

# Mentoring Handbook

*Developed For:*  
Arizona State University  
Graduate Women's Association  
Mentoring Series, 2000-2001

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Cultural Diversity Committee

# Mentor(ing)

**History of the Term:** The term mentor derives from Homer's *The Odyssey*. Odysseus entrusted the education and guidance of his son, Telemachus, to a wise and learned man named Mentor. Ironically, this is where most people stop when discussing the historical roots of the term mentor. However, for the purposes of this particular mentoring handbook, compiled and printed by

the Graduate Women's Association at Arizona State University, it is important to take this genealogical analysis a little further.

First, what are the gendered implications of a term that is so obviously rooted in a masculine heroic tradition? As women looking for mentors, do we need to know and understand this history and its potentially male-oriented underpinnings.

If we push this research a little further, we find a woman in the mists of the history of mentoring, Athena, the Greek goddess of Wisdom and War. Also in *The Odyssey*, Athena masquerades as a Mentor, Telemachus's guide, to help Telemachus search for his father Odysseus. Therefore, mentoring has multilayered roots, including

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the gendering of both the male (hu)man Mentor and the female goddess Athena.

## Reasons for participating in a mentoring relationship

- To validate a woman's sense of self-worth
- To provide support and direction
- To serve the diverse needs of women
- To help women develop new skills
- To help women think creatively about their futures
- To help women who need help
- To teach women how to network
- To give women the opportunity to mentor
- To help women overcome hurdles to promotion
- To focus on positive solutions
- To help women overcome psychological misconceptions
- To help women enhance career-building skills
- To help women promote themselves and their careers

(Luna, 44)

With the guidance and help of the goddess Athena, Telemachus found Odysseus and both made it home and saved the family fortune.

Graduate women may have needs that are different than those of Telemachus, but they can still benefit from a mentor, who like Athena, is able and willing to offer support and constructive feedback in order to promote self-reliance in the mentee. Mentors can benefit from a role model, also like Athena, who knows when to subtly step aside and let the mentee work through issues or enjoy success.

Gaye Luna and Deborah Cullen, in *Empowering the Faculty: Mentoring Redirected and Renewed*, implicitly claim that mentoring is important for helping graduate women find out and understand the "unspoken" rules

and roles that accompany careers both inside and outside the academy (44). Graduate women need someone, like Athena, who can orient them to the professional careers and cultures they may decide to join one day. Thus we open this *Mentoring Handbook*: "Sing in me, Athena, and through me tell the story of that woman skilled in all ways of contending..."

(adapted from *The Odyssey*).

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# Defining Mentoring:

**The Mentoring Process:**

- Mentoring is a complex process and function.
- Mentoring involves support, assistance, and guidance, but not evaluation of the mentee.
- Mentoring requires time and communication.
- Mentoring should facilitate self-reliance in mentees.

(Bey and Holmes, 4)

**Mentor Roles**

*Advisor* (Personal, Academic, Career & Dissertation)  
*Research Supervisor*  
*Model* (Performance & Identity)  
*Sponsor* (Internal & External)  
*Employer Support*

(Zelditch, 31)

**Mentoring Functions:**

Support  
 Challenge  
 Provide Vision

(Daloz, 206-207)

“By their very existence, mentors provide proof that the journey can be made, the leap taken.”  
 (Daloz, 207)

**Six Behavioral Functions**

1. Relationship Emphasis
2. Information Emphasis
3. Facilitative Focus
4. Confrontive Focus
5. Mentor Model
6. Student Vision

(Cohen 1995, 29-31)

**Potential Mentors:**

- Formal mentors
- Faculty
- Staff
- Peers
- Family

(Woolston, et. al., 107-110)

**Peer Mentoring Relationships**

Informational  
 Special/Emotional  
 Collegial

(Luna, 23)

**Types of Mentoring Relationships:**

1. Highly structured, short-term
2. Highly structured, long-term
3. Informal, short-term
4. Informal, long-term

(Shea, 8)

