Benefits of Mentoring

Benefits for Mentees
Having a mentor and receiving more mentoring functions is associated with more favorable objective (compensation, promotion) and subjective (career/job satisfaction) outcomes.

Benefits for Mentors
Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction.
**Initiation:**

**First Meeting Checklist**

**Get to Know Each Other**

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

**Establish Guidelines**

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

**Partnership Agreement**

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

**Confirm Next Steps**

- Schedule date, time and place of future meetings
3.3 Mentoring Skills Inventory

This inventory can be used to conduct a personal assessment for mentors. The 12 mentoring skills in the following inventory are some core mentoring skills. The purpose of this assessment is to gauge your comfort with each skill and identify what skills you need to improve upon. Rank your comfort level/abilities on a scale of 1 to 5 with 1 being uncomfortable and 5 being very comfortable.

1. **Building and maintaining relationships**  
   *patience and persistence in developing meaningful relationships*  
   1. 1 2 3 4 5

2. **Communicating**  
   *open communication, listening effectively, communicating clearly and unambiguously, recognizing nonverbal cues*  
   1. 1 2 3 4 5

3. **Coaching**  
   *helping an individual learn and refine new skills*  
   1. 1 2 3 4 5

4. **Encouraging**  
   *cheerleading, confidence building, motivating, inspiring*  
   1. 1 2 3 4 5

5. **Facilitating**  
   *promoting and enabling self-directed learning*  
   1. 1 2 3 4 5

6. **Goal setting**  
   *setting specific, realistic, and quantifiable goals*  
   1. 1 2 3 4 5

7. **Guiding**  
   *help maintain focus and set boundaries*  
   1. 1 2 3 4 5

8. **Brokering relationships**  
   *making the right contacts and laying the groundwork for protégés connect with other people who can be resources to them*  
   1. 1 2 3 4 5

9. **Managing conflict**  
   *inviting conversation about differing points of view*  
   1. 1 2 3 4 5

10. **Problem solving**  
    *providing assistance in the problem-solving process, not solving problems for protégé*  
    1. 1 2 3 4 5

11. **Providing and receiving feedback**  
    *challenging, providing constructive feedback*  
    1. 1 2 3 4 5

12. **Reflecting**  
    *ability to step back, evaluate, process and consider the implications for future action*  
    1. 1 2 3 4 5

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Benefits of Mentoring

Benefits for Mentees

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Benefits for Mentors

Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction
Initiation: Expectations

A critical component of a successful mentoring relationship is clarity of commitment and expectations.

Mentors and mentees need to agree on:

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- Giving and receiving feedback
- Working with formalized mentee goals
Why Mentoring Matters

Mentoring has been shown to:

- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic health careers
- Enhance faculty productivity (mentoring is linked to funding and publications)
- Increase interest in academic careers
- Predict promotion in academia
- Improve self efficacy in teaching, research and professional development
- Increase the time that clinician educators spend in scholarly activities
- Lead to less work-family conflict
Job Stresses for New Faculty

"Proactive steps by senior colleagues are essential - together with comprehensive self-help initiatives undertaken by the newcomers themselves." - JoAnn Moody

**Typical Stresses**

- Not enough time
- Inadequate feedback and recognition
- Unrealistic expectations
- Lack of collegiality
- Balancing work and life outside work

**Stresses Often Faced by Minority Faculty (Including Women in Engineering)**

- Chilly climate ("solo effect" where you may be judged more harshly, ignored, or expected to speak for your race or gender)
- Excessive committee assignments
- Excessive student demands (questioning of authority by majority students; more advising, particularly of non-majority students)
- Acute sting of negative incidents (particularly if already overstressed and overtaxed)
- Internalizing failure (women and minorities blame themselves for failure where white men tend to blame outside forces)
- Being discounted as an affirmative-action hire
New Faculty Members: Common Errors and Success Strategies

Boice found that 95% of new faculty members make certain mistakes that cost them time, productivity, and sanity. It typically takes them 4-5 years to become as productive in research and as effective in teaching as they ever become. The other 5%--the "quick starters"--meet or exceed their institution’s expectations for research productivity and score in the top quartile of teaching evaluations in their first 1-2 years on the faculty. Boice found things the quick starters do that the other new faculty don’t do, and he also found that those strategies can be effectively taught.

