

Mentee Perspective\Peter Fontaine	Dialogue	Mentor Perspective\Krystina Madej
	<ul style="list-style-type: none"> <li>• August 10, 2012 – Mentorship Acceptance</li> <li>• Thursday, Aug. 16, 2012 – Brittain Fellow Orientation</li> <li>• August 23, 2012 – KM/ Note about ankle break</li> <li>• August 23, 2012 – PF/ Response/request to meet</li> <li>• Several emails, agree on Sept 12, many more emails (11 total) to finally schedule a meeting Fri., Sept. 21.</li> <li>• Friday, Sept. 21. Met and discussed career. Continued to discuss opportunities during the semester</li> <li>• Feb. 2 Email to Peter re TechStyle Article. He said yes</li> <li>• Established schedule, designed table</li> <li>• Feb. 3 Email with preliminary notes</li> <li>• Feb. 6 Emails re Podcast</li> </ul>	
Preliminary thoughts		Preliminary thoughts
<p>Responsibilities</p> <ul style="list-style-type: none"> <li>• What is a mentor – someone who uses personal experience to inform another person’s pedagogy</li> <li>• What does a mentor do – help develop the person’s teaching and learning goals</li> <li>• Why be a mentor – to gain additional pedagogical training and experience, teaching teachers</li> <li>• Why have a mentor – benefit of wisdom and experience, given an advance preview of what’s to come</li> </ul> <p>Getting to know the mentee and what his or her goals are for themselves to help craft a means to assisting their development.</p> <ul style="list-style-type: none"> <li>• Mentees should be enthusiastic, inquisitive, and willing to do research both on their own initiative and on the prompting of their mentor, and most importantly, make full use of opportunities and resources provided by mentor</li> </ul>	<p>Feb. 6, 2013</p> <p>Today’s discussion showed us that we had very different ideas about what mentoring meant. To show the evolution process of our relationship we decided to create a table that presented our individual thoughts and our discussion.</p>	<p>Responsibilities</p> <ul style="list-style-type: none"> <li>• What is a mentor - someone who takes an interest in developing another person's career</li> <li>• What does a mentor do - help advance the person's academic and professional goals in a direction that the person wants</li> <li>• Why be a mentor - create professional relationships that advance the field, keep abreast of new ideas</li> <li>• Why have a mentor - feedback on approach to career planning, dialog provides perspective</li> <li>• General guidelines - open door/sensible schedule, agreed on activities, encouraging dialog, suggesting opportunities, sharing ideas</li> <li>• Initial meetings - develop plan and guidelines as above</li> <li>• Possible discussion: How W&amp;C encourages or sees mentoring</li> </ul>

	<p>Feb. 8, 2013</p> <p>Today we filled in background and context with the understanding of how our mentoring relationship evolved from September of the 2012 fall semester. An omission that would have negatively affected the context of our discussion about mentoring. This collaborative article came out of the inspiration to do something more with this mentoring relationship, and it is helping us define what we are doing and how we are planning for the kinds of activities that would move us forward.</p>	
<p>I find it interesting that you received a long e-mail about a social evening, future dinner, and suggestions from other fellows based on their own mentoring experiences. I looked through my e-mail folders, and aside from being informed of who my faculty mentor was and that I was encouraged to contact you soon and with many questions, I received no instructions, suggestions, or other material. That having been said, I was fortunate enough that you attended several days of the new Brittain Fellow orientation (which was impressive to me considering you were recovering from a broken ankle). I was able to introduce myself to you, meet you, and we shared some early greetings. It made conversing with you over e-mail much more comfortable and allowed us to schedule our first two formal meetings. The difference of contact and information we received as part of this mentoring process is interesting to me. I was encouraged to “make use” of my faculty mentor verbally from a couple of people during orientation, but it was also implied that it was conditional relationship and not obligatory. There’s this sense to me that the mentor and mentee will make it up as they go along, and that the resources, if any, that are available will be the mentor’s to provide to the mentee. But what about the program providing resources to the mentor? What support should the mentor expect during this process? From my experience as a grad TA mentor I can say that I very much had to make it up as I went along and received very little official support and resources from my department. We were pretty much on our own to help develop our mentees (and we had multiple, which I’m guessing is the case for you and the other GT faculty who participate) and if we succeeded, great, but if there was sporadic or no contact with our charges they weren’t in a position to enforce otherwise address the failure in the relationship (this happened a couple of times to me). As a mentee, I guess I’ve been lucky that you have been invested in this process and in working with me, and that I am equally invested. Time is an issue, more now than</p>		<p>Not a reader of long emails, I did not read past the first few lines of the request to act as mentor until this evening when I went back to search for the email to ascertain the precise train of events and whether I’d been asked to mentor and then been provided with a mentee or whether I was provided the name of a mentee with the request (this was the case). The email identified a social evening (oops, missed that one) coming up, a future dinner (don’t recall that so must have missed it as well) and a number of suggestions from Brit fellows who had been in a mentoring situation in the past (must read all of this soon, just not enough time). A follow-up thank you note from W&amp;C provided some resources (urls) for mentors to use.</p>

