

All-Hands Mentoring – Project WiCCED

In order to reinforce our commitment to workforce development, members of Project WiCCED have worked together to develop a basic mentoring framework to serve the shared goals below:

- To make a deliberate attempt to encourage and record feedback on the multi-directional communication that occurs during the mentoring process, at all levels.
- To provide a minimum standard for mentoring in an institutional research setting.
- To provide a platform for mentoring resources to those (in the program?) that may be seeking them.

NOTE: Though we seek to standardize and measure the impact of active mentoring, we are not seeking to change an existing style of mentoring; as different researchers mentor differently, and that is not the scope of this effort

Below are the mentoring connections we would like to see actively maintained (when personnel capacity allows):

What will be evaluated?

1. **Communication levels**
2. **Frequency of mentoring sessions**
3. **Perceived quality of mentoring sessions**
4. **Effectiveness of mentoring pairings/groupings**

How often will evaluations occur?

1. Once a term/semester

Baselines we would like to see established in All-Hands mentoring:

1. Establishing mentor/mentee self-awareness

What is your role as a research mentor? How does one practice being a successful mentor/mentee?

2. Establish and Develop the Boundaries of the Relationship

Effective mentors and mentees discuss and agree personal and professional boundaries in their initial meeting. This includes what is in-bounds and out-of-bounds. The student will be looking to you not only for guidance on the project, but also how to carry themselves during the project. Having an agreed-upon set of goals helps to keep focus. It is at the start of the relationship that these topics, should be brought out, for example:

- Scope of discussions
- Amount /type of communication outside meetings
- Style of feedback

We will have sample “worksheet” style resources available on the WiCCED Mentoring Link to help you efficiently initiate this type of conversation with the mentee

Understand that a mentee might have an issue you cannot address, but you can recommend other resources that can address the student’s needs.

3. Building Trust by Listening Actively

Trust is your #1 tool in mentoring. Engage the mentee on their professional development needs so they know how you can be a resource to them.

4. Mutually Agree on the Goals of the Relationship

Effective mentors encourage their mentees to share their needs, expectations, and goals. Then mentors and mentees can refine the goals together.

5. Meeting Regularly

Mentors and mentees who have an effective relationship determine the frequency and length of their time together early in the experience. They reflect on the purpose of the mentoring relationship and each other’s schedules.

6. Technical translations

Being able to distill technical/scientific information to the mentee(s).

We are not expecting our mentors and mentees to:

- Be an expert or get things right the first time
- Know all of the advice they should give or all of the questions they should ask
- Fit all teaching and learning into one mentoring relationship
- Develop a friendship beyond the mentor-mentee relationship

Resources to be added to the webpage:

Resources:

- [Mentoring Guide: A Guide for Mentors](#) (CHLP, 2003)
- Mentoring Program Guidelines & Agreement Example – Center for Experimental and Applied Economics [[PDF Attached to email](#)]
- [Mentor Guide](#) (The Mentoring Partnership of Southwestern Pennsylvania, n.d.) – provides a very basic understanding of the role of a mentor. Special attention should be paid to sections:
 - What is Mentoring?, p. 4-8
 - Clarifying Your Role, p. 18
 - Connecting with Your Mentee, p. 20-30
 - Building Your Mentee's Self-Esteem, p. 30-39
 - Exploring and Valuing Diversity, p. 40-48
 - Case Scenarios, p. 60-63
 - Goal Setting, p. 64-70
 - Additional Mentoring References, p. 80

- will add more resource links as we investigate them!

More Resources and Literature:

The Center for Health Leadership & Practice (CHLP). (2003). Mentoring guide: a guide for mentors [PDF file]. Oakland, CA. Retrieved from <https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

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The Mentoring Partnership of Southwestern Pennsylvania. (n.d.). PDF. Pittsburgh, PA.

Zachary, L. J. (2000). *The Mentor's Guide: Facilitating Effective Learning Relationships* (2nd ed.). San Francisco, CA: Jossey-Bass. 261 pp. ISBN 978-0-470-90772 (paperback)