Mistake #1: Giving proposal and paper writing the highest verbal priority while spending relatively little time on them and producing relatively little. Concentrating on the most pressing tasks (e.g., preparing for tomorrow's class) and waiting for "blocks of uninterrupted time" to do the "real writing."

- **Consequences:** Lack of productivity, and anxiety about it. Long warm-up time when and if the blocks of time appear.
- **Success Strategy #1:** Schedule regular time—30-45 min/day, or 2-3 longer blocks weekly—for scholarly writing (proposals, papers, reports)
  - Make appointment with yourself
  - Work away from office
  - Freewrite first, then revise
  - Keep time log for a week (see how much time is spent on nonessential activities)
- **Results:**
  - Regular sessions → maintain momentum, less warm-up time
  - Steady progress → less anxiety

Mistake #2: Overpreparing for classes. Spending nine hours or more preparing for each lecture hour. Equating good teaching with complete & accurate notes. Attempting to be ready for any question.

- **Consequences:** Too much material. Rush to cover syllabus, little time for questions or activities in class. Little time for anything else, including scholarship & personal life.
- **Success Strategy #2:** Limit preparation time for class, especially after first offering. Shoot for 2 hours preparation per lecture hour. Often won't make it, but if it's 8-10, it's a problem.
- **Results:**
  - Less material to cover → more time to cover it well, better learning.
  - Less preparation time → more time for scholarship & personal life.
Mistake #3: Working non-stop and alone. Waiting for colleagues to come to them.

- **Consequences:** Failure to get available support. Failure to learn faculty culture. Sense of isolation.
- **Success Strategy #3:** Network with colleagues at least 2 hr/wk, & discuss research, teaching, & local culture. Go to lunch or for coffee, go to their offices or catch them in the hall.
- **Results:** Find resources. Learn & integrate into culture quickly. Cultivate allies and advocates.

Mistake #4. Working without clear goals and plans. Accepting too many commitments that don’t help achieve long-term goals, and failing to take steps that would help.

- **Consequences:** Becoming spread too thin. Falling behind in tenure quest. Uncertainty, anxiety, stress.
- **Success Strategy #4:** Develop clear goals and specific milestones for reaching them (proposals, papers, conference presentations, new course preps,...). Get periodic feedback from department head and senior colleagues.
- **Results:** Make commitments wisely. Maximize chances of reaching goals.

How do you get new faculty to adopt the Boice strategies and other practices that will help them succeed?

1. New faculty orientation and ongoing faculty development
2. Appropriate department head intervention
3. Mentoring
### Mentee's Self-Evaluation Form

Please rate how skilled you feel you are in each of the following areas that are relevant to your discipline from (1) Not at all skilled to (5) Extremely skilled

|   | Ability to identify and approach individuals for mentoring | Setting and achieving goals and timelines | Turning your work into academic scholarship | Preparing and submitting a peer-reviewed manuscript | Understanding authorship, publication, and integrity | Writing grant proposals | Budget management (allocation, navigating the process) | Review and critique manuscripts for a journal | Designing a comprehensive research plan | Constructing hypothesis and aims | Understanding statistical analysis (& work with statistician) | Understanding study designs | Quantitative research skills | Qualitative research skills | IRB submission and process | Creatively developing new research directions | Creating a lecture presentation | Dealing with difficult situations in classroom | Understanding of tenure and promotion criteria | Navigating the organizational/institutional culture | Joining professional societies | Enhancing professional visibility (locally and nationally) | Balancing personal and professional life (work life balance) skills | Leading and motivating others (in teams, meetings, committees) | Managing projects and programs | Time management skills (e.g., workload, planning, pace of career) | Networking skills (and creating professional networks) | Conflict resolution skills | Providing feedback to others | Negotiating skills (to achieve your career goals and needs) |
| 1 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 | Not skilled | 2 | 3 | 4 | 5 |

Adapted from: Indiana University School of Medicine Faculty mentoring Resources
Faculty Mentoring Agreement:

As mentor and mentee in the 2016-17 Faculty Mentor Program at FIU, we are voluntarily entering into an advising relationship for career development. We mutually agree to the following terms and conditions for career advising, which will be periodically monitored by the Faculty Mentoring Program at FIU.

