



Strategies for Effective & Inclusive Graduate Mentoring

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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?!



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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

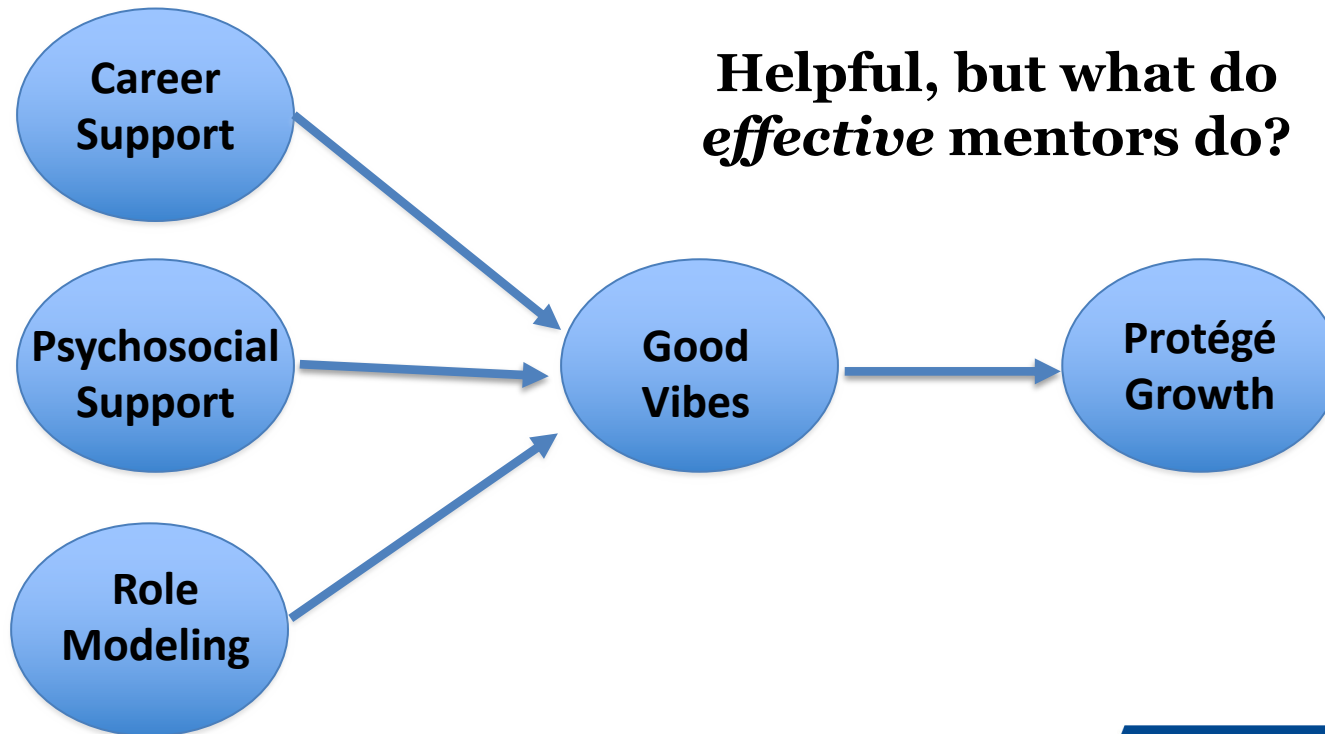
- As mentors we should strive to:
 - Create a supportive relationship based on the best interest of the student
 - Foster growth, retention, and timely progress for our students
 - Provide honest and realistic guidance for professional planning and assist with preparation for career success for our students

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



What Do Effective Mentors Do?

