

## **Career Mentoring Resources**

### **Worksheet #1: First Meeting: Faculty Planning Worksheet**

This worksheet is designed to prompt a faculty member's, or any other mentor's, thinking before initially meeting with the graduate student for whom he or she becomes a professional mentor.

### **Worksheet #2: First Meeting: Graduate Student Planning Worksheet**

This worksheet is designed to prompt the graduate students' thinking before initially meeting with a faculty member they are considering as a potential advisor, or mentor.

### **Worksheet #3: First Meeting Agenda**

This worksheet is designed to serve as a guide to the conversations that should take place in the first meeting(s) between a faculty member and graduate student initiating a mentor-mentee relationship. The agenda is designed as a checklist of topics rather than a script for the meeting. Items identified under the title of faculty member, or graduate student, refer to information that individual should be expected to address in the course of the conversation.

### **Worksheet #4: Career Development Planning Worksheet**

This worksheet is a possible template for a dynamic document that can be used by faculty and graduate students to identify and track opportunities for development related to different components (teaching, research, personal, etc...) of overall professional development

## **First Meeting: Faculty Planning Worksheet**

The questions below can be used in preparing your thoughts for talking to graduate students about degree requirements, your research, and the mentor-mentee relationship you envision.

### **Professional Background**

- In establishing rapport, what can I share about my professional development that is relevant to the graduate student?
- Reflecting on my past experiences with mentoring (as both mentee and mentor), what type of mentoring experience do I want to provide my mentee?
- What are my working and learning styles? Am I prepared to work with someone whose style may be different?

### **Research and Mentor-Mentee Relationship**

- Why do I want to be a mentor to a graduate student? What benefits do I hope to gain from having a graduate student as a mentee? How much time do I feel will be required for the relationship? How will this time be found?
- What are my expectations of the graduate student as a mentee about:
  - Working within my research group/on my research?
  - Performing rigorous and ethical research?
  - Advancing through the program?
  - Managing work-life balance?
- What expectations can I anticipate the graduate student will have of me?

### **Academic Advancement**

- What are the requirements for obtaining a doctoral, or master's degree within the discipline? What are the major milestones the student must pass through? Are there "hurdles" to the process which I can forewarn the student about?
- What academic activities do I believe will most benefit this graduate student's career?
- What experiences e.g. (internship, publishing, presenting at conferences, teaching) do I believe the graduate student must have before graduating? Be prepared to explain why these experiences are beneficial and necessary.

## **First Meeting: Graduate Student Planning Worksheet**

This worksheet presents a series of questions that graduate students should think about before meeting with their advisor for the first time, or while in the process of selecting an advisor. It is in no way intended to limit what may be discussed between the student and the mentor.

### **Basic Background Information**

- What are my career aspirations?
  - Upon graduation
  - Further down the road (15-20 years)
- Relative to teaching, research, service, and general professional capabilities
  - What are my interests?
  - What are my strengths? Why do I consider them strengths?
  - What are my weaknesses? Why are they weaknesses?
- What is my working/learning style?
- What are my accomplishments to this point in time?

### **Open-ended Thought Questions**

- Why do I want this faculty member as a mentor? What benefits do I hope to gain from having this individual as a mentor?
- Recognizing that this is a professional relationship, what expectations can I anticipate the faculty member will have of me?
- What are some questions I could ask my faculty mentor that will assist me in establishing rapport with him/her, without prying?
- What are some “hurdles” that I am currently facing, or that I foresee (such as having an ill parent or being hearing impaired), which may keep me from realizing my career aspirations? Do I have any strategies for overcoming these “hurdles?”
- Are there any experiences (internship, publishing, presenting at conferences, teaching) that I absolutely want to have before graduating?
- What questions about the graduate program do I want to be sure are answered in this early meeting with my advisor?

## **First Meeting Agenda**

### **Faculty Member**

#### **Professional Background**

- Be prepared to discuss highlights of your professional past.
- Explain how you view the mentoring process and how it benefits you and the graduate student?

#### **Research**

- Discuss your research. What are you doing? How did you progress to this point?
- Define your expectations of a graduate student working for you, including the expectation of ethical behavior.
- Reinforce the importance of performing rigorous and ethical research.

#### **Academic Advancement**

- Explain the academic progression process.
  - What classes should the student take?
  - When should graduate students file a Plan of Study?
  - When are the major milestones (qualifiers, preliminary exam)?
  - How should the student balance taking classes and performing research?
  - What are the University's and School's requirements for graduating?
- Identify experiences you feel are important to a student's academic/professional development.

#### **Graduate Student**

- What are your career aspirations?
- How did you come to be a graduate student at Purdue?
- What do you expect out of the mentor/mentee relationship?
- What questions do you have about the process of obtaining the MS or Ph.D.?
- Are there certain professional experiences you would like to have before graduating?
- What research areas interest you? Why?

#### **Next Step**

This meeting agenda is designed to help the faculty member and graduate student begin preparing a career development plan. Leaving this meeting, the faculty member and student should agree to think about the following items for the next meeting on career development.

- What are the career interests of the graduate student?
- What professional development activities should the student pursue while at URI to be prepared for future career opportunities? Does the student need to reach out beyond URI for certain professional development activities?
- How can professional development opportunities be aligned with the advisor's research endeavors and the mission of the student's department?