Mutual Objectives for the Career Advising Relationship

1.

2.

3.

Duration of Career Advising

Beginning Date:       Ending Date:

Frequency of Meetings

We agree to meet at least ______ time(s) each semester. If any party cannot attend a scheduled meeting, we agree to notify the other parties in advance and try to reschedule the meeting.

Confidentiality

Issues discussed within the career advising relationship will be kept confidential, unless otherwise agreed upon by the Advisee/Advisors.

Exit Clause

If any Advisee/Advisor needs to terminate the relationship for any reason, he or she may do so by notifying the Faculty Mentor Directors at mentor@fiu.edu. The Faculty Mentor Directors and Mentor Advisory Board will then establish a new career advising relationship for the Advisee.

Non-Binding

Advice provided as part of the Faculty Mentor Program is simply advice and is not binding on the Advisee. In addition, following any advice provided is not a guarantee of any particular result or of successful career outcomes. It is the Advisee’s responsibility to use his or her best judgment in making his or her own career decisions.

Evaluation

We agree to participate in an evaluation of the career advising relationship at the end of one academic year.
Setting goals together:

**Mentee’s Future Professional Goals**

**Short Term Goals**
List your professional goals for the coming year:

**Long Term Goals**
List your professional goals for the next 3-5 years. Be specific, and indicate key milestones toward achievement:
This is a list of questions common to many Assistant Professors. You may consider discussing these topics in your advising meetings.

<table>
<thead>
<tr>
<th>Promotion &amp; Tenure</th>
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<tbody>
<tr>
<td>What are the formal and informal criteria for promotion and tenure?</td>
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<tr>
<td>What or who can clarify these criteria?</td>
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<tr>
<td>What would you have wanted to know when you began the tenure process?</td>
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<tr>
<td>How does one build a tenure file?</td>
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<tr>
<td>Who sits on the tenure committee and how are they selected?</td>
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<tr>
<td>How should I prepare for merit review?</td>
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<tr>
<td>What can I negotiate when I get an outside offer?</td>
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<tr>
<td>How should I prepare for the third year review?</td>
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<tr>
<td>Is my job description matching the work I do?</td>
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<tr>
<td>Are my research, teaching, service and grants of an appropriate level?</td>
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<tr>
<td>Who should I meet in the institution, in the discipline and even worldwide?</td>
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<tr>
<th>Research</th>
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<tbody>
<tr>
<td>Am I publishing enough?</td>
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<tr>
<td>How can I increase my visibility in the field?</td>
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<tr>
<td>What conferences should I attend?</td>
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<tr>
<td>Are there people that I should collaborate with?</td>
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<tr>
<td>How do you get on professional association panels?</td>
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<tr>
<td>What are the journals to publish in? Have any colleagues published there?</td>
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<table>
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<tr>
<th>Teaching</th>
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<tbody>
<tr>
<td>What classes do I need to teach?</td>
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<tr>
<td>How do I get a good teaching schedule?</td>
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<td>How to I get to teach important classes?</td>
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<td>How do I deal with sticky situations or problems with students?</td>
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<td>Do I have enough graduate students?</td>
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<td>How are teaching evaluations handled and weighted?</td>
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<tr>
<th>Service</th>
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<tbody>
<tr>
<td>What are the important committees to serve on?</td>
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<tr>
<td>How can I get nominated to be on them?</td>
</tr>
<tr>
<td>Are there committees to avoid?</td>
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<tr>
<td>How is this work documented?</td>
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<tr>
<th>Department or Research Unit Culture</th>
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<tbody>
<tr>
<td>What are the appropriate ways to raise different kinds of concerns or issues and with whom?</td>
</tr>
<tr>
<td>How do people find out about and get nominated for awards and prizes?</td>
</tr>
<tr>
<td>What organizations are important to join?</td>
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</table>

Adapted from “Giving and Getting Career Advice: A Guide for Junior and Senior Faculty” NSF ADVANCE at the University of Michigan
http://advance.umich.edu/resources/toolkit.pdf
**Best Practices for Mentoring Success**

Research has found many benefits for faculty mentees, mentors, and the institution. With the benefits of receiving mentoring potentially enormous (Trower 2012), faculty mentoring is too valuable to be left to chance.

