**Summary of guides on mentoring**

**Definition of Mentoring** (sometimes called Career Advice) – “Many people think of ‘mentoring’ as something that is part of the graduate school relationship between an advisor and an advisee … To avoid confusing this type of mentorship with the kind of interaction that junior faculty … need to have with senior colleagues, we are using the term ‘career advising’ instead of mentoring.” – University of Michigan ADVANCE.

There are many definitions for mentoring. Here are a few:

* Mentoring occurs when significant career/professional assistance is given by a more experienced person or persons to a less experienced one during a transition. – Marilyn Haring
* Advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one’s performance; masters, in the sense of an employer to whom one is apprenticed; [and] sponsors, sources of information about, and aid in obtaining opportunities. – Zelditch (1990)
* A person who facilitates the career and development of another person, usually junior, through one or more of the following activities: providing advice and counseling; providing psychological support; advocating for, promoting, and sponsoring the career of the mentee. – *University of Michigan Gender in Science and Engineering Subcommittee on Faculty Recruitment, Retention and Leadership’s* April 2004 Final Report.

**Goals of providing mentoring/career advice**

* Providing information about the promotion and tenure process
* Demystifying departmental, research center, college, and university culture
* Providing constructive and supportive feedback on specific work or career progress
* Providing encouragement and support
* Helping to foster important connections and visibility
* Looking out for the junior faculty interests

**Different forms of mentoring/career advice**

* One-on-one mentoring
* Group mentoring
* Peer mentoring
* Network mentoring

**Stages of Formal Mentoring Relationships**

* Building the relationship
* Exchanging information and setting goals
* Working towards goals/deepening the engagement
* Ending the formal mentoring relationship and planning for the future

|  |  |
| --- | --- |
| **For Mentors (Senior Faculty)** | **For Mentees (Junior Faculty)** |
| How do I become a Mentor?   * What experiences can I bring to the relationship? * What are my expectations for the relationship? * Are there obstacles to the relationship? | How do I find a Mentor?   * What do I hope to gain from the relationship? * What kind of mentor am I interested in? * What are the potential barriers to the mentoring relationship? |
| Key Mentoring Skills   * Listening Actively * Building Trust * Determining Goals and Building Capacity * Encouraging and Inspiring | Key Mentoring Skills   * Listening Actively * Building Trust * Determining Goals * Encouraging * Learning Quickly * Managing the Relationship |
| Mentoring Best Practices   * Think of yourself as a “learning facilitator” rather than the person with all of the answers. * Emphasize questions over advice giving. * When requested, share your own experiences. Limit the urge to solve the problem for your mentee. * Resist the temptation to control the relationship. Your mentee is responsible for his/her own growth. * Help the mentee see alternative interpretations and approaches. * Build your mentee’s confidence. * Encourage your mentee to achieve his/her goals. * Help your mentee reflect on successful strategies to be applied to new challenges. * Be spontaneous. * Request feedback. * Enjoy the privilege of mentoring. | Mentoring Best Practices   * Think of your mentor as a “learning facilitator” rather than having all of the answers. Be open to using a variety of resources and discussing your findings with your mentor. * Seek discussion and input rather than advice. * Apply the knowledge shared and discuss its application. * Be open to your mentor’s efforts to see alternative interpretations. * You are responsible for your own growth. * Be receptive to constructive feedback. * Ask your mentor to share with you successful strategies and resources he/she has used in the past and apply to the challenges you face. * Enjoy the mentoring experience. |

**Questions to ask and answer by junior and senior faculty**

**as part of the mentoring relationship:**

|  |  |
| --- | --- |
| Department or Research Unit Culture |  |
|  | Who are the key people in the department or research unit? |
|  | What are appropriate ways to raise different kinds of concerns or issues and with whom? |
|  | Who can help me set up an email account, find out about resources like copying or processes like grading? |
|  | How do people find out about getting nominated for awards and prizes? |
|  | What organizations are important to join? |
| Research |  |
|  | Can you tell me about IRB, which provides approval for human and animal subjects’ experiments? |
|  | How do I set up my lab? |
|  | How do I get grants? |
|  | Are my grant proposals appropriate for this department or unit? |
|  | Are there research or equipment projects being developed by another faculty in the department that I can or should get involved with? |
|  | May I read some successful grant proposals, as close to my research area as possible? |
|  | What conferences should I attend? |
|  | Are there people that I should collaborate with? |
|  | How do you get on professional association panels? |
|  | What are the journals to publish in? How many colleagues published there? |
|  | Am I publishing enough? |
|  | How can I increase my visibility in the field? |
| Teaching |  |
|  | What classes do I need to teach? |
|  | How do I get a good teaching schedule? |
|  | How do I get to teach important classes? |
|  | How do I deal with sticky situations or problems with students? |
|  | Do I have enough graduate students? |
|  | How are teaching evaluations handled and weighted? |
| Service |  |
|  | What are the important committees to serve on? |
|  | How can I get nominated to be on them? |
|  | Are there committees to avoid? |
|  | How is this work documented? |

|  |  |
| --- | --- |
| Promotion and Tenure |  |
|  | What are the department’s formal and informal criteria for promotion and tenure? |
|  | What or who can clarify these criteria? |
|  | What would you have wanted to know when you began the tenure process? |
|  | How does one build a tenure file? |
|  | Who sits on the tenure committee and how are they selected? |
|  | How should I prepare for the annual review |
|  | What can I negotiate when I get an outside offer? |
|  | How should I prepare for the third year review? |
|  | Is my job description matching the work I do? |
|  | Are my research, teaching, service and grants of an appropriate level? |
|  | Who should I meet in the institution, in the discipline and even worldwide? |

The above material was drawn directly from the guides listed below. For more detailed information go to the following documents from which the preceding information was summarized:

<http://www.umich.edu/~advproj/career%20advising.pdf>

<http://www.ianphi.org/documents/pdfs/Mentoring%20Guide%20for%20Mentors.pdf>

<http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-proteges.pdf>

These are published by the University of Michigan ADVANCE Grant and by the Center for Health Leadership and Practice of the Publish Health Institute in Oakland, CA.