Mentor roles are not all “one-on-one” and not all combined in one person.  
 (Zelditch, 33)

“A primary mentoring function is to help our mentees solve problems they encounter, through listening, counseling, coaching, providing information, exploring options and *perhaps* through direct intervention.”  
 (Shea, 49)

**Mentor/Mentee Gains**

Mutual Respect  
 Empowerment  
 Friendship  
 Career Success  
 Productivity

(Shea, 67)

“A mentor provides guidance in all aspects of the profession—from necessary writing and critical thinking skills to office politics and ethics. And it is not just the student who benefits from this relationship; those who practice mentoring find it to be one of the greatest rewards of their professional lives.”  
 (Oklahoma SU)

**Types of Mentoring in Higher Education**

- Formal academic advisement relationships
- Academic guidance relationships
- Quasi-apprenticeship relationships
- Academic mentoring relationships
- Career mentoring relationships

(Welch, 45)

**Mentees & Mentors:**

- Have realistic expectations
- Plan for mutual effort and collaboration
- Are ready for challenges and learning

(Cohen, 1-2)

# Getting Started:

This getting started section is organized according to the point at which a student is in her graduate career: *beginning*, *middle*, or *end*. We then discuss **who**, **what**, **when**, **why**, **where** and **how** mentoring might transpire during that phase. Mentors and mentees should use this section to determine their wants, needs, and expectations of the mentoring relationship. These heuristics were adapted from Kathy E. Kram's essay "Creating Conditions that Encourage Mentoring."

## MENTOR READINESS QUESTIONS

Can I operate under the mentee's intense scrutiny of my behavior, ideas, style, and judgment? Intense scrutiny is uncomfortable. Am I willing/able to be explicit about everything I do and say?

If I teach the mentee all I know, will I lose some of my power?

Will I be judged by the behavior of the mentee? Will we be linked to one another in the minds of others?

What kinds of experience should I provide to help the mentee grow, as well as to test his or her potential?

(Welch, 43-44)

## MENTEE READINESS QUESTIONS

Are you looking for someone who:

- shares the tacit and technical knowledge of the professional field, the environment, and the institutional social and political culture and climate;
- demonstrates accepted and valued behaviors and attitudes within the profession and institution;
- supports, sponsors, and stimulates you in terms of professional advancement;
- uses connections to promote and create opportunities;
- assists in identifying and clarifying your needs and goals;
- prepares you for professional growth inside and outside the organization;
- provides advice, assistance, and guidance on a more personal level;
- nurtures and reinforces your identity, including self-confidence and self-image;
- models the personality traits, skills, and/or knowledge that you admire;
- provides a base for passing on or handing down the tradition of inquiry and sharing how to acquire critical information;
- assists in planning for the future and determining ways or methods of achieving desired goals;
- assists in searching for new ways to think about or conceptualize teaching and learning in the academy or workplace;
- increases your self-awareness by giving feedback to assess thinking and development?

(adapted from Luna, 28-29)

**When:** Beginning Graduate Career

**Who:** Graduate students who want to identify and explore potential personal and professional issues, opportunities, and goals. The relationship helps them to focus on their goals and develop strategies to achieve them.

**What:** To understand the role of mentoring in career development, outlining the range and mutual benefits of mentoring for both mentee and mentor.

**Why:** To provide an opportunity for self-assessment regarding degree program progress; research; teaching experience; community involvement; personal and professional resources; etc.

**Where:** In "neutral" institutional spaces where the graduate student is safe to take risks while developing personal and professional identities.

**How:** By discussing, developing, and practicing interpersonal skills needed to initiate and maintain relationships with professors, colleagues (peers), and other professional/disciplinary contacts.

# Getting Started (cont.)

**When:** Mid Graduate Career  
**Who:** Graduate students who want to assess and establish clear personal/professional goals and strategies.  
**What:** To strategize with mentor about ways to collaboratively

attain both personal and professional goals.  
**Why:** To provide an opportunity for review of accomplishments, significant relationships, and concerns for the future.  
**Where:** In professional settings

that promote the mentee's professional development and networking skills.  
**How:** By being introduced to and establishing networking contacts for both academic and professional opportunities.

