DHS Research Series

Mentorship Workshop

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OUTLINE

1. Role of mentors
2. Needs-based approach for mentees
3. Approaches and models for mentoring
4. Best practices
5. DHS needs assessment

Reflection

Reflecting on the role of mentorship in your own professional life,

- Describe a time you felt effective as a mentor? What made it successful?
- Describe a time you felt a positive impact of mentorship as a mentee? What can you pass on from this experience?
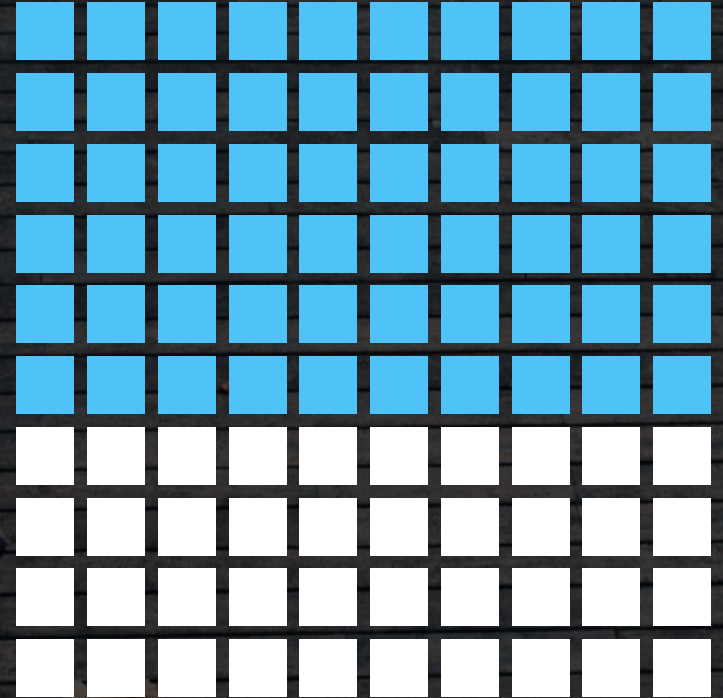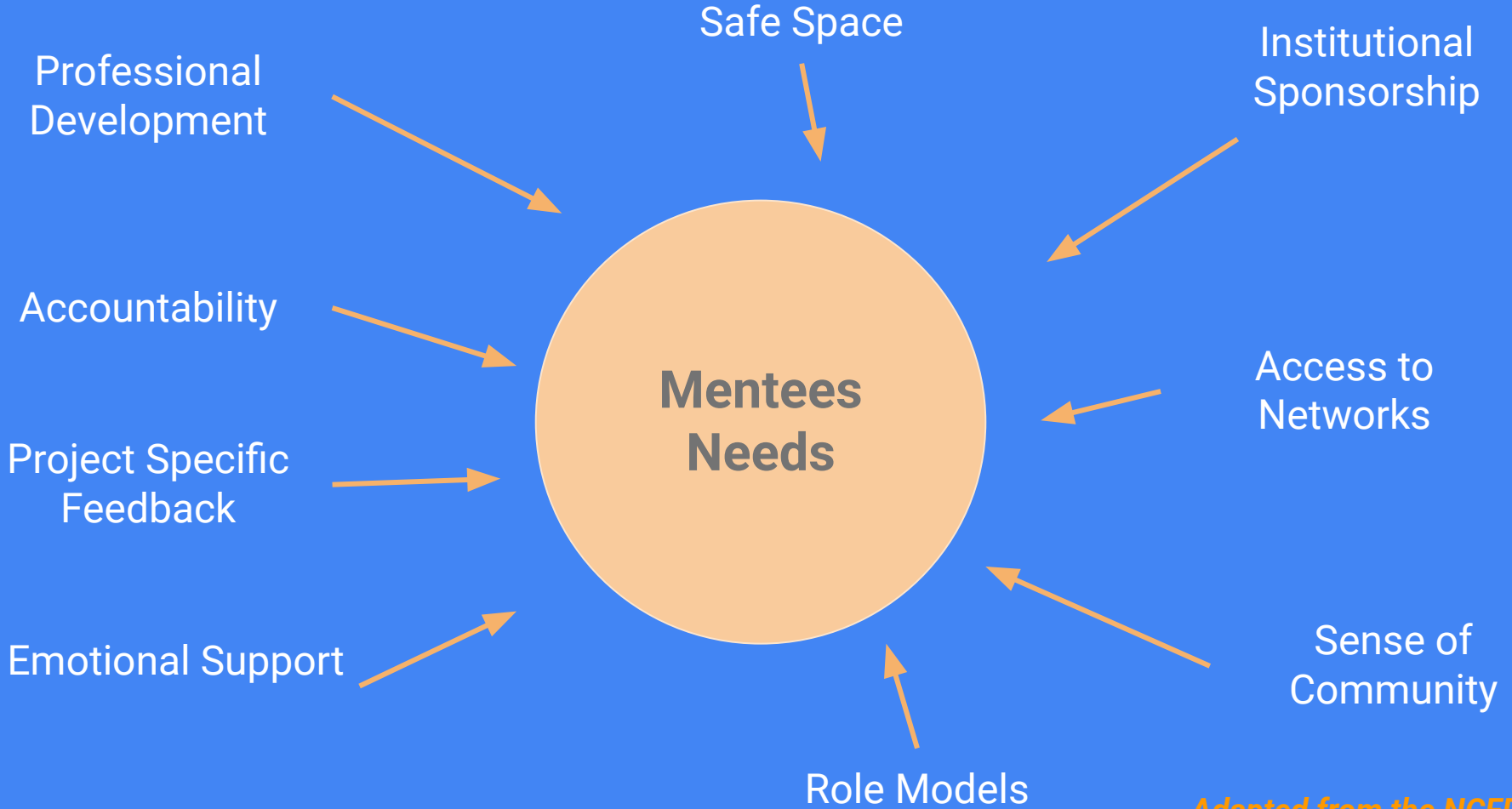
Role of mentors

