

**Motivating. Empowering. Networking.
Training. Orienting. Role modeling.**

Mentoring 101: effective mentoring

You have the potential to make a powerful impact in your mentee's lives. Over the duration of a mentoring relationship, you will assume many roles, some simultaneously. The Graduate College Mentoring Network (GCMN) promotes the development of robust mentoring outcomes through the examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship.

Nine skills for effective mentoring:

1.

Be insightful and thoughtful. Ask strategic and thought-provoking questions to help mentees identify goals.

2.

Be intentional. Actively and intentionally listen in regular, meaningful conversations. Ask questions to engage mentee in mentoring goals.

3.

Be constructively objective. Provide objective and constructive, goal-oriented feedback and guidance.

4.

Be open and transparent. Role model and facilitate problem-solving by sharing experiences and perspectives.

5.

Facilitate and guide. Encourage mentee to practice self-reflection and self-development.

6.

Be empathetic and patient. Be understanding and patient in supporting mentee needs.

7.

Be attentive and available. Be available and provide mentees complete attention when in mentoring sessions.

8.

Inspire confidence. Empower mentees to be problem-solvers and to take initiative in moving toward goals.

9.

Demonstrate cultural awareness and sensitivity. Recognize and respect differences in perspective (cultural, racial, socioeconomic, gender, sexual orientation, etc.), privilege and intersectionality and how these factors play out in the mentee experience.

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Mentoring 101: intentional conversations

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. Mentoring relationships are based on intentional, goal-driven conversations. Follow these strategies for more productive mentoring sessions.

Practices for effective mentoring:

1.

Guide, but allow mentee to solve the problem. In sharing experiences, talking through situations, and suggesting courses of actions, guide your mentee toward their goals. For growth to occur, though, your mentee ultimately must be the one to solve the problem.

2.

Offer relevant self-disclosure or experience, but let mentees needs drive the conversation. Share advice through constructive self-disclosure to facilitate problem-solving without 'telling' your mentee what to do. Keep experiences shared relevant, offering alternate perspectives for consideration.

3.

Mentor the whole person: attend and respond to both content and feelings. Address and respond to both the content of your mentee's problem and the feelings or emotional state triggered by or behind the problem. Addressing both problem and context allows your mentee to develop the tools to tackle similar problems in the future.

4.

Listen actively and question constructively. Empathy is important, but your role is to guide and gently challenges your mentee to constructively face obstacles, not to commiserate. Listen actively and ask constructive questions to help maintain productivity and focus on your mentee's goals, not problems.

5.

Ask open-ended questions. Use "what", "when", "how" and "who" questions to challenge your mentee to think more critically and spur deeper conversation. Questions requiring a "yes" or "no" answer do not drive conversations forward, and "why" questions can come across as value-laden or implying criticism.

6.

Recognize your limitations and refer to and use available resources. As the relationship develops, issues mentees want to address may move from the general and impersonal to more personal or complex. As a mentor, know your limits; a critical mentor role is knowing when/how to introduce mentee to broader resources.

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Mentoring 101: the mentor's role

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. To be a strong mentor and lead intentional conversations with your mentee, you must take on many roles: teacher, consultant, sounding board, confidante, role model, devil's advocate, or coach.

Do:



Be a motivator. Guide, express belief and confidence in your mentee's abilities, and encourage them to try new things.



Be a resource. Helps your mentee navigate academic, professional, or sociocultural environments, introducing them to new people, places, ideas.



Be a supporter. Encourage open dialogue, listening to the needs of mentee and acting as a sounding board as they process ideas and concepts.



Be a coach. Help your mentee develop the skills needed to achieve, realistic and meaningful goals.

Don't:



Be a tutor. Provide general guidance from your own experience, but do not help your mentee in a particular class or subject.



Be a passive listener. Listen to and supports your mentee, but listen actively and provide constructive feedback.