## Mentee Checklist

1. Why do you want/need to be mentored? For example, what goals do you want to achieve? To what information do you want to gain access?

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2. Are you at the beginning, middle, or end of your graduate career? What specific questions, goals, or experiences still need attention?

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3. What type of qualities are you looking for in a mentor?

Of these, what are you willing and unwilling to compromise on?

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4. What kind of time commitment are you will-

ing to make to a mentoring relationship? How formal? Frequency of meetings? Length of relationship?

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5. What do you think you can offer to a mentor who is willing and able to work with you?

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6. Briefly identify the roles and responsibilities of both the mentor and mentee?

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7. What five things can a mentor do to help you make changes and/or achieve goals?

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**Mentee,**  
**When, in your graduate career, might the following be issues for you?**

- Emotional-Physical
- Self-esteem
- Security
- Acceptance
- Self-confidence
- Illness resistance
- Psycho-Social
- Friendships
- Relationships
- Collegiality
- Interactions
- Personal-Intellectual
- Intellectual stimulation
- New ideas/knowledge
- Aesthetic experiences
- Challenges
- Innovative techniques

(Gold, 28)

# Getting Started (cont.)

## Mentor Checklist

1. Why do you want/need to be a mentor?

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2. What kind of special skills and knowledge; education and training; experience; or affiliations are you able to offer a mentee?

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3. Who in your department, office, or field is in need of mentoring? How can you help?

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4. What kind of time commitment are you willing to make to a mentoring relationship? How for-

### Mentor,

**What type of mentee needs might require you to use the following methods?**

- Teach and Guide
- Advise and Counsel
- Sponsor and Protect
- Role Model
- Validate
- Motivate & Encourage
- Communicate
- Be Subtle and Don't Accept Credit
- Identify Professional Contacts

(Hood & Boyce, 144)

mal? Frequency of meetings? Length of relationship?

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### Mentoring Investment

High	B	D
Mentee Need		
Low	A	C
	Mentor Resources	
		High

A: The mentor's resources and mentee's needs are low, spontaneous or occasional. Very short-term interventions may be adequate and satisfying to both parties.

B: The mentee's need is high and the mentor's resources, time, skills, etc. are low. Helping the mentee find a more appropriate mentor (or professional help) may be appropriate, perhaps through a referral to someone in your network.

C: The mentor's resources are substantial, but the mentee's needs are low. Occasional help may be all that is needed, and the mentor may have time and talents available for helping others.

D: The mentee's need is high and the mentor's resources are abundant. The potential exists for an intense and productive relationship.

(Shea, 20)

5. What types of projects would you like to work on with a mentee?

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**When:** Late Graduate Career  
**Who:** Graduate students who want to assess progress towards personal and professional goals.  
**What:** Mentee preparing for transition from graduate career to professional lifestyle.

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**Why:** To provide an opportunity to review the past and to prepare for leaving the program, department, office, or school.

**Where:** In professional settings that promote the mentee's professional development and network-

ing skills.

**How:** By mentee and mentor reflecting on initial goals and outcomes of the mentoring relationship; projecting potentials for future contact.



# First Meeting: A Worksheet

1. Discuss each other's needs and interests in beginning a mentoring relationship.

**Mentee:**

- Needed/desired experiences
- Current teaching/working/researching projects
- Current responsibilities
- Potential projects for which you'll need support
- How did you get here?

**Mentor:**

- Areas of training
- Expertise/Experiences
- Level of professional & community involvement
- Current employment and project(s)
- Current responsibilities
- Available (re)sources that you can offer
- Potential collaborative projects
- Potential professional contacts
- How did you get here?

2. Discuss each other's expectations for a mentoring relationship in terms of:

- Time commitment
- Frequency of meetings
- Collaborative opportunities/possibilities
- Networking
- Mentoring goals

3. Brainstorm (using pre-prepared notes and box below) and decide on specific types of issues and projects you will discuss and work on together.