### Benefits for Mentees

- Increased productivity, including more publications, more NSF or NIH grants, and an increased likelihood of publishing in a top-tier journal (Blau et al. 2010; Carr et al. 2003)
- Enhanced tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for their research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Lower feelings of isolation (Carr et al. 2003; Christman 2003; National Academy of Sciences 1997)
- Greater sense of fit – especially for women and faculty of color – which has shown to be critical to job satisfaction and retention (Trower 2012)

### Benefits for Mentors

- Personal satisfaction (Johnson-Bailey & Cervero 2004)
- Sense of contribution and accomplishment (Fogg 2003)
- Revitalized interest in their work (Murray 2001)
- Exposed to fresh ideas and new perspectives (Johnson-Bailey & Cervero 2004; Murray 2001; Zellers et al. 2008)

### Benefits for the Department & Institution

- Increased organizational devotion (Trower 2012)
- Increased retention (Kosoko-Lasaki et al. 2006)
- Accrued benefits to individual mentees and mentors (Johnson 2007)

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**Research Highlight** (Blau et al. 2010)

Female faculty in economics who applied to be in a mentoring program were randomly assigned to participate in the program (treatment group) or not (control group). After five years, those in the treatment group had on average:

- 3 additional publications
- 4 more NSF or NIH grants
- A 25% increased likelihood of having a top-tier publication
Mentoring relationships don’t just magically work, but rather, it takes intentional effort from both mentors and mentees to ensure effective mentoring occurs (Reimers 2014). In fact, mentoring relationships are not always beneficial for faculty (Ragins and Cotton 1999).

The benefits of mentoring are dependent upon the investments made by both the mentee and mentor (Zellers et al. 2008), and greater personal investment by each is a key component to the success of mentoring (Allen et al. 2006a). A case study of faculty members in a Research I university found that the mentor’s accessibility – both physical and emotional – is the key variable in the success or failure of the mentoring relationship (Cawyer et al. 2002). Conversely, time constraints strain mentoring relationships (Selby 1998).

Values and work orientations also matter. When mentees and mentors perceive that they hold similar values and work orientations, both were more satisfied with the mentoring relationship and felt more interpersonal comfort. The mentees felt more supported, while the mentors felt more committed (Ortiz-Walters and Gilson 2005).

Below, research-based tips and advice are offered for mentees and mentors to maximize the benefits of faculty mentoring.

**Best Practices for Mentees**

**Before Meeting Mentors:**

- Before approaching potential mentors, mentees should develop a clear vision of their career goals. Creating specific, written goals for time-specified periods – one month, three months, one year, or several years – is very useful (Watkins 2003; Zerzan et al. 2009) and allows mentees to take a strategic approach to their daily and weekly activities – ensuring that progress is being made in all arenas (rather than research falling off the radar). Ideally, mentees should create an Individual Development Plan (IDP). Career goals should be refined and rewritten periodically as mentees progress (Watkins 2003).

- With goals in mind, mentees should clarify their needs: What do they want to address with mentors? Some needs to address may include the following: academic guidance (e.g., understanding department values, progress on tenure or promotion, getting a clear sense of departmental expectations for research, teaching, service, and outreach); research (e.g., identifying resources available for research support, developing methodology, drafting manuscripts, writing grants); personal (e.g., work-life balance, confidence); professional development (e.g., networking, establishing goals); and skill development (e.g., managing time) (Zerzan et al. 2009).

