

Mentor and Mentee Relationships: Why they're important and how to make them work

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Visual Explorer

Good Morning!

Please select an image in response to the question:

What does mentoring mean to you?

Session Goals

- Reflect on what mentoring means to you
- Discuss aligning expectations in mentoring relationships
- Practice active listening skills
- Consider your mentoring relationships and ways to improve them

Mentoring is:

A **collaborative learning relationship** that proceeds through stages over time and helps mentees acquire the essential competencies needed for success in their chosen career.

Uses one's own experience to guide mentees through an experience that requires **personal and intellectual growth and development.**

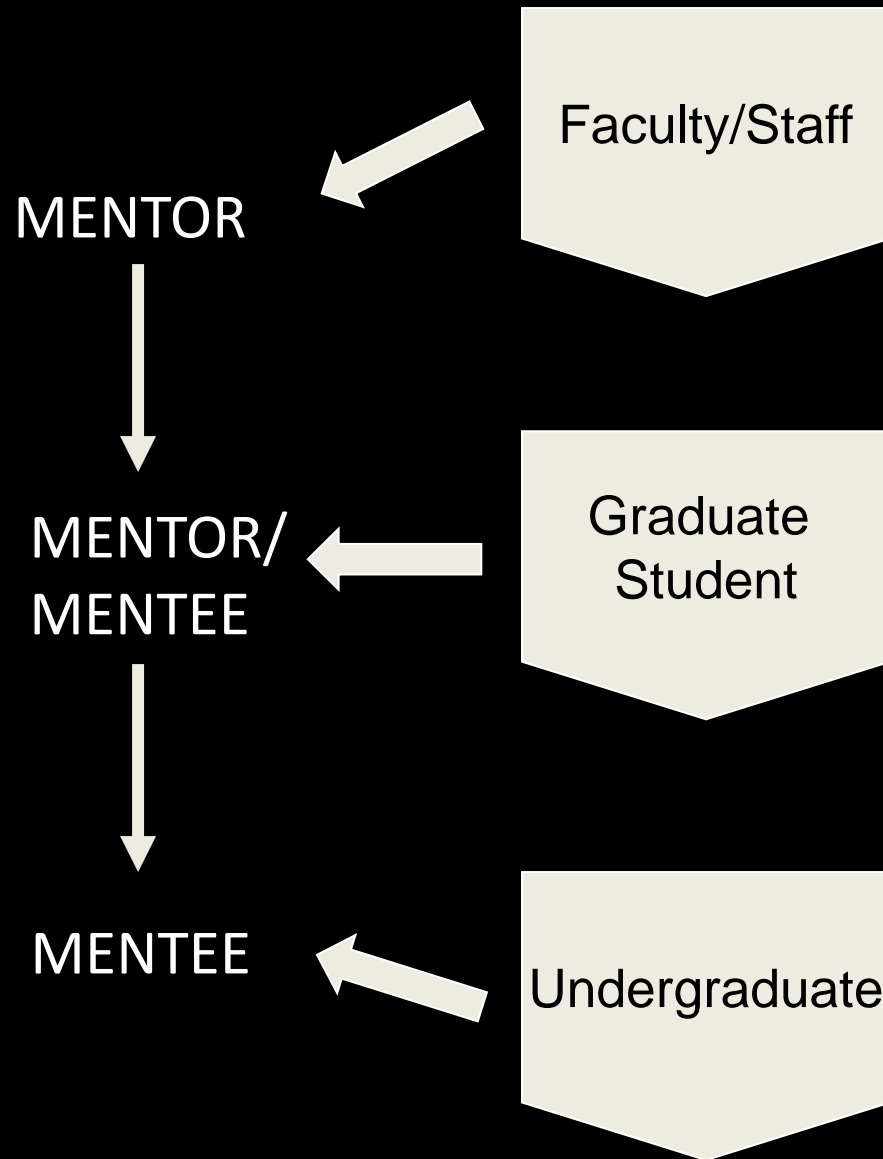
Applies to research mentoring, career coaching, peer mentoring, virtual mentoring, and in some cases advising.



Mentoring Relationships Take Many Forms

- Formal or casual
- In-person or at a distance
- Directly or indirectly work-related
- Vary in length of time and frequency of communication

