Making the Most of Mentoring

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1) Define mentoring

2) Discuss how to plan and navigate the mentoring relationship early in your graduate training:
   • The relationship
   • Setting expectations and goals
   • Communication
Mentoring Questions to Consider

1. What do you think a mentor should do for you?
2. What should your mentor expect from you?
3. How might you benefit from mentoring?
4. How might you put together your “team” of graduate school mentors?
5. How do you think issues of identity and diversity influence mentoring relationships?

(Duke, 2015)
Cultivating the Advisor/Mentor Relationship

- Policies/procedures
- Set expectations/responsibilities
- Establish goals
- Assessment and feedback

- Communication styles
- Navigating difficult conversations

- Making your professionalism fit for you
- Acculturating to your profession

(Mentorship Guides: Duke, 2015; Emory, 2015; Michigan, 2015)
Mentorship

Definition & Fundamentals
Mentorship versus Advising

- **Advising**
  - Department structure determines advisor assignment

- **Roles of advisors:**
  - Academic Advisor

- **Advisors** can be mentors

- **Mentoring**
  - Mentorship is a holistic approach to personal and professional development.

(Duke, 2015; Holley & Caldwell, 2011, p.244; )
Mentorship is...

• A collaborative learning relationship

• Proceeds through purposeful stages

• It involves both personal and professional intellectual growth and development

• **Primary goal** is to help mentees acquire the *essential competencies* needed for success in their chosen career/field

(McGee. 2016; Thomas et. al, 2007)
Mentorship is...

Types of Mentor Support

Task/Instrumental
- Helps set **work-related goals** and priorities
- Fosters competence in **knowledge** and **skills**
- Recommends academic and professional development
- Helps with **technical** and research-related challenges
- Gives feedback on my job documents/tasks.

Psychosocial
- Affirms and encourages connection of my social identity to my discipline
- Gives recommendations on how to manage and integrate **my work with other life commitments**
- Shares resources with me for my social and emotional **well-being**

Networking
- Connects me to **collaborators** for research projects
- Provides advice on how to network
- Introduces me to individuals in their professional network
- Connects me to **opportunities** during my time as a student

Which feel most important to you?
Stages of Mentorship

1. Initiation/Preparation
   • Relationship is first started
   • Rapport is built
   • Planning/Brainstorming

2. Negotiation/Cultivation
   • Relationship is established
   • Acceptance
   • Goals are set

3. Growth/Separation
   • Relationship is tested
   • Recursive process of engagement, empowerment, collaboration, evaluation
   • Change in relationship dynamic through time

4. Closure/Redefinition
   • Conclusion of formal relationship
   • Consider future mentor relationship

(Kram, 1983; Baylor, 2015)
1) Your agency as a mentee is important
2) Mentorship involves understanding YOUR own needs:
   i. Understanding type of mentor/support you need would like
   ii. Understanding faculty roles/responsibilities
3) Not everyone can fulfill all of your mentorship needs
4) Identify mentors and initiate initial conversation(s):
   i. Faculty mentor(s)
   ii. Peers

(Duke, 2015; Jordan-Sciutto, 2020)
Establishing a Mentor Relationship Pyramid

- Mutual Interests
- Initiative
- Skills & Strengths
- Expectations
- Availability
- Goals
- Potential Support/Funding
- Publishing
- Presentation

(Duke, 2015; Michigan, 2015)
1. Identify your interests
2. Identify what you consider your strengths to be
3. Identify your areas for growth
4. What elements of the research process or your training are most exciting to you?
5. What problems do you want to solve over the course of your career?

(Emory 2015; Michigan, 2015)
Effective Mentoring Relationship

- Aligning Expectations
- Effective Communication
- Develop Self-Efficacy
- Seek Professional Development
- Address Equity and Inclusion
- Achieve Work/Life Integration

(Duke, 2015; Jordan-Sciutto, 2020)
Early topics to Discuss

- Short and long-term goals
- Areas of interest
- Timeline & Milestones
- Professional networking
- Developing a career dev. plan
- Communication Styles
- Meeting Schedules
- Identifying others involved
- Work/Life Integration
- Professional networking
- Additional education/training needed
- Professional organizations
# Common Expectations of a Graduate Student

## 1) Agency
- Developmentally appropriate
- Timeliness
- Organized

## 2) Meetings
- Be prepared
- Summarize with action items
- Be flexible

## 3) Collaboration & Editing
- Be open to feedback
- Clarify how often and how you would like to receive feedback
- Follow through with your tasks and your mentor’s recommendations
- Note or highlight parts you want feedback on

## 4) Professional Development
- Network
- Seek out opportunities

## 5) Outcomes & References
- Keep track of things you do!
- Write clear instructions
- Ask timeframes for submitting products and when you can anticipate feedback

(Duke, 2015; Emory, 2015; Michigan, 2015)
1. How and in what form can you expect to receive an assessment of your general progress?
   • How often?

