relationship

QUIZ: TRUE or FALSE

1. There is no such thing as an ideal mentor.
2. Success depends on mentor & mentee
3. Every research advisor is a mentor
4. A role model is a mentor
5. Every academic advisor is a mentor
6. A department chair is always a mentor
7. You are in good hands if you have one good mentor.
8. Thank goodness, there is a well established mentoring plan that will work for all students.

Research on Mentoring

Research shows that ***those who are mentored achieve greater career advancement and higher work satisfaction than those who are not mentored.***



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Who's Most at Risk?

- Students
- People working in jobs considered atypical for their gender
- First generational professionals
- ... and others



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You can be a Mentor at various levels

As an undergraduate

As a graduate student

As a faculty member

As a professional

In formal mentoring programs

Question Formulation Time

4 Rules:

1. Form groups of 4.
2. Identify one person as notetaker.
3. As a group, write as many questions as you can.
4. Do not stop to answer, judge, or discuss questions
3. Write down every question exactly as it is stated.
4. Change every statement that is made into a question.

The Topic: Mentoring in Academia

Prioritize Your Questions

(5 minutes)

1. Choose your top highest priority questions to be answered with respect to:

“Being a Mentor in academia”

2. For each, be ready to justify.

Report Out & Discussion

Most Important Questions on
Being a Mentor in Academia

Giving and Receiving

Mentor

Attention

Regular contact

Listening

Advice from experience

Information

Encouragement

Opportunities

Mentee

Confidence, security

Decision making

Knowledge and skills

Self confidence

Professional reputation

Prioritize Your Questions

(5 minutes)

1. Choose your top highest priority questions to be answered with respect to:

“Being a Mentee in academia”

2. For each, be ready to justify.

Report Out & Discussion

Most Important Questions on
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Build a **TEAM** of mentors with
varying expertise/experience



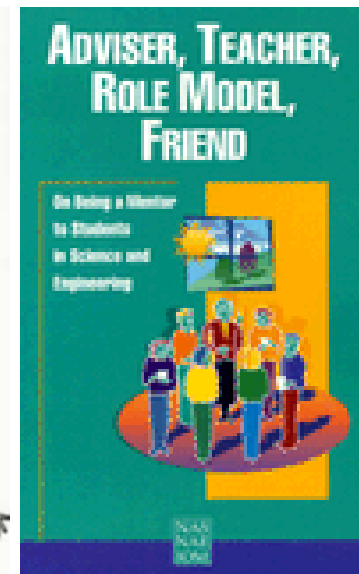
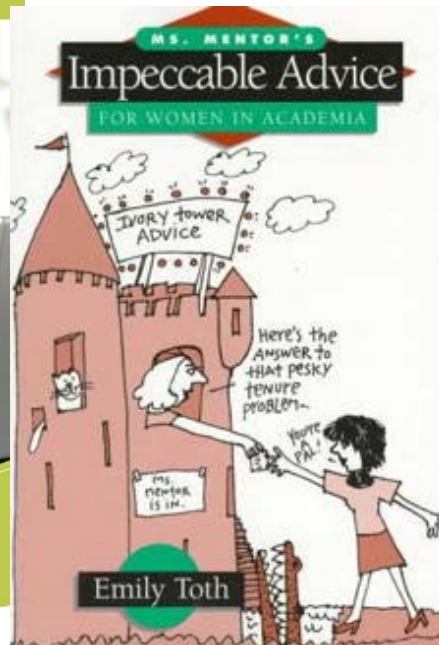
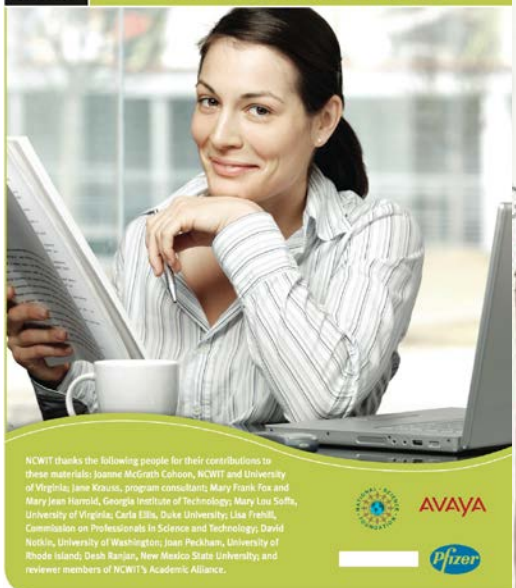
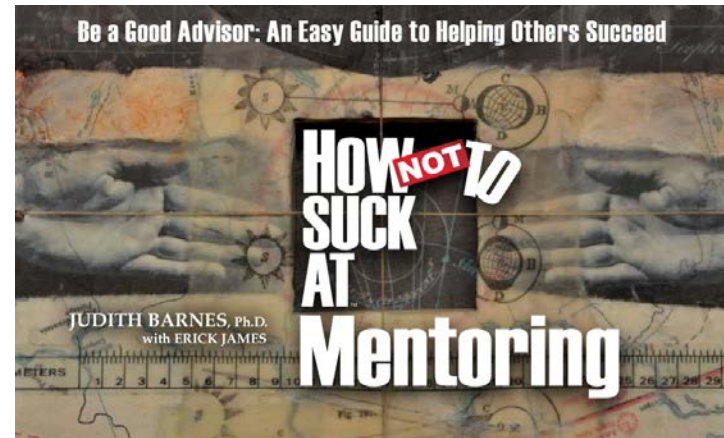
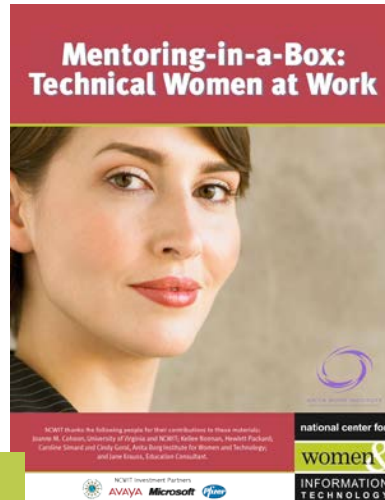
***Be sure to thank
your Mentors***