Be an academic advisor. You may help clarify your mentee's educational goals or connect them to disciplinary culture, but academic consultancy is not your primary role.



Be a counselor. Share perspectives and advice from your own experience, but never provide clinical recommendations (or diagnoses!) to your mentee.



Consider:

Think about how mentors have influenced your life or academic career. Consider how the dynamic of that relationship shifted as you advanced toward your mentoring goals, and how your mentor's role changed with your evolving mentoring needs.

More info: graduate.asu.edu/mentoring

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Mentoring 101: Confidentiality

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. To have a successful mentoring relationship, you must develop a dynamic of trust in which your mentee feels confident sharing thoughts, feelings, or concerns without fear of recrimination, judgment or repercussion. In order for a mentoring relationship to thrive, there must be mutual understanding between mentor and mentee that conversations remain protected and confidential.

Confidential information:



Mentee names and personally identifiable information. This includes any protected status (race, ethnicity, gender, sexual orientation/gender identity, age or ability status).



Personal information. Do not share university ID, telephone or email contact details, social security number, or family information.



Specific details of meetings. General topics (i.e. 'educational process questions', 'career aspirations') may be shared as needed; specific details or student concerns may not be.



Important note on confidentiality:

There are specific instances where information cannot be kept confidential. Under federal law, you may be **mandatory reporters** when it comes to issues falling under the purview of Title IX.



Consider:

In addition to respecting the privacy or confidentiality of your mentee, consider that educational information is protected as well. Make sure to review the **Family Educational Rights and Privacy Act (FERPA)**: <https://students.asu.edu/policies/ferpa>.

Over: Duty to report

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Mentoring 101: Duty to report

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. There are times when conversations with your mentee cannot or should not be kept confidential. Under ASU policy, faculty and staff (including graduate students on teaching appointments) are **mandatory reporters** when faced with potential **Title IX** incidents. You should also report issues that require escalation, including illegal activity, conduct violations, and student endangerment.

Report or escalate the following:

- ❗ Clinical depression
- ❗ Harm to others
- ❗ Participation in unlawful activities
- ❗ Self-harm
- ❗ Substance abuse problems
- ❗ Sexual harassment or violence
- ❗ Violation of student conduct policy

Policy support and information:

- ✳️ **ASU Title IX Statement**
asu.edu.edu/titleIX
- ✳️ **ASU Nondiscrimination Policies**
asu.edu/aad/manuals/acd/acd401.html
- ✳️ **ASU Student Code of Conduct**
eoss.asu.edu/dos/srr/codeofconduct

ASU Resources for mentors and mentees:

- ✳️ **ASU Police | 965-3456 (non-emergency line)**
cfo.asu.edu/police
- ✳️ **Counseling Services | 480-965-6146**
eoss.asu.edu/counseling
- ✳️ **EMPACT Crisis Line | 480-921-1006**
lafrontera-empact.org
- ✳️ **Health Services | 480-965-3349**
eoss.asu.edu/health
- ✳️ **Student Advocacy | 480-965-6547**
eoss.asu.edu/srr/studentadvocacyandassistance

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Mentoring 101: Initiating Mentoring Relationships

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. The first weeks are the most critical in a mentoring relationship. During this introductory period, you and your mentee will get to know one another, set and define goals and general topics of exploration, and build the foundations for a deeper relationship. Your initial meeting should both serve as an introduction and a chance to get to know each other a bit better, as well as a goal-setting opportunity.

In your first session:



Share information about yourself.

Talk about your interests, passions and hobbies, what inspired you to become a mentor, your identities and how they shape your worldview, and what you most look forward to in the mentoring partnership.



Ask about your mentee's goals and expectations.

You and your mentee will fine-tune mentoring goals and expectations further on, but let your mentee share their thoughts on what mentoring can offer them, what they want to achieve, and how you can best support them.



Take the initiative. Especially in the first meetings, your mentee might be quiet, hesitant, or unsure of how to engage. Gently steer the conversation, asking questions to engage your mentee and learn more about who they are.

