

# Managing and Mentoring Graduate Students

**FAST – ADVANCE**

January 28, 2020

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**Linda J. Mason**

Dean of the Graduate School and Professor of Entomology

**Levon Esters**

Associate Professor of Youth Development and Agricultural Education

## Recruiting the Best Graduate Student

- Contact early, often and directly – invite for visit if possible – Consider SROP (summer research); Graduate Diversity Visitation Program in Fall (GDVP)
- Recruit on a continual basis
- Check references closely – read between the lines - call
- Rethink GRE and all admission policies
- Big 10 + Graduate Expo; Midwest Graduate School Summit

## Set Expectations Early and in Writing What to Cover in Initial Meetings

- IDP (individualize development plan)
- GRAD – XXXX Research Credit Hours “Syllabus”
- Strengths and weaknesses – honest regular evaluation
- Work Style
- Work Plan – helps with time to degree
- Timely feedback on writing and presentations
- Intellectual Property, Human Subjects, Ethics discussions
- Recommendation letters, travel expectations

## Mentoring and Graduate Education

- Most important factor to continue or withdraw from graduate school is the relationship with an advisor or mentor
- Having a mentor helps maximize the educational experience through guidance and support
- Helps in the retention of women and minorities who face unique barriers

## What Can Go Wrong



- Attention to detail – missed deadlines
- Fabrication/Falsification/Plagiarism
- Funding issues
- Publication/authorship
- Career choice/expectation
- Curriculum doesn't follow through

# Pathways Project

AURORA by **b**BEYOND<sup>the</sup>  
rofessoriate

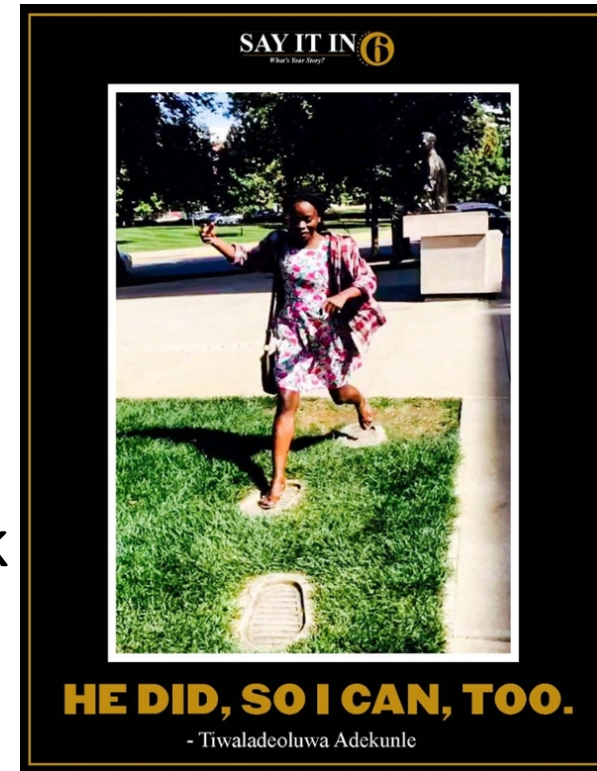
	1993	2013
All SHE	18.1	12.4
Bio, Ag, Env. Life	9	5.3
Comp. & Info Sci	31.5	21.1
Math & Statistics	40.9	25
Physical Science	8.8	6.9
Psychology	12.8	11.1
Social Science	43.5	38
Engineering	15.0	6.6
Health	33.9	20.7



*This is their degree*

## Services

- Writing Center – grad student support
- Ithenticate / Fig Share / Overleaf
- Office of Graduate Assistance Mental Health (39% GS mod to severe depression scale vs 6% gen. pop)
- Travel Support; Parent Support Network



## Professional Development

PURDUE UNIVERSITY | The Graduate School

### BOILERS WORK

Internship Program



Application Deadline:  
February 28, 2020

The Boilers Work internship program provides ten graduate students per year with a \$4,000 stipend to pursue an unpaid summer internship. This program is intended to help our students garner real-world work experience, refine soft-skills, and establish career connections prior to graduation. Upon return, program participants are required to facilitate one professional development workshop to share their experiences and insights. Apply Today! <https://tinyurl.com/boilerswork>

**DEVELOPING  
EXCEPTIONAL  
MENTORS**

The  
Elements  
of  
Mentoring

WITH  
**BRAD  
JOHNSON**

PROFESSOR OF PSYCHOLOGY AT THE US  
NAVAL ACADEMY, AUTHOR, & AWARD-  
WINNING MENTOR



**JANUARY 31ST • WALC 2088**

**SCHEDULE**

9:00 A.M. - 10:00 A.M.  
THE ELEMENTS OF EXCELLENT MENTORING  
(FOR GRAD STUDENTS)

10:00 A.M. - 11:00 A.M.  
KEYNOTE TALK ON EXCELLENT CROSS-GENDER ALLIANCE & MENTORSHIP BASED ON BRAD JOHNSON'S BOOKS ATHENA RISING AND GOOD GUYS

