



Building and Maintaining an Accountable Mentoring Relationship

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Recruitment and Retention**

Introductions

What Do You Hope to Get Out of Being a Mentor?

Goals for the Workshop

- Developing strategies for the first interaction(s)
- Working to set a tone for the relationship
- Learning strategies for managing expectations

Goals for the Workshop

- Preparation for future career
- Rethinking your current advising relationship
- Learning how to be successful (teaching others to do what you can do)

Warm-up Activity

Warm-up Activity

- List three characteristics of a good mentor

Warm-up Activity

- List three characteristics of a good mentor
- List three characteristics of a good mentee

What is a “Mentor”?





- **Telemachus Listening to the Advice of Mentor (Télémaque écoutant les conseils de Mentor) (1740) - Charles-Joseph Natoire**

A Mentor:

- Takes an interest in developing their mentee's career and well-being
- Has a personal relationship with those they mentor
- Helps advance the person's academic and professional goals in directions their mentee's desire
- Adjusts advice/direction to the individual due to differences in culture, ethnicity, gender, etc.

from the Rackham Graduate School *Guide for Graduate Students*

“Mentor” vs. “Advisor”

Piled Higher and Deeper by Jorge Cham

www.phdcomics.com

**How Well Do You
Know Your Advisor?
Take the quiz!**

1. Where did your advisor go for undergrad?
(1 pt.)
2. Where is your advisor's home town?
(1 pt.)
3. Who was your advisor's advisor
(your grandadvisor)? (1 pt.)
4. How many siblings does he/she have,
and what are their professions? (1 pt.)
5. What is your advisor's middle name?
(1 pt.)

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title: "How well do you know your Advisor?" - originally published 4/23/2007

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4. How many siblings does he/she have, and what are their professions? (1 pt.)
5. What is your advisor's middle name? (1 pt.)

Your Score:

- 4-5 - You know WAY too much about your Advisor.
- 2-3 - You Google-stalked him, didn't you?
- 0-1 - You have a normal relationship with your Advisor.

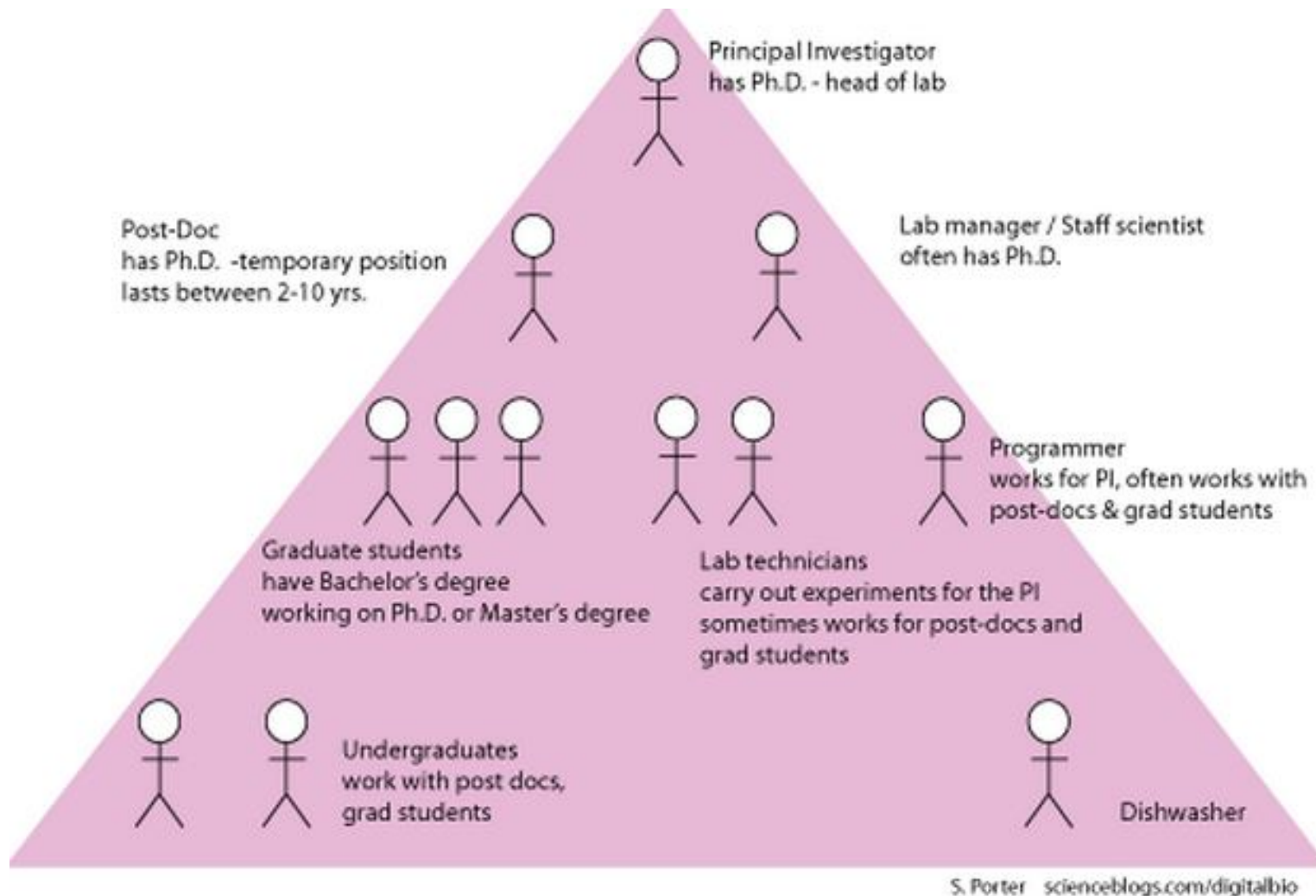
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Why Be a Mentor?