- Setting goals and specifying needs have several benefits. A mentee can present needs to potential mentors, allowing mentees to find mentors best-suited for their needs while simultaneously clarifying expectations for the mentoring relationship from the outset (Zerzan et al. 2009). Setting and sharing goals with mentors also creates accountability. Career goals being monitored through accountability increases the likelihood that they will be prioritized and met (e.g., Silvia 2007).
**Finding Mentors:**

- Mentees should meet with faculty they already know both inside and outside their department to talk about their goals and needs to get recommendations of potential mentors who might be a good fit (Zerzan et al. 2009).
- Mentees can also ask current mentors for recommendations. By using this approach, mentees’ network of contacts grows.
- Mentees should briefly meet with selected faculty to assess if they are compatible with interests, work styles, and values and able (and available) to address mentees’ goals and needs (Zerzan et al. 2009).
- Mentees should cultivate a network of mentors from within and outside their department, as well as from their own rank (i.e., peer mentors) and mentors from above their rank. Because each of these offers distinct advantages, mentees will set themselves up for the greatest likelihood of success using this approach.

**Meeting with Mentors:**

- Mentees should “manage up” throughout the course of a mentoring relationship to increase the success of faculty mentoring. “The principal concept is that the mentee takes ownership of and directs the relationship, letting the mentor know what he or she needs and communicating the way his or her mentor prefers. Ideally, a motivated mentee manages the work of the relationship by planning and setting the meeting agenda, asking questions, listening, completing assigned tasks, and requesting feedback (Chin et al. 1998; Ramanan et al. 2002). Managing up makes it easier for a mentor to help a mentee, which makes the relationship more satisfying and more successful for both” (Zerzan et al. 2009, p. 140).
- Setting clear expectations from the beginning is critical for success of faculty mentoring (Sorcinelli and Yun 2007). At the first meeting, mentors and mentees should agree on confidentiality (Chin et al. 1998), meeting frequency, responsibilities, mutual expectations and goals (e.g., mentor will review scholarly writing), and concrete measures of progress and success (e.g., submitting a grant proposal) (Zerzan et al. 2009). Pairs may want to establish a mentoring agreement. Ideally, the mentee will share their IDP, their CV and/or their concrete plans for goals to accomplish before the next meeting. The mentee should follow up with an email summarizing the mentee’s plans to proceed to keep the mentee focused and the mentor engaged (Zerzan et al. 2009).
- In subsequent meetings, mentees should continue to manage up by taking ownership of the relationship, letting the mentor know what is needed. To do this, the mentee must express needs in a direct manner, take responsibility for setting and sticking to a schedule of goals, be responsive to mentor’s suggestions, and communicate straightforwardly if potential conflict arises (e.g., authorship) (Zerzan et al. 2009). By managing up, mentors can target help and mentees get exactly what they need, thereby increasing success and efficiency (Zerzan et al. 2009). One possible structure for each meeting is to inform the mentor of progress since the last meeting, discuss 2-3 topics, and summarize and plan goals to accomplish before the next meeting (Rabatin 2004; Zerzan et al. 2009). Mentees should ask questions often to get insight, clarify ideas, show interest, and listen actively (Zerzan et al. 2009).
- Managing up also avoids common problems in mentoring relationships, such as junior faculty in traditional mentoring pairings feeling like graduate students with an advisor (Wunsch 1994) or a mentee’s psychosocial needs being overlooked in favor of a strictly career-focused relationship (Hill and Kamprath 2008). Mentee’s individual goals can also be stifled when a senior faculty mentor “projects” onto her/his mentee, and the mentee...
abandons their own goals to please their mentors and follow in their mentor’s footsteps (Pololi et al. 2002). By managing up, the mentee primarily dictates goals and what is needed to be addressed in the relationship, therefore avoiding these problems.