Mentor's role is to facilitate and support mentee's decision-making needs

FACILITATING: sharing experience and insights with institutional practices; identifying new opportunities for growth

SUPPORTING: encouragement for professional and personal growth in a positive manner; understanding mentee's needs

DECISION-MAKING NEEDS: defined by role of mentor-mentee and mentee's varied needs (eg. academic success, navigating university from a particular lived experience, identifying research opportunities, professional transitions, academic networking)

Jessica Dere and Myrna Simpson, MEAD Advisory Committee Co-Chairs, UTSC

Safe Space

Institutional
Sponsorship

Professional
Development

Accountability

Project Specific
Feedback

Emotional Support

**Mentees
Needs**

Access to
Networks

Sense of
Community

Role Models

Adapted from the NCFDD

NCFDD Mentoring Map

Department Colleagues
1. _____
2. _____
3. _____

Professional Editor
1. _____
2. _____

Readers
(see Intellectual Community)

Senior Faculty in Your Department
1. _____
2. _____
3. _____
4. _____

On Campus Mentors
1. _____
2. _____
3. _____
4. _____

Off Campus Mentors
1. _____
2. _____
3. _____
4. _____

Peer Mentors
1. _____
2. _____
3. _____
4. _____

1. _____
2. _____
3. _____

On Campus
1. _____
2. _____
3. _____
4. _____

Off Campus
1. _____
2. _____
3. _____
4. _____

Friends
1. _____
2. _____
3. _____

Family
1. _____
2. _____
3. _____

Other
1. _____
2. _____
3. _____

1. _____
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____
8. _____

Readers

0-25%
1. _____
2. _____
3. _____

25-50%
1. _____
2. _____
3. _____

50-75%
1. _____
2. _____
3. _____

75-100%
1. _____
2. _____
3. _____

Substantive Feedback

Professional Development

Sponsorship

Emotional Support

Faculty Member

Access to Opportunities

Role Models

Accountability for what REALLY matters

Intellectual Community

Safe Space

1. _____
2. _____
3. _____
4. _____

National Center for Faculty
Development & Diversity

FORMS OF MENTORING PROGRAMS

APPROACHES

FORMAL: facilitated by administration, faculty member or group, or organization (eg. student organization)

INFORMAL: individually-established mentoring relationships through social networking

MODELS

ONE-ON-ONE: mentor is assigned to mentee, mentee is paired with someone more senior.

