



## Being an Effective Mentee: Tips from the Experts

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*Think of mentors as one's chosen family*

*Use all the resources available:*

- Center for Faculty Development and Excellence gives funding, support and programming on teaching, research, writing, mentoring
- Join the National Center for Faculty Development and Diversity

*Have lots of mentors*

- Mentors do not have to look like you, they just have to believe in you
- Different types of mentors
  - Big picture mentor—shows you what you need to be aiming for in the future, connects you with important contacts
  - mentor for teaching
  - mentor from different discipline with different experience and skills
- A mentor does not have to be a person: it can be a blog; article; conference etc.
- Find mentors who can help one with things one does not know about—ie outside of one's expertise
- Identify people how are successful at things you want to be successful in: i.e. who publish lots of articles and/or get lots of grants. Ask them how they get so much done. Find out their methodology (explicit or implicit)
- Peers can be good mentors
- Students can also be good mentors—think about what one's teachable moments in the classroom

*Expectations of a mentor*

- Your Mentor's job if to help you focus and teaches you to say NO to activities that are not beneficial.

- To help you Cement and nurture relationships:

#### *Expectations of a mentee*

- Create accountability to yourself and with others to get your career moving.
- Have regular meetings (for example, a cohort group meets with a senior mentor every other week in some departments).
- Organize agenda by areas required for tenure or promotion—research, teaching, service.
  - Agenda setting:
    - Plan and set meeting agenda ahead of time
    - Ask questions
    - Actively listen
    - Follow through on assigned tasks
    - Ask for feedback
    - “Manage Up”
  - Set goals and expectations
  - Be responsive and flexible
  - Direct the flow of information
  - Follow a regular meeting schedule with agenda
- Follow up with an email after a meeting.
- Ask for feedback—give permission for someone to say they can’t help you.
- Set goals together with one’s mentor—that turns the mentor into a sponsor—someone who will help you navigate the next step of your career and advocate for you.
- Keep relationships strong so that mentors/sponsors can think of opportunities for one even if one is not in the room.
- Get mentors outside of your institution—you can meet them at conferences etc.
- Remember that mentors get social capital from mentoring you.

#### *A structured mentor program works for some*

- With a structured relationship—sometimes there is paperwork to complete; this allows you to be organized and review activities/goals that keep you accountable and on track
- Team mentoring approach—opportunity to learn from others experience and do some peer mentoring

#### *Ways to pay it forward*

- Be a mentor to someone else---students, more Junior faculty
- Gratitude and pay back—ask mentor how you can help.
- Take the advice of your mentor (at least most of the time)
- Be organized and be aware of the value of you mentor’s time
- At some point you may not need your mentor anymore and at that point you may need “permission” to move on

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*Sample Agenda*

- **Research**
  - Projects
    - Participants
    - IRB
  - Grants
    - Submission deadlines
    - Section review
  - Manuscripts
    - Title: progress in writing
  - Textbook chapters
- **Teaching**
  - Faculty Development activities
  - Evaluations
  - Curriculum development
  - Manuscripts
  - Textbook chapters
- **Service**
  - Committees (Institutional, Regional, National/International)
  - Peer Review opportunities
  - Clinics