

MENTORING RELATIONSHIPS

SUCCESS IN GRADUATE AND PROFESSIONAL PROGRAMS IN THE DEPARTMENT OF NUTRITION AND HEALTH SCIENCES



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Best Practices for the Success of Graduate and Professional Students

MENTORING



**UNL Graduate Mentoring
Guidebook for faculty
and students:**

<https://unl.edu/mentoring/>

Mentoring Resources:

[https://www.unl.edu/mentoring/
mentoring-resources/](https://www.unl.edu/mentoring/mentoring-resources/)

**Mentoring can profoundly
influence the success of
a mentee.**



- What is a Mentor?
- Who are your Mentors?
- Who do you Mentor?

MENTORING

Worksheets to help students and faculty mentors communicate and define student's goals and professional development plans.



Worksheet 1: Your expectations

Adapted from Brainard, Harkus & George (1998)

Use this worksheet to identify what you expect to gain from your mentoring relationships. By clarifying your own expectations, you will be able to communicate them more effectively to your mentors. Add items you deem important.

The reasons I want to mentor are to:

- Receive encouragement and support
- Increase my confidence when dealing with professionals
- Challenge myself to achieve new goals and explore alternatives
- Gain a realistic perspective of the workplace
- Get advice on how to balance work and other responsibilities, and set priorities
- Gain Knowledge of “dos and don’ts”
- Learn how to operate in a network of talented peers
- Other _____

I hope my mentor and I will:

- Tour my mentor’s workplace/explore various teaching or work sites
- Go to formal mentoring events together
- Meet over coffee, lunch, or dinner
- Attend educational events such as lectures, conferences, talks, or other university events together
- Go to local, regional, & national professional meetings together
- Other _____

I hope my mentor and I will discuss: _____

Worksheet 2: Strategies for success in mentoring personal evaluation

Adapted from Lentin (2004)

Before you start a new mentoring relationship, step back from your day-to-day life and ask yourself where you are and how you are doing. You then can share this information with your mentor at your first meeting as you begin to plan goals and strategies for making your mentoring experience work for you. The purpose of this simple SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis is to help you get a real picture of where you are. Be honest as possible in answering these questions.

<p>What are my top five strengths <i>-the top five things I feel good about and am proud of?</i></p>	<ol style="list-style-type: none">1.2.3.4.5.
<p>What are the five weaknesses or areas in which I could improve <i>-the five things I most want to work on or improve about myself?</i></p>	<ol style="list-style-type: none">1.2.3.4.5.
<p>What are the top five opportunities available to me at this moment <i>-things I could do, act on, or take advantage of that would help me develop and reach my potential?</i></p>	<ol style="list-style-type: none">1.2.3.4.5.

Worksheet 3: Planning for first meetings -A protégé's checklist

Adapted from *Mentoring towards excellence: Section 4: Handbook and guidelines for mentors and mentees*. (2001). Coventry, England: Association of Colleges and the Further Education National Training Organisation

Use this checklist to plan initial meetings with your mentors in light of what you hope to achieve over the long term.

- ___ Arrange first meeting with a prospective mentor.
- ___ Explain your goals for meetings and ask how confidentiality should be handled.
- ___ Discuss with your mentor what you both perceive as the boundaries of the mentoring relationship.
- ___ Review your current experience and qualifications. Record these on a professional development plan.
- ___ Discuss and record your immediate and long-term goals. Explore useful professional development experiences in view of these goals. Discuss options and target dates.
- ___ Discuss and record any issues that may affect the mentoring relationship such as as time, financial constraints, lack of confidence, or newness to the role, etc.
- ___ Arrange a meeting schedule with your mentor (try to meet at least once a quarter). Record topics discussed and feedback given at each meeting. Request that meeting records be kept confidential and in a safe place.

Worksheet 4: Phases of your professional development

Adapted from Nyquist & Wulf (1996), p. 27

Which development phase are you in right now?

	Senior Learner	Colleague-in-Training	Junior Colleague
You see your mentor's role as:	Manager, who says: "Do the task the way I've explained it, then get back to me."	Educational/professional model, who says: "Think about the problem, identify options, then talk to me about potential outcomes and decisions."	Colleague and mentor, who says: "You make the decision, and let me know how I can help. I'm interested in the outcome."
Your view your teacher role as:	Assistant, who grades papers, meets students during office hours, plans quizzes and collects feedback.	Associate, who write assignments, creates tests, assists with teaching and lecturing, and leads small group discussions.	Collaborator, who designs, develops or revises courses or curricula, and teaches courses as instructor of record.
You view your research role as:	Assistant who performs assigned duties under close supervision.	Associate, who is responsible for designing and implementing part of a faculty researcher's grant project or your own research project.	Collaborator, who conducts research with a high degree of independence, relying on your mentor as a resource.
You understand your practitioner, applied or service roles as:	Assistant, who is learning the ropes and acquiring technical skills.	Associate, who provides assistance or lends expertise, but ultimately defers to your mentor.	Collaborator, who co-leads, co-designs, or co-facilitates and shares responsibility equally with your mentor.

Worksheet 5: Graduate student professional development plan

Adapted from Nyquist & Wulf (1996), p. 109

Use this worksheet to start thinking about professional development goals and create a framework within which to talk about those goals with your mentor. Jot down your goals in the left-hand column. Then, in conversations with your mentor, identify strategies for achieving those goals, the means by which you will assess progress toward goals, how you and your mentor will follow up on your progress and the ultimate outcomes you hope to achieve.

	Goal	Strategies	Assessment	Follow Up	Outcomes
1					
2					
3					
4					
5					

Worksheet 6: Sample mentoring agreement

Adapted from Brainard, Harkus & George (1998)

Consider using this agreement, or another one that you and your mentor create together, if you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations.

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

Objectives

We hope to achieve:

To accomplish this we will:

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include: _____

Frequency of Meetings

We will attempt to meet at least ____ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

Questions?



Contact us at:

- ❑ Phone: (402) 472-3716
- ❑ Email: nhs@unl.edu
- ❑ Online: <https://cehs.unl.edu/nhs>

- ▶ Guide for Faculty and Students (2 pgs.), “Developing Shared Expectations in STEM and Social Sciences Focus”
<https://rackham.umich.edu/wp-content/uploads/2019/02/more-developing-shared-expectations-stem-ss.pdf>
- ▶ UNL Graduate and Professional Student Bill of Rights
<https://www.unl.edu/gradstudies/academics/rights>
- ▶ UNL Graduate Mentoring Guidebook is for faculty and students
<https://www.unl.edu/mentoring/>
- ▶ NHS Graduate Programs
<https://cehs.unl.edu/nhs/graduate-programs/>



RESOURCES

*We wish you great
success in your
programs!*

**Thank
You!**