How will this Mentoring Relationship:

- 1) Discuss the school/work/discipline environment. Help acclimate the mentee to her environment.
- 2) Discuss how to establish, define, and fulfill collegial roles.
- 3) Share materials.
- 4) Encourage extracurricular involvement.
- 5) Become partners in research and discovery.
- 6) Support professional development.

(Tatum, et. al., 21-33)

5. Schedule Regular Meetings
6. Define your Mentoring Relationship (See Sidebar)
7. Set up "To-Dos" for the next meeting. (readings, journal entries, project drafts, etc.)
8. Thank one another for (future) time and commitment.

**Career-Related Mentoring—**

Typically mentor is a supervisor or someone with more experience within the organization or field, same or opposite gender

- Sponsor mentee
- Protect mentee from organizational politics
- Introduce mentee to "right" people
- Provide career advice
- Help advance mentee's career
- Enhance mentee's esteem and confidence

**Psychosocial Mentoring—**

Typically mentor is a supervisor or someone with more experience within the organization or field, same or opposite gender

- Interpersonal relationship
- Friendship and emotional support important
- Role model for mentee
- Enhance mentee's esteem and confidence
- Help advance mentee's career

**Peer Mentoring—**Typically

mentor is on the same level as mentee; more likely to be a relationship among equals, friends or even family members

- Support for personal and professional development
- Friendship and emotional support essential
- Career advancement possible, but not always only goal of the relationship
- Trading information for career growth
- High levels of trust and collegiality

(Hansman, 65)

## Define Your Mentoring Relationship:



# Managing Conflict:

When two individuals work closely together, they are bound to have some rocky experiences. However, these experiences need not be bad or detrimental to the mentoring relationship. According to Norman Cohen in *The Mentee's Guide to Mentoring*, there are some common reasons for mentor-mentee conflict:

- A misunderstanding about the specific minimal level of commitment the mentor and/or mentee should demonstrate in the relationship;
- The extent of mentee obligation to pursue mentor-initiated or preferred projects;
- Divergent views of professional obligations to the profession/organization;
- Clearly opposite ideas about education or learning;
- The impact of fundamentally different interpersonal styles; and
- Contrasting personal core beliefs (14).

These common conflicts are primarily issues that the mentor and mentee can work out during their first meeting.

Theresa McCormick, in "An Analysis of Five Pitfalls of Traditional Mentoring for People on the Margins in Higher Education," discusses the following five pitfalls:

- "Traditional" mentoring promotes competition and focuses too much on personal ambition of the individual and promotes elitism and exclusion;
- Scarcity of senior level, appropriate mentors;

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- "Traditional" mentoring promotes and maintains the status quo by socializing mentees into the "rules of the game" and many of the "rules" one must learn in order to be in the "inner circle" are discriminatory against women and people of color;

## Approaches to Resolving Conflict:

Meet with mentor openly to discuss issues. Place special emphasis on determining if the mentor also agrees that there is a significant interpersonal or other issue and is prepared to work it out in a joint effort; **AND**

Request an intervention by an objective third party and try to arrive at an acceptable solution. This attempt may reveal an initial misunderstanding that can be resolved through the clarification of expectations or the willingness to modify previously held views.

(Cohen 1999, 15)

- Cross-race/cross-gender mentor-mentee relationships have not met with success due to personal and organizational barriers; and

- "Traditional" mentor-mentee relationships promote dependency and subordination of minorities, and it is difficult for the mentee to move to the position of peer/colleague (191).

These pitfalls are also issues that can be made explicit during the mentor and mentee's first meeting.

To prevent some of these issues and/or conflicts from arising, Oklahoma State University, in an informative article about mentoring, suggests that mentors and mentees think about the following types of questions:

## Productive Confrontation:

"I" message confrontations tend to be more productive during tense situations. "I" messages generally contain:

1. A neutral description of what you perceive the person intends.
2. A statement of the possible negative effects on the person or others.
3. The feelings or emotions you are having about the person's plan.

