

RMAIS Week 1: Mentor-Mentee Relationship

Objective: to get mentors and mentees thinking about what a mentoring relationship is and develop some tools to improve relationships and establish expectations.

- I. What is a mentor?
 - a. Define a mentor in comparison with other common relationships
 - i. Friend: good listener, supporter, always on your side, share personal knowledge, gives advice, kind, caring, approachable
 - ii. Rode model: not personal / distant, professional or personal, unattainable goal, model for career / personal goals, knowledgeable
 - iii. Teacher: gives information, one-way sharing of knowledge, not personal, only academic, gives feedback / grades, caring, organized
 - b. How are mentors similar / different from each of the above? (circle traits of mentors, cross out qualities not of mentors). Mentoring is a combination of different relationships and is highly dependent on the people involved in the relationship.
 - c. Summary of a mentor's *multiple roles* (Morris Zelditch, a sociologist): "Mentors are **advisers**, people with career experience willing to share their knowledge; **supporters**, people who give emotional and moral encouragement; **tutors**, people who give specific feedback on one's performance; **masters**, in the sense of employers to whom one is apprenticed; **sponsors**, sources of information about and aid in obtaining opportunities; **models**, of identity, of the kind of person one should be to be an academic.
- II. What qualities should a good mentor have? What qualities should a good mentee have?
 - a. Mentor: good listener, good observer, good problem solver
 - b. Mentee: Hardworking, honest, motivated, caring, timely, teachable
 - c. *Why are these qualities important? Which do you think is most important to work on in your relationship?*
- III. Setting expectations in a mentoring relationship
 - a. Things to consider when setting expectations: What does the mentee need to know to do the project? What does the mentee want to know from you / about the field?
 - b. Your expectations should be specific to your relationship and each of your goals.
 - c. *What expectations do you have for your mentee? What expectations do you have for your mentor?*
 - d. How will you check on progress? What are the timelines for the project? Specific procedures to do the work.
 - e. How formal should your expectations be? Written contract, verbal, vague, changeable, etc.?
 - f. How specific do expectations need to be? Daily goals, long term projects, procedures?
 - g. How do you communicate expectations? What do you do when you realize you have an expectation that you weren't aware of?
- IV. Case studies of conflicts in mentoring: cases of failed expectations
 - a. Questions to consider for each case:
 - i. What expectations does the mentor have? Does the mentee have?
 - ii. If you were the undergraduate student, how would you feel?
 - iii. If you were the faculty adviser, what would you do?