Why to Find and *Be* a Mentor

1. Mentoring is unavoidable
2. Mentoring is critical
3. Mentoring is valuable



Sandra Porter, <http://scienceblogs.com/digitalbio/2007/08/06/careers-in-biotechnology-part-2/>

Why to Find and *Be* a Mentor

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The Hidden Curriculum

- Coined by Philip W. Jackson, Prof. of Education at UChicago from 1955-98, in a 1968 essay, “Life in Classrooms”
- “Education as a socialization process”
- Further explored by Benson R. Snyder, then-Dean of Institute Relations at MIT, in his book *The Hidden Curriculum* (MIT Press, 1970)

The Hidden Curriculum

- Much campus conflict and student anxiety caused by unstated academic and social norms
- These prevent independent development and creative thinking
- These unwritten and inflexible “obligations” form the hidden curriculum
- Comprised of a field’s (or a gatekeeper’s) assumptions and values, expectations, and social context

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Social Science PhDs— Five+ Years Out

A National Survey of PhDs in Six Fields

Principal Investigator Dr. Maresi Nerad

HIGHLIGHTS REPORT



Center for
Innovation and
Research in
Graduate
Education,
University of
Washington,
Seattle

Maresi Nerad,
Elizabeth Rudd,
Emory Morrison,
and Joseph
Picciano

Key findings

- PhD students are well prepared for careers in many ways, but need additional training in essential professional competencies
- Universities need to bring in training in areas like teamwork, working in interdisciplinary contexts, and managing people and budgets from the margins to the center of PhD education
- Especially important not only in academic jobs, but for those in the public and private sector

Student-Centered Mentoring

The book cover features a light blue background with two overlapping circles. The top circle is a medium blue, and the bottom circle is a pale yellow. The text is centered within the yellow circle.

**THE GRADUATE
ADVISOR HANDBOOK**
a student-centered approach

BRUCE M. SHORE

“Student-Centered Mentoring”

- “...an approach, an attitude, a direction” (vii)
- “...creat[ing] a community of scholars around oneself” (viii, ix)
- making the mentoring experience the highlight of the mentee’s and the mentor’s life and work satisfaction (ix)

Shore's Suggestions for Beginning a Mentoring Relationship

- Shore begins his advising relationships by identifying areas of individual strength.
- Shore advises establishing mutual expectations.
- Building autonomy on the part of the advisee/mentee is critical (22).

Mutual Expectations Compact

- Mentor's responsibilities
- Student/Mentee's responsibilities
- Joint responsibilities

Discussion