BUILDING THE MENTORING RELATIONSHIP:

SOME SUGGESTIONS FOR MENTORS

*Every mentoring relationship is unique*. In fact, there is so much to learn that there are entire books devoted to how to build a mentoring relationship. Following are a few guidelines based on feedback we have received from our mentors that we hope will help you in creating a satisfying relationship with your mentee.

**Set Goals with Your Mentee**

* Setting goals with your mentee at the **beginning of the relationship** is critical because it gives direction to the relationship and informs you in how to help the mentee. See Appendix B and C for goal setting help
* If your mentee doesn’t know his/her goals, this can be your **first mentoring moment**. You can ask questions such as “What made you sign up for the mentoring program?” or “What about my profile stood out to you?” or “What are your specific concerns and questions right now?” or simply “How can I help you?”
* Remember, goal setting can be a **process**, so make a point to check in and ask the mentee if his/her priorities are changing or evolving

**Set Expectations with Your Mentee**

* **Stick** to the decision you made with your mentee on how and when you will communicate with each other. Renegotiate as needed.
* If the mentee is **unresponsive** at any point in the relationship initiate contact. Some students will be overwhelmed by how much they are doing and forget to contact you
* If your mentee doesn’t respond to you after multiple attempts, please **contact** the program staff at mentoring@stanford.edu

**Get to Know your Mentee**

* Ask **thoughtful** questions about the mentee’s interests, experiences and background
* **Follow up** on any important steps the student has taken, such as a job interview or a leadership experience, and ask what he/she learned
* Be an **active listener** by feeding back what the mentee says, avoiding interrupting and show interest in your voice and posture

**Offer Options Versus Solutions**

* **Avoid** giving quick solutions. Ask the mentee what he/she is thinking and help him/her process his/her own ideas
* Make **suggestions** of things the student might try, for example, “Have you looked into…” or “Something I found helpful when I was at Stanford…” versus “You should…” or “You need to…”
* Remember, often times people will not do what we say, so **don’t get discouraged** if your mentee does not heed your advice

**Share your Story**

* Telling your mentee **about yourself** and your experiences builds trust and rapport
* Think about how you have learned from your **mistakes** and how your mentee can learn from them
* Share your **lessons learned** during college and beyond with your mentee