- The study:

Journal of Business and Psychology (2019) 34:403–424
<https://doi.org/10.1007/s10869-018-9551-z>

ORIGINAL PAPER

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

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- The answer:

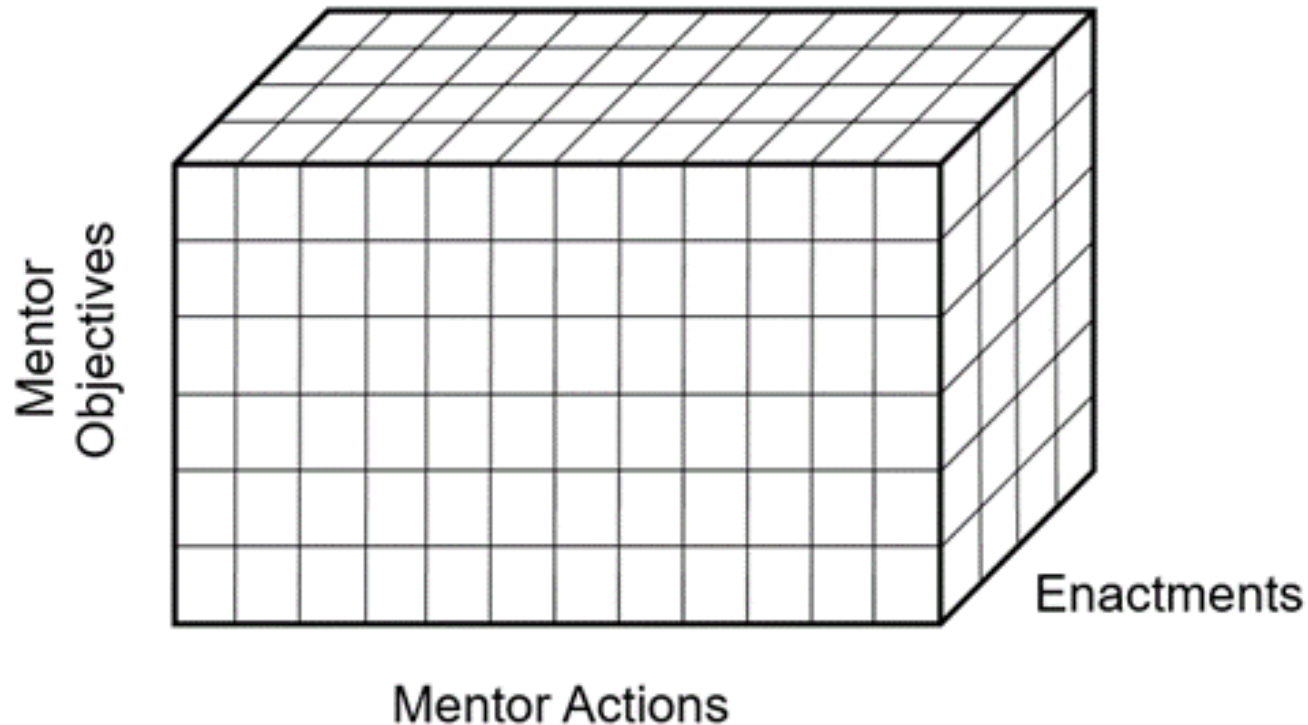


Light Bulb Moment II

- 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

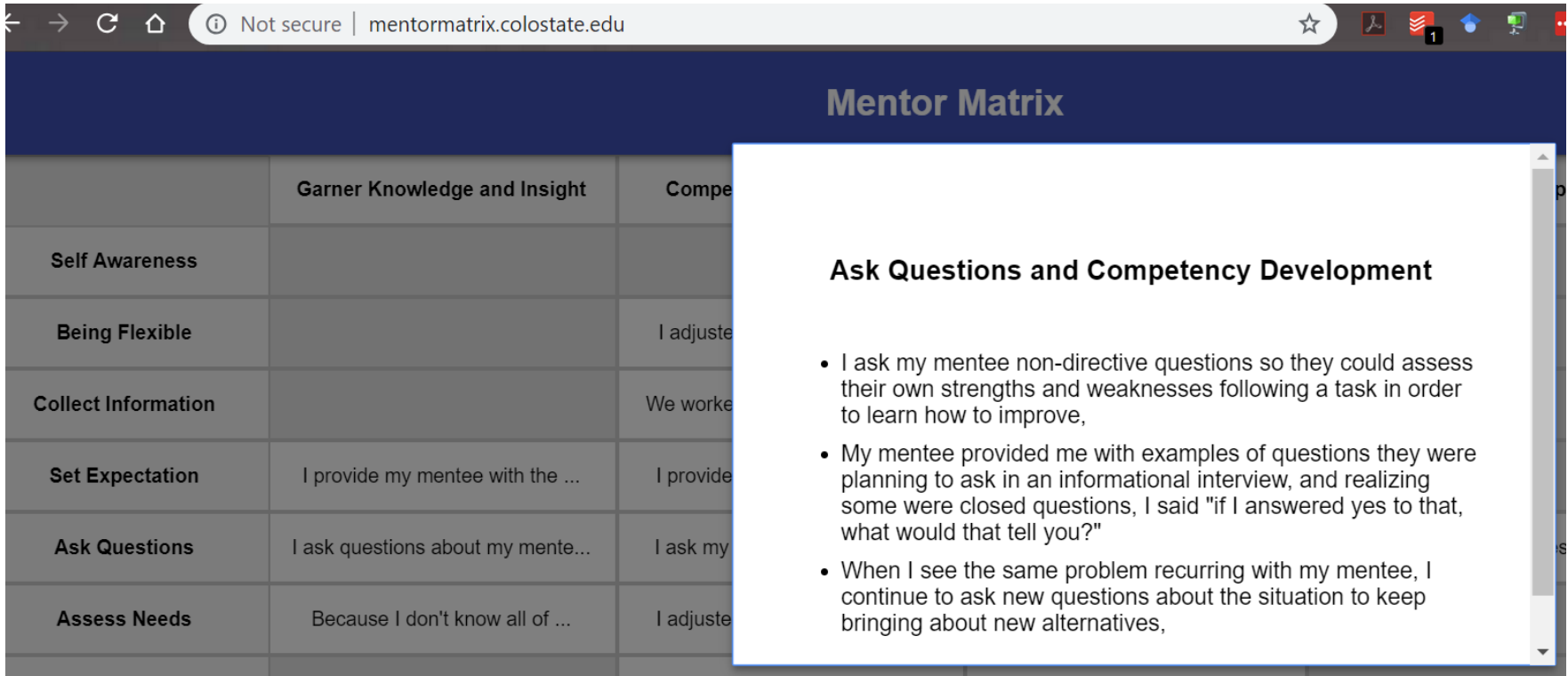


The Cuboid of Mentoring



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Online, Searchable Cuboid



The screenshot shows a web browser window with the URL mentormatrix.colostate.edu. The page title is "Mentor Matrix". A table is visible with columns for competencies and descriptions. A pop-up window titled "Ask Questions and Competency Development" is overlaid on the table.

| | Garner Knowledge and Insight | Compe |
|---------------------|-----------------------------------|-----------|
| Self Awareness | | |
| Being Flexible | | I adjuste |
| Collect Information | | We worke |
| Set Expectation | I provide my mentee with the ... | I provide |
| Ask Questions | I ask questions about my mente... | I ask my |
| Assess Needs | Because I don't know all of ... | I adjuste |

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,

<http://mentormatrix.colostate.edu/>

Using the Cuboid

- For _____, choose an objective
 - Relationship building
 - Skill building
 - Connecting/preparing

Table 2 Definitions of objectives

Build personal relationship: Mentor wants a relationship with the mentee that is characterized by mutual trust, respect, and open communication.

Improve overall quality of mentoring: Mentor wants to continually improve the mentoring process or the quality of information shared with the mentee.

Know more about the mentee: Mentor wants to gain a deeper understanding of the preferences and style of the mentee so that they can alter their actions accordingly.

Relationship maintenance: Mentor wants to maintain a positive, open, and trusting relationship with the mentee over the duration of the mentoring.

Build confidence or efficacy: Mentor wants to help the mentee increase their confidence in their skills, their work, and their decisions and their efficacy to face potential challenges.

Improve emotional state: Mentor wants to reduce negative or increase positive feelings/emotions in the mentee, especially when mentees are required to undertake challenging tasks where they are likely to be emotionally flustered.

Instill accountability: Mentor wants the mentee to take responsibility for meeting their commitments and reaching their goals, even in the face of obstacles.

Promote adaptability: Mentor wants the mentee to use their skills sets in a malleable manner, and be able to identify when a course change is necessary.

Competence development: Mentor wants the mentee to build on competencies they are lacking or have not developed sufficiently.