PEER-TO-PEER: undergrad students mentor each other.

GROUP: discussions or workshops led by, e.g., department, faculty, student association, or other university center, like career center.

BEST PRACTICES

Successful mentoring programs:

- Supported by institutional administration and used as part of a comprehensive program
- Clear program goals
- Clear mentor-mentee expectations
- Well-matched approaches for goals
- Participant feedback is welcomed to improve and review year-on-year programming

Challenges:

- Mismatches
- Mentor training
- Monitoring/reporting
- Participation is voluntary
- Lack of workload recognition for mentors
- **Time, resources, support**

SUCCESSFUL MATCHES: QUESTIONS FOR MENTEES

Before matching: What *Exactly* do/will I need in this mentoring program?

- Specific information
- A connection/introduction
- The advice of an experienced person
- A brainstorming session
- A little emotional support
- Some laser coaching
- Feedback on an idea, paper or teaching technique.

Once matched: Who is/are my mentor(s)? What is their expertise? What would I like to know about them?

Before first conversation: How can I *Maximize* our conversation? What needs do I want to bring up? How can my mentor(s) best support me?

Adapted from the NCFDD

SUCCESSFUL MATCHES: QUESTIONS FOR MENTORS

Before matching: What is my time and resource availability for this mentoring program? What are my strengths as a mentor, eg:

- Supportive listening
- Advice and problem solving
- Organizational help
- Connecting to university resources and/or academic networks
- A little emotional support
- Coaching
- Technical training/knowledge dissemination

Once matched: Who is/are my mentee(s)? What is their year of study and major? How can I facilitate our conversation to identify mentee's needs?

After first conversation: What are my mentee's needs? How can I best support them? What is our next step?

DHS Needs Assessment

1. What forms of mentorship exist now (informal, one-on-one, peer, etc)?
2. What works in existing forms?
3. What would benefit from more support?
4. What resources are needed to advance this support?
5. What model of mentorship might fit with this?
6. Brainstorm a dream mentoring program you envision?
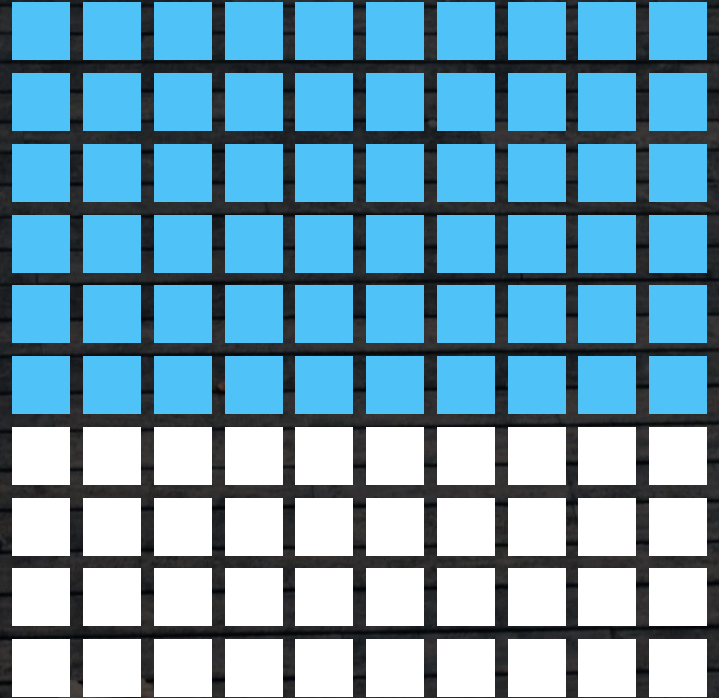
Thank You for Attending!

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