2. What does your advisor/dissertation chair consider to be a normal workload?
   • How many hours should you be spending each week on your research/scholarship?

3. What professional development activities does your advisor/dissertation chair expect you to participate in?

4. Does your mentor prefer to be reminded of deadlines? References?

(Michigan, 2015)
Mentorship

Setting Goals
General Career Goals of Mentoring

1. Defined by Mentee
2. Defined by Mentor
3. Evaluate career goals
4. Attain skill and competence towards career goal
5. Gain experience
6. Develop towards career
7. Revisit and assess often

(Holland, 1996)
Goal Mapping

- How can a mentor best support you in attaining these goal(s)?
- What is expected of you?
- Do the expectations match the type of goal?

Types of Goals

- Academic
- Wellbeing
- Professional

(Emory, 2015)
# Individual Development Plan

**Individual Development Plan (IDP)**

<table>
<thead>
<tr>
<th>Mentee Name</th>
<th>Current Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC/OFFICE</td>
<td>Current Series/Grade</td>
</tr>
<tr>
<td>Email Address</td>
<td>Telephone Number</td>
</tr>
</tbody>
</table>

**Mentee's Goal Statement:**

<table>
<thead>
<tr>
<th>Signature of Mentee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Supervisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

## Short-RANGE GOALS

<table>
<thead>
<tr>
<th>Desired Skills/Competencies</th>
<th>Developmental Activities</th>
<th>Type of Training</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(On-The-Job Training (OJT), Self-Development Activities (SDA), Classroom Training (CT))</td>
<td></td>
</tr>
</tbody>
</table>

(NIH, 2022)
# Individual Development Plan

## Long-Range Goals

<table>
<thead>
<tr>
<th>Desired Skills/Competencies</th>
<th>Developmental Activities</th>
<th>Type of Training</th>
<th>Date Range</th>
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</thead>
<tbody>
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<td></td>
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</tbody>
</table>

## Notes/Comments:

- [Text]
- [Text]
- [Text]
- [Text]
- [Text]
- [Text]
1) Establish regular meeting schedules
2) Set your agenda for each meeting
3) Identify, agree upon, and establish anticipated milestones
4) Request consistent feedback
5) Use IDP to establish and revisit expectations

(NIH, 2022)
Mentorship

Communication

Georgia State University
THE GRADUATE SCHOOL
Addressing Culture

- Identity/Positionality
  - Intersectionality
- Communication Style

Working in cross-cultural settings
- Implicit bias/Assumptions
- Cultural factors/contexts/perceptions
- Humility

(Purdue, 2015; Smith, 2017)
Communication Styles

• Different types:
  o Verbal
  o Written
  o Visual

• Direct versus indirect communication
  o "I need this document by October 8th."
  o "I have a busy week, planning is going to be important."

• Receiving feedback verbally versus written
• Email versus text
Communication Styles in Mentoring

Directed
Co-Directed
Consulting
Self-Directed

Graduate Student Autonomy

Developmental
Communication Styles in Mentoring

- Directed
- Co-Directed
- Consulting
- Self-Directed

Graduate Student

Development

Autonomy

NEW GRADUATE STUDENT ORIENTATION
Types of Communication

Reflection:

• How do you communicate best?
• How do you learn the best?
• How do you want feedback given to you?
Communication Barriers

- Different personalities/communication styles
- Assumptions
- Vague expectation/goals
- Power dynamics

(Michigan, 2015; Emory, 2015)
Enhancing Communication

- Reflect on whether ineffective communication is causing misunderstandings
  - Active Listening
  - “I” statements
- Identify/recognize your mentor’s and your own communication styles
- Reflect on positionality
- Set agenda at beginning of each meeting
- Summarize and share action steps at the end of each meeting
  - Track and share progress towards goals
- Humility, flexibility, and realignment

(Jordan-Sciutto, 2020; Michigan, 2015)
Closing & Take-Aways
Discuss with mentors/peers

Prioritize what is important to you

(Jordan-Sciutto, 2020; Michigan, 2015)
Take-Aways

- Mentoring can look a lot of different ways
- Be open and flexible

(The Science of Effective Mentoring, 2019)
Take-Aways

- Approaching your mentor can feel daunting at first
- Planning is well worth it
- It is okay to revisit and readjust
- Practice
- Everyone is on a different journey
- Find your people and build your community
Wishing you a journey full of discovery and learning!
Resources
Questions?