Agenda

• Framing mentoring
• Defining mentoring
• What do mentors do?
• What do mentors really do?
• Inclusive mentoring
Framing Exercise

• Imagine you are mentoring a student, and you have an upcoming ‘reconnect’ meeting with them.

• (There is some history between you and your mentee.)

• As you imagine preparing for the meeting, jot down a few notes on:
Framing Exercise

• Where is the meeting taking place?
• How long does it last?
• What do you expect your protégé to do to prepare?
• Now comes the money question!
Framing Exercise

• How do you anticipate the meeting to go? (Pick all that apply)
  – Small talk, getting to know each other
  – Giving advice on topics useful to the mentee
  – Reviewing mentee's recent work
  – Listening to where the mentee is at and learning what they need from you
  – Telling stories about what you have done in a similar situation
Light Bulb Moment I

• Our lives, our happiness, and our successes are shaped by interpersonal relationships: Parents, partners, children, co-workers, leaders, and followers

• Yet in nearly all instances, we receive little to no training in how to be effective in those roles.

We either behave as a function of social learning, or we just make s*** up!

• Why would mentoring be different?!
Graduate Mentoring - Defined

• A developmental relationship between a faculty member and single graduate student that:
  – is intentional and maintained over time
  – encompasses both professional and personal support for the student
  – is driven by student needs and goals
  – is supported by faculty expertise and empathy
Graduate Mentoring Goals

• As mentors we should strive to:
  – Create a supportive relationship based on the best interest of the student
  – Foster growth, retention, and timely progress for our students
  – Provide honest and realistic guidance for professional planning and assist with preparation for career success for our students
My Three Lucky Breaks

• The world’s most nondirective mentor
• 19 years of no mentoring
• A chance to look behind the curtain
What Do Mentors Do?

• Kram’s classic mentor function model

- Career Support
- Psychosocial Support
- Role Modeling

Good Vibes

Protégé Growth

Helpful, but what do effective mentors do?
What Do Effective Mentors Do?

• The study:

Enacting Effective Mentoring Behaviors: Development and Initial Investigation of the Cuboid of Mentoring

Kurt Kraiger¹ • Lisa M. Finkelstein² • Lebena S. Varghese²

• The answer:

WELL, I GUESS IT DEPENDS.
Light Bulb Moment II

• When effective mentors talk about what they do, they naturally talk about their goals for doing it

• Mentor actions and mentor objectives are:
  - both important
  - often (but not always) linked
The Cuboid of Mentoring
Online, Searchable Cuboid

http://mentormatrix.colostate.edu/

<table>
<thead>
<tr>
<th></th>
<th>Garner Knowledge and Insight</th>
<th>Competency Development</th>
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<tbody>
<tr>
<td>Self Awareness</td>
<td></td>
<td></td>
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<tr>
<td>Being Flexible</td>
<td>I adjust</td>
<td></td>
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<tr>
<td>Collect Information</td>
<td>We worked together</td>
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<tr>
<td>Set Expectation</td>
<td>I provide my mentee with the</td>
<td></td>
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<tr>
<td>Ask Questions</td>
<td>I ask questions about my mentee...</td>
<td>I provide answers to</td>
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<tr>
<td>Assess Needs</td>
<td>Because I don’t know all of ...</td>
<td>I adjust based on feedback</td>
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**Ask Questions and Competency Development**

- I ask my mentee non-directive questions so they could assess their own strengths and weaknesses following a task in order to learn how to improve,
- My mentee provided me with examples of questions they were planning to ask in an informational interview, and realizing some were closed questions, I said "if I answered yes to that, what would that tell you?
- When I see the same problem recurring with my mentee, I continue to ask new questions about the situation to keep bringing about new alternatives,
Using the Cuboid

- For ______, choose an objective
  - Relationship building
  - Skill building
  - Connecting/preparing
Using the Cuboid

• For ______, choose an objective

• Given an objective, choose one or more actions
Using the Cuboid

• For _______, choose an objective
• Given an objective, choose one or more actions
• Given an action/objective pairing, scroll cuboid for sample enactments
Inclusive Mentoring

• Research evidence
  – Mentoring -> protégé productivity, self-efficacy, and career satisfaction
  – Students of color receive less mentoring than white students
  
  – Effects of mentoring for students of color mixed
  – Evidence of same-race/same-gender boost is also mixed
U. of Michigan Guidelines

• Engage students in ongoing conversations
• Demystify graduate school
• Provide constructive, supportive feedback
• Provide encouragement and support
• Help foster networks
• Look out for student interests
• Treat students with respect
• Provide a personal touch
How to Mentor Inclusively

• Mentoring inclusive = effective mentoring
• Some tips
  – Mutual trust
  – Setting expectations
  – Role modeling
  – Sponsorship & advocacy
  – Mental health / feelings of isolation
  – Expanding your research interests
Additional Resources

- CSU Faculty-Advising-and-Mentoring-Task-Force
- Gandhi and Johnson (2016) - Mentoring the Mentor - D&l
- Harris & Lee (2019) Advocate Mentoring
- Heres How to Effectively Mentor Diverse Students
- Kraiger Finkelstein Varghese (2019)
- Sorkness et al. (2017) National Research Mentoring Network D&l
- Thomas et al. (2007) Overview of mentoring minority students
- U of Michigan Mentoring at a Diverse University
Questions?