**General Tips for Mentees:**

- Write an agenda for each meeting to increase meeting efficiency. Agendas can be used for mentees’ own structure and planning, though some mentors may want them ahead of time (Zerzan et al. 2009).
- Respect mentors’ time (de Janasz et al. 2003). Keep meetings as short as possible and be flexible if a mentor’s schedule changes (Zerzan et al. 2009).
- However, don’t have an overly pronounced concern for a mentor’s time, which is a primary reason that mentoring relationships are unsuccessful. Mentees may be hesitant to ask mentors to meet or for feedback when they are obviously busy. Remember that asking a mentor for help or advice is a way of showing respect and building the relationship (Reimers 2014).
- Control the flow of information and ask mentors about preferred communication style. Do the mentors prefer details or broad strokes? Is email or phone preferred? Does the mentor prefer to listen or read? (Zerzan et al. 2009).
- Respect the advice and investment of mentors (de Janasz et al. 2003). Be receptive, but play an active role and evaluate what is said – consider mentor’s advice, but it doesn’t always need to be followed (Reimers 2014).
- Avoid getting defensive or argumentative when a mentor disagrees or provides constructive feedback. Take the mentor’s perspective, ask clarifying questions, and respectfully disagree if necessary (Zerzan et al. 2009).
- Build a relationship that goes beyond formal interactions so that both the mentee and mentor can speak candidly and comfortably, particularly when difficult situations arise (Reimers 2014).
- Show appreciation regularly, and also offer timely feedback to the mentor on whether the guidance was helpful and solved the issue, as well as feedback on what is working well and what is creating challenges to a positive mentoring experience (Feldman 2010).
- Ask mentors for introductions with key people and to help create a support network both within the department and the university (Reimers 2014).
- Common mentor complaints are mentee’s failure to follow through, ineffective use of the mentor’s time, and poor fit with personality or work style (Bhagia and Tinsley 2000). As such, choose mentors carefully to ensure a good fit, follow through, and use their time wisely by planning an agenda.
- If conflicts occur which are irreconcilable, mentees should terminate the relationship in a respectful fashion (Detsky and Baerlocher 2007). It is better to end a relationship than persist in a negative mentoring relationship, which can reduce job satisfaction and increase stress (Eby and Allen 2002).
**Best Practices for Mentors**

A case study of new faculty in a Research I university found that the mentor’s physical and emotional accessibility is the key indicator of success or failure of a mentoring relationship (Cawyer et al. 2002). Availability is the standout quality appreciated by the mentees (Detsky and Baerlocher 2007). Thus, availability and accessibility are crucial to being a good mentor. Prolonged delays on either side can be harmful to a mentee’s success (Reimers 2014).

**Establishing Goals and Expectations:**
- It is important that expectations of the mentor and mentee are aligned from the beginning of the relationship (Scandura and Williams 2002) and goals of the relationships are established (Scandura and Williams 2002). What kinds of topics will be discussed? How often will meetings occur? What is expected from both the mentee and mentor? At the first meeting, mentors and mentees should agree on confidentiality (Chin et al. 1998), meeting frequency, responsibilities, mutual expectations and goals (e.g., mentor will review scholarly writing), and concrete measures of progress and success (e.g., submitting a grant proposal) (Zerzan et al. 2009). Pairs may want to establish a mentoring agreement. Expectations can be renegotiated as the relationship evolves, but they should be established early to avoid any discomfort due to differing expectations (Reimers 2014). The goals of the relationship need to be aligned to ensure that the mentee’s goals are not marginalized, a common problem in mentoring relationships (Haring 1993).
- Mentors should provide feedback on mentee’s professional goals and Individual Development Plan (IDP) (or encourage mentees to create an IDP if one was not created). Are the goals specific enough? Can the goals be measured? Is there an action plan to achieve the goals? Are they realistic? How can the mentor best help the mentee achieve these goals? (Feldman 2010).
- Mentors should let the mentee primarily direct the relationship and manage the work. The mentee should plan the meeting agenda, specify goals and needs, ask questions, listen, complete assigned tasks, and request feedback (Chin et al. 1998; Ramanan et al. 2002). This makes it easier for mentors to help mentees by allowing the mentor to target help in areas needed, thereby increasing efficiency, maximizing impact, and making the relationship more satisfying and successful for both (Zerzan et al. 2009).

**Providing Feedback:**
- In all conversations with the mentee, focus on their long term development and help them think strategically.
- Effective feedback focuses on specific behaviors and is offered in a timely manner. It emphasizes strategies and solutions (Feldman 2010).
- Offer to provide substantive feedback by reading manuscripts and grants, suggesting appropriate journals for publication and providing advice (Detsky and Baerlocher 2007; Reimers 2014).
- Provide “insider’s advice” about the campus and department to mentees, such as sources of institutional support for career development on campus and informal rules for advancement in the department or college (Reimers 2014).
- Advise mentees on service and committee work, helping the mentee choose service
obligations strategically and say “no” when necessary (Reimers 2014).