11:30 A.M. - 12:30 P.M.  
STRATEGIC SENIOR LEADERSHIP FORUM: DEVELOPING A MENTORING CULTURE  
(FOR GRADUATE LEADERSHIP ONLY. REGISTRATION LINK WILL BE SENT VIA EMAIL & LINKS WILL BE PROVIDED)

2:00 P.M. - 4:00 P.M.  
BECOMING A MASTER MENTOR  
(FOR FACULTY)

4:30 P.M. - 5:30 P.M.  
MAKING THE MOST OF MENTORING  
(FOR GRAD STUDENTS)



The Graduate School



CAREER BUILDING	COMMUNICATION	DIVERSITY
GRANTSMANSHIP	LEADERSHIP	RESEARCH AND ETHICS
SUCCESS	TEACHING	WELLNESS

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# GRADUATE SCHOOL

PROFESSIONAL DEVELOPMENT



## Your Experience as a Mentor

1. Describe some of the struggles you have experienced mentoring graduate students.
2. What strategies have you learned to help you become a better mentor to graduate students?

## Mentoring Defined

- Mentorship “consists of a reciprocal, dynamic relationship between mentor (or mentoring team) and mentee that promotes the satisfaction and development of both” (McGee, 2016).

## Elements of Quality Mentoring Relationships

- Instrumental Support
  - Professional development
  - Networking
  - Gaining knowledge of field
  - Gaining skills needed to succeed
- Psychosocial Support
  - Counseling (e.g., remedy for stress)
  - Empathy
  - Friendship
  - Socialization related to norms of discipline

## Mentoring & URM Graduate Students

- For URMs, mentorship has been shown to enhance a number of educational and career-related outcomes.
- URMs typically receive less mentoring than their non-URM peers.

(Pfund, Byars-Winston, Branchaw, Hurtado, & Eagan, 2016)

## Intentional Mentoring

- Not leaving mentorship development to chance.
  - “...only with intentionality that change takes place” (Turner & Gonzalez, 2015).

## Intentional Mentoring

- Starting with the outcomes you want for students and consider how mentors help students achieve them (Packard, 2016).
- Intentional mentors:
  - approach a mentoring relationship with the kind of forethought that would go into designing an experiment.
  - become deeply familiar with the prospective mentee.
- Development of the mentoring relationship is taken seriously.

(Ramirez, 2012)

## Inclusive Mentoring

- Providing opportunities so that graduate students of color receive quality mentoring.
- Achieved through a variety of “high quality” learning experiences where expectations are established & maintained and excellence is never compromised.

## Mentoring & Professional Dispositions

- Time management
- Listening
- Critical thinking
- Confidence
- Proactive behaviors
- Assertiveness
- Emotional intelligence
- Anticipatory mindset
- Ability to interpret ambiguity
- Oral communication
- Written communication
- Problem-solving
- Ability to work independently
- Growth mindset
- Attention to detail
- Handling conflict
- Organized
- Manage multiple assignments effectively & efficiently
- Leadership
- Ability to synthesize information & data
- Social graces
- Content knowledge



## Strategies for Developing and Maintaining a Quality Mentoring Relationship

1. Ask how they are doing.
2. Provide encouragement and support.
3. Clarify performance expectations upfront.
- 4. Sponsor mentees for important opportunities.**
5. Provide insider information (“demystify the system”).
6. Constantly affirm (nurture & support their career goals).
7. Provide professional exposure and promote visibility.
8. Foster their mentoring networks.
9. Self-disclose when appropriate (especially if it will help the mentee).
10. Allow increasing mutuality and collegiality.

## Mentorship vs. Sponsorship

- Two different developmental roles.
- Mentoring ≠ Sponsorship, but...you need both.
- Mentorship does not necessarily provide visibility and opportunity.
- You can ask someone to be a mentor, you cannot ask someone to be your sponsor—they decide that on their own.
- Mentoring relationships are less likely to yield the desired career advancement (Ibarra, Carter, & Silva, 2010).
- Women and minorities tend to be over-mentored and under-sponsored.

## Sponsorship

- More prominent in the business and private sector
- Involves...
  - nominating (sponsoring) the protégé for promotions, lateral moves, and other beneficial career opportunities (e.g., awards, research projects, fellowships, etc.).
- Results in more visible and developmental assignments for the protégé.
- Using status, influence, and access to help protégés gain entry to groups and experiences that could be career enhancing.

## Benefits of Mentoring for Faculty

- Personal satisfaction and professional growth
- Professional and career opportunities
- Rejuvenating and motivating during mid or late career stages
- Enhance technical skills
- Networking, collaboration and sharing of ideas with others
- Increase in the number of graduate students
- Increased productivity
- Serve as an example to other colleagues

## Contact Information

Levon T. Esters, Ph.D.: [lesters@purdue.edu](mailto:lesters@purdue.edu)

Twitter: [@Levon Esters](https://twitter.com/LevonEsters)

Facebook:

<https://www.facebook.com/MentoringatPurduee/>

# Questions?