

MAKING THE MOST OF MENTORING

1) How do you identify a good mentor?

A good mentor is a faculty member who is more advanced/more experience in the domain you are seeking mentorship. Ideally a mentor is not your current supervisor or boss. They should have experience in the area of your academic interest and they should be someone who can promote your professional development by discussing your goals, needs, weaknesses and accomplishments.

2) What does a healthy mentor/mentee relationship look like?

The ideal mentor/mentee relationship is one that is sustained and ongoing. You and your mentor agree to partnership, work collaboratively to a mutually defined goal that develops your skills, abilities, knowledge, thinking.

3) What are the different types of mentors?

1. **Career Mentors.** Career mentors provide overall career guidance & support. It is recommended you have scheduled meetings at least 2-3 times per year.
2. **Scholarly or Content Mentors:** These mentors are responsible for developing your scholarship/research skills. These mentors provide resources to support your work. You should schedule meetings with scholarly or content mentors 1-2 times per month.

NOTE: Don't limit yourself to one mentor: different mentors can help with different aspects of your life

4) What are your responsibilities as a mentee? (How to get the most out of mentoring relationship)

- Schedule and KEEP appointments with your mentor
- First meeting:
 - Be clear on why you want a mentor and why you are meeting – know what your short and long term goals are. Define what type of help you are looking for in the mentor (career advice, research project)?
 - Establish goals for the relationship: discuss and agree on goals of relationship and what you are going to do to make it successful. Review the goals from time to time
 - Establish communication methods and frequency of contact from the beginning: face to face, email, phone. Decide on frequency of meetings to accomplish goal
- Before each meeting prepare:
 - Agenda
 - Review notes from last meeting, include action items from last meeting, bring new items to discuss
 - Send things for review/ discussion ahead of time (allow adequate time for mentor to review)
 - If you are meeting with a research mentor, whenever possible, do background work (i.e. literature review)
- At the end of each meeting
 - Review action items (verbally or via email)
 - Set timeline (try to be realistic)
- Be honest
- LISTEN/ be open to feedback, advice, opportunities/don't be defensive if you get corrective feedback, listen and digest
- Follow through!
- Express gratitude