Get organized:



Know (and manage) expectations.

Many mentoring programs have general **program expectations**. Review these with your mentee to help you determine how best to meet their mentoring goals within the framework of the program.



Be goal-oriented. As you and your mentee discuss desired mentoring outcomes, use (or create) **mentoring goals worksheet** to solidify and prioritize outcomes.



Sign a mentoring agreement.

Once you have discussed program expectations with your mentee, defined mentoring goals and established the logistics of your mentorship, record these details in a **mentoring agreement** or mentee development plan. Periodically review and assess the progress of your mentorship, adjusting as necessary.

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Mentoring 101: Goal-setting

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. Goal-setting is one of the most important elements of a new mentoring relationship, and it is important for you and your mentee to set goals at the beginning of the relationship. Goals can be simple or complex, but driven by the desired outcomes or objectives of the mentoring relationship or program.

Goals may be personal, academic or professional (or a combination). They may change over time or shift in priority. As goals are achieved, new ones may arise that bring you and your mentee even closer to meeting their overall mentoring objective.

Use a SMART framework to establish mentoring goals:

S

Specific. Make goals concrete, action-oriented. Be clear, concise, and use action verbs (i.e. develop, improve, create), i.e. "I will increase my understanding of..."

M

Measurable. Make sure you can tell when the goal is achieved. Have a plan for tracking progress and defining success.

A

Achievable. Create goals that require work, but are attainable within the scope of mentoring framework and timeline.

R

Realistic. Create goals that are plausible and fall within the skillsets of you and your mentee to attain.

T

Timely. Set both long-term goals and shorter-term goals. Identify specific timeframes for these: "by the end of the semester, I will have...", "at the end of the year, I will have..."

Create mentoring goals based on the focus (or focuses) of the mentorship:

i

Goals in **proficiency-based** mentorships often focus on **skill attainment** or **performance**.

i

Goals in **affinity-based** mentorships often focus on **knowledge acquisition** or **acculturation**.

i

Goals in **identity-based** mentorships often focus on **resiliency** or development of **cultural and interpersonal competencies**.



Re-assess goals periodically, as they sometimes change or shift priority. As this occurs, examine why this has happened and how new goals may emerge that better meet your mentee's long-term needs.

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Mentoring 101: Creating a mentoring agreement

The Graduate College Mentoring Network promotes the development of robust mentoring outcomes through examination of mentoring best practices, mentoring impact, and the dynamics of the mentoring relationship. If your mentoring program does not provide one, start your mentoring relationship by creating a mentoring agreement. This is a contract providing a written record of mentoring goals and plan for implementation between you and your mentee, and provides a general framework for the relationship.

Elements to include in a mentoring agreement:

1.

Overview of goals and desired outcomes. Address the primary goals of the mentorship as discussed and mutually agreed upon, as well as desired outcomes (and how you will know when those outcomes have been achieved).

2.

Duration of mentorship. Decide how long the formal mentorship will last. Within an educational setting, mentorships often follow a semester- or academic-year based cycle.

3.

Frequency of meetings. Determine how often you and your mentee will meet. Depending on the mentoring goals, you might meet as frequently as once per week, but no less than once per month.

4.

Meeting specifics. Agree to a general meeting type (in person, phone) and session length. In-person, 60-minute sessions are recommended initially; shorter sessions may preclude adequate engagement of topics.

5.

Additional commitments. Mentor and mentee may agree to attend supplemental programs (workshops, seminars, social events) aligned with mentoring goals.

6.

General expectations. Address common expectations including parameters for confidentiality, privacy (i.e. limits to text messages or phone calls past a reasonable hour, etc.), meeting venues (i.e. on-campus vs. off-campus, public venues, etc.), and conduct expectations.



Visit the Graduate College Mentoring Network to see sample mentoring agreements:
<https://graduate.asu.edu/mentoring>.