We are often both Mentors and Mentees

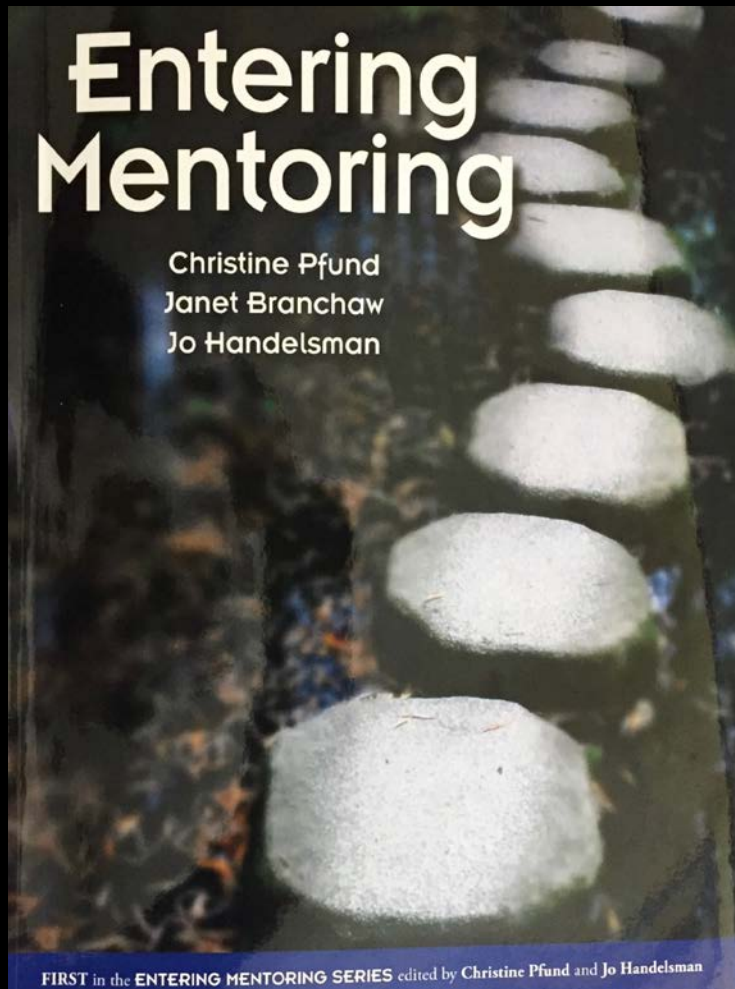


Research Says Mentoring Matters

Strong mentorship has been linked to:

- **Enhanced science identity, sense of belonging, and self-efficacy**
(Palepu *et al*, 1998; Garman *et al*, 2001; Paglis *et al*, 2006; Lopatto, 2007; Bland *et al*, 2009; Feldman *et al*, 2010; Cho *et al*, 2011; Chemers *et al*, 2011; Thiry and Laursen, 2011)
- **Persistence**
(Gloria *et al*, 2001; Solorzano, 1993; McGee and Keller, 2007; Sambunjak *et al*, 2010; Williams *et al*, 2015; Bordes-Edgar *et al*, 2011; Campbell and Campbell, 1997)
- **Research productivity**
(Steiner and Lanphear, 2002, 2007; Wingard *et al*, 2004)
- **Higher career satisfaction**
(Schapira *et al*, 1992; Beech *et al*, 2013)
- **Enhanced recruitment of URM students**
(Hathaway *et al*, 2002; Nagda *et al*, 1998)

Mentor Training Curriculum



Key elements of mentor training:

- Process-based using case studies and group problem solving
- Aimed at awareness-raising and reflection
- Provides a confidential and brave forum to share the collective experience of mentors across a range of experiences
- Distribute and adapt resources to improve mentoring

Mentor Training Competencies:

1. Aligning expectations
2. Maintaining effective communication
3. Promoting professional development
4. Addressing equity and inclusion
5. Assessing understanding
6. Fostering independence
7. Cultivating ethical behavior

Aligning Expectations

Problems between mentors and mentees often arise from misunderstandings about expectations and a failure to communicate.

Mentor/Mentee compacts or agreements are tools for aligning expectations. Mentees can ask for these agreements.

Aligning Expectations

Mentors/mentees can both:

1. Establish mutually beneficial expectations for the mentoring relationship – what are our goals?
2. Clearly communicate expectations for the mentoring relationship – who is in charge of connecting? How will we communicate?
3. Align mentee and mentor expectations – how will we know our needs are being met?

How do you know someone is listening to you?

- Eye Contact
- Focused (no outside distractions)
- Leaning in
- Nodding
- Summarizing
- Asking questions

Active Listening Goals

- Maintaining eye contact with the speaker - though respect cultural and individual differences
- Clearing your mind of other distractions and focusing on what the speaker is saying and how they are saying it
- Asking for clarification when you don't understand
- Attending not only to the words, but also to the feelings behind the words

Activity: Active Listening

Role	Share/Listen (2 mins)	Discuss (2 mins)	Debrief (3 mins)
Speaker	Share a current challenge	Develop a plan to resolve the situation	Listen to feedback from observer, ask questions, provide reflections on experience.
Listener	Practice active listening skills – do not respond verbally at this time	Ask clarifying questions and help the speaker develop a plan	Listen to feedback from observer, ask questions, provide reflections on experience.
Observer	Observe and note tone, body language, facial expression, etc.	Observe and note tone, body language, facial expression, etc.	Report on observations. Did the listener actually understand the problem the speaker described?

Reflect on a current mentoring relationship

- What is the goal of the mentoring relationship?
- Do you have aligned expectations? How could you improve them?
- How effective is the communication? What would you like to improve?

Academic Staff Mentor Program

Mentoring Objectives



- Foster a culture of collaborative learning
- Create support system for new professionals
- Build professional network
- Foster self-direction regarding professional development

Thank you!

Questions?



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