



UNIVERSITY OF
ARKANSAS

Graduate School
& International Education

NEW GRADUATE STUDENT ORIENTATION

Mentoring v. Advising



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MENTORING or ADVISING

Web sources on graduate student mentors and mentees:

- The Horace Rackham Graduate School (University of Michigan) web site at <http://www.rackham.umich.edu>
- “How to get the mentoring you want: A guide for graduate students at a diverse university,” <http://www.rackham.umich.edu/downloads/publications/mentoring.pdf>
- “How to mentor graduate students: A guide for faculty in a diverse university” <http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf>

This source gets FIVE STARS for usefulness!

Advising Definition:

When advising, we give counsel to students about issues relating to the degree program. This may include, but is not limited to, course schedules, timing of courses, committee composition, thesis/dissertation directing. In advising, there is less of a partnership and less interactive learning than in mentoring.

Mentoring Definition:

In mentoring, we have responsibilities beyond advising. Faculty mentors focus more personally on a mentee’s achievements, success in school, and preparation for the workforce through a non-threatening and non-judgmental one-on-one relationship. This relationship changes over time as each grows, learns and shares experiences in the mentoring relationship.

Mentoring is:

- A powerful growth experience on both sides
- A process of engagement
- A reflective process for mentor and mentee
- Focused on learning in a learning partnership
- Challenging work

Mentoring has a:

- Career focus
- Psychosocial dimension
- Peer relationship continuum
- Information peer – information sharing is primary function
- Collegial peer – career strategizing, job-related feedback, friendship
- Special peer – confirmation, emotional support, personal feedback, friendship

Mentoring provides:

- Sponsorship
- Coaching
- Role modeling
- Protection
- Exposure
- Counseling
- Acceptance
- Confirmation
- Friendship

Mentoring can be:

- Institutionalized or informal
- Externally structured or internally driven
- Valuable for members of the academy at all levels
- Mutually beneficial to mentor and mentee

Mentoring skills include:

- Brokering relationships
- Building and maintaining relationships
- Coaching
- Communicating
- Encouraging
- Facilitating
- Goal setting
- Guiding
- Managing conflict
- Problem solving
- Providing and receiving feedback
- Reflecting

Mentors can expect graduate student mentees to be:

- Aware of their own expectations
- Committed to the mentoring relationship
- Reliable and responsible
- Eager to advance in their careers and making sincere efforts to do so