- Give advice on their promotion or tenure progress, and do so effectively. One common problem in faculty evaluations is pure evaluation without providing evidentiary basis for how the evaluation was arrived at. For example, “your research is right on track” is weak feedback, whereas better feedback would be “you have an appropriate number of publications in high quality journals for this stage of your career” or “congratulations on your recent invitation to present your work in a national forum, which indicates your work is beginning to receive wide recognition—an important element in a positive promotion decision.” Specificity in both areas of strength and weakness can help the mentee plan and monitor future P+T progress.

- Offer to discuss student issues, such as managing the classroom, effectively using teaching prep time (Boice 2000), advising, supervising grad students, etc. (Reimers 2014).

- Offer both praise and constructive feedback. Discuss their strengths and assets, as well as areas for growth and development. Identify harmful attitudes or behaviors if they occur and how the mentee may be perceived by others (Feldman 2010).

- New faculty in particular often feel overwhelmed in their first several years, so mentors may need to help the mentee budget time, sort priorities, balance professional and personal lives, manage stress, and say “no” in acceptable ways at appropriate times (Reimers 2014).

- Mentees may choose to not follow a mentor’s advice, which shouldn’t be disappointing. A good mentoring relationship is one in which both feel free to give honest advice without insistence from either side that mentees accept it (Lee et al. 2006).

- It is important to balance direction while encouraging self-direction (Detsky and Baerlocher 2007). “Over-mentoring” is easy to do for well-meaning mentors, in which mentors see their own career as a template for success for their mentee and push the mentee to follow in their footsteps rather than building their own career trajectory (Reimers 2014). Hence, mentors should not promote their own agenda to produce an academic clone and should instead help mentees develop their own trajectory (Jackson et al. 2003; Rose et al. 2005; Detsky and Baerlocher 2007).

**Advocating and Providing Opportunities:**

- Mentees should help open doors and nominate the mentee for awards and opportunities that would lead to career advancement (Jackson et al. 2003; Ramanan et al. 2002; Tillman 2001) and facilitate networking for their mentees (Lumpkin 2011). In fact, mentors can help mentees find other mentors to help the mentee achieve career success (Zerzan et al. 2009), particularly because mentees will likely be more successful if they have more than one mentor (Peluchette and Jeanquart 2000; van Emmerick 2004).

- Mentors should advocate for their mentees in the department, college and university and should look for opportunities to showcase mentee’s work, both formally and informally (Reimers 2014).

**General Tips for Mentors:**

- A participative leadership style – information sharing, engagement with problem solving, and teaching – will likely be more successful than a top-down approach relying on simple authority or referring to “how it’s done around here” (Bickel and Brown 2005).

- Provide confidentiality.
• Provide both professional and personal support, serving as a role model, coach, and counselor (Zellers et al. 2008).
• Listen, guide, teach, challenge, support, encourage, advise, and sponsor mentees (Borisoff 1998; Zellers et al. 2008), prompting a mentee to take risks when necessary.
• Develop mutual trust and respect; listen actively (Reimers 2014).
• Be sensitive to the abilities, needs, and perspectives of mentees (Sands et al. 1991).
• Display passion, enthusiasm, and positivity (Detsky and Baerlocher 2007).
• Be aware of possible diversity issues if your mentee(s) are of a different gender or race. See the diversity section below.
• Understand that the roles change as mentees grow and therefore the mentor/mentee relationship will change over time (Detsky and Baerlocher 2007).
• If collaboration will be part of the mentoring relationship, be explicit from the beginning of the project about who is going to receive what credit, such as authorship, to avoid later conflict (Detsky and Baerlocher 2007).
• If conflicts occur which are irreconcilable, mentors should terminate the relationship in a respectful fashion (Detsky and Baerlocher 2007). Negative mentoring relationships can have detrimental effects on both parties (Eby and Allen 2002; Lunsford et al. 2013), so it is better to end a negative relationship.