(Shea, 51)

- How close can the mentoring relationship become before the mentor or mentee loses the ability to make constructive evaluations of the mentee's work?

- How involved should a mentor or mentee become in each other's personal lives?

How involved should a mentor or mentee become in each other's research?

- How do differences in gender, sexual orientation, race, ethnicity, nationality, and physical ability affect the mentoring relationship?

# Journal Prompts:

Use the following questions as ideas to help you think about your mentoring relationship and process. You will not want to answer all of these questions, all of the time; instead reshape them as you need them to work through a particular point in your mentoring relationship.

- What do I need from a mentoring relationship?
- What do I want from a mentoring relationship?
- What roles and functions do I expect from my mentor/ee(s)?
- What are my expectations about *my* time, energy, and resources?
- What are my expectations about a *mentoring partner's* time, energy, and resources?
- What types of activities do I want to develop out of a mentoring relationship?
- What do I expect to learn from a mentoring relationship?
- What challenges do I foresee facing during a mentoring relationship?
- What are signs of responsive listening in our mentoring relationship?
- When is it important to give strictly *descriptive* feedback, without opinions or motives?
- When is it important to give *opinionated* feedback?
- When and how do I (re)assess and (re)assure my understanding of a particular situation?

- What might I need to review for an upcoming discussion/event? How might this review affect my actions?
- What are some hypothetical questions that might expand my or my mentoring partner's individual views?
- How might I work to develop and discuss multiple viewpoints during decision-making discussions?
- When was the last time I analyzed my goals? Who, what, when, why, where and how

## Consider this...

Start a dialogue journal with your mentoring partner. Exchange the journal each time you meet. (Or consider doing this electronically.)

- are these goals currently perceived and being achieved?
- What are some concerns I have about my mentoring partner's actions?
- Why and how might I want to confront my mentoring partner on some issue?
- How focused have I been lately? What might I need to (re)focus on? Why?
- What are some of my thoughts and feelings on a recent unsuccessful or difficult learning experience? How might I give, or take, constructive criticism for this situation? What concrete, detailed, suggestions might I give to help make the next time more successful?
- What are some examples

from my own life that relate to a current issue, topic, skill and/or learning experience? How might these be tools to teach and learn from?

- What are some risks I might need to suggest or take for growth in this mentoring relationship? How might I analyze and evaluate these risks?
- What has changed recently in my life? How have I managed that change? How might I manage it differently?
- What upcoming choices do I have to make? What are some options and resources I need to evaluate to help make that choice?
  - What other mentor, mentee, former student, etc., might I track to provide information about professional development?

- What ethical issues have arisen lately? How have I addressed these issues?
- Why have I had to seek help for an issue or activity that arose within the mentoring relationship? How did this outside source impact my understanding of the situation?

Many of these questions were developed from Norman H. Cohen's article "The Principles of Adult Mentoring Scale," and the National Academy of Sciences', National Academy of Engineering's, and the Institute of Medicine's *Advisor, Teacher, Role Model, Friend: On Being a Mentor in Science and Engineering*.

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## Graduate Women's Association Arizona State University

### *Mission Statement*

The purpose of this organization is to address issues commonly encountered by graduate women. As an organization, we will facilitate interdisciplinary interactions for both social and professional development. We will foster an open forum for members to seek positive solutions, feedback, and support. We will actively seek, provide, and prepare participants for mentoring relationships both within and outside the ASU community.

Visit GWA's website at:  
<http://www.asu.edu/studentprgms/orgs/gwa>

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<b>Graduate Women's Association</b>	
<b>Arizona State University</b>	
<i>Membership Registration Form</i>	
Name: _____	Email Address: _____
ASU ID #: _____	Campus Address: _____
Department: _____	
Degree: _____	
Home Address: _____	<i>For Organizational Purposes:</i>
	Date Received: _____
Home Phone: _____	Dues (\$5) Paid: _____
Work Phone: _____	Received By: _____