Improve efficiency: Mentor wants the mentee to perform tasks in a

Using the Cuboid

- For _____, choose an objective
- Given an objective, choose one or more actions

Table 1 Action definitions

Being self-aware: Mentor is reflective and honest with themselves regarding their own mentoring style as well as personal expertise, skills, and what they can offer their mentee.

Being flexible: Mentor is less rigid with rules or typical process for the mentoring relationship by taking extraneous factors into consideration.

Collecting information: Mentor gathers information from personal and/or written sources to be used in interactions with mentee.

Setting expectations: Mentor lays out what is required of one or both parties, possibly including a code of conduct for communication, mentee responsibilities in the relationship, etc.

Asking questions: Mentor asks specific questions or general questions to mentee that elicit either what the mentee knows about a topic or makes the mentee think more deeply about different situations.

Assessing needs: Mentor deciding for themselves the knowledge, skills, or competencies in which the mentee requires help, or understanding the gaps in the mentee's plans.

Assessing interests: Mentor asks questions of the mentee or observes the mentee in order to understand their mentees' interests in terms of the nature of tasks and projects they would like to undertake, their goals for the future, and their personal interests.

Assessing current skills: Mentor evaluates the skill set currently possessed by the mentee. This evaluation can be reached via probing questions, or evaluating either current tasks or projects or those completed in the past.

Analyzing issues: Mentor diagnoses problems or critical weaknesses that are stopping the mentee from accomplishing goals or attaining successful completion of previously agreed-upon tasks.

Listening: Mentor actively and attentively listens to the mentee without redirecting the discussion.

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

| | Improve Emotional State | Clarify Career Objectives | In |
|-----------------------|-----------------------------|--|------|
| Self Awareness | | <ul style="list-style-type: none"> I help them realize that there will be a struggle when they are trying new things, they can expect that, but they can also expect that there will not be a negative ramification from me that they had a struggle, | |
| Being Flexible | When my mentee changed di | <ul style="list-style-type: none"> I clearly let my mentee know that I don't think there are dumb questions or wrong things to say - they are safe to say anything to me, | I re |
| Collect Information | | <ul style="list-style-type: none"> I let them know that I will support them during whatever challenges we work on together, | I h |
| Set Expectation | I use the analogy that they | <ul style="list-style-type: none"> I set the expectation that we will both share struggles that we are having that could interfere with our mentoring relationship and progress and that we commit to working around our setbacks, | I as |
| Ask Questions | When my mentee is reacting | <ul style="list-style-type: none"> I let my mentees know that I expect them to inform me when things aren't going well or when they hit a wall or have a problem and they will be safe in being open with this information, | |
| Assess Needs | When my mentee asked me n | <ul style="list-style-type: none"> I make it clear to my mentee from the beginning that I encourage them to branch out and try new things and when they are | |
| Assessing Interests | | | |
| Assess Current Skills | | | |

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

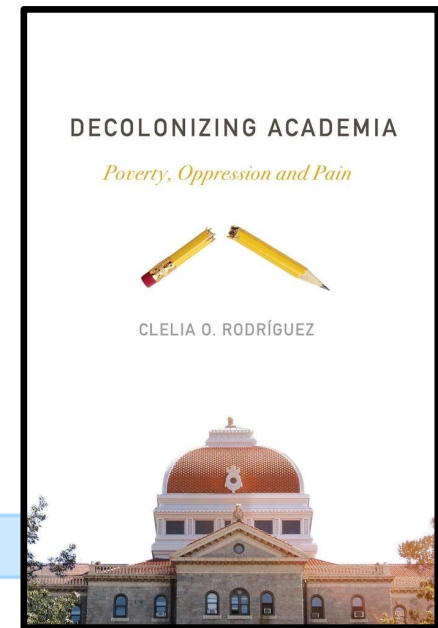
How to Mentor Inclusively

- 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

Name

- ✓ CSU Faculty-Advising-and-Mentoring-Task-Force
- ✓ Gandhi and Johnson (2016) - Mentoring the Mentor - D&I
- ✓ 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&I
- ✓ Thomas et al. (2007) Overview of mentoring minority students
- ✓ U of Michigan Mentoring at a Diverse University



Questions?

