

TEN QUESTIONS TO ASK A POTENTIAL MENTOR AT YOUR FIRST MEETING

6. *What strengths, skills, and interests
are you looking for in your advisees?*

7. *How often do you like to meet
one on one with advisees?*

8. *Can I develop a dissertation
topic from the research I
may do with you?*

9. *How many other advisees do you
have? How many advisees have you
graduated and how long did
it take those advisees to graduate?*

10. *Will you be at the university
for the entire year? If not,
can we maintain regular
communication?*

Additional Resources
for graduate students
are available at

www.nagps.org

www.cgsnet.org

MENTORING

RELATIONSHIPS

FOR
GRADUATE
STUDENTS

*The assistance of the University of
Southern California Graduate School
in the development of this information
is gratefully acknowledged.*

TEN QUESTIONS TO ASK A POTENTIAL MENTOR AT YOUR FIRST MEETING

1. *What are your professional interests in research, teaching, industry, and service?*

2. *Given my goals and interests, what courses, projects, or organizations should I become involved with to explore them?*

3. *What other people or experiences does the university offer to help me develop professionally?*

4. *What are your other commitments? How much time do you normally give to students?*

5. *What do you consider to be a normal workload and how much time do you expect me to devote to research and teaching?*

THE IDEAL STUDENTS:

- Choose their mentors thoughtfully and wisely by becoming familiar with the professor's research and professional interests.
- Have developed short and long term professional and research goals; share these goals with their mentors.
- Are aware of their own strengths and weaknesses.
- Submit work promptly and come to meetings prepared with specific goals, questions, and tasks they would like to accomplish in that meeting.
- Communicate regularly with the faculty about their progress, changes, or professional needs.
- Clarify their mentor's expectations and policies.
- Respect their mentor's time and reputation.
- Are pro-active in their own mentoring relationships, asking mentors for information and advice on workshops that will enhance their professional development.
- Know the requirements for the degree program and explicitly ask mentors for help in successfully completing those requirements.
- Follow their mentor's advice and follow up with their mentor about any advice or suggestions.

THE IDEAL MENTORS:

- Read and return work promptly with constructive comments.
- Develop with the student a list of short and long term research and professional goals.
- Clarify expectations and policies.
- Communicate regularly about research progress, scheduling changes, and workshops or seminars that will aid in the student's professional development.
- Provide students with opportunities to develop and practice professional skills required for research, teaching, and service.
- Help students develop innovative dissertation topics.
- Help the student develop a marketable job dossier.
- Support the variety of professional interests a student may have in research, industry, teaching, and service.
- Facilitate networking.
- Know course and milestone requirements.
- Treat students respectfully as future colleagues.
- Encourage the student and provide emotional and moral support.
- Acknowledge that students have responsibilities outside the academy.