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Recommended Reading



**National Academy of
Sciences
National Academy of
Engineering
Institute of Medicine
National Academy Press
Washington, D.C. 1997**

More Information for Your Reading Pleasure

Benefits of being Mentored

- + Knowledge of your discipline' s expectations
- + Solid foundation of skills and knowledge in your discipline
- + Self confidence
- + Independent problem solving skills
- + A good start on a professional reputation
- + Access to a professional network



Benefits of being a Mentor

- + Facilitate another's accomplishments: parenthood
- + Most likely to recruit/retain good students
- + Stay at the forefront of discipline
- + Continually hone own mentoring skills
- + Increase confidence
- + Strengthen your own network
- + Give back



Imposter Syndrome



www.impostersyndrome.com

*Everybody is ignorant,
only on different subjects.*

Woodrow Wilson

At various times in your life, you can benefit from Mentors

As an undergraduate

As a graduate student

As a faculty member

As a professional

Formal mentoring programs

How to Find Mentors?



Look Everywhere

- In your department at your institution
- Outside your department at your institution
- In your field outside your institution
- Outside your field outside your institution

Consider Your Mentors...

Who are they?

Why do you consider them a mentor?

High School

College

Graduate School

Now...

A Good mentor provides:

advice on courses, career, personal challenges

Contacts/connections for networking,
information

letters of reference,

Encouragement

Opportunities (advocates)

Coaching

Help: how to use your strengths;
overcome your weaknesses

A role model

A listening ear

Powerful/probing questions

ALL possibilities, w/o judgment



A Good mentor is:

Interested in you

Supportive

Patient

Knowledgeable

Competent

Accessible

Respectful of privacy

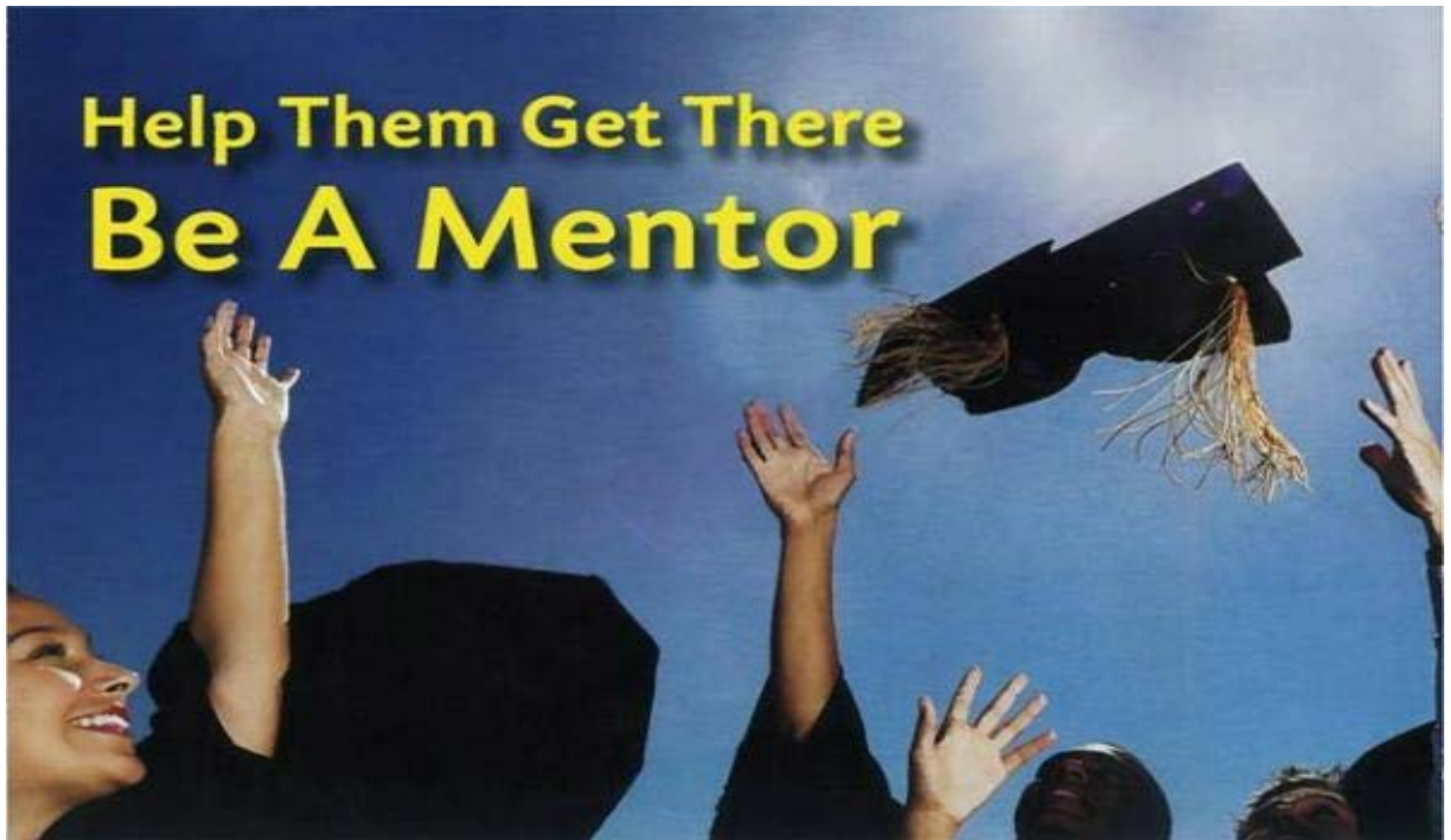
Empathetic

Honest

Compassionate



Be a Mentor



Get Started...

What do you have to offer to others?

What ways can you start small in mentoring?

Start by building a relationship.

Learn by doing.

Mentoring the Individual

+ Get to Know the Person

- background: context
- goals: long term/ short term
- strengths
- weaknesses

+ Assess the Individual

- knowledge
- skills
- experience

In a New Mentor Relationship

Build trust

Express commitment

Set expectations (e.g., # times to meet/month)

Set limits

Create goals (in writing)

Every mentoring relationship has phases,

Meet frequently

What did you want (need) to know then?

Mentoring Undergraduates



What would you do?

Attention:

Advice:

Information:

Encouragement:

Opportunities:

Mentoring Undergraduates



Attention:

Semesterly meetings,
office hours, rec letters

Advice:

Discuss course alternatives,
outside classroom activities

Information:

map through requirements,
career choices

Encouragement:

Praise successes

Opportunities:

Research, grad school,
award nominations, TAs

Mentoring Graduate Students



Attention:

Weekly research meetings,
individual progress and goal-making,
annual review

Advice:

Course selection, professional
skill building activities, time manage.

Information:

Requirements, career choices

Encouragement: Praise successes, challenge

Opportunities:

Conferences, reviewing, teaching,,
mentoring, internships, service, funding

Mentoring Junior Faculty



- Attention: Available for short chats/consultations
Work together on proposals and research
- Advice: Time management, pre-tenure focus of activities, teaching methodology, life balance
- Information: Department and university policies and traditions, criteria for promotion, history of department/student issues, grant proposal writing strategies, resource people
- Encouragement: Praise successes, relate own experiences
- Opportunities: Program committees, service, funding agency contacts and programs

Barriers to GOOD mentoring:

Barriers to GOOD mentoring:

Faculty member doesn't have enough time

Being too busy is not acceptable

Faculty member and student in competition with each other

Faculty member and student lack personal experience with people of different backgrounds

Trust is not there – different agenda

Communication problems - listening

Unrealistic expectations

What NOT to Do as Mentor

Be Inflexible. (treat all the same)

Abuse your authority. (students doing your work)

Be overbearing. (dictating choices)

Do, don't overdo. (too close)

Clone yourself. (dependent)

Mentee has responsibilities too

Attention: SHOW UP with an open mind and respect

Advice: LISTEN + FOLLOW as appropriate

Information: LISTEN, LEARN, and USE

Encouragement: LISTEN + SAVOR

Opportunities: EXPLOIT

Improving the Mentoring Pool

Through Institutional Support:

- + Workshops on mentoring
 - For different levels
- + Regular informational sessions for mentors
- + Discussions on relevant topics:
 - ethical values,
 - balancing career and life,
 - professional standards
- + Reward good mentoring
 - Awards
 - Promotion and tenure criteria

Credits for Content

Tracy Camp

Mary Lou Sofa

The books listed earlier