

Mentoring Best Practices¹

Mentoring: Common themes in the literature:

- One is not enough
 - Different individuals should cover unique areas including: friend, role model, institutional insider, honest feedback, “safe” space
- What they provide
 - professional development (scholarship, teaching, service),
 - emotional support
 - intellectual engagement
 - access to opportunities & sponsorship (local, national, professional societies, institutional, etc.), nominate for career building activities (as a speaker or performer, to serve on important committees, etc.)
 - “know how”
 - constructive feedback, accountability
 - encouragement
- Women and minorities in departments with few role models can face special challenges in being fully accepted and in receiving the kinds of informal mentoring that happens naturally for members of the majority group. It's essential for the Chair and other faculty to be proactive in helping these colleagues feel fully intergrated into the unit and ensure they are getting effective mentoring for advancing their careers.

Mentors best practices

- Initiate regular meetings (monthly early on as you build a relationship) , include some activities “off site” (out for coffee, a beer, etc.)
- If your mentee does not have a list of questions before you meet, ask her/him to send you three
- Know what kind of mentor you represent to this person (experience/ institutional or professional knowledge/ inspiration/ safety valve)
- Encourage internal focusing (asking general or probing questions; encouraging introspection)
- Give thoughtful review (monitoring performance, reviewing work, evaluating work, after action reviews, occasionally checking in, assessing mentee skills)
- Learn about the mentee (assessing mentee interests and needs, assessing mentee goals, establishing common interests)
- Provide emotional support (provide reassurance, providing alternative perspectives, sharing stories, providing empathy, showing enthusiasm for the mentee, listening)
- Provide guidance (provide advice, provide training, walking through an upcoming project or assignment, modeling how to do something)
- Manage the relationship (giving assignments, setting expectations for

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- meetings, persuading, being flexible depending on mentee needs, socializing with the mentee)
- Managing the organization (protecting the mentee, promoting - talking up - the mentee, creating opportunities)
- Make sure expectations are well defined for both parties
- Respect confidentiality

Mentee responsibilities

- Identify mentors that represent different areas of need: experience/ knowledge/ inspiration/ safety valve
- Take some time to think about your needs and to get to know different folks before asking someone to serve as a mentor
- Proactively identify areas of concern (departmental, institutional, teaching, scholarship, etc)
- Nurture the relationship, make sure it serves you
- Make sure expectations are well defined for both parties
- Respect confidentiality

Typical areas for discussion:

- Department, college and university operations and culture
- Campus resources for:
 - teaching (TILT, College Master Teachers), offer to attend class as an observer, share examples of teaching material
 - grant preparation (in dept or college, sponsored programs), offer to review grants,
 - ARES web, the Pass system, the campus administrative portal, KUALI
 - Student Case Management (conflict resolution, RDS, health/safety referrals)
 - **Tell Someone**; call 491-1350
Anytime you are concerned about anyone in the campus community (for their physical or mental health, aggression, etc.)
- Professional development
 - Discuss short and long term career goals and professional interests.
 - Discuss departmental policies and university governance structure.
 - Share experiences on managing time & people, handling stress, and balancing workload effectively.
 - Discuss expectations and strategies for achieving tenure and promotion.
 - Talk about important ways to advance a career
 - give talks, perform, show creative works, etc. to increase visibility
 - serve on grant panels, as a juror in a show, as an associate editor
 - attend professional meetings, workshops, other
 - volunteer for leadership roles in the department, college, university or professional society
 - Address special needs, questions, and provide guidance in difficult situations.