<p>before when I was a mentor. Time to meet, to work, to write is precious, and requires flexibility on both our parts to come together and make it work. All right, I'm arbitrarily jumping among topics now. This should give us some additional material to consider for our next meeting.</p>		
<p>Developing ideas</p>		
<p>Time is always an issue, so the question of incentives for the mentors will have to factor in the extra time that mentoring takes. However, I think we've already got a great idea there, this collaborative piece we're working on. A project between mentor and mentee that will benefit them both. We're supposed to be doing this kind of work anyway, and collaborative writing, research, and presentations are becoming more accepted, and expected. So by pairing people up in the mentoring process, having projects for them to collaborate on makes a lot of sense and utilizes the time they would already be spending doing the project on their own.</p> <p>Also, the idea of a collaborative project puts the mentor and mentee more on terms of peers rather than in a more hierarchical relationship, which is how mentoring is traditionally seen. I definitely like that idea, as I believe good mentors will learn as much as they teach to their mentees. Both participants should be getting something out of the process and the relationship.</p>	<p>Feb. 13, 2013</p> <p>A number of subjects broached during this meeting: 1.) It was really helpful to have Krystina at the Brittain Fellow orientation. Early meeting with introductions made subsequent communication comfortable and smooth. 2.) I suggested that either these kinds of mentoring processes be a mandatory part of service for faculty (with official program support) or that the program make the mentoring process more enticing for its faculty. Unless the faculty is on board and sees the value in mentoring by themselves, then the responsibility for initiating the process falls to the mentee, as I've witnessed from a few Brittain Fellows who sent initial correspondence to their mentors but have yet to hear back from them. 3.) In tracing our own mentoring process we moved on from sharing background, information, and resources, to embarking on a project, this dialogue, together. Developing an article on mentoring for TechStyle, which is the starting point for turning this work into a podcast, then a five-minute presentation for Georgia Tech faculty, and finally some larger presentation for an organization like CETL (update: they were already booked, so we will have to pursue other venues) that could make great use of our conversation and insights.</p>	<p>It was a surprise, although perhaps it shouldn't have been, to learn from Peter that faculty did not respond to mentees emails. Courtesy alone dictates they should, at the very least, indicate their schedule did not have sufficient time to establish a mentoring relationship. Because mentees are perforce lower on the academic rung, it is awkward for the mentee to be put in the situation where they have to ask as they may feel they have no right to request advice. Faculty in different programs may not feel much commitment to W&amp;C fellows and so perhaps an introduction by W&amp;C of the mentoring program to the general faculty at one of the first faculty meetings would encourage commitment to such mentoring. Faculty may also feel they must respond positively only to find their schedules don't allow for any kind of an exchange, even the least time-consuming one. An email after the first month asking faculty who have responded positively about how the relationship is going, offering the possibility of graceful withdrawal if they are overbooked, would encourage an honest reply.</p> <p>Peter and I wondered on what basis we were matched up, academic interest perhaps? We wanted to know the criteria and think that if there is a criteria it might give both mentor and mentee a starting point of discussion (another possible reason faculty may not have responded to mentees).</p> <p>While it seemed useful to provide Peter with career information/advice, and suggestions for balancing career and life, I felt we needed more than that to continue in this mentoring relationship. With fellowships mentorships are generally based in the research that faculty and fellow share. In this situation, the relationship was created externally and common ground had to first be established, and then somehow taken advantage of (possibly another reason for non-response from faculty).</p> <p>Our research interests are not the same; we needed</p>

		<p>common ground - ergo the idea of consider the mentoring relationship itself as a research topic. The concept of mentoring then became the basis for an infrastructure of activities that would provide opportunity for exploration, discussion, and some end products that would benefit us both. Looking around to see what was possible I thought of TechStyle, the Podcasts, CETL, within Georgia Tech and conferences to do with mentoring outside Georgia Tech.</p> <p>Peter has been positive about the collaboration from the beginning and especially since we've been working on a very concrete basis. It's been a pleasure to work through these ideas with him.</p>
Final ideas		
	<p>Feb. 20, 2013</p> <p>Our first discussion is on whether we should do a poster. Peter has just done his first poster for CETL on his class work and he enjoyed the process so thinks that a poster on our mentoring process is a good idea. We also looked at and what conferences we might want to present at if the opportunity came up - 4Cs is in March and MLA is in January next year and we could do a proposal for both of these. Krystina asked whether there is anything worth sharing with others. Peter looked back over the notes and commented that at the beginning we looked back to where we started, the middle session looked at where we were at the time, and this session seems to be about where we should go next. He finds it interesting that the process of mentoring is reflected in the stages we have gone through over the last few weeks. Peter is very process oriented because his current workshops, of which he's done three in the last two weeks, concern themselves with the writing process.</p> <p>Is it enough that we've been talking about process or do we want to say something definitive? Considering that this activity is intended to be made into a TechStyle article and other activities we may need to do some research about mentoring and look at some official scholarship and Peter is prepared to take this on as his responsibility.</p> <p>Peter feels we have developed a successful mentor/mentee as well as peer relationship and that we have accomplished together things we could not have accomplished individually. This is after all a collaboration,</p>	

	<p>and possibly might not have worked out at all or one person might have been offering much more than the other. This process has been very equitable.</p> <p>The way that we have proceeded can be suggested as a good working model for developing a mentor/mentee relationship over a short period of time (six months). We then discussed adding a timeline to the discussion chart which showed the different dates and specific activities associated with forward movement.</p> <p>Our next step is to determine the exact format in which to provide this chart to TechStyle and how much ancillary information